

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIG 790 - 1002
Title	DOCTORAL RESEARCH SEMINAR
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	Doctoral status
Course Description (Course Introduction)	<i>Course Description (in Graduate Catalog)</i> Designed to assist a cohort of doctoral students in varying stages of dissertation development: prospectus writing, research design, data collection, data analysis, and oral defense.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential	<i>InTASC Standards Addressed</i> Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

knowledge, and critical dispositions	
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Course Purpose/Objectives:

This is the first research seminar required for the PhD programs in the Department of Teaching and Learning. As such, the seminar is designed to foster a high level of inquiry and synthesis, both of which must be demonstrated through effective academic writing.

In addition to this central purpose of the seminar, we will also review the various requirements and facets of the doctoral program and become familiar with faculty in the various emphasis areas within the Department. The following five goals will occupy much of our time in the seminar:

1. Become familiar with the various stages of the doctoral program and the Doctoral Program Handbook.
2. Become familiar with the research interests of faculty in the Department of Teaching and Learning and the College of Education.
3. Become familiar with advanced scholarly writing, including APA style conventions.
4. Become skilled at critiquing research studies and research reviews.
5. Synthesize research in a specific area of interest in a professional quality review of the literature.

Results

The core assignment in this seminar is the development of a well-crafted, scholarly review of the research that will be evaluated at both initial draft and final draft stages with a rubric.

Required Books and Materials

- Machi, L., & McEvoy, B. T. (2012). *The literature review: Six steps to success*. 2nd Edition. Thousand Oaks, CA” Corwin Press/SAGE.
- American Psychological Association. (Sixth Edition). *Publication manual of The American Psychological Association*. Washington, DC: APA.
- C & I Doctoral Studies Handbook, Version 1.2. Available via link on the Doctoral Programs page of the Department of Teaching and Learning website.
- Supplemental Texts And/Or Materials

In addition we will be reading a wide range of journal articles and research reviews. These will be available in our course E-Reserve, which will reside on WebCampus (Blackboard Learn), the UNLV course management system.

Assignments/Grading

You will be expected to actively participate in all scheduled classes, which includes leading discussions of research articles and reviews and critiquing these materials and other assigned readings from the text, Doctoral Handbook, and other readings including recent dissertations (with an emphasis on Chapter 2 Literature Review). Assignments, other than those listed in this syllabus, will be developed on an ongoing basis since this seminar will evolve through the semester, based on student interest and instructor observation of student needs. All assignments are geared to provide experience in scholarly writing, use of APA style, and critiquing, reviewing, and synthesizing research and other published educational literature (e.g., policy documents and position papers). This process will involve reading provided articles or those you secure through the library print and online resources.

- Specific assignments are listed on the attached “projects” pages.

Performance Assessments

Evaluation rubrics may be employed for some or all assignments. Since much of the focus of the seminar will be pointing toward completion of the review of research, final grades will be determined largely by the quality of the culminating assignment along with instructor assessment of student effort and class participation.

Grading Policy

A total of 1000 points are available. Project 4 will be worth 500 points. Projects 1, 2, & 3 will split 400 of the remaining 500 points. Distribution of the final 100 points will be assessed based on class attendance, participation in discussions, etc. both in class and online, and smaller assignments such as responses to assigned readings. This class expects professional behavior, professional attitude, and professional results in everything that we will do.

PROJECTS

Project #1: Current Issues in Education.

This assignment requires you to write a one-page (single-spaced 12-point New Times Roman or similar type face) topical report to bring me up to speed on one of the following current topics in education: ARL, TFA, VAM, NCTQ, CCSS, PAR. This should be a narrative, not talking points; concisely articulated and readable. A second page is reserved for a bibliography of references that you have read and from which you have cited research findings and ideas within your narrative. You will use APA 6th edition style for the narrative, citations, and the reference list.

This assignment will be used as an assessment of each student’s current ability to (a) read professional literature, (b) apply some level of analysis to what has been read, (c) write grammatical and cogent sentences and paragraphs, and (d) apply a formalized style (APA) to the form and content of a one-page document.

Project #2: A Poster Suitable for Professional Presentation.

The assignment requires you to create a poster-based presentation using a provided PowerPoint template. The content of the poster will be based on a single research article of your choice. This poster should not be designed to critique the research article, but rather to articulate the findings from it to your colleagues in the T&L doctoral program. You will want to consider including the following elements from the research into your poster: research questions, purpose statement, theoretical foundation, method description, findings, conclusions, and implications. Make it look nice (i.e., effective visual representation of ideas, numbers, and concepts).

Project #3: A Trine of Choices.

Choice 1. A research article critique. This assignment requires you to select a research article from your emphasis area and provide copies for the seminar (e-PDF copies) at least one week before the discussion. You will then prepare for leading a discussion in class by posting a discussion guide with a summary of the article and critical questions aimed at deconstructing the review in terms of the author's research question(s), purpose statement, theoretical foundation, methodology and criteria for inclusion of particular studies, findings, conclusions, and implications. (Approximately 1500 words). You will lead a discussion of your review in class.

Choice 2. A research-to-practice article. To be clearly explicated later.

Choice 3. Become a "guest" reviewer for the journal, *Intervention in School and Clinic*. And perform an authentic review for a manuscript that is submitted to the journal. This will all be accomplished via the online submission system of Manuscript Central and Sage Publishing.

Project #4. A literature review. As the culminating experience in the seminar, you will be developing an initial draft of a research review to be peer reviewed and evaluated by the instructor, with follow-up feedback from the instructor. That initial draft will form the basis for a final research review paper that reviews the extant literature in an area of student interest, approved by an initial conference. The paper will be written in the form of a research synthesis that can be presented at a conference and submitted for publication to a refereed journal in your emphasis area. A short synopsis of this paper, with an accompanying two-page abstract listing the author's: Research Question(s), Purpose Statement, Theoretical Foundation, Methodology and Criteria for Article Selection, Findings/Conclusions, and Implications will also be presented in class by each student.

Readings Responses

RR #1. Read the Machi et al., book full through. Then, from each of the six chapters (which also corresponds to the six steps in the literature review process) develop a single important question

that you need answered. These should not be simple declarative knowledge questions, but rather questions that require some level of synthesis or organization of thought.

- More RRs to come as new readings are determined.

College of Education Policies

College Accreditation

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Teacher Licensure

Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal

liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
<https://www.unlv.edu/provost/teachingandlearning>
<https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Cellular Phones

Cell phones and text messaging should not be used in class unless there is an emergency situation that warrants it.