



EDAD 664 Doctoral Writing-Authoring the Doctoral Dissertation The Literature Review

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COURSE INFORMATION

Required Texts

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press.

Galvan, J. L. (2013). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th. ed.). Los Angeles, CA: Pycszak Publishing.

Publications Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Optional Text

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd. ed.). Los Angeles, CA: SAGE.

Course Description

This course serves as one of the introductory classes in the doctoral dissertation writing process. The students will read and understand the Doctoral Dissertation Graduate School requirements and the EDAD Doctoral Program in the Doctoral Handbook. The course will also provide students the knowledge and skills needed to write their literature review and compile a list of appropriate references.

Course Goals and Objectives – Student Learning Outcomes

The students will develop advanced skills and knowledge of writing academic papers using the APA Style Manual 6th Edition.

1. The students will revise their completed Chapter I: Introduction, which was completed in EDAD 663.
2. The students will gain an increased understanding of the dissertation writing process by reviewing and evaluating a completed literature review.
3. The students will compose and submit a draft of the literature review.
4. The students will compile a list of references with their literature. The reference list should include 5-6 Primary sources of empirical, research refereed articles and 5-6

Secondary sources of empirical, research refereed articles with a total of 10-12 references.

5. The students will compose several reflection papers, including a summative reflection paper evaluating their preparedness to successfully complete Chapter 1 and Chapter 2 of the dissertation.

Course Design of the Class and Communication

This is an online course with 100% of instruction and assignments delivered using the eCollege learning media platform and thus, some obvious technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Microphone

As a student enrolled at Texas A&M University Commerce, you will have access to an email account via myLeo – all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me (i.e., Darlene.Callender@tamuc.edu) via the ecollege email system or your myLeo email as our spam filters catch yahoo, hotmail, etc. and I will not check for your email in spam.

When sending me an email be sure that you have included your name and Course Number (EDAD) in the subject line.

Another way to communicate with me is through Module Q&A. Each of the seven modules within our EDAD 664 shell has a link entitles Module Q&A where you can post questions and review responses to questions that pertain to course information as we progress through this course.

Prior to asking a question please quickly review previous responses within a particular Module Q&A forum as your question may already have been addressed. You are welcome to respond to a classmate's question if you can accurately address the issue.

You may also interact with me through *ClassLivePro*. I will hold a synchronous online office hour every Tuesday at 7:30 p.m. to 8:30 p.m. which will allow additional opportunities for you to ask me questions pertaining to course content and assignments. Click Live at the top of the eCollege course page followed by *Classlive* on the next screen. Then click Join Session. Having a high speed internet, a microphone, and a webcam will make your *ClassLivePro* experience more meaningful. *ClassLivePro* is not mandatory. You are not required to do one or the other or both (Google + or *ClassLivePro*); however, students who do participate express an increased sense of community and presence I the online class. This forum attempts to stimulate an actual classroom experience.

This class design is based on constructivist learning principles. This means that the instructor creates an environment for learning by providing by providing ofcus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

Class Participation

Given the constructivist design of the class and the online delivery format, it is imperative that this course is interactive. It is my expectation (and I'm sure yours too) that all students participate fully in all activities and assignments in order to maximize their learning experience.

In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection.

This means that each student should be:

- (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for),
- (2) self-disciplined (spending time to be fully prepared), and
- (3) eager to share with your classmates (participating actively by sharing what you have prepared). Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

Assignments

Regardless of circumstance, all assignments are due on the date specified, unless prior approval is granted by the professor.

Module 1 Assignment 1

Review and revise your Chapter I – Introduction to the Study, which was completed in EDAD 663.

Include the following sections in the Introductory Chapter:

- Research Topic
- Introduction to the Chapter
- Background of the Study
- Statement of the Problem
- Purpose of the Study
- Significance of the Study
- Definition of Terms
- Research Questions (or Hypotheses) (Hypotheses for quantitative or mixed method research designs)

Videos, lecture notes, and articles in the modules and Doc Share will help guide students through the development of these assignments.

Module 2 Assignment 2

This assignment is designed for the student to develop a deeper understanding of the literature review by examining and critically analyzing an existing literature review. Each student will access a dissertation from the Gee Library archives or other Dissertation Databases that

matches or closely resembles their dissertation research topic. Then, use the rubric provided in Doc Sharing to analyze the literature review. Write a reflection paper, which includes your analysis of the literature review (2 double spaced pages with appropriate use of APA) and the completed rubric criteria. The reflection paper should also tell how you will use this new knowledge to help you with writing your literature review.

Module 3 Assignment 3

Literature Review: The Structure

Write a Reflection Paper (2 double spaced pages with appropriate use of APA) summarizing the videos and lecture notes in this module on the structure of the literature review. Write a Reflection Paper (2 double spaced pages) summarizing the videos and lectures notes in this module on the structure and organization of a literature review.

The reflection paper should summarize the materials viewed and read. It should also tell how you will use this new knowledge to help you with the assignment.

Module 4 Assignment 4

Literature Review: The Steps

Write a Reflection Paper (2 double spaced pages) summarizing the videos and lectures notes in this module on the steps of a literature review. The reflection paper should summarize the materials viewed and read. It should also tell how you will use this new knowledge to help you with the assignment.

Module 5

Write, Write, Write the Literature Review and compile the reference list.

Module 6

Assignment 6 - Final Submission of Chapter 2 Literature Review (10-15 pages) and References (10-12)

This assignment is designed for the student to develop a draft of the Literature Review. Each student will construct a draft literature review on the topic that they identified in Chapter 1 during EDAD 697 (663). The students will also compile the reference list.

Module 6 - Literature Review and Reference Grading Rubric

100	The review of literature exhibits a logical progression and synthesis of sufficient empirical research that support the focus of the research topic. The literature is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and summary of the review. Appropriate citation is evident. Reference list consists of 9 primary sources, refereed empirical research articles and 1-3 secondary source, empirical research articles.
90	The review of literature exhibits a logical progression of ideas with sufficient empirical research that support the focus of the research topic. The review is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and a summary of the review. Appropriate citation is evident. Reference list consists of 9 primary source, refereed empirical research articles and 1-3 secondary source empirical research articles.

80	The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions; more empirical research is needed. Lacks major headings and subheadings. Inappropriate citation. Reference list consists of 8 primary sources, refereed empirical research articles and 4 secondary source empirical research articles.
70	The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions; evidence provided is not peer reviewed and/or is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, refereed, empirical research articles.
60	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, refereed, empirical research articles.

Module 7 - Assignment 7

Chapter 2 – Doctoral Dissertation Literature Review: Reflection Paper (2 double spaced pages) Please reflect on your draft literature review and introduction chapter experiences. Tell us what you learned and what you would have liked to learn.

Discussion Thread Rubric

The student is timely in posting assignments, which allows peers sufficient time to provide feedback. Post assignment by Thursday of each week.	0 1 2
The student is timely in providing constructive feedback to one of their classmates' discussion thread. Time range from Thursday to Sunday.	0 1 2
The student demonstrates an observable understanding of the video, lecture notes, assignment, and/or articles being discussed. The understanding will be at the critical thinking and synthesis level.	0 1 2
The student response in the discussion thread is at least 100 words.	0 1 2
The student demonstrates application of the knowledge and skills learned from the lecture notes and videos by describing at least two ways he/she will use this new learning in the assignment.	0 1 2
	Point Total = /10

Rubric for Reflection Papers

<i>Points</i>	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material. Primary source in a peer-reviewed journal article. The reflection paper should summarize the materials viewed and read. It should also tell how you will use this new knowledge to help you with the assignment.
4	Addresses each aspect of the assignment.

3	Addresses the appropriate topic and partially fulfills assignment requirements.
2	Addresses the appropriate topic, but omits most or all of the assignment requirements.
1	Off topic or vaguely addresses the topic.
Grammar, APA, and Mechanics	
5	Sentences are grammatically and mechanically correct. Correct use of APA.
4	Rare grammatical, APA, and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical and APA errors exist.
2	A variety of grammatical and APA errors appear throughout the text possibly affecting readability.
1	Most sentences exhibit multiple grammatical, APA, and mechanical errors, obstructing meaning.
Earned Point Total: /10	

Chapter I – Introduction Grading Rubric

COURSE OUTLINE / CALENDAR

EDAD 664 Course Calendar (Tentative)

Module 1	Assignment	Assignment and Discussion Thread Due Date
January 14 – 20	<p>Introduction to Classmates – Go to the student lounge, introduce yourself, and upload your picture. See the specific four questions to respond to in Module 1 – Task .</p> <p>Read the syllabus, course calendar and review all assignments and discussion threads in each of the seven modules. Review all information in Course Home.</p> <p>Read Chapter 1 and Chapter 2 in Doctoral Handbook and Graduate School Dissertation Template.</p> <p>Readings: Lunenburg and Irby - Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences – Read Chapters 1, 3, 5, and 6.</p> <p>Galvan, J. L. Writing Literature Reviews: A Guide for Students of the Social and Behavioral Science, Read Chapter 3</p>	<p>Introduction to classmates – First task</p> <p>Assignment 1 – Chapter I – Introduction</p> <p>Due Thursday of this week –</p> <p>Attach Chapter 1 in the dropbox</p> <p>Discussion Thread 1</p> <p>Post discussion thread (regarding Chapter 1 topic) from Thursday of this week to Sunday of this week. Place written response in the dropbox.</p>
Module 2	Assignment	Assignment and Discussion Thread Due Date
January 21- 27	<p>Student-selected Chapter 2 Dissertation from Gee Library or other Dissertation Database</p> <p>View videos, read lecture note and articles in Doc Sharing or in Module tab about the literature review analysis.</p>	<p>Assignment 2 – Literature Review Analysis Reflection Paper and Completed Rubric</p> <p>Due Thursday of this week – Attach Literature Review Analysis Reflection paper and completed rubric in the dropbox</p> <p>Discussion Thread 2</p> <p>Post discussion thread (regarding Literature Review Analysis and Rubric topic) from Thursday of this week to Sunday of this week. Place</p>

	<p>Readings: Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences – Read Chapter 7. Galvan, J. L.</p> <p>Writing Literature Reviews: A Guide for Students of the Social and Behavioral Science, Read Chapters 4 and 5.</p>	written response in the dropbox.
Module 3	Assignment	Assignment and Discussion Thread Due Date
January 28 – February 3	<p>View videos, read lecture note and articles in Doc Sharing or in Module tab about the literature review structure</p> <p>Readings: Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences – Read Chapter 6. Galvan, J. L.</p> <p>Writing Literature Reviews: A Guide for Students of the Social and Behavioral Science, Read Chapter 5.</p>	<p>Assignment 3 – Literature Review Structure Reflection Paper</p> <p>Due Thursday of this week – Attach Literature Review Structure Reflection paper in the dropbox</p> <p>Discussion Thread 3</p> <p>Post discussion thread (regarding Literature Review Structure topic) from Thursday of this week to Sunday of this week. Place written response in the dropbox.</p>
Module 4	Assignment	Assignment and Discussion Thread Due Date
February 4 - 10	<p>View videos, read lecture note and articles in Doc Sharing or in Module tab about the literature review steps</p> <p>Readings: Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences – Read Chapter 6. Galvan, J. L.</p> <p>Writing Literature Reviews: A Guide for Students of the Social and Behavioral Science, Read Chapters 7 and 8.</p>	<p>Assignment 4 – Literature Review Steps Reflection Paper</p> <p>Due Thursday of this week – Attach Literature Review Steps Reflection paper in the dropbox.</p> <p>Discussion Thread 4</p> <p>Post discussion thread (regarding Literature Review Steps topic) from Thursday of this week to Sunday of this week. Place written response in the dropbox.</p>
Module 5	Assignment	Assignment and Discussion Thread Due Date
February 11 - 17	<p>No Assignments</p> <p>No Discussion Thread</p> <p>Write, Write, Write</p>	No Assignment or Discussion Thread
Module 6	Assignment	Assignment and Discussion Thread Due Date
February 18- 24	<p>View videos, read lecture note and articles in Doc Sharing or in Module tab about the literature review and references</p> <p>Readings: Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences – Read Chapter 6. Galvan, J. L.</p> <p>Writing Literature Reviews: A Guide for Students of the Social and Behavioral Science, Read Chapters 9, 10, 11 and 13.</p>	<p>Assignment 6 – Literature Review and References</p> <p>Due Thursday of this week – Attach Literature Review and References paper in the dropbox.</p> <p>Discussion Thread 6</p> <p>Post discussion thread (regarding Literature Review and References topic) from Thursday of this week to Sunday of this week. Place written response in the dropbox.</p>
Module 7	Assignment	Assignment and Discussion Thread Due Date
February 25 – March 1		<p>Assignment 7 –Chapter 1, Literature Review, and References Reflection Paper</p> <p>Please assess your chapter 1, literature review, References experience. Tell me what you learned and what you would have liked to learn.</p> <p>Due Thursday of this week – Attach Chapter 1, Literature Review, and References Reflection paper in the dropbox.</p> <p>No Discussion Thread</p>

Rubrics

Module 6 - Literature Review and Reference Grading Rubric

100	The review of literature exhibits a logical progression and synthesis of sufficient empirical research that support the focus of the research topic. The literature is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and summary of the review. Appropriate citation is evident. Reference list consists of 9 primary sources, refereed empirical research articles and 1-3 secondary source, empirical research articles.
90	The review of literature exhibits a logical progression of ideas with sufficient empirical research that support the focus of the research topic. The review is organized by major headings and subheadings. The review includes an introduction to the literature with an advance organizer and a summary of the review. Appropriate citation is evident. Reference list consists of 9 primary source, refereed empirical research articles and 1-3 secondary source empirical research articles.
80	The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions; more empirical research is needed. Lacks major headings and subheadings. Inappropriate citation. Reference list consists of 8 primary sources, refereed empirical research articles and 4 secondary source empirical research articles.
70	The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions; evidence provided is not peer reviewed and/or is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, refereed, empirical research articles.
60	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking. No major headings or subheadings are present. Inappropriate citation. Lack of primary source, refereed, empirical research articles.

Rubrics for Reflection Papers

<i>Points</i>	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material. Primary source in a peer-reviewed journal article. The reflection paper should summarize the materials viewed and read. It should also tell how you will use this new knowledge to help you with the assignment.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills assignment requirements.
2	Addresses the appropriate topic, but omits most or all of the assignment requirements.
1	Off topic or vaguely addresses the topic.
Grammar, APA, and Mechanics	
5	Sentences are grammatically and mechanically correct. Correct use of APA.
4	Rare grammatical, APA, and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical and APA errors exist.

2	A variety of grammatical and APA errors appear throughout the text possibly affecting readability.
1	Most sentences exhibit multiple grammatical, APA, and mechanical errors, obstructing meaning.
	Earned Point Total: /10

Chapter I – Introduction Grading Rubric

Research Topic and Introduction to the Chapter - The research topic is researchable; that is, it can be investigated through collecting and analyzing data. It also has theoretical or practical significance. That is, it contributes in some way to improvement or understanding of educational theory or practice. It is ethical and does harm the research participants. Finally the research topic is manageable; that is, you can investigate the topic adequately, given your current level of research skill, resources available, and the time you can commit to carrying out the study. The introduction to the chapter does not have its own heading. It gets the reader into the chapter somewhat gradually. The introduction includes the professional conditions at the time of the study and broader societal and school conditions that made the problem seem important.	0 1 2
The Background of the Study provides a context for the study. You answered the question, "What special factors were at work that might possibly have influenced the conceptualization and execution of the stud?" The Statement of the Problem is a brief section that states the problem clearly and succinctly. The Purpose of the Study clearly describes the intent of the study and builds on the need of the problem. The Significance of the Study answers the question, "Why did you bother to conduct the study?" Specific explanations based on research was discussed such as: improves policy and practice, previous studies have turned up conflicting evidence concerning the issue you have chosen to study, the study includes a theory that has been widely accepted but little tested, would be of value to practitioners, and would likely advance knowledge.	0 1 2
Definition of Terms, Research Questions/ Hypotheses. The appropriate terms have been defined for this study. Definitions have proper citation. The research questions/hypotheses (quantitative study) are aligned. The research questions are statements to which the researcher seeks an answer. The research questions are stated correctly for the research design (i.e., qualitative, quantitative, mixed methods). For example, the qualitative research questions are interrogative sentences that ask questions about a process, issue or phenomenon. The quantitative research questions are interrogative sentences that ask a question the relationship that exist between two or more variables. Research questions are worded specifically in order to pinpoint what is being instigated. The question specifies exactly the variables that are to be investigated. The hypothesis (i.e., quantitative study) is the formal statement of the researcher's prediction of the relationship that exists among the variables under investigations.	0 1 2
Limitations, Delimitations, and Assumptions. The limitations that are not under the control of the researcher were explained. These factors may have an effect on the interpretation of the findings or on the generalizability of the result. The delimitations , self-imposed boundaries set by the researcher on the purpose and scope of the study, were discussed in a paragraph format. The assumptions that are postulates, premises, and propositions that were accepted as operational for purposes of the research were discussed.	0 1 2
An Overview of the Methodology and Organization of Chapter. The overview of the methodology includes a general discussion of the research design (i.e., quantitative), research strategy of inquiry (i.e., causal-comparative design) and described procedures that will be used to collect and analyze the data, sampling technique, research participants or archival data. The organization of the chapter described the content found in subsequent chapters.	0 1 2
	/10

APA Format for Papers

The following format is directly from the Doctoral Dissertation Template approved by the TAMUC Graduate School. (Please follow APA 6 formatting in your Style Manual. You may also access a free online APA tutorial at Purdue Online Writing Lab and at www.apasstyle.org).

Papers should be double spaced, size 12 font (New Times Roman), and follow the format for papers as specified by the APA Publication Manual. This is a scholarly work and should not be written in first person.

All resources should be cited using APA format. The paper should also be free of technical errors (spelling, punctuation, proper use of grammar, etc.).

Grading – Student Performance Evaluation

Evaluation will be based on successful completion of each of the performance expectations. Each performance assignment has been assigned points towards the total on which the final course grade will be based. The points for each assignment may be viewed in the gradebook.

Grading points for performance assignments expectation

Module	Assignment/Points	Discussion/Points
Module 1	Assignment 1 - 10	Discussion 1- 10
Module 2	Assignment 2 - 10	Discussion 2 - 10
Module 3	Assignment 3- 10	Discussion 3 - 10
Module 4	Assignment 4 - 10	Discussion 4 - 10
Module 5	No Assignment	No Discussion
Module 6	Assignment 6 - 100	Discussion 6 - 10
Module 7	Assignment 7 - 10	No Discussion
Total Points	150	50
Grand total Points		200

All assignments must be completed to earn an A in this course.

Grading Scale

- A = 180-200
- B = 160-179
- C = 140-159
- D = 120-139
- F = Below 119

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assignments. Click Live at the top of the *eCollege* course page followed by *Classlive* on the next screen. Then, click Join Session. Having a high speed internet, a microphone, and a webcam, will make your *ClassLivePro* experience more meaningful. *ClasslivePro* is not mandatory. You are not required to do one or the other or both (Google + or *ClassLivePro*); however, students who do participate express an increased sense of community and presence in the online class. This forum attempts to simulate an actual classroom experience.

eCollege Student Technical Support

- **Texas A&M University-Commerce** provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

University Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Student Disability Resources & Services

StudentDisabilityServices@tamuc.edu

Course Specific Procedures

Citizenship

Late Work

Attendance

Scholarly Expectations

Courtesy Regarding Cell Phones/Electronic Devices

Dropping the Class

Incomplete Grades

Academic Honesty

Plagiarism

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating

on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University –Commerce, Graduate Catalog).

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).