



A Member of the Texas State University System

**EDLD 7088 Special Topics in Educational Leadership**  
**Fall 2017 (cohort 36)**

*EDLD 7088 is a required course for the doctorate of Education degree in Educational Leadership*  
**College of Education, Department of Educational Leadership**

**Instructor:**

**Julie P. Combs, Professor**

Office Location: Box 2119, Huntsville, Texas 77341

Office Phone (leave voicemail &/or email) 936-294-3181

jcombs@shsu.edu

Office Hours: by appointment

**Day and time the class meets:** One-hour online course with 2-3 group meetings.

**Location of class:** field work

**Course Description:**

EDLD 7088 **Special Topics in Educational Leadership** This course offers graduate students the option of registering for a multi-topic course. The student can take the course under various special topics being offered. Credit Variable

This course is designed to provide an orientation to doctoral studies in educational leadership, topics of current interest to doctoral students, and information regarding areas of study and research related to the doctoral program. Students in the EdD program in educational leadership are required to take the course each semester of residence. The course will be repeated for a maximum of three credits. Prerequisites: Admission to EdD Program in Educational Leadership. Credit 1. *Course is a required course for doctorate in Educational Leadership.*

**Textbooks/Resources (ADVANCED Options)**

Select one book from this list about writing AND apply one strategy from the book. For example, you can apply the strategy of a writing group from Silvia's *How to Write a Lot*. There are several strategies to choose from in each of these three books: (I may have a copy of a book if needed, ask me).

Goodson, P. (2013). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Thousand Oaks, CA: Sage.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: APA.

Silvia, P. J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC: APA.

### **Course Format (provided by instructor)**

*Online instruction is the primary method of course delivery with some synchronous class meetings and assignments. To meet the goals and objectives of this course, instruction consists of a minimum of 1.5 hours per week (15 hours total). Instruction is comprised of field-based activities where students maintain a log of hours worked on assignments.*

### **Course objectives**

The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

#### **Objectives of this course:**

1. Progress toward the development of a dissertation (topic selection, literature review, references, method).
2. Develop research competencies (research competency plan, proposal for conference, manuscript for publication).
3. Develop tools to use to assist in the completion of a dissertation (e.g., APA applications, software, books, writing groups).
4. Compare courses required to be taken with courses you have taken and update your degree plan. Ask questions of your advisor.
5. Understand the program requirements such as comprehensive exams, research competencies, advisor selection, and dissertation completion.
6. Participate in program evaluation requests, as needed.

### **Course Outline**

**Assignments** will be submitted in Blackboard by the due dates specified in Table 2.

1. Submission of contract proposal with minimum of 15 clock hours outlined.
2. Attend online meetings about the course and a special topic.
3. Submit a midterm summary of your progress on the contract.
4. Submission of contract work products indicating a minimum of 15 hours **AND a summary describing your activities.**
5. Submit an updated degree plan indicating courses taken. Access the DegreeWorks tracking program on MySam to review your degree plan.
6. Submit an updated curriculum vita (CV) with publications and presentations. See example in course.

Table 1

*7088 Activities by Cohort: General Guidelines for 7088 course*

Group 1 (beginning) Cohort 38	Group 2 (middle & end) Cohort 36
Activities: 1. Review course study plan 2. Review research competencies	Activities: 1. Review information about comprehensive exams, dissertation advisors, research

- 
- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>3. Explore topic ideas and work on literature review</li> <li>4. Construct a CV</li> <li>5. Explore BB organization site.</li> <li>6. Explore book about writing strategies.</li> <li>7. Contract work might focus on activities 2, 3, 4, and 5.</li> </ol> | <ol style="list-style-type: none"> <li>competency plans, course study plans found in BB organization</li> <li>2. Continue work on dissertation topic, lit review, and research competencies</li> <li>3. Check courses taken against study plan</li> <li>4. Update your CV</li> <li>5. Update and make progress on Research Competency Form.</li> <li>6. Implement strategies from book on writing.</li> <li>7. Contract work might focus on activities 3, 4, 5, 6, or 7.</li> </ol> |
|--|---|
- 

### **Performance Assessments (linked to course objectives)**

The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class (detailed in syllabus) as measured by assessment listed in the assignment section.

### Grading System will be Credit/No Credit (Cr or NC).

Credit: **CR/A**: earned by learners who meet deadlines and complete contract work.

Grades **of B-C**: earned by learners who sometimes meet deadlines or sometimes submit quality work.

**F/ No Credit**: earned by leaders who do not meet deadlines or complete the contract work.

Table 2

*Assignment Due Dates*

Date	Assignments & Assessments Due date
Aug 23-Sept 10	Review Syllabus; Plan contract work <b>Due Sept 12</b>
Sept 11 (Mon), 8 PM	<b>Zoom Meeting <a href="http://www.zoom.us">www.zoom.us</a> Meeting ID 936 294 3181</b>
Sept-Nov	Work on contract, read book
Oct 2	Updated Degree Plan due; upload in Blackboard. Access the DegreeWorks tracking program on MySam to review your degree plan
Oct 30 (Mon), 8 PM	<b>Zoom Meeting <a href="http://www.zoom.us">www.zoom.us</a> Meeting ID 936 294 3181</b>
Nov 1	Midterm Checkpoint: Summary of progress
Nov 1	Updated CV due and uploaded in Blackboard
Dec 1	Contract and Products Due & Uploaded in BB, Book Review or report of applications due

### **Student Guidelines**

### **University Policies**

SHSU Academic Policy Manual-Students

[Procedures in Cases of Academic Dishonesty #810213](#)

[Students with Disabilities #811006](#)

[Student Absences on Religious Holy Days #861001](#)

[Academic Grievance Procedures for Students #900823](#)

### **Attendance**

Attendance is met through the contract obligations of the class.

### **Course Expectations**

#### **Late Work**

Assignments are due as stated. Late work at the graduate level will be considered unacceptable. The student may petition the instructor in writing for consideration in the event of one extenuating circumstance.

#### **Time Requirements of Course**

This course will provide at least 15 hours of instruction utilizing class meetings and independent study.

#### **Student Conduct**

All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

#### **Academic Honesty**

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213

Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as *Turnitin*. Plagiarized work will receive a failing grade and possible program dismissal.

#### **Dropping the Class/Withdrawing from the University:**

If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class. If you fail to drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

### **Course Bibliography**

- Boice, R. (1990). *Professors as writers: A self-help guide to productive writing*. Stillwater, OK: New Forums Press.
- Boice, R. (2000). *Advice for new faculty members*. Needham Heights, MA: Allyn & Bacon.
- Fink, A. (2010). *Conducting research literature reviews: From the Internet to Paper*. Los Angeles, CA: Sage.
- Galvan, J. L. (2006). *Writing literature reviews* (3rd ed.). Glendale, CA: Pyczak. 1-884-585-663
- Goodson, P. (2013). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*. Thousand Oaks, CA: Sage.
- Graff, G. & Birkenstein, C. (2014). *They say, I say: The moves that matter most in academic writing*. New York, NY: W.W. Norton.
- Hart, C. (1998). *Doing a literature review: Releasing the social science research imagination*. London: Sage. ISBN 9-780761-959755. [Chapters 1, 3, 7.]
- Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*. Los Angeles, CA: Sage.
- King, S. (2000). *On writing: A memoir of the craft*. New York, NY: Scribner.
- Silvia, P. J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC: APA.
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: APA.
- Strunk, W. (1918). *Elements of style*. Geneva, NY: WP Humphrey. <http://www.bartleby.com/141/>
- Szuchman, L. T. (2008). *Writing with style* (4th ed.). Belmont, CA: Wadsworth. 049-509-9724

### **College of Education Information Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation.

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of

preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Table 3  
*Course Matrix of Objectives and Assessments*

<b>Course Objectives</b>	<b>Course Activities</b>	<b>Performance Assessments</b>	<b>Standards Alignment</b> SHSU Conceptual Framework (CF)** NCATE Knowledge and Skills Proficiencies (N)*
1. Progress toward the development of a dissertation (topic selection, literature review, etc). Utilize the process approach for academic writing	Complete contract activities	Completion of product	CF1 Knowledge Base CF3 Communication N-1e, 1f
2. Develop research competencies (research competency plan, proposal for conference, manuscript for publication).	Work on research competencies	Contract	CF1 Knowledge Base CF3 Communication N-1e, 1f
3. Compare courses required to be taken with courses you have taken.	Review your transcripts and compare to course plan	Course plan	CF1 Knowledge Base CF3 Communication N-1e, 1f
4. Understand the program requirements such as comprehensive exams, research competencies, advisor selection, and dissertation completion.	Review the Blackboard Doctoral Organization site for information	Completion of contract	CF1 Knowledge Base CF 2 Technology N-1e, 1f

Name: \_\_\_\_\_

Date: \_\_\_\_\_

7088 Contract

Choose at **least** one activity in ADDITION to #1 (book), with a combined total of at **least 15 clock hours**. **For the initial plan**, indicate your selections and the number of projected hours in the blank. **For the final submission**, **indicate activities completed, the total number of completed hours, and a summary of activities**.

\_\_\_\_\_ 1. **Everyone. Read & apply writing strategies**. Write a one page list describing the most helpful strategies for you OR implement 1-2 strategies and describe your progress.

Summary of strategies

\_\_\_\_\_ 2. **Explore topics** of interest for dissertation study. For example, scan several articles in research journals for topic ideas. OR search dissertations to find ideas in their Chapter 5 recommendations. OR search the library databases to find 3-5 articles (or dissertations) that most closely match your interest. Select and summarize these 3-5 articles of interest. Product to submit: Summary of your findings

\_\_\_\_\_ 3. **Search, read, and write** one section of a literature review about your topic and submit to a peer for feedback. Product to submit: Summary of your activities

\_\_\_\_\_ 4. **Organize literature review** articles using an Excel database or Mendeley software (or other system). Product to submit: Description of system including summary of your activities

\_\_\_\_\_ 5. **Complete training** related to APA skills, statistics, grammar, punctuation, using Microsoft Word or Excel, Mendeley, or other topics. Training can be offered online or in person. Product: attendance documentation such as handout, certificate, website, AND summary of the activity. If department offers workshops, they will be announced.

\_\_\_\_\_ 6. **Prepare a proposal** according to the conference call for upcoming research conference (Research Competency; e.g., AERA deadline in July, SERA deadline in Sept). Product to submit: Proposal and summary of your activities.

\_\_\_\_\_ 7. **Prepare a portion of manuscript** for publication as sole or group author (Research Competency). Product to submit: Summary of your activities.

\_\_\_\_\_ 8. Other: you may propose additional activities that support the objectives of the 7088 course such as developing materials to help current or future doctoral students such as demo of Word features, etc. Specify the activity and the product you will submit. Verify with your 7088 professor: \_\_\_\_\_

\_\_\_\_\_ Total Hours Proposed/ Total Hours Completed (Products completed for credit in previous semester of 7088 may not be resubmitted for credit).