EDLP 714: Introduction to Educational Leadership Doctoral Studies
Summer 2020 - Online

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OFFICE HOURS: Readily available upon request (Wednesdays and Thursdays preferred) – email to schedule a time to meet face-to-face or via Big Blue Button on Canvas

Required Texts:
1. American Psychological Assocation (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

2. Graff, G. & Birkenstein, C. (2018). *They say/I say: The moves that matter in academic writing* (4th. ed.). W.W. Norton & Co. ISBN-13: 978-0393631678

Required Technologies:
- Webcam (the camera on a smartphone will suffice)
- Taskstream (students who do not have an active Taskstream account by the end of the course will receive an incomplete for the course)

Other supplemental reference materials - not required but referenced in class:
1. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches – Creswell & Creswell (2018)

2. Detox Your Writing: Strategies for Doctoral Researchers – Thomson & Kamler (2016)

3. The Education Dissertation: A Guide for Practitioner Scholars – Dan Butin

4. Completing a Professional Practice Dissertation: A Guide for Doctoral Students and Faculty – Jerry Willis and Deborah Inman

5. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing and Defending Your Dissertation – Carol Roberts

Course Description
Introduction to Educational Leadership Doctoral Studies is the point of entrance to the Doctor of Education program and is designed as a foundational course for success as students begin the doctoral journey. The concepts and skill sets introduced in this course are re-visited, refined, and studied in more depth, and practiced in the remaining courses throughout the doctoral program. This course examines doctoral studies, resources, philosophical issues, and basics of research and scholarly writing. The course will include discussion of how to find a research topic, an overview of the structure and function of a dissertation, and how to critically review the research literature. Students will be required to

complete a series of group and individual projects involving critical reading and writing on research topics.

Course Purposes:
This course addresses the following guiding principle from the Carnegie Project on the Educational Doctorate (CPED):

6. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

Course Outcomes:
This course is designed to help you do the following.

- analyze and evaluate credibility of specific published works in the social sciences;
- master established principles of scholarly research and documentation;
- bring attention to the myriad details that scholarly writing entails;
- maintain relatively error-free writing in mechanics and usage, at least to the graduate-level standard, in all evaluated assignments;
- enhance the skills of revising for content, organizing research, supporting concepts, creating flow and transition in writing and becoming proficient in the mechanics as needed;
- to find and analyze peer-reviewed research;
- articulate problems of practice which are timely and significant integrating theoretical and scholarly knowledge with professional practice;
- build a doctoral tool kit through IRB training, creation of a proposal plan, and exploration of data analysis and reference management software;
- incorporate reference management software, American Psychological Association (APA) style guidelines, and best practices into course writing projects;
- articulate the FSU standards, timelines, and guidelines for completion of the doctoral program and dissertation;
- demonstrate skill in academic writing, including mechanics, appropriate use and citation of literature, and fluency in APA format and style;
- understand the role of models, theories, and frameworks in scholarly research; and
- understand the role and importance of well-defined research problems that naturally lead to appropriate design and method selection.

Evaluation. Applicable final grades are A, B, and F. Each assignment will be evaluated A, B, or F according to the criteria established for each assignment. **All assignments** must be completed at the level of B or better to pass the course. If you receive an F on any assignment, you may submit one revision to attempt to get a better grade. The due date for this revision will be specified in the feedback. You are highly encouraged to schedule a meeting with your professor to discuss these revisions before you resubmit.

Submission of assignments. All assignments are to be submitted as .doc/.docx or .pdf files to Canvas (unless otherwise noted) by 11:59 p.m. on the Tuesday night on which they are due.

Module scheduling. Each module launches at 12:01 a.m. on Wednesday morning and runs through the next Tuesday at 11:59 p.m.

Late assignments. Given the brevity of the summer session, late assignments seriously disrupt the course sequence. If you anticipate a problem meeting a due date, you must contact your instructor at

least 24 hours in advance to request an extension. In this request, you must specify an alternate due date and time. Any other late assignment will receive a 20% penalty per day it is late. No assignments will be accepted for credit after four days (96 hours) past the due date/time.

Feedback on assignments. All feedback will be given through Canvas. Please note the following codes: green highlighting and pinpoints are used for grammatical issues; blue highlighting and pinpoints are used for APA issues; yellow highlighting and pinpoints are used for ideas. Other colors may be used as necessary. Feedback is best viewed through a desktop computer and will often include video and/or audio feedback.

Course readings. You are expected to complete all assigned readings embedded in the modules before moving onto the next activity in the module. Your instructor will build upon but not necessarily teach/re-teach the content covered in these readings. You should annotate in a way that will help your retention of these texts.

Communication. You are encouraged to use Canvas's communication tool for any communication with your course instructor throughout this course. Be sure to check your Canvas page and FSU email **daily**; the instructor will use Canvas to contact you. (Canvas messages are automatically forwarded to your FSU account.) If you are apt to forget to check your FSU email, you are encouraged to set up forwarding to an account you check more frequently. As your instructor, I make every attempt to reply to emails within 24 hours of receipt. However, sometimes your questions are better answered in person, and I will reply with a request that we meet (either in person or via the videoconferencing tool on Canvas, whichever is your preference).

Disability. If a student has a disability, one that may require special consideration by the instructor and that has been confirmed by Office of Student Services, s/he should provide information in writing to the instructor that includes suggestions for assistance in participating in and completing class assignments. This should be accomplished no later than the end of the second week of class.

Online participation. Your instructor is able to track your participation on Canvas, including the number of hours spent on our course page and the links you click on. You are expected to participate in each part of a module by watching all videos, reading all articles/linked websites, reading and posting to the discussion board or other participatory spaces, and participating in all activities (except those marked as optional). Failure to access parts or all of an online session before the next week's session will be counted as an absence. Each absence will result in a 10% deduction from the final course grade. Should you anticipate any problems completing a module on time, early communication with your instructor is imperative.

Mandatory Reporting. Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student's experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University's Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support

Academic Dishonesty. The University considers academic dishonesty to be impermissible and subject to disciplinary actions:

> Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instrument; falsifying the identify of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral material in a course including looking at another person's answer key or test or taking an online test with assistance from another person; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which they did not, in fact do. (Code of Student Conduct, Frostburg State University)

In this course, the first instance of documented plagiarism or other academic dishonesty will result in a zero for the assignment, a mandatory meeting with the course instructor, and a memo to the coordinator of the doctoral program. A second instance will result in an F for the course, another memo to the coordinator of the doctoral program, and a referral for disciplinary action.

You must adhere to the rule that any idea that does not originate in your own thinking must be cited, whether it be an idea shared by your course instructor in a lecture, a peer in a class discussion, or an expert in a scholarly source. If you are using another person's exact words, you must indicate so by using quotation marks around those words. If you have questions about citing, you are encouraged to ask your instructor prior to submitting the assignment.

Grading Scale

A	90% to 100 %	Outstanding performance; for only the highest accomplishment
B	80% to 90%	Average; for satisfactory performance
C	70% to 80%	Below the standard for graduate-level work
F	Below 70%	Very unsatisfactory performance

Course Assignments and Assessment

Participation: 10% of course grade

> Your participation grade will be based on your participation in online class discussions and activities and on evidence that you have read the assigned texts.

Two-Pagers, Group Assignments, and Other Assignments: 60% of course grade

> **Assessment #1. Two-Pager:** Create a list of topics (approximately five) that are related to your work and of interest to you. Write at least one paragraph detailing why you are interested in these topics and how research in them might enhance your career into the future or how research in them might add significantly to the body of research about the topic. Be prepared to share and dialogue in class.
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> **Assessment #2. Two-Pager:** Find and compare and contrast, based upon your personal style and strengths, three possible ways to organize your research that will enhance your ability to synthesize and write succinctly about the findings within the research.
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> **Assessment #3. Group:** Correctly write references for instructor-selected sources using the APA 7th edition guidelines.
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> **Assessment #4. Optional Two-Pager:** Describe a three-chapter proposal and the major components of each chapter.
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> **Assessment #5. Two-Pager:** Write a reflection on self-as-writer, self-as-academic-reader, and self-as-academic-writer. How developed were these identities in you when you started the course? Where are you now? What specific (concrete and measurable) goals can you set for yourself for the areas in which you know you need improvement?
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> **Assessment #6.** Using at least two of the topics generated by you, create a 10-reference annotated bibliography that includes mostly scholarly articles and 1-2 doctoral dissertations. Be certain to have created references for each of the ten that correctly conforms to the writing of those references by APA 7th edition standards.
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> **Assessment #7. Group:** Complete a fictitious FSU IRB application using information supplied by the instructor.
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> **Assessment #8.** Successfully complete the Human Subjects web-based training course.
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> **Assessment #9. Optional Two-Pager:** For two doctoral dissertations, critique the flow and transitions within the writing, the adherence to formatting, and the connection to a theoretical or conceptual framework relative to the design and instruments used to collect data and how the data findings are reported.
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> **Assessment #10.** With your assigned group, analyze the literature review attached to the assignment description. Present the conclusions from your analysis through a medium that makes sense to your group.

Literature Synthesis and Mini-Review: 30% of course grade

> **Assessment #11. Two-Pager:** As some initial practice for developing your literature review, select two to three research studies from one reading topic related to your interests. Write a synthesis that brings these texts into discussion with each other. See rubric on Canvas.
>
> **Assessment #12.** Write a mini literature review of at least five pages with conformance to all APA and style guide formatting requirements about one of the five topics you selected as of interest to you. See rubric on Canvas.

714 COURSE CALENDAR

Any readings from sources other than our course texts will be posted to Canvas.

Session Number/ Date	Topics Covered	Assignments in This Module
Module 1 May 26	****Optional (but Encouraged) Synchronous Meeting**** **6-8:30 p.m. on Canvas Conferences via the EDLP 714 course page** **(If you do not attend live, the class session will be recorded, and you will be able to watch the video later.)** **Canvas Overview with Students from Earlier Cohorts** **Course Overview** • Syllabus **What is Research? Why Research?** • The research question and research problems • Contributing to a scholarly conversation • Quantitative vs. qualitative vs. mixed methods **Accessing Research** • The difference between scholarly journals, trade publications, and institutional publications • Accessing dissertations and journal articles through university website	**Assessment #1** – research interests two-pager (due by June 2)

Module 2 Readings (Read prior to 6/3)	• Tufekci, Z. (2014, Nov. 3). Hollaback and why everyone needs better research methods: And why all data needs theory. *The Message*. Retrieved from https://medium.com/message/that-catcalling-video-and-why-research-methods-is-such-an-exciting-topic-really-32223ac9c9e8#.4j2itzwxe • Graff, G. & Birkenstein, C. (2018). Preface: Demystifying academic conversation. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. xvii-xxvi). New York: Norton. • Graff, G. & Birkenstein, C. (2018). "What's motivating this writer?": Reading for the conversation. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 176-186). New York: Norton. • Single, P. B. (2010). Interactive reading and note taking. In *Demystifying dissertation writing: A streamlined process from choice of topic to final text* (pp. 55-78). Sterling, VA: Stylus. • American Psychological Association. (2020). Works credited in the text. In *Publication manual of the American Psychological Association* (7th ed., pp. 253-278). Washington, DC: American Psychological Association.

	• American Psychological Association. (2020). Reference list. In *Publication manual of the American Psychological Association* (7th ed., pp. 281-309). Washington, DC: American Psychological Association. • American Psychological Association. (2020). Reference examples. In *Publication manual of the American Psychological Association* (7th ed., pp. 313-352). Washington, DC: American Psychological Association.	

Module 2 June 3-9	**Research Interests** • Sharing in groups • How research might improve professional practice **Reading like a Scholar** • What does it mean to critique? **Organizing Sources** • Demonstration of several types of organizational methods **APA Style** • Basic formatting rules • Creating a reference list	**Assessment #2** – organizational methods two-pager - due June 9 **Assessment #3** – correctly writing references (group assignment) due by June 16

Module 3 Readings (From this point on, the readings are embedded in the module and do not need to be read prior to beginning the module.)	• Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2000). Developing the thesis or dissertation proposal: Some common problems. In *Proposals that work: A guide for planning dissertations and grant proposals* (4th Ed., pp. 41-62). Thousand Oaks, CA: SAGE Publications. • Roberts, C. L. (2010). Creating your dissertation team. In *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed., pp. 53-62). Thousand Oaks, CA: Corwin.	
Module 3 June 10-16	**Dissertation Overview** • Chapter components and structure • Looking at dissertation examples **Proposal Analysis** • Comparing and contrasting defended proposals **FSU Style Guide** • Comparing formats of dissertations to the FSU style guide	**Optional Assessment #4** – proposal process two-pager

Module 4 Readings (Embedded in module)	• Castello, M., Inesta, A., & Corcelles, M. (2013). Learning to write a research article: Ph.D. students' transitions toward disciplinary writing regulation. *Research in the Teaching of English*, *47*(4), 442–477. • Ackerman, E. (2018). "Analyze this": Writing in the social sciences. In G. Graff & C. Birkenstein (Eds.), *They say/I say: The moves that matter in academic writing* (4th ed., pp. 187-208). New York: Norton. • Graff, G. & Birkenstein, C. (2018). "So what? Who cares?": Saying why it matters. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 91-100). New York: Norton. • Graff, G. & Birkenstein, C. (2018). "As a result": Connecting the parts. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 101-116). New York: Norton. • Graff, G. & Birkenstein, C. (2018). "You mean I can just say it that way?": Academic writing doesn't mean setting aside your own voice. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 117-130). New York: Norton. • American Psychological Association. (2020). Writing style and grammar. In *Publication manual of the American Psychological Association* (7th ed., pp. 111-127). Washington, DC: American Psychological Association.	
Module 4 June 17-23	**Writing like a Scholar** • The discourse of scholarly writing • Comparing the writing of a trade publication to a scholarly text	**Assessment #5** – self-as-academic two-pager – due June 23

Module 5 Readings (Embedded in module)	• American Educational Research Association. (2006). Standards for Reporting on Empirical Social Science Research in AERA Publications: American Educational Research Association. Educational Researcher, 35(6), 33–40. http://doi.org/10.3102/0013189X035006033 • American Psychological Association. (2020). Paper elements and format. In Publication manual of the American Psychological Association (7th ed., pp. 29-67). Washington, DC: American Psychological Association. • Donaldson, S. I. (2009). In search of the blueprint for an evidence-based global society. In S. I. Donaldson, C. A. Christie, & M. M. Mark (Eds.), What counts as credible evidence in applied research and evaluation practice? (pp. 2-12). Los Angeles, CA: SAGE Publications.	
Module 5 June 24-30	**Library Session** • Using the research port to locate research articles and dissertations • Obtaining materials not available locally • Checklist for formatting dissertations **Journal Articles** • Determining credibility • Components of scholarly articles	**Assessment #6** – annotated bibliography – due June 30

Module 6 Readings (Read prior to July 1)	• Mockler, N. (2007). Ethics in practitioner research: Dilemmas from the field. In A. Campbell & S. Groundwater-Smith (Eds.), An ethical approach to practitioner research, (pp. 88-98). New York: Routledge. • American Educational Research Association. (2011). Code of ethics. Retrieved from http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics(1).pdf • Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2000). Doing the right thing: "The habit of truth". In Proposals that work: A guide for planning dissertations and grant proposals (4th Ed., pp. 25-40). Thousand Oaks, CA: SAGE Publications. • Butin, D. W. (2010). Institutional Review Board. In The education dissertation: A guide for practitioner scholars (pp. 103-108). Thousand Oaks, CA: Corwin. • Goel, V. (2014, August 12). As data overflows online, researchers grapple with ethics. The New York Times. Retrieved from http://www.nytimes.com/2014/08/13/technology/the-boon-of-online-data-puts-social-science-in-a-quandary.html?_r=1	
Module 6 July 1-7	**IRB** • Guest speaker from IRB to introduce purpose of and process for IRB applications	**Assessment #7** – fictitious IRB application (group assignment) – due July 14 **Assessment #8** – IRB training – due July 7

Module 7 Readings (Embedded in module)	• Machi, L. A. & McEvoy, B. T. (2012). Step five: Critique the literature. In *The literature review: Six steps to success* (2nd ed., pp. 111-133). Thousand Oaks, CA: Corwin.	
Module 7 July 8-14	**Dissertation Critique** • Analyzing dissertations for content, how support is developed for forwarded concepts, how smooth flow and transition is creating or lacking • Finding connections to theoretical/conceptual frameworks – how the framework(s) advise the design and instruments • How data findings are reported	**Assessment #9** – dissertation critique (optional) – due July 14

Module 8 Readings (Embedded in module)	• Boote, D. N., & Beile, P. (2005). Scholars before researchers : On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, *34*(6), 3–15. • Machi, L. A. & McEvoy, B. T. (2012). Step three: Develop the argument. In *The literature review: Six steps to success* (2nd ed., pp. 63-85). Thousand Oaks, CA: Corwin.

	- Graff, G. & Birkenstein, C. (2018). "They say": Starting with what others are saying. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 19-29). New York: Norton. - Graff, G. & Birkenstein, C. (2018). "Her point is": The art of summarizing. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 30-42). New York: Norton. - Graff, G. & Birkenstein, C. (2018). "As he himself puts it": The art of quoting. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 43-52). New York: Norton.	
Module 8 July 15-21	**Literature Reviews** - Content and structure - Analyzing completed reviews	**Assessment #10** – literature review analysis (group) – due July 21

Module 9 Readings (Embedded in module)	- Graff, G. & Birkenstein, C. (2018). "Yes/no/okay/but": Three ways to respond. In *They say/ I say: The moves that matter in academic writing* (4th. ed., pp. 53-66). New York: Norton. - Graff, G. & Birkenstein, C. (2018). "And yet": Distinguishing what you say from what they say. In *They* say/ *I say: The moves that matter in academic writing* (4th ed., pp. 67-76). New York: Norton. - Single, P. B. (2010). Entering the conversation: Theories and methods. In *Demystifying dissertation writing: A streamlined process from choice of topic to final text* (pp. 40-42). Sterling, VA: Stylus. - Ravitch, S. M. & Riggan, M. (2012). Introduction. In *Reason & rigor: How conceptual frameworks guide research* (pp. 1-14). Los Angeles, CA: SAGE Publications.	
Module 9 July 22-28	**Literature Reviews** - Developing an argument within **Theoretical/Conceptual Frameworks** - What they are - How they shape the research	**Assessment #11** – literature synthesis

Module 10 Readings (Embedded in module)	- Graff, G. & Birkenstein, C. (2018). "He ~~says~~ contends": Using the templates to revise. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 141-161). New York: Norton. - Rose, M. & McClafferty, K. A. (2001). A call for the teaching of writing in graduate education. *Educational Researcher, 30*(2), 27-33. - Lamott, A. (1995). Shitty first drafts. In *Bird by bird: Some instructions on writing and life* (pp. 21-27). New York: Anchor Books.	
Module 10 July 29-August 4	**Literature Review Workshop** Workshopping and revising	Peer reviews of others' literature syntheses

Module 11 Readings (Embedded in module)	• Lamott, A. (1995). Writing groups. In *Bird by bird: Some instructions on writing and life* (pp. 151-161). New York: Anchor Books. • Roberts, C. L. (2010). Dissertation support groups. In *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed., pp. 63-66). Thousand Oaks, CA: Corwin. • Hurst, H., Low, D., Jacobs, K. B., & Duffy, J. (2014). Dissertation writing as collaborative inquiry: Writing groups and the co-construction of scholarly identities. Provided by the authors. • Lamott, A. (1995). Someone to read your drafts. In *Bird by bird: Some instructions on writing and life* (pp. 162-171). New York: Anchor Books.	
Module 11 August 5-11	**Peer Editing/ Writing Groups** • Read, analyze, and edit formatting, flow, transition, and content of group members' reviews	Draft of five-page literature review

Module 12 Readings (Embedded in module)	• Graff, G. & Birkenstein, C. (2018). "I take your point": Entering class discussions. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 162-165). New York: Norton. • Graff, G. & Birkenstein, C. (2018). Don't make them scroll up: Entering online discussions. In *They say/ I say: The moves that matter in academic writing* (4th ed., pp. 166-175). New York: Norton. (If you have an older version of the text, you will need to ask a peer to scan this chapter for you or to borrow a newer version.)	
Module 12 August 12	****Optional Synchronous Meeting – 6 p.m. – location TBD; virtual if necessary due to Covid-19**** **Course Wrap-Up** • Meet graduates from earlier cohorts: "What I wish I knew back then about research and scholarly writing" • Reflections on course	**Assessment #12** – mini-literature review (due August 11)

Assignment List for Advanced Students
(Advanced students are those in the program who have completed at least 35 credits but are electing to take EDLP 714 to help them towards their dissertation writing, particularly chapter two.)

Assessment #1. Literature Review Outline: Create an outline for your literature review based on your research questions.

Assessment #2. Two-Pager: Find and compare and contrast, based upon your personal style and strengths, three possible ways to organize your research that will enhance your ability to synthesize and write succinctly about the findings within the research.

Assessment #3. Group: Correctly write references for instructor-selected sources using the APA 7th edition guidelines.

Assessment #4. Using at least two of the topics generated by you, create a 10-reference annotated bibliography that includes mostly scholarly articles and 1-2 doctoral dissertations. Be certain to have created references for each of the ten that correctly conforms to the writing of those references by APA 7th edition standards.

Assessment #5. Two-Pager: As some initial practice for developing your literature review, select two to three research studies from one reading topic related to your interests. Write a synthesis that brings these texts into discussion with each other. See rubric on Canvas.

Assessment #6. Two+-Pager: Create two (or more!) new pages of writing toward your literature review.

Assessment #7. Group: Complete a fictitious FSU IRB application using information supplied by the instructor.

Assessment #8. Successfully complete the Human Subjects web-based training course.

Assessment #9. Two+-Pager: Create two (or more!) new pages of writing toward your literature review.

Assessment #10. With your assigned group, analyze the literature review attached to the assignment description. Present the conclusions from your analysis through a medium that makes sense to your group.

Literature Synthesis and Mini-Review: 30% of course grade

Assessment #11. Ultimately, your literature review should synthesize existing literature. Complete the literature review synthesis assignment again, this time along with the rest of the class. You can simply treat this assignment as creating 2+ more pages of *new writing* toward your literature review that aligns with the requirements on the rubric on Canvas, as these rubric areas are all goals to continue working toward for your literature review.

Assessment #12. Write at least five mores pages of new writing toward your literature reivew with conformance to all APA and style guide formatting requirements. At this point in the course, you should have created at least 13 new pages of writing toward your literature review. You can submit either the five new pages *or* all of your writing toward the literature review for this assignment. See rubric on Canvas.