

RES 643: Doctoral Tutorial III- Referencing and Presentation (12 credit equivalency)

Doctor of Philosophy (by Dissertation)
Akamai University

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COURSE DESCRIPTION

A third research seminar designed for Doctoral level students pursuing the degree by dissertation research-only. Seminar III emphasizes effectiveness in academic argument and proper referencing of the literature. Students are provided an opportunity for further experience with presentation of research findings. Open only to students pursuing the degree by research. [Instructor to be assigned]

PREREQUISITES

Permission of the Doctoral Committee Chair

EXPECTATIONS FOR RESEARCH SEMINARS

Seminars help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. Seminars guide students in the presentation of at least one scholarly research paper each semester before a scheduled gathering of colleagues, formal symposium or professional conference.

For students pursuing the degree by research only or the combined graduate program, there is an expectation that students participate in doctoral research seminars designed to support development of essential competencies. As an element of the seminars, students are expected to pursue mentored (as well as self-directed) foundational readings that extend understanding of the theories principles and practices in their defined field of study. For instance, in Seminar I, students submit an annotated bibliography for mentor approval.

Students are expected to comprehend the critical features of sound quantitative or qualitative research including subject selection, research design, and statistical analysis in order to develop a sound dissertation or project proposal. Students will be expected to define an applied problem or theoretical issue that to investigate, articulate a rationale for the study of the problem or issue, and formally propose and implement a quantitative or qualitative method of evaluation of the issue or problem. Students will demonstrate the ability to complete a thorough scholarly literature review on the topic they wish to present. Students are encouraged to select research methodologies that will assure valid and reliable evaluations of the effects of variables on individuals or groups being studied. The intent is to ensure that students have the competency to examine applied or theoretical issues in their fields of study and implement programs of intervention that are cogent, scholarly, and make an original contribution to the body of information available in their fields. Each student must clearly address issues related to research with human subjects and live animals.

Students are encouraged to enter dialogue with their mentor early in the conduct of the degree program to clarify their area of specialization. Students may select from among the many fields of inquiry covered by the program coursework, or explore viable personal interests with their mentors.

Students are directed to undertake theoretical and practical discussions with faculty and at Akamai and colleagues at outside institutions involved with the student's field of study. Students submit written plans for mentor approval relative to ongoing discussions.

Students are expected to submit scholarly written work (approximately 10,000 words) in each seminar as directed by the instructor. These papers must reflect high-level information gathering skills, publishable quality written work, with effective academic argument with proper citations and referencing of the literature. The student submits the scholarly paper for mentor evaluation and detailed follow-up discussions. It is acceptable that work in the doctoral seminars be directly related to and supportive of the proposed dissertation project that will follow the seminars.

Students are also expected to demonstrate successful skills in the formal verbal presentation of their work (in increasingly more formal and detailed manner) before their professional colleagues. Presentations may be made at professional conferences, seminars, workshops or retreats or at scholarly symposia organized by the student via formal written invitation. Students may also make arrangements to speak before college classes or meetings of professional associations, fraternal organizations, non-profit and community membership organizations. Under certain carefully monitored circumstances, students may arrange to make presentations in an innovative manner through videoconference, production and distribution of video- or audiotapes and other electronic, distance and online means. The mentor is provided record of the presentation.

Each research seminar is summarized by means of a telephone conference (at student's expense) permitting detailed oral review and follow-up of the seminar activities.

COURSE TOPICS

- Effectiveness in academic argument
- Proper referencing of the literature and citations
- Presentation of research findings

COURSE OBJECTIVES

This course is intended to empower the participants to:

- Effectively search the foundational literature in academic argument, referencing of the literature and citations and effective presentation of research findings
- Effectively integrate new understandings from the scholarly literature and sample research papers.
- Presentation of findings in a scholarly paper of publishable quality.

COURSE AUDIENCE

Open as a mandated class to doctoral students pursuing the doctoral degree by dissertation research only.

FACULTY-STUDENT COMMUNICATIONS

Telephone Contacts

The student will initiate an initial telephone conference with the instructor within one week of enrollment to clarify a plan of action for the course. This initial contact will help familiarize the student and instructor with one another, and permit the transmission of clear expectations

for completion of course requirements. Periodic telephone interaction as required, at student's expense, should be continued for the duration of the course.

Email Communications

Frequent email communications between student and instructor should be initiated and continued for the duration of the course.

Alternative Communications

Students may send communications and materials via postal service, as appropriate. Chat room sessions, when available, can be held on a weekly basis.

COURSE DELIVERY STYLE

Students read assigned materials and conduct an exhaustive search for literature in a selected topical area of study and pursue foundational readings under the direction of the instructor (according to an approved plan for study). The student carries out field observations directly related to the special area of study for the purpose of reflecting upon the advanced theoretical reading and its application within "real world" situations. The participant then creates a scholarly paper or papers that identify the findings from literature and integrates and contrasts these findings with the observations from the professional arena.

REQUIRED COURSE MATERIALS

Required Textbook

There is no required textbook for this course, however, an extensive library and Internet literature search is to be conducted under the guidance of the instructor from which the students will select appropriate reading materials in support of their directed studies. Selection of foundational learning resources is considered a required aspect of the proposal for study related to this course.

Alternate Study Materials:

Style Manuals and Writing Guides for Dissertations

<http://www.calstatela.edu/library/styleman.htm>

Presenting Research Findings

<http://www.most.gov.et/Oral%20&%20Written%20Communication%20Module.pdf>

Dissertation Planning and Writing: Presenting Your Findings

<http://dissta.com/dissertation-results-discussion/>

Dartmouth Writing Program: Developing Your Thesis

http://www.dartmouth.edu/~writing/materials/student/ac_paper/develop.shtml

Overview of the Academic Essay

http://www.dartmouth.edu/~writing/materials/student/ac_paper/develop.shtml

Results Section for Dissertation

<http://www.youtube.com/watch?v=jAzl326ficw>

COURSE ASSIGNMENTS

Assignment #1: Collaborative Communication with Instructor

Initiate telephone contact with the instructor to clarify the plan of action for the course and initiate collaborative email communications. Maintain email contact with the instructor for the duration of the course. Initiate and continue journal notations concerning all communications with the instructor.

Assignment #2: Proposal for Study

Prepare a proposal for study covering each of the following points, and submit for feedback and approval from the instructor, before initiating studies:

1. Specify the course name and number and select an appropriate suffix for the course title. For instance, if your special focus will be “the assessment of special student populations”, the exact title of the course will be DIR761: Selected Topics: Assessment of Special Student Populations. Note: The Office of the Dean of University College must approve the final course title.
2. List the important topics for study that will be included in this course.
3. List the objectives for the course, indicating what competencies, skills and knowledge will be gained through completion of the course. These learning objectives should be described as outcomes in measurable terms.
4. List at least one primary textbook associated with the topics listed for this course, and include a brief bibliography of other important learning resources (journals, videotapes, conferences, field sites and so on).
5. Clarify the timetable for communications with the instructor during the project.
6. Explain the importance or the need for the studies. Clarify how the course might contribute to the betterment of your community, profession, environment or academic discipline. Explore the potential benefits to your personal, scholarly, and professional development.
7. Identify the settings and locations and describe the situation within which the studies will be conducted. Include contact information (full address, telephone number, and email address), as appropriate, for outside sponsor organizations involved with you in the conduct of your studies in this course.
8. Identify in detail the primary activities that will be undertaken and their sequence in the conduct of the studies and carefully identify the expected outcomes.

Assignment #3: Literature Review

Conduct a library and Internet search for scholarly literature in texts and journals specifically related to the selected topics under investigation within the course, under the direction and guidance of the instructor. By design, this should be an exhaustive but narrow and well-focused gathering of literature within the defined area under investigation with emphasis upon applied issues in the degree field. Review the literature and assess its effectiveness, as a tool for the application of theories, principles, and practices (philosophical, historical, sociocultural, and global implications for the field) within the professional arena under investigation. Make journal notations concerning the salient points of all readings and prepare an annotated bibliography that identifies the many ways the literature informs practice or readies you for more advanced studies.

Assignment #4: Scholarly Paper

Prepare a major paper containing a scholarly discussion of your findings from these studies. Students are to gather insight into the differences between theory (from the readings) and practice (from the field observations), identify and clarify these incongruities, and propose solutions to better understanding these differences. The paper should be approximately 20 double-spaced typewritten pages and include thorough referencing of the literature and observations. Deviations within this assignment may be negotiated with the instructor but some form of written or recorded information must be submitted for faculty review.

INDIVIDUALIZATION OF STUDENT ASSIGNMENTS

The primary purpose of this course is to provide opportunities for students to carefully inspect the applicability of the theoretical literature within their own professional environment. This course allows students to select topics for study, identify appropriate literature and professional environments within which the course explorations will be undertaken.

COURSE EVALUATION

The instructor will evaluate the completeness and effectiveness of the student's written materials, including the proposal for study, annotated bibliography, report on field observations, and scholarly paper.

The instructor will reflect upon the following expectations in evaluating the work of the student:

- Completeness and detail of presentations
- Richness and diversity of the material presented
- Clarity of references to the scholarly readings
- Focus and conceptual quality
- Richness and coherence in translation of academic theories and concepts
- Appropriateness of applications
- Quality of writing of the scholarly presentation

COURSE GRADING DETERMINANTS

The course grade will be calculated according to the following formula:

Proposal for Study	10%
Annotated bibliography	20%
Academic argument	20%
Scholarly paper	50%

COURSE COMPLETION TIMETABLE

While the student is expected to carry out and complete all assignments and meet the expectations of the instructor within 16 weeks from the start date, students are encouraged to pursue the course requirements according to the following timetable.

Week #1: Make telephone contact with the instructor for the purpose of establishing the plan of action and scheduling the timeline and mode of communications for the duration of the course. Secure a recommended bibliography from the instructor and begin to gather text and journal literature in support of the selected topic. Explore the details of your proposal for study with the instructor and secure recommendations for inclusion.

Week #2: Submit by email your complete proposal for study and a summarization of the agreed upon plan of action for the course. Continue to gather literature and begin readings and maintenance of journal notations (which must continue for the duration of the project) related to all readings. Begin creation of an annotated bibliography of the special topic literature

Week #4: Continue to read and review the literature. Maintain journal notations related to all readings. Begin to organize your thinking related to the professional environment for the field observations.

Week #6: Initiate field observations and related journal notations. Continue to review the scholarly literature, maintenance of journal notations, and frequent communications with instructor.

Week #12: Prepare and submit the annotated bibliography. Begin at this point to formulate reflections concerning ways to effectively present the ultimate results or findings from your dissertation research.

Week #14: Prepare and submit written report related to field observations. Begin structuring the scholarly paper. Continue communications with instructor and maintenance of journal notations.

Week #15: Submit scholarly paper.

Week #16: Receipt of effective feedback from the instructor.

SPECIAL NOTES AND INSTRUCTIONS

Course Completion

The grade of Incomplete may be given ONLY AFTER discussion with the instructor and only if there is an extremely good reason to give such a grade. An Incomplete will NOT be given because a student is "behind" in work, needs extra time, simply because s/he wants to delay the completion of the assignments. It is important that you turn in assignments within the parameters of the agreed timeline. However, there are often unforeseen circumstances will may befall any of us, therefore, I will be patient with you in the event of some personal crisis. Don't surprise me at the last minute, call me, email me, and we will work it out.

Thoughts about Writing

Purchase a collegiate writing style manual. If you are unclear which is the appropriate manual, please contact me and we can discuss this important issue. All written work should adhere to the writing style and manuscript preparation guidelines described in your style manual. Pay extra special attention to the rules related to referencing and citation of the academic literature. In all circumstances, you will be expected to acknowledge the works of others that have informed the work you wish to submit as your own.

Academic Integrity

Academic dishonest in any of its forms, including cheating, plagiarism, misuse of the University web site, failure to comply with guidelines for the conduct of human or animal

research, and all aspects of professional ethics, will not be tolerated. Any form of academic dishonesty is a basis for dismissal from the program.

FACULTY CONTACT INFORMATION

Instructor to be assigned.

Students are directed to consult with the Dean of University College to confirm the selection of the course instructor.

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