

WED 597a - Orientation to Doctoral Study

Instructor Information

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Course Description

Designed to provide doctoral students the opportunity to discuss and practice major professional roles in workforce education and development. Requirements of teaching, research, publication, and service are defined. Students will accomplish identified professional expectations in Orientation to Doctoral Study.

Course Objectives

Students will:

1. Participate in regularly scheduled seminars on topics relating to the professional teaching, research, publication, and service expectations of doctoral program graduates.
2. Write literature review summaries and empirical research reports as pre-dissertation activities.
3. Identify activities needed for successful completion of the Ph.D. in Education Degree.
4. Participate in teaching/training preparation and delivery.

Course Topics

65% Orientation to Doctoral Study

- Mentor
- Program Development
 - Program Chair
 - Program Committee
 - Coursework
- Developing Career Identity Paper
- Preliminary Examination Preparation
- Dissertation Development
 - Writing Literature Reviews
 - Writing Empirical Research Reports

30% Teaching Responsibilities

- Expectations at research institutions and teaching institutions
- Performance and responsibility with intact classes and distance delivery

- 05% Career Management
- Preparing the Curriculum Vitae
 - Job Search
 - Evaluating a Position
 - Contract

Course Textbook

Goldsmith, J. A., Komlos, J., & Gold, P. S. (2001). *The Chicago guide to your academic career: A portable mentor for scholars from graduate school through tenure*. Chicago: The University of Chicago Press.

Bibliography

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Galvan, J. L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles: Pyczak Publishing.

Garmston, R. J. (1997). *The presenter's fieldbook: A practical guide*. Norwood, MA: Christopher-Gordon.

Jalongo, M. R. (2002). *Writing for publication: A practical guide for educators*. Norwood, MA: Christopher-Gordon

McCabe, L. L., & McCabe, E. R. B. (2000). *How to succeed in academics*. San Diego: Academic Press

Pyczak, F., & Bruce, R. R. (2003). *Writing empirical research reports*. Los Angeles: Pyczak Publishing.

Sternberg, D. J. (1981). *How to complete and survive a doctoral dissertation*. New York: St. Martin's Griffin.

Strike, K. A., Anderson, M. S., Curren, R., van Geel, T., Pritchard, I., & Robertson, E. (2002). *Ethical standards of the American Educational Research Association: Cases and commentary*. Washington, DC: American Educational Research Association.

Uchiyama, K., & Simone, G. (2002). *Publishing educational research: Guidelines and tips*. Available online at <http://aera.net/epubs/howtopub/index.htm>

Policies and Standards

Seminar Attendance and Participation

- The *Student Conduct Code* (<http://www.siuc.edu/~policies/policies/conduct.html>) is the general guide for student behavior and expectations.
- Seminar attendance is expected. However, personal and professional needs and responsibilities may sometimes require students to miss a seminar. Please inform your instructor when you will be absent. Be sure you get handouts and discussion points from another student.

Assignment Submission

- Students will submit final assignments to the instructor in electronically (via email). The seminar participants will set due dates together; please adhere to those due dates.

Accommodation

- Students needing course-related accommodations should contact the instructor during the first week of class.

Professional Expectations

- Participate in regularly scheduled seminars on topics relating to the professional teaching, research, publication, and service expectations of doctoral program graduates.
- Write literature review summaries and empirical research reports as pre-dissertation activities.
 - Select an area of research interest.
 - Prepare two 4-5 page papers, each defining and describing a different variable/factor/construct of interest. Each paper will be APA formatted, concisely written, and be based on a minimum of 8-10 scholarly references that are cited in the paper. The paper will 1) define the variable/factor/construct, 2) describe two different studies investigating the variable/factor/construct, and 3) describe how you might investigate the variable/factor/construct in your research.
- Identify activities needed for successful completion of a Ph.D. in Education Degree.
- Prepare a curriculum vitae.
- Participate in teaching/training preparation and delivery.
 - Lead a class discussion.

Assignments and Requirements

1. Variable Paper Due Date: _____
2. Variable Paper Due Date: _____
3. Curriculum Vitae Due Date: _____
4. Seminar Attendance and Participation

Grading

A conventional letter grade will be assigned based upon the following cumulative points:

- A = 3 course products submitted on time; no more than 2 absences
- B = 2 course products submitted on time; one submitted late; no more than 3 absences
- C = 1 course products submitted on time; two submitted late; more than 3 absences

Schedule *

Date	Topic(s) and Preparation
August 25, 2009	Introductions
September 1, 2009	Discussion Topic: Phase I: Entry (Handout)
September 8, 2009	Discussion Topic: Why a Ph.D. in Education? (Chapter 1& Handouts)
September 15, 2009	Discussion Topic: Program Development Faculty Guest: Dr. Marcia Anderson
September 22, 2009	Discussion Topic: The Mentor (Chapter 3) Narrative Inquiry Activity
September 29, 2009	Discussion Topic: Dissertation/Preliminary Exam Preparation Faculty Guest: Dr. Keith Waugh
October 6, 2009	Discussion Topic: Research Identity Paper Faculty Guest:
October 13, 2009	<i>No class</i>
October 20, 2009	Discussion Topic: Writing a Dissertation (Chapter 4 and Handout)
October 27, 2009	Discussion Topic: Teaching and Research (Chapter 7)
November 3, 2009	Student-Led Discussions
November 10, 2009	Faculty Research Presentation
November 17, 2009	Discussion Topic: Career Management (Chapter 5 and Handout)
November 24, 2009	<i>Thanksgiving Vacation (no class)</i>
December 1, 2009	Student-Led Discussions
December 8, 2009	Student-Led Discussions
December 15, 2009	Seminar WrapUp
*Note: This is a tentative schedule of topics to be covered. The order and/or topic areas may be changed at the discretion of the instructor with proper notification to students.	