EDUC 510
Introduction to Doctoral Studies in Education
Fall 2015

Class Schedule: Thursdays, 5-8pm
Location: 041 Pulliam Hall
Instructor: Saran Donahoo
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Office Hours: Tuesdays, 1:30-4:30pm
Thursdays, 1:30-4:30pm
By appointment

Purpose:
This course offers an introduction to key concepts, issues, and skills relevant to graduate studies and doctoral programs in particular. Throughout this course, we will review processes and policies that structure the pathway to completing a doctoral degree. Students will also complete assignments designed to help produce products useful in preparing to conduct research and functioning within an academic environment. Additionally, students will also work to develop a scholarly identity and practice identifying, reading, synthesizing, and critiquing existing research.

Required:
Articles as assigned

Recommended Text:
Course Objectives:
- Become familiar with the policies and procedures that govern doctoral processes especially in the College of Education and Human Services
- Practice identifying, reading, synthesizing, and critiquing existing research and scholastic literature
- Devise a research statement
- Begin to craft a curriculum vitae
- Develop skills related to evaluating and critiquing written academic work

Points Scale

Assignments - Why Pursue a Doctoral Degree? 5 points
Research Statement 10 points
Initial Vita 10 points
Book (Media) Review 10 points
Peer Responses (2) 10 points
Research Journal 15 points
Pre-proposal 25 points
Participation 15 points
TOTAL 100 points

Students must complete all of the assignments in order to satisfy the requirements of the course.

Grading Scale
100-92% = A 91-82% = B 81-72% = C

Attendance
All students are expected to prepare for, attend, and participate in each class period. Missing class meetings will effect your participation and may have negative impact on your grade. Instructor reserves the right to apply this policy on a case-by-case basis.

Students are responsible for obtaining course information and completing all assignments whether present in class or not.

Late Policy
All students are expected to complete assignments in the manner and by the due date specified by the instructor. Students needing extensions should consult with the instructor individually. Late assignments will result in a lower grade. For students who are absent on the day an assignment is due, the assignment is late.

Disability
A student with a disability should contact Disability Support Services at 453-5738 (TTY: 453-2293) for service information. Please notify the instructor of necessary accommodations.

**Emergency Procedures**

“Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.”

**Sexual Assault Policy**

Federal law requires that all institutions, which receive and distribute federal financial aid, prohibit discrimination, harassment, and violence based on sex and gender. Information on Southern Illinois University Carbondale’s policies in this area are available at: [http://policies.siu.edu/policies/Sexual%20Assault,%20Dating%20Violence,%20Domestic%20Violence%20and%20Stalking.html](http://policies.siu.edu/policies/Sexual%20Assault,%20Dating%20Violence,%20Domestic%20Violence%20and%20Stalking.html)

Additionally, students who feel that they have experienced sexual harassment, assault, or discrimination can find information about specific area resources at: [http://shc.siu.edu/counseling/crisis_services/sexualassaultadvocacy.html](http://shc.siu.edu/counseling/crisis_services/sexualassaultadvocacy.html).

**In-Class Electronic Communication Policy**

During class time, all participants need to focus on discussions and other activities related to the material required for the course. As such, students cannot use cell phones, two-ways or electronic communications devices of any kind during class. This includes all calls, text messaging, Internet usage (other than instructor required or requested) or other electronic communications during class meetings. You are encouraged to leave your cell phone in your car or at home. If you elect to bring your cell phone to class, it should be off or in silent mode. If the instructor deems it necessary, all students will deposit their devices into the cell phone box for the duration of each class meeting.

**Course Assignments**

Each student will complete his or her own work as required. Work should be typewritten in a 12-point font. All assignments should include a title, title page, and page numbers. With the exception of in-class work (exams, quizzes, etc.), you must submit all assignments electronically via email or Blackboard. Remember, your Blackboard ID is SIU + your DAWG Tag number. Refer to the Morris Library Blackboard page – [https://mycourses.siu.edu/webct/entryPageIns.dowebct](https://mycourses.siu.edu/webct/entryPageIns.dowebct) to login and obtain help information.

The university rules regarding plagiarism and academic dishonesty as outlined in the Student Code of Conduct section of the SIU Graduate Student Catalog -
**Why Pursue a Doctoral Degree?**

As you initiate this process, take some time to reflect on why you are here. Why are you pursuing a doctoral degree? What motivated you to further your education? What do you expect to learn from and throughout this process? What do you expect to accomplish by obtaining this degree? What will you do with your degree once you have earned it?

Your final paper should be a **maximum three** typewritten pages. Do not use any outside references or sources to complete this assignment.

**Due – September 3rd** (Final Draft)

**Research Statement**

Part of learning to do research and doctoral work is beginning to think of yourself as a researcher. What does this mean? How do you define yourself as a researcher? What is your approach to academic investigative work? What are the key issues that you want to learn more about? How might your research in these areas improve them or expand our knowledge of these systems, concerns, and processes? The completed paper should be a **maximum of three** typewritten pages. While you may want to draw on a few sources to help frame your statement, focus on describing your own views. Please keep the references to a minimum.

**Due – September 17th**

**Initial Vita**

To help make the most of your doctoral experience and prepare for life after graduate school, you will each craft a working curriculum vita. More than just a resume, a vita represents the totality of your academic and professional experiences. As such, there is no page limit for this assignment. Each vita should contain the following elements:

- Full name
- Contact information
- Previous education (list most recent first; only include postsecondary level)
- Grants Awarded
- Publications – articles, books, book chapters, book reviews, etc.
- Presentations – (list in order from national, regional, state, local, campus)
- Honors and awards
- Teaching Experience – courses taught
- Relevant Work Experience
- Professional Service and Experience
- Community Service

Select a style that you like. Feel free to peruse the web for styles that you find attractive.

**Due – September 24th**

**Book Review**

Identify a recent book published in your academic area. Focus on texts published within the last year. For your selected text, draft a book review, which critically analyzes the contents, presentation, and views offered on higher education structure, governance, and administration. In addition, your review must also place the book into context with other publications on the same topic(s). Each review should include at least 5 additional sources, which are appropriately referenced throughout the text. It is not enough to simply attach a list of related sources at the end. Use the additional sources to place the book in context and to help with your critique. (Refer to list of examples provided by the instructor).
A maximum of five double-spaced pages plus reference page all in APA format. In addition to submitting the document as an assignment for this class, each student will also submit her/his book review for consideration for publication. As such, it is best to have an idea as to where you wish to submit your document before initiating your review.

Due – October 8th

Peer Responses

Part of becoming an effective writer is learning to become an effective reader. As such, each student will complete written reviews of two book reviews written by other members of the class. Each student will access book reviews and submit their peer reviews through the Peermark Program in Turnitin.com.

There is no page minimum or maximum for your peer responses. However, responses should focus on providing a meaningful assessment and evaluation of the work, not abusive language or overly simplistic comments.

Due – October 22nd

Research Journal

In addition to defining yourself as a researcher, you also need to start thinking about what you want to learn more about. For at least three different topics, provide a written description of a possible research project. Each description should include:
- Primary research question that you want to answer
- Population, area, and/or issue that you intend to focus on
- Setting and location that you want to concentrate on (type of school, geographic area, etc.)
- Methods that you think may help you to answer this question
- Length of time and other parameters for data collection
- Information that you think that this study will reveal
- Significance of your findings and ways that this study might prove useful to educators, policymakers, students, families, and other professionals in your field

The completed journal should be a maximum of three pages per topic. While not required, I would encourage you to include a list of possible references that may help to inform this topic. This will prove to be especially helpful if you choose to do further work in any of these areas.

Due – November 19th

Pre-Proposal

Building upon some of the elements included in your research journal, draft a pre-proposal detailing what, how and why you seek to answer one primary research question. You may utilize a topic developed in your research journal or select a different topic. Each pre-proposal should include the following elements:
- Information that you think that this study will reveal
- Problem Statement
- Research Question
- Significance of This Study
- Overview of Relevant Literature
  - Topic areas that will influence your topic
  - Key scholars in this area (discuss and include on your reference list)
- Methodology
  - Identify category of methods
  - Discuss techniques that you will use to collect data
- Explain how you might deal with issues of bias, validity, and reliability
The written pre-proposal should be no longer than 25 double-spaced pages. This page limit does not include the reference list.

In addition to your written pre-proposal, each of you will make a presentation to the class. The presentation should highlight your basic research idea, methods, and other information that helps to explain how you want to address this topic. The purpose of the presentation is to get each student accustomed to discussing his/her research in front of and with others. The presentation will also give each of you a chance to ask and answer questions. Regardless of whether you are doing research for your dissertation or some other purpose, you must learn to explain your work to others especially those who are not already familiar with your research area.

Due – December 10th

Course Schedule

August 27th
Introduction and Overview
Readings –
PhD Program Guide for your department and/or concentration

September 3rd
Initiating Doctoral Study
Topic: Purpose of Doctoral Education
Why do we do what we do?
Why Pursue a Doctoral Degree? Due
Readings –
Rockinson-Szapkiw & Spaulding, Chapter 12 – Learning to Think Critically Using Cognitive and Metacognitive Strategies, Gail Collins
COEHS PhD Policies & Procedures, pp. 6-8, 11, 14-16
Supplemental Readings –

September 10th
Planning Your Program
Topic: Coursework and Socialization
Readings –
Rockinson-Szapkiw & Spaulding, Chapter 2 – Communicating Needs and Nurturing Familial Relationships, Lucinda West
Rockinson-Szapkiw & Spaulding, Chapter 5– Managing Stress and Burnout, Lisa Sosin and John Thomas
COEHS PhD Policies & Procedures, pp. 6-8, 11, 14-16
PhD Program Guide for your department and/or concentration

**HW** – Bring in two articles from your field, preferably related to a topic you may want to research. One that you judge to be good and one that you believe is of questionable quality.

### September 17th

**Examining Academic Writing**

**Research Statement Due**

**Readings** - Single, pp. 1-21, 55-78

### September 24th

**Presenting Yourself in Print**

**Initial Vita Due (Electronic and Hard Copy)**

**Questions:** What does a career look like on paper?
What does your vita say about you?

**Readings** -

Purdue OWL. (2013, April 18). *Writing the curriculum vitae*. West Lafayette, IN: Purdue University, Author. Retrieved August 17, 2015, from [https://owl.english.purdue.edu/owl/resource/641/1/](https://owl.english.purdue.edu/owl/resource/641/1/)

**Supplemental Readings** –

### October 1st

**More Than Just Classes**
Questions: What do you really need to do to succeed in graduate school?
What should you avoid?

Readings -

Supplemental Readings –

October 8th

Becoming a Researcher
Questions: What does it mean to be a researcher?
How does that differ from being a student?

Book Review Due

Readings -
Rockinson-Szapkiw & Spaulding, Chapter 9 – The Transition from Autonomous to Self-Directed Learning, Michael Ponton

Supplemental Readings –

### October 15th

**Traveling on the Scholar-Ship**

**Question:** What role does existing literature play in learning to conduct research? Can an individual learn to become a researcher without consuming research?

**Readings** -

Rockinson-Szapkiw & Spaulding, Chapter 13 – Making a Case in Your Literature Review, Jennifer Douglas


**Supplemental Readings** –


### October 22nd

**Credentialing and Professional Development**

**Peer Responses Due**

**Readings** - Single, pp. 23-54

Rockinson-Szapkiw & Spaulding, Chapter 10 – Building Professional Relationships with Faculty, Sharon Pratt and Lucinda Spaulding


**Supplemental Readings** –


### October 29th

**Connecting Research to Practice**

**Question:** What responsibility do educational researchers have when it comes to practice? How can we prepare people to teach at the postsecondary level?

**Readings** -

Rockinson-Szapkiw & Spaulding, Chapter 8 – Creating a Scholarly Community and Collegial Support System, Alfred Rovai
November 5th  
ASHE Conference - November 4th-7th

November 12th  
Initiating Research  
**Question:** What is an acceptable research project?  
**Readings:**  
Rockinson-Szapkiw & Spaulding, Chapter 14 – Right-Sizing Your Research Topic, Fred Milacci and Gary Kuhne  
**Supplemental Readings:**  

November 19th  
Research Procedures  
**Questions:** How does Constitution influence campus life?  
**Research Journal Due**  
**Readings:**  
Rockinson-Szapkiw & Spaulding, Chapter 15 – Right-Sizing Your Research Method, Amanda Rockinson-Szapkiw, Lucinda Spaulding, and James Swezey  
**Supplemental Readings:**  

November 26th  
Thanksgiving Break
December 3rd

Sharing Research and Looking Ahead (Presentations and Publications)

Readings -

Rockinson-Szapkiw & Spaulding, Chapter 16 – The Nature of Qualitative Research, James Swezey

Rockinson-Szapkiw & Spaulding, Chapter 17 – The Nature of Quantitative Research, Rebecca LaFountain


Supplemental Readings –


December 10th

Pre-proposals Due

Pre-proposal Presentations