EDLD 6323: Doctoral Seminar
A Review of Literature
Summer I 2014

Prerequisite:

Professor: Lynn Hemmer, Ph.D.
Office: FC 217
Class time: Saturdays (five)  
Office Hours: before and after class; by appointment
Also supported by Blackboard

I. Course Description

This seminar takes a workshop format that aims to build students’ knowledge of the processes involved in how to create a quality literature review. At its most pragmatic level, this course is designed to allow the student to develop a deeper understanding of the literature review by paying particular attention to issues such as crafting a coherent argument, identifying gaps in the literature, and situating a research problem and research questions within the appropriate theoretical and empirical literature.

II. Rationale

The literature review allows the researcher to acquire an in-depth, detailed, and nuanced understanding of his or her topic by examining what research has already been conducted on it, how it has been researched, what theoretical issues and arguments have been raised and discussed and what the key issues are. This course allows a student to develop his or her skills and ability to formulate an area of study and participate in defining a process for knowledge building as well as conceptualize key issues and research questions relative to the area of study.

III. State Adopted Proficiencies – N/A

IV. Readings

There are two required texts for the this class:


V. Course Objectives and Outcomes

Students can expect this course to:
- Be reading and writing intensive.
- Develop reading, writing and research skills
- Involve a variety of readings, lectures, Internet search exercises, student presentations, class discussions, writing exercises and peer review of written work.

Upon completion of the course, the learner will:

- Understand what is meant by “the literature” and how it is used in social science research, and particular educational leadership, adult education, higher education administration, curriculum and instruction and human resource development research.
- Be able to write a review of literature on a problem area related to your dissertation.
- Be able to recognize (and overcome) your own personal and organizational barriers to effective academic writing.

VI. Course Topics

The major topics to be considered are:

- Research problems and problem statement
- The what and why of the literature review
- Getting started on your literature review
- Searching for information
- Types of reviews
- Using information
- Organizing and expressing ideas
- Mapping and analyzing ideas
- Writing your review

VII. Instructional Methods and Activities

Methods and activities for instruction in this course will include a variety of doctoral level educational experiences, including short lectures, group discussions, small group activities, videos, and mock defenses of your problem statements and literature reviews.

VIII. Evaluation and Grade Assignment

At the end of the semester there are no grades, other than a Credit (CR) or No Credit (NCR). If you turn in every assignment, on time, and show that you have taken
assignments seriously, engaged with them intellectually, and devoted effort to them, you will receive a grade of “Credit”.

**Attendance and Participation**
Attendance: It is expected that you attend all class sessions. Since this class only meets 5 times, missing one class session is equivalent to missing 20% of the class. If you cannot attend all class sessions please drop this course and take it at a later date.

Participation – either face-to-face or online- is absolutely essential to the success of this class; because of this, please plan to attend each class session and come prepared to share and learn with the class. Your active, engaged, prepared participation and critical reflection on readings and other class materials make up the very centerpiece of this class.

It is expected that you read all assigned materials, submit written papers, and come to class prepared for dialog and depth of discussion.

**Literature Critique Papers (3)**
You will be responsible for conducting three critiques of three different types of literature reviews in educational research. These critiques include literature reviews embedded in research articles; literature reviews used in dissertation studies, and freestanding literature reviews. Each critique should be approximately 5 pages long.

**Progress summaries (2)**
You will provide two progress summaries relating to your own literature review. Each summary includes the following:
- The statement of the program addressed by your literature review
- A statement of your findings or conclusions about the problem based on the literature.
- A list of references you are using for the literature review

**Final Literature Review**
Due at the end of the semester is a literature review on a specific problem (25-35 pages). The grading criteria for the final literature review are:
- A clearly stated problem and question guiding the literature review.
- A well-organized body of the literature review
- Clearly stated conclusions that address the problem and flow logically from the body of the review
- The references meet APA guidelines and the paper is free of grammatical and typographical errors.

**Mock Defenses**
To develop skills for your proposal defense you need to develop a thorough understanding of the different possibilities open to you as you defend your proposal. As such, each student will participate in a mock dissertation proposal defense in two different roles, one as a candidate and the other as part of a committee.

**IX. Academic Integrity/Plagiarism***

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero.

**Dropping a Class***

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. July 25, 2014 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/professional behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people,
regardless of sex, ethnic/racial origin, religious background, sexual orientation or
disability. Behaviors that infringe on the rights of another individual will not be
tolerated.

Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures,
a student who believes that he or she has not been held to appropriate academic
standards as outlined in the class syllabus, equitable evaluation procedures, or
appropriate grading, may appeal the final grade given in the course. The burden of
proof is upon the student to demonstrate the appropriateness of the appeal. A student
with a complaint about a grade is encouraged to first discuss the matter with the
instructor. For complete details, including the responsibilities of the parties involved
in the process and the number of days allowed for completing the steps in the process,
see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These
documents are accessible through the University Rules Web site at
http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or
guidance in the grade appeal process, students may contact the Dean’s office in the
college in which the course is taught or the Office of the Provost.

Disabilities Accommodations***

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 believe you have a disability requiring an
accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus
Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access
issues in the classroom or on campus, please contact the Disability Services office for
assistance at (361) 825-5816.

Statement of Academic Continuity*

In the event of an unforeseen adverse event, such as a major hurricane and classes
could not be held on the campus of Texas A&M University–Corpus Christi;
this course would continue through the use of Blackboard and/or email. In addition,
the syllabus and class activities may be modified to allow continuation of the course.
Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be
operational within two days of the closing of the physical campus. However, students
need to make certain that the course instructor has a primary and a secondary means
of contacting each student.
Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.

**Required by SACS or HB2504—language must be included

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<tr>
<th>Date</th>
<th>Event/Assignment</th>
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<tr>
<td>June 7</td>
<td>Overview of literature review</td>
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<td>Chapter 1</td>
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<td>Topic/phenomenon/problem:</td>
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<td>June 14</td>
<td>Critique #1 due through Blackboard</td>
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<td>Purposes and structure of “free-standing” or “integrative” literature reviews</td>
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<td>Constructing the literature review: Issues and strategies</td>
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<td>Aug 2</td>
<td>Mock Defenses</td>
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Bibliography


