

## ***COURSE SYLLABUS***

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### **INSTRUCTOR AND COURSE INFORMATION:**

Instructor: Amanda J. Rockinson-Szapkiw

Email:

Office hours: Please email to schedule an appointment.

Time Class Meets: M-F, 8:30 a.m. – 4:30 p.m.

### **COURSE DESCRIPTION:**

This course is an overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

### **RATIONALE:**

This course is designed to help doctoral students master the writing of a proposal for a dissertation, along with gaining an understanding of writing for publication.

### **PREREQUISITES:**

EDUC 715

EDUC 817

Completion of at least 42 hours of doctoral level coursework.

### **EDUC 970 (COMPREHENSIVE EXAM):**

Students enrolled in EDUC 919 must also be enrolled in the corresponding section of EDUC 970. In order to pass EDUC 970, students must complete all assignments and receive a grade of a C or higher in EDUC 919.

### **REQUIRED TEXTS:**

LiveText membership (see [www.LiveText.com](http://www.LiveText.com)): This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the School of Education. ISBN: 9780979663567.

Course texts from EDUC 812, EDUC 715 and EDUC 817 (formerly EDUC



712, 717)

Primary source texts related to selected research design and analysis for dissertation

Rockinson-Szapkiw, A.J. & Spaulding, L.S. (Eds.) (2014). *Navigating the doctoral journey: A handbook of strategies for success*. Lanham, MD: Rowman & Littlefield.

*Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association.

### **HIGHLY RECOMMENDED TEXTS:**

Belcher, W.L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, California: Sage Publications, Inc.

Davis, G. B. & Parker, C. A. (1997). *Writing the doctoral dissertation: A systematic approach*. Hauppauge, NY: Barron's Educational Series. ISBN: 0-8120-9800-5

Galvan, J. S. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences (4<sup>th</sup> ed.)*. Glendale, CA: Pyczak Publishing. ISBN: 1-884585-86-8

### **Qualitative:**

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches (2nd ed.)*. Thousand Oaks, California: Sage Publications, Inc. ISBN: 978-1-4129-1607-3.

Patton, M. (2002). *Qualitative research & evaluation methods (3<sup>rd</sup> ed.)*. Thousand Oaks, CA: Sage Publications.

### **Quantitative:**

Campbell, D. & Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Chicago, IL: Rand-McNally.

Creswell, J.W. (2006). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Tabachnick, B.G., & Fidell, L.S. (2007). *Using multivariate statistics*. Boston: Allyn and Bacon. (if you plan to conduct multivariate statistics)

Warner, R. M. (2013). *Applied statistics: From bivariate through multivariate techniques (2nd ed.)*. Thousand Oaks, CA: Sage Publications. ISBN: 9781412991346.

### **ADDITIONAL MATERIALS FOR LEARNING:**

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- a) Computer with audio and graphics card, software, and hardware
- b) Internet access (broadband recommended)
- c) Adobe Reader
- d) Flash Player
- e) SharePoint Access
- f) Microsoft Office. Microsoft Office is available at a special discount to LU students.) All documents posted and submitted must be in Microsoft Word unless otherwise specified. Please note that no Microsoft Works documents will be accepted.
- g) ILRC Resources, specifically primary source texts related to your research design and analysis.
- h) Electronic recording device



**LEARNING OUTCOMES:**

- a) Identify the steps in the dissertation process for Liberty University SOE.
- b) Describe the primary components of the dissertation manuscript.
- c) Compile a literature review binder with articles on a topic related to your dissertation interest.
- d) Write a literature review, demonstrating scholarly writing skills including acumen, clarity, and conciseness, on a topic related to your dissertation interest.
- e) Describe the procedures for submitting a research article to a professional journal and submit a literature review for publication in a peer reviewed journal.
- f) Develop and write a research plan that addresses a “gap” in the educational literature.

**COURSE REQUIREMENTS AND ASSIGNMENTS:**

**Readings and Instructor Material**

The candidate will complete assigned and self- directed readings and view corresponding instructor material. This is primarily a self-directed reading and research course, so students will be primarily responsible for choosing readings that correspond with their research interests and research design. Also, the candidate will be responsible to read chapters 9, 13, 12 14, 15, 16 (qualitative) / 17 (quantitative) and 18 of Rockinson-Szapkiw & Spaulding text.



**Blackboard Introduction**

The candidate will post a picture and brief personal biography introducing himself/herself to the class and instructor. The introduction paragraph should be followed by a brief purpose statement (using the quantitative/qualitative template provided) reflecting the candidate’s current research plan and topic.

**Plagiarism Awareness Quiz**

The candidate will review the Liberty University Academic Honesty Policy and the APA Manual’s plagiarism policy to ensure understanding of plagiarism. The candidate will acknowledge his/her understanding of plagiarism and the consequences of plagiarism in the dissertation process via a Blackboard quiz.

### **Institutional Review Board (IRB) Quiz**

The candidate will review Liberty University's IRB website to ensure understanding of IRB guidelines for gaining approval to conduct research with human subjects. The candidate will acknowledge his/her understanding of IRB guidelines and procedures via a Blackboard quiz.

### **Research Design Quiz**

In order to be successful in this class, candidates need to have a strong understanding of research design and analysis. Candidates will need to demonstrate knowledge of research design and analysis prior to coming to class by taking one (qualitative OR quantitative) open-book and open-notes quiz covering concepts covered in previous quantitative and qualitative research design and analysis courses. Qualitative questions are drawn from *Qualitative Inquiry & Research Design* (Creswell, 2013). Quantitative questions are drawn from Warner and Gall, Gall, and Borg textbook readings and corresponding course presentations and tutorials. Quantitative analysis tutorials can be reviewed at <http://thedoctoraljourney.com>. Candidates will choose either the quantitative or qualitative quiz that corresponds with the section they are enrolled. If candidates switch methodologies at any time in EDUC 919, they will be responsible to take the quiz that corresponds with the methodology of their research design. The quiz that aligns with the final Research Plan submission will be factored into the final grade for the course.

### **Literature Quiz**

The candidate will complete an instructor created lesson on differentiating among different types of literature and complete a multiple choice quiz to demonstrate understanding of the content. The presentation will be viewed and the quiz taken via a link provided.

### **Literature Binder**

The candidate will develop a 3-ring binder of literature resources with 25 resources divided into four sections: the literature review and meta-analysis section, the research section, the theoretical section, and the dissertation section. Students will identify resources, read the resources, and complete review forms for each resource.

### **Participation**

Candidate attendance and participation in each class session is vital for learning, and collegial collaboration is a significant portion of the intensive learning process. Candidates are expected to arrive on time, attend entire class meetings, and actively participate in discussions and demonstration activities. Lack of attendance, frequent tardiness, and lack of verbal participation in class will result in a reduction of participation points and can negatively affect the final grade. Please do not assume that silence means consent and that the points for participation do not have to be earned. Lack of respect for the instructor or fellow classmates in any manner will also result in a reduction of participation points and can negatively affect your final grade. Furthermore, candidates are expected to actively participate in all evening workgroups (Monday- Thursday), complete evening assignments, and submit assignments. Candidates are expected to check Blackboard daily during the intensive. Computers are encouraged in class; however, the inappropriate use of technology and other disruptive

behaviors will not be tolerated in class. Candidates who engage in misconduct are subject to the penalties and process outlined in the *Liberty Way*. Disruption will result in loss of participation points.

### **Methodology Plan (Chapter 3) Presentation**

The candidate will develop a methodology plan for a quantitative or qualitative research study and present their plan during a selected time during a selected class. Candidates will deliver a 15-20 minute presentation that clearly articulates their methodology for a research study related to their dissertation interest. (a) a brief background or introduction identifying the problem, (b) the purpose statement, (c) research question(s), (d) research hypothesis(es) in null form (if selecting a *quantitative* design), (e) identification of variables or central phenomenon (if *qualitative*), (f) research design, (g) participants and sampling, (h) setting (if applicable), (i) methods of data collection/ procedures/ instrumentation, (j) data analysis, (k) limitations, ethical considerations, and assumptions. At the conclusion of the presentation, the student should be prepared to give a 60 second summary of the planned research so that it can be posted to SharePoint for potential dissertation chair review.

### **Dispositions Self-Assessment**

The candidate will reflect on his/her performance in this class by completing the Dispositions Self-Assessment template in LiveText by writing one complete paragraph per disposition detailing how he/she demonstrated each of the following in this course: social responsibility, commitment/work ethic, reflection, integrity, and professionalism.

### **Research Plan (and Research Plan Peer Review)**

The candidate will develop a research plan outlining a quantitative or qualitative research study that they plan to use for their dissertation. The research plan should follow either the qualitative or quantitative prospectus template found on the Dissertation Guide website (at this stage, only an outline of Chapter 2 is required). The plan should be written following the most current APA style and incorporate the feedback received during the methodology plan presentation. Prior to final submission, candidates must have one peer in the course review their manuscript for APA and research design/ analysis. Using the provided peer review form and Microsoft Word track changes feature, candidates will have their manuscripts critiqued and they will also critique one peer's manuscript. Each candidate will submit their manuscript and the two critiques.

### **Professional Publication**

The candidate will develop a manuscript that synthesizes, not simply summarizes, a topic (may be related or unrelated to his/her dissertation topic). The manuscript should be between 15 -30 pages in length and be appropriate for publication in a peer reviewed journal. The manuscript should be written following the most current APA style. Prior to final submission, students must have a peer in the course review their manuscript and provide structured feedback using the editing checklist (Galvan, 2009, pp.115-120). An alternative to having a peer edit the manuscript is to have the manuscript edited by the LU online writing center (<http://www.liberty.edu/academics/graduate/writing/>). The candidate must submit his/her manuscript for publication in a refereed scholarly journal. For the final assignment, in addition to

the manuscript and proof of editing, students will submit all items necessary (e.g., letter to the editor) for submission at chosen submission location.

**See the Assignment Appendix in Blackboard under “Assignment List” for complete assignment descriptions and grading criteria.**

#### EVALUATION, GRADING, AND CALENDAR

Assignment	Due Date/Time (EST)	Points	Where
Introduction (picture, biography, & purpose statement)	Monday, 4 weeks prior to the first day of Intensive, by 8:30 a.m.	25	BB
Assigned Reading: Rockinson-Szapkiw & Spaulding text, chapters 9,12, 13, 14, and 15. These chapters will be helpful in completing all preintensive assignments.	Monday, 3 weeks prior to the first day of Intensive, by 8:30 a.m.	0	n/a
Plagiarism Awareness Quiz	Monday, 3 weeks prior to the first day of Intensive, by 8:30 a.m.	10	BB
IRB Quiz	Monday, 3 weeks prior to the first day of Intensive, by 8:30 a.m.	10	BB
Literature Quiz	Monday, 3 weeks prior to the first day of Intensive, by 8:30 a.m.	10	BB
Research Design Quiz (Qualitative OR Quantitative)	Monday, 2 week prior to the first day of Intensive, by 8:30 a.m.	150	BB
Literature Binder	Monday, 1 <sup>st</sup> day of the intensive, by 8:30 a.m.	150	Class
Review Reading: Rockinson-Szapkiw & Spaulding text, chapters 9,12, 13, 14, and 15.	Tuesday, 2 <sup>nd</sup> day of the intensive, by 8:30 a.m. (Review Monday evening)	0	n/a
Assigned Reading: Rockinson-Szapkiw & Spaulding text, chapters 17 (quan) or 16 (qual) & 18	Wednesday, 3 <sup>rd</sup> day of the intensive, by 8:30 a.m. (Read Tuesday evening)	0	n/a
Methodology Plan Presentation	Thursday & Friday, during the intensive	100	Class
Participation	Monday- Friday, during the intensive	25	Class
Dispositions Self-Assessment	Friday, 1 week after the intensive by 8:30 a.m.	20	LT
Research Plan Peer Review	Friday, 2 weeks after the intensive, by 8:30 a.m. to your peers Monday, following this Friday, by	2 x 25	BB And e-mail peer submission

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	8:30 a.m. submit to your instructor & peers		
Research Plan	Friday, 3 weeks after the intensive, by 8:30 a.m.	400	SharePoint And BB
Professional Publication	Friday, 4 weeks after the intensive, by 8:30 a.m.	50	BB
Suggested Reading (looking ahead to EDUC 980 and choosing a chair): Rockinson-Szapkiw & Spaulding text, chapter 10	n/a	0	n/a
<b>Total</b>		<b>1000</b>	

\*\*All assignments are due by 8:30 a.m. EST on due day, unless otherwise noted. SP = Sharepoint;  
BB = Blackboard; LT = LiveText

### Important Dates

	Monday	Friday
4 weeks prior	Nov. 17	n/a
3 weeks prior	Nov. 24	n/a
2 weeks prior	Dec. 1	n/a
1 week prior	Dec. 8	n/a
Intensive	Dec. 15	Dec. 19
1 week after	Dec. 22	Dec. 26
2 weeks after	Dec. 29	Jan. 2
3 weeks after	Jan. 5	Jan. 9
4 weeks after	Jan. 12	Jan. 16

### Grading Scale

A	960	-	1000
A-	940	-	959
B+	920	-	939
B	890	-	919
B-	870	-	889
C+	850	-	869
C	820	-	849
C-	800	-	819
D+	780	-	799
D	750	-	779
D-	730	-	749

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## **POLICIES**

### **Late Assignments**

Late assignments will only be accepted with prior approval from the instructor. You are to notify the instructor **by email** of any delay in assignment submissions and request an extension, either **before or the day** that the assignment is due. If notification of delayed submission is not **before or the day** that the assignment is due, the assignment will not be accepted. Assignments that are granted an extension will be scored with a 10% deduction daily. Assignments submitted more than one week after the due date will be given a zero. No assignments will be accepted after the last day of the course (when the last assignment is due). No Incompletes (I) due to a student's inability to meet the required work for this course will be given in this course. The instructor may offer the chance to resubmit an assignment; however, a 20% point deduction will be taken.

### **Attendance**

There is a stringent attendance policy for intensives. Candidates are required to be in attendance and actively participate every day, all day during the intensive week. Any missed classes will automatically result in final course grade of an "F." After a five minute grace period, students will lose 50 points per half hour for tardiness. This course is called an 'intensive' to depict its rigorous nature. Candidates must plan travel to take into account possible delays. It is also advisable to reschedule the course in the event of illness.

### **Plagiarism**

According to the plagiarism policy on academic integrity, plagiarism may result in failing the course. Plagiarism can also result in dismissal from the Ed.D program. Plagiarism on any project will automatically result in a zero. Please see the APA manual for information about plagiarism (including self plagiarism) and how it is defined. Additionally, academic misconduct includes not only plagiarism, but academic dishonesty falsification. See *The Liberty Way* for specific definitions, penalties, and processes of reporting.

### **E-mail Policy**

Liberty University gives each student an email address. Many students use other email addresses as their preferred address. However, all students need to know that the University and instructor, when sending personal information or general information, will only utilize a student's university address. Therefore, students are responsible to regularly check for messages at their university e-mail. Additionally, students sending e-mail to the instructor should label it in the following manner: Course, last name, first name (i.e., EDUC919\_Doe\_John).

### **File Format**

Assignments should all be attached as Microsoft Word documents (.doc or .docx).

### **Safeguards**



Back up work!!!! If work is 'electronically lost,' candidates are responsible for resubmitting the assignment, and if applicable, accepting the associated late penalty as stated under “Late Assignments” above.

**Disability Assistance**

Students with a documented disability may contact LU Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.