

HIED 7800: Dissertation Seminar
Fall 2016 Course Syllabus
Bowling Green State University

Mondays: August 22, September 26, October 24, December 5
3:00 – 5:45PM
119 Eppler North

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Office Hours: Available in-person, virtual, or phone

Course Description and Objectives

This seminar is intended to help HIED students nearing completion of coursework plan and prepare for the dissertation experience. Students will learn about the dissertation process by reading, engaging in seminar discussions, listening to the experiences of students engaged in the dissertation process or those who have recently completed it, and/or by completing relevant writing assignments.

Required Book and Resources

No required book for this semester.

BGSU Graduate College [Thesis/Dissertation Handbook](#)

BGSU Graduate College Documents and Forms:

<http://www.bgsu.edu/graduate/documents-and-forms.html>

Tentative Degree Program (TDP)	Dissertation Topic Approval
TDP Addendum	Application for Graduation
Preliminary Exam Application/Report	Manuscript Approval Form (ETD)

Graduation Checklist: <http://www.bgsu.edu/graduate/graduation/graduation-checklist.html>

[*HIED Student Handbook and Policy Manual*](#)

Recommended Books

I encourage you to revisit the book you chose in the spring or choose another text that can help support your writing goals for this semester. As a reminder, here are some that you may find useful:

Becker, H. S., & Richard, P. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed.). Chicago, IL: University of Chicago.

Bloomberg, L. D., & Volpe, M. F. (2012). *Completing your qualitative dissertation: A road map from beginning to end* (2nd ed.). Thousand Oaks, CA: Sage.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York, NY: Owl Books.

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago, IL: University of Chicago.

Doll, M. A., Morris, M., & Pinar, W. F. (1999). *How we work*. New York, NY: Peter Lang.

- Foss, S. K., & Waters, W. (2007). *Destination dissertation: A traveler's guide to a done dissertation*. Lanham, MD: Rowman & Littlefield.
- Galvan, J. L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed.). Los Angeles, CA: Pyrczak Publications.
- Graff, G., & Birkenstein, C. (2009). *They say, I say: The moves that matter in academic writing*. New York, NY: W. W. Norton.
- hooks, b. (1999). *Remembered rapture: The writer at work*. New York, NY: Holt.
- Locke, L. F., Spirduso, W. W., & Silverman, S. (2013). *Proposals that work: A guide for planning dissertations and grant proposals*. Thousand Oaks, CA: Sage.
- Pipher, M. (2007). *Writing to change the world*. New York, NY: Riverhead Trade.
- Rudestam, K. E., & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage.
- Silva, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Single, P. B. (2010). *Demystifying dissertation writing*. Sterling, VA: Stylus.
- Sword, H. (2012). *Stylish academic writing*. Cambridge, MA: Harvard University.
- Williams, J. M. (1995). *Style: Toward clarity and grace*. Chicago, IL: University of Chicago.
- Zerubavel, E. (1999). *The clockwork muse: A practical guide to writing theses, dissertations, and books*. Cambridge, MA: Harvard University.
- Zinsser, W. (2006). *On writing well, the classic guide to writing nonfiction* (30th ed). New York, NY: Harper Perennial.

Assignments

Informed participation by all class members is vital to the success of this seminar. Students are expected to be prepared for class by having completed assignments.

Dissertation seminar is a letter-graded course (A-F). Your final grade in this course will be calculated based on your completion of a combination of required activities (worth 50% of your final grade) and negotiated options (worth 50% of your final grade). Late assignments submitted after the due dates printed in the syllabus, unless a different deadline was negotiated with me prior to the date posted, will negatively impact your final grade.

Required Assignments (2—worth 50% of your grade):

1. **Semester Goals.** Submit a one-page document that identifies what your academic goals are for this semester and lays out a concrete and detailed plan to help you achieve them. You should submit this document both to me and to your dissertation chair.
2. **Communication with Dissertation Chair.** Two meetings with your dissertation chair during this semester. Ideally these meetings would fall before our 2nd class session (September 26) and then again before our final class session (December 5).

Other Options to Complete This Seminar:

The remaining 50% of your final grade will be earned through student contract to complete any **ONE (1)** of the following options, or by submitting a proposal for other activities to be approved by the instructor. The date for the completion of these activities will be by the last day of classes, **December 9**, and will be graded as complete/incomplete. You may submit things as you complete them instead of waiting until the due date. You are encouraged to submit these pieces to your advisor for formal evaluation and recommendations for revision.

Your contract for what activities you will use to complete dissertation seminar is due to me by **September 9**. I encourage you to discuss this with your advisor.

1. Dissertation Proposal Prospectus

You may not be ready to begin writing a full dissertation proposal for any number of reasons. However, it is still wise to begin committing some ideas to paper and mapping out what you will write. Therefore, this option gives you the opportunity to develop a substantive prospectus of your dissertation topic with notes on what further research or information you need in order to finalize decisions and/or begin writing. Your prospectus should include a clearly stated topic and possible research questions; a summary of the literature that informs and shapes your understanding of the topic and your approach to studying it; a proposed research design, including methodology, data collection, and data analysis procedures; and, the significance of this topic for higher education and its potential implications. This document should be approximately 20-25 pages. For those still early in thinking about your dissertation, this may be a useful task.

2. Dissertation Proposal – Draft of Chapter 2

For this option, you would agree to draft a complete literature review for your dissertation. The literature review will continue to evolve throughout the dissertation process: You will return to your literature review to revise it after you complete data collection and analysis because new literature may be published that is relevant to your topic, another strand of research may become relevant as you engage in data analysis, or research you thought would be relevant no longer is. However, you should consider this draft to be a rather hearty and substantive document, not one likely to be scrapped and started over later for a new topic. You will submit a draft of your literature review (Chapter 2), but you are not required to get feedback to revise it to complete this option.

3. Dissertation Proposal – Revised Draft of an Element of the Proposal

For this option, you will submit a (revised) draft of one of the elements of your proposal. I encourage you to choose an element of your proposal that needed more work since the spring when you took the first half of dissertation seminar. You may elect to revise a draft of a chapter you've previously submitted. This draft should reflect your best scholarly writing in terms of organization, grammar, sentence structure, and syntax and must be thoroughly proofread so that they are mostly free of grammatical and typographical errors.

Then, because “good writing is [continued] re-writing,” you will again revise your submitted draft based on feedback from a peer. You will submit your final revised draft to me.

4. Dissertation Writing

If you have already defended your dissertation proposal or expect to early this semester, you likely received (or will receive) recommendations from your committee for revising those first three chapters. At minimum, you will need to change the verb tenses throughout your proposal from future tense to past. There will likely be more significant changes as well. I strongly encourage you to use seminar this semester to make those revisions and send them back to your dissertation chair for review. This is great work to fill the time as you wait for HSRB approval and/or data collection milestones.

5. Student Choice

If none of the prior three options appeals to you or meets your needs, please feel free to develop another activity or set of activities to comprise the other 50% of your grade in this course. The proposal must include activities intended to help you make progress either with preliminary exams or the dissertation proposal. Neither beginning your preliminary exams, nor successful defense of your preliminary exams can be used to fulfill the balance of your course grade (mostly because none of you will be able to finish and defend your preliminary exams before this semester is completed).

Assignments are due on the dates indicated on the schedule and should be uploaded to Canvas. Papers and citations should be submitted in APA style (6th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Typographical and grammatical errors detract from your work and will be reflected in your grade. Please staple papers and do not submit plastic covers, folders, etc.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term affecting the completion of the final major assignment(s), and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Course Policies

Plagiarism

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. ***You must cite the source of any work, words, or ideas that are not your own*** in their proper context, utilizing APA 6th Edition format. *No #FamousMelaniaTrumpQuotes here!!* Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of "F" for the assignment, and/or an "F" in the course. *In addition*, any instance of plagiarism will be reported to the Academic Honesty Committee of the Graduate College as stipulated by the Graduate College Catalog (current edition). You are also expected to abide by all other policies and regulations specified in the [Student Handbook](#) outlined by Bowling Green State University.

Accommodations

Documented disabilities. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability.

Office of Disability Services, 38 College Park Office Building. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students wishing to discuss their eligibility for such accommodations are encouraged to contact this office. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TTY:** 419-372-9455, **Email:** dss@bgsu.edu.

Religious observances. It is the policy of the University to make every reasonable effort to allow students to observe their religious holy days without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holy days on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine

what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

Attendance

I assume that all students will attend all scheduled classes for the duration of the class time. Class meetings will primarily be used to check-in on progress toward your semester goals and workshopping drafts of each other's writing. We will use a "critical friends" approach to do that: the author gives a three-minute summary of what they have written and then listen for three minutes as peer(s) pose questions that arose for them about what was written; then, the final four minutes are spent in discussion between the author and their peer(s). This will require that drafts are exchanged in advance of class sessions, at least one week ahead, so that people have time to read. Given the small size of our seminar this semester, you all will serve as each other's critical friends.

Routine staff meetings, regularly scheduled events/programs, or other non-emergency situations arising with your internship or practicum office are *not* sufficient reasons to miss class. If you must miss class, please try to notify me in advance if possible. Contact one of your fellow students to review the material we covered in class and any announcements. Coming to class late disrupts the learning of the class and is disrespectful to all; it should be avoided. Significant numbers of absences and/or tardiness will affect your final grade. Joining class via Google+ Hangouts, Skype, or other video conferencing platform is an option for students who reside out of the area. *We only meet four times, so, seriously, let's make it to class...*

Conferences/Professional Development

Several conferences and workshops are scheduled this semester and it is anticipated that students may want to attend one or more regional or national, general or functional-area meetings. If you are planning to attend conferences or professional development activities that will cause you to be absent from a scheduled class meeting, please notify me of your absence in advance. *Our class meetings do not conflict with NASPA IV-East or ASHE* since we are not meeting in November.

Personal Electronic Devices

Feel free to bring personal electronic devices (e.g., mobile phones, smartphones, tablets, laptops, e-readers) to class. In fact, in most sessions, having them available to you will be helpful. Just please ensure that they are either off or in silent mode. You should not be texting, tweeting, or updating your status on Facebook, LinkedIn, or any other social networking sites during class.

Using Non-Biased Language

This class is a place where everyone is free to learn, express doubt, and assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to others, assess both the intent and the effect of those words *before* assuming an offensive motive. Any papers using sexist, racist, heterosexist, ableist, ageist, or otherwise inappropriate or biased language will be returned without a grade and will be required to be revised and resubmitted. If you would like a copy of the updated "Avoiding Bias" handout, it is available on Canvas.

Illness

If you are seriously ill (e.g., vomiting, running a fever), please visit the Student Health Center, but *do not come to class*. Call or e-mail me with your condition and make arrangements with a classmate to receive notes and handouts.

Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency.¹ Information about University-wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations, and the four Toledo television stations. For changes in individual class meetings, please refer to the class Canvas site for postings by the instructor. For students traveling from Toledo or elsewhere out of the area, please use your best judgment and abide by your county's road closures. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence and make arrangements with a classmate to receive class notes and handouts. We can also arrange for you to participate via video conference (e.g., Google+ Hangout) if you give me advanced notice.

Syllabus subject to change with notice.

Last updated: August 16, 2016.

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¹A *Handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative and Classified Staff*, "Severe Weather Closing Policy and Procedures," <http://www.bgsu.edu/downloads/execvp/file8135.pdf>

Student Contract for Completion of HIED 7800 (Fall 2016)*

Name: _____

In accordance with the syllabus I received for HIED 7800: Dissertation Seminar, I agree to complete the following work by the posted deadlines:

- Write a one-page narrative of my academic goals for this semester
- Meet with my dissertation chair at least twice during the semester (preferably before September 26 and then again before December 5)

I am also electing to complete **ONE (1)** of the following assignment(s) by no later than **December 9** and upload them to Canvas:

____ Dissertation Proposal Prospectus

____ Dissertation Proposal Chapter 2

____ Revised Draft of an Element of the Dissertation Proposal

Please indicate which element you will be working on here: _____

____ Dissertation Writing

____ Student Design (Attach a one-page proposal to this sheet to be approved by the instructor)

Signature and Date

This form is posted on Canvas and must be submitted at the link there by **Friday, September 9 no later than **5:00pm**.*