



**GEORGIA
SOUTHERN
UNIVERSITY**

COLLEGE OF EDUCATION

***EDLD 9632: Research Seminar II
Review of the Literature
Spring 2025***

Course Syllabus

Torri M. Jackson, Ed.D.

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Department of Leadership, Technology, & Human
Development**

Instructor Contact Information

Instructor Name: Dr. Torri Jackson

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Location: GSU Armstrong Campus, University Hall, Office 239

Office Hours: All office hours are by appointment in-person or virtual. (Evenings and weekend times are also available as needed.)

Course Description and Rationale

Prerequisite

A minimum grade of “C” in EDLD 9631: Research Seminar I.

Course Description

The second in a four-course series designed to assist doctoral students to become consumers as well as creators of academic research, this course builds on the foundations of Research Seminar I to focus student efforts on compiling a comprehensive review of literature based upon their selected area of study.

Course Rationale

The purpose of this course is to read, analyze, synthesize, and present in writing the associated scholarship for an identified problem in P-20 education that pertains to educational leadership. For Research Seminar I, the first course of the series, the focus was on compiling a working draft of the first half of the Pre-Prospectus. For this course, Research Seminar II, the focus is on the Literature Review or Chapter 2: Review of the Literature. The culminating project for this course will be a working draft of the Literature Review.

Learning Outcomes and Goals

Course Learning Outcomes and Goals

By the end of this course, students will be able to:

- Utilize current research in higher education in written and electronic forms.
- Understand, analyze, evaluate, synthesize, and organize various types of research literature into a coherent essay.
- Critique reports of educational research, evaluation, opinion, and general knowledge that have an impact on educational administration.
- Synthesize research reports into a coherent discussion that informs research of a specific problem in educational administration.

- Apply appropriate professional standards and follow guidelines (e.g. APA Publication Manual) in the preparation of a manuscript.

Student Learning Outcomes

At the conclusion of the EdD, Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following Student Learning Outcomes (SLOs):

SLO #1: KNOWLEDGE AND SKILLS

Candidates in the Educational Leadership Programs will identify appropriate professional knowledge and skills of an educational leader.

SLO #2: STUDENT LEARNING

Candidates in the Educational Leadership Programs will demonstrate leadership decision-making skills in educational settings by analyzing problems of practice and implement appropriate leadership strategies to develop meaningful solutions that impact student learning.

SLO #3: PROFESSIONAL DISPOSITIONS

Candidates in the Educational Leadership Programs will apply the professional dispositions requisite of an educational leader.

SLO #4: THEORY AND PROBLEMS OF PRACTICE

Candidates in the Educational Leadership Programs will synthesize a professional knowledge base that integrates both practical and research experiences to link theory with problems of practice.

Course Objectives

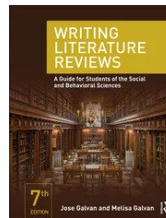
By the end of this course, students should be able to:

- Understand the ethics of writing literature reviews.
- Discuss various types of research literature.
- Recognize appropriate databases for a literature review topic search.
- Analyze the appropriateness of literature and sources of literature.
- Differentiate between analysis of quantitative and qualitative literature.
- Recognize the importance of incorporating feedback and editing.
- Prepare a comprehensive and appropriately formatted reference list.

Course Textbooks

Required

Galvan, J.L., & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.



Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.



Course Procedures

Course Overview

Research Seminar II is a blended class with both synchronous and asynchronous components. The Course Schedule contains the learning modules and topics for each week of this class. The learning modules will be opened in Folio at least one week in advance. Students will be responsible for the content and course readings, tasks, and assignments within each module weekly. The Course Schedule also contains the meeting dates for the four required virtual sessions scheduled this semester. For the modules assigned during the weeks of the virtual meetings, students are expected to be prepared to discuss the topics and assigned readings during the virtual sessions and submit the assignment for the week by the determined deadline.

The learning modules in Folio will be based upon the Course Objectives, and the module content will direct you to relevant resources for the module topic such as readings in the course text and/or posted documents, presentations, and online resources. Each module will consist of vital steps students should take to complete the final project for this course, the Literature Review. Activities will vary from independent work to group assignments and class discussions using the Folio discussion board. All assignments are to be completed in Word and submitted via the module's Assignment folder. Due dates for the modules and assignments are listed on the Course Schedule and can also be found in the learning modules in Folio. See the Course Schedule for additional information and understand that dates and assignments are subject to change as needed.

The class meets online one Saturday each month from 1:00pm to 4:00pm this semester. These Saturday Sessions are required for all students in the class and will take place via Zoom on the following dates:

- January 25, 2025
- February 22, 2025
- March 29, 2025
- April 26, 2025

Attendance Expectations

Each week learning modules for the course will be provided in Folio. There will be assigned readings, activities, assignments, discussion posts, etc. each week whether the class meets online (synchronously) or students are working independently (asynchronously). Students are expected to log in to Folio and follow the instructions for the learning modules weekly as part of their course attendance.

This course within the Ed.D. program requires four synchronous online meetings on Saturdays. The EDLD program and faculty require students to attend all four of these meetings with the exception of when extenuating circumstances would prevent a student from attending. For an extenuating circumstance, students will be permitted to miss one synchronous online meeting with no penalty but will need to complete an additional assignment or meeting(s) as requested by the instructor.

Beyond one excused missed synchronous online Saturday class meeting, students will receive a zero (0) class participation grade for each additional missed Saturday class meeting not attended. Class participation in the Saturday Sessions counts 20% of the course grade. Students should let their instructor know in advance when they must miss a Saturday Session so the instructor can plan for the class meeting (i.e. group activities) and coordinate with the student to complete any alternate assignments.

Academic Expectations

All work completed and submitted in this course will follow the expectations of graduate level study and doctoral candidate work. A key component of the course is to analyze and synthesize issues, knowledge, and experiences as appropriate in graduate level work. This will be done within class discussions in Folio, written work to be submitted as assignments, and during class meetings online.

It is expected that ALL submitted work (discussion board posts, essays, etc.) be well-written and free of grammar and spelling errors. Points will be deducted from an assignment's overall grade if spelling or grammar errors are present whether listed in the scoring rubric or not. If students need assistance with academic writing skills, they are to utilize the University Writing Center at <https://www.georgiasouthern.edu/cah/writing-center/>.

All formal assignments should be submitted in APA format in accordance with the 7th edition of the APA Manual for professional publications. Discussion posts and class discussions online are to be conducted respectfully and professionally ensuring the comfortable participation of all students. Online participation is required, and students are expected to interact and contribute insight into the discussion or activity.

Course Grading

Grading Criteria

Course grades are calculated based upon the quality of work for various course activities and assessments. Each activity will be graded based upon its assigned point value (this will vary dependent upon the activity). Each activity's grade will be a portion of the percentage of the final course grade based upon the following scale:

Activity	Percentage (%)
Discussion Posts	15%
Module Assignments	15%
Class Participation	20%
Initial Draft of the Literature Review	20%
Final Draft of the Literature Review	30%

Description of Activities

Discussion Posts (15%): Active class participation is essential to students' growth as a graduate student, doctoral candidate, and scholarly researcher. Therefore, class discussion posts will be assigned throughout the semester based upon course readings and activities. When discussion posts are assigned, students are to post a response to the question or

activity within the Discussion Board for that module. Students are also required to read the postings of their peers and respond to at least two posts of their peers with new ideas, insights, or additional information related to the topic. All discussion posts should be submitted by the posted deadlines. Discussion posts should reflect graduate-level work. This means posts should be well-written and include in-text citations and end references in APA format as needed. The discussion posts will be graded with points assigned for the initial post as well as the required responses to peers.

Module Assignments (15%): This class utilizes a structured approach to the completion of the literature review with a series of vital steps to be taken each week. At certain points throughout the semester, students will have assignments to submit as part of the steps to completing the literature review. These assignments also provide the instructor an opportunity to evaluate students' progress on the path to drafting the literature review. All assignments should reflect graduate-level work. This means the instructions are followed carefully and the work is completed with diligence and integrity. All assignments should be submitted by the posted deadlines.

Class Participation (20%): Active class participation is essential to students' growth as a graduate student, doctoral candidate, and scholarly researcher. Students are not only expected to attend all four synchronous class meetings, but students are also expected to be active participants within class activities and discussions. All students benefit from active engagement, and strong class participation creates a sense of community for this type of class. Points will be awarded for this type of participation during the four scheduled synchronous class meetings.

Initial Draft of the Literature Review (20%): The purpose of this course is to guide students through the completion of the literature review for an upcoming dissertation. To check the progression of students' writing midway through the course, the first major assignment will be the Initial Draft of the Literature Review. This will be the first draft of the review of the literature, and it should follow the requirement and guidelines provided by the instructor and posted within the rubric. The academic writing should reflect the work of a scholarly researcher and doctoral candidate. It is important to submit the Initial Draft of the Literature Review by the deadline to ensure timely feedback prior to the completion of the final draft. The Initial Draft of the Literature Review will be graded based upon students' overall grasp of the literature surrounding the research topic, synthesis of the research literature, and academic writing. The draft will be graded per the criteria posted within the rubric.

Final Draft of the Literature Review (30%): The culminating project for this course is the Final Draft of the Literature Review. This is the last major assignment to be submitted in this course, and it should be a final draft that can be utilized for students' future dissertation work. It is expected that the Final Draft of the Literature Review will be a refinement and continuation of the initial draft. Students are expected to edit and utilize the feedback provided from the initial draft to submit a refined essay that meets the expectations of the

rubric for a well-written literature review. The final draft is to be submitted by the assigned deadline, and it will be graded per the criteria posted within the rubric.

Grading System

Final course grades will be awarded and reported according to the following scale:

Letter Grade	Percentage (%)
A	100-90
B	89-80
C	79-70
D	69 - 60
F	Below 60

Communication Plan

Email	Students may email me within Folio or at tmjackson@georgiasouthern.edu. You can anticipate a response within 24 to 48 hours. If you do not hear from me after 48 hours, please send another email. Be sure to use email communication for personal concerns and grade concerns as needed.
Virtual Office Hours	Monday – Friday by appointment. Weekend appointments will be provided as needed due to some students’ work schedules.
<i>Questions for the Professor</i> Discussion Forum	Students may post questions concerning course content, assignments, and activities in this discussion forum as needed. During the weekdays of the school calendar, I will respond to student questions within 24 hours. Weekend questions will typically be responded to by Sunday evening. Do not place communication for personal concerns and grade concerns in the <i>Questions for the Professor</i> discussion forum.
Discussion Posts Feedback	Students’ discussion posts will be evaluated throughout the discussion period for the specific module. Instead of responding to all posts, a summary may be provided for the class. If you are working ahead of the course schedule for modules and assignments, please know that discussion post feedback will likely still be posted in a timely fashion within the scheduled discussion period.
Assignment Grading Feedback	Students’ assignments will be graded within a week after the due date for the assignment.

Course Policies

Academic Integrity

A hallmark of effective leaders in education is their demonstration of the highest standards of personal and professional integrity. Accordingly, candidates in a doctoral program for education administration are expected to adhere to principles for academic integrity that are stated in the Georgia Southern University Code of Student Conduct. The following statements on cheating and plagiarism are excerpted.

Cheating includes (but is not limited to):

- Submitting material that is not yours as part of your course performance.
- Using information or devices that are not allowed by the faculty.
- Obtaining and using unauthorized material.
- Fabricating information, research, and/or results.
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation.
- Collaborating with others on assignments without the faculty's consent.
- Cooperating with or helping another student to cheat.
- Any other forms of dishonest behavior.

Plagiarism includes (but is not limited to):

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using published or unpublished sources of information without identifying them.
- Paraphrasing material or ideas without identifying the source.
- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
- Self-plagiarism.

In the case of an instance of cheating or plagiarism, the instructor will record a “zero” grade for the assignment; and further, the violation will be reported to the Chairperson of the Department of Leadership, Technology and Human Development for further action in accordance with university policies.

Ethics & Professionalism

Students are expected to always behave in an ethical and professional manner. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of 'F' for that activity or for the class, dialogue with administrators, and/ or dismissal from the college.

In the completion of course assignments for EDLD 9632, students are expected to:

- ask questions as needed,
- collaborate with the instructor and peers in a professional manner,
- follow directions and complete all portions of assignments and activities,
- write with clarity as a graduate student and doctoral candidate,
- demonstrate the ability to analyze and synthesize material,
- cite carefully and appropriately from the body of professional literature, and
- submit products that reveal pride in one's work and attention to detail.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the semester. Different opinions and professional critiques of ideas are welcomed in this online course and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand concepts of literature reviews and educational research.

Email & Discussion Board Etiquette

This course can prove to be very reflective and engaging in terms of ideas, arguments, and different and often unique personal experiences regarding the topics being addressed. In order to ensure that we are able to deal honestly, respectfully, and at the same time critically with the subject matter, particularly related to personal or work experiences, it is essential that in any differences of opinion about any point of view each speaker will take responsibility for their critical position and personal or work experiences or opinions and be able to distinguish between the two. Following all course ground rules and engaging in confidentiality will help us accomplish our course outcomes.

Please understand that any posting that contains one or more of the following characteristics will be deleted from the course system, and the student will not receive credit for it. Students will be notified via email about the deletion of the posting and possibly given the opportunity to post a replacement message for credit.

- Language that attacks the argument on purely emotional grounds.
- Shouting (i.e. using words in all capitals).
- Misspellings or grammatical errors that compromise the student's ability to communicate.
- Personal experiences or feelings that are not clearly employed to make a relevant point.

Academic Writing Expectations

Doctoral students are expected to demonstrate a quality of writing that is consistent with the norms of the professional academic community. Students who require editorial assistance in preparing a final draft for a written assignment should seek the assistance of the Writing

Center. The instructor encourages students to prepare a first draft for any written assignment. However, the instructor’s purpose will be to critique organization and content rather than provide line-by-line and word-by-word editorial assistance. For example, if a student needs help correcting the grammar of a paper the student should schedule a session with the Writing Center. On the other hand, if the student needs assistance in organizing the topics and evaluating the research for discussion in the paper or with interpreting the research and drawing conclusions, then the student should schedule an appointment with the instructor.

Academic Writing Standards

- All written work should be double-spaced with one-inch margins.
- Use Times New Roman font, size 12 in Word.
- Include a page number on all pages except your title page.
- Use references (as needed) and quotes (sparingly) to strengthen your writing. Follow APA style based upon the APA 7th Edition Style Manual.
- Support all claims with evidence.
- Make sure anything not written by you is properly cited and referenced.
- Check grammar, spelling, and punctuation before submitting your paper.
- All assignments submitted must conform to the conventions of scholarly/academic writing and APA Style Manual guidelines.
- Student work will be evaluated on their strength in the following areas:

Analysis	Ability to identify patterns; organization of parts; identification of components Writing Cues: <i>analyze, separate, order, explain, connect, compare</i>
Synthesis	Make generalizations from given facts; relate knowledge from several areas; draw conclusions, integrate into own experience Writing Cues: <i>combine, integrate, modify, create, design, rewrite</i>
Evaluation	Compare and discriminate between ideas; assess value of theories; make choices based on reasoned argument; verify value of evidence Writing Cues: <i>assess, measure, recommend, discriminate, support, evaluate, conclude</i>

Late Submissions

Meeting deadlines is a vital component of professionalism. Students will be penalized for assignments which are not submitted by the given deadline. Late discussion posts and late discussion responses will be graded as described in their grading criteria per module activity. Alternatively, late major assignments (Initial Draft of the Literature Review and the Final Draft of the Literature Review) may be penalized by a reduction of one letter grade for each week that they are late. (In other words, an assignment turned in *at any time after the due date* but within one week will be reduced by a letter grade; an assignment two weeks after it was due will mean a reduction of two letter grades and so forth). Late Final Drafts of the Literature

Review will not be accepted after May 7, 2025, due to final grades needing to be submitted to the registrar.

University Policies

Academic Dishonesty

Candidates at Georgia Southern University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Student Conduct is located on the second floor of Russell Union (912-478-0059). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

AI Policy & Expectations

AI is revolutionizing education. Using AI to help brainstorm ideas in this course is permitted. However, it is **not** appropriate to use AI to write your discussion posts, assignments, or essays for you. Also, you should note that the material generated by these programs may be inaccurate, incomplete, biased, or otherwise problematic. You may not submit any work generated by an AI program as your own. Material generated by an AI program should be cited like other references and used minimally. Submitting work generated by an AI program without proper citation is a breach of ethics and an academic integrity violation.

Disability-Related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorders, brain injuries, chronic medical conditions, communication disorders, hearing impairment, learning disabilities, mobility impairment, psychological disorders and visual impairment. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

In compliance with the Americans with Disabilities Act (ADA), this course will honor requests for reasonable accommodations made by individuals with disabilities or demonstrating appropriate need for learning environment adjustments. Students must self-disclose their disability to the Student Accessibility Resource Center (SARC) before academic accommodations can be implemented. Students requesting alternative educational arrangements must submit a completed COVID-19 Alternative Educational Arrangement Request Form to the SARC office. For additional information, please call the SARC office at (912) 478-1566 on the Statesboro campus, or at (912) 344-2572 on the Armstrong and Liberty campuses.

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a cultural of

diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.

Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

Statement Regarding Title IX

Reporting

Georgia Southern University is committed to supporting its students and responding promptly to complaints made regarding discrimination through the Equal Opportunity and Title IX Office.

Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Georgia Southern University does not discriminate on the basis of sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. While students are encouraged to share with faculty any issues or concerns, they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, the information will be kept as private as possible, but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX. Additionally, you can report incidents or complaints to the individuals listed below.

Pregnant and Parenting Students

Georgia Southern University does not discriminate against students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom.

Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status; delays in reporting may impact available accommodations. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues which arise. Students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom will be treated similarly to other similarly situated students. Absences from class may be excused due to pregnancy or childbirth for as long as medically necessary. At the conclusion of medical leave, the student will be allowed to return to the same academic status. Medical certification may be requested from the student.

Places to Report an Incident

Title IX Coordinator
Statesboro Campus
Rosenwald Building, Room 1066
(912) 478-5136
Reporting Form:
<http://president.georgiasouthern.edu/eo-titleix/>

Dean of Students Office
Statesboro Campus
Russell Union Room 2022
(912) 478-3326
deanofstudents@georgiasouthern.edu
University Police
Statesboro Campus
3769 Old Register Rd (Temp Location)
Statesboro, GA 30460
(912) 478-5234/911

Confidential Reporting Options
University Counseling Center
Statesboro Campus
Building 435
Forest Drive
(912) 478-5541

University Health Services
Statesboro Campus
984 Plant Drive
(912) 478-5641
health@georgiasouthern.edu

University Resources

- Counseling Center - <https://students.georgiasouthern.edu/counseling/>
- Dean of Students - <https://students.georgiasouthern.edu/dean/>
- Financial Aid - <https://em.georgiasouthern.edu/finaid/>
- Health Services - <https://auxiliary.georgiasouthern.edu/healthservices/>
- IT Service and Delivery - <https://its.georgiasouthern.edu/its/>
- Library - <https://library.georgiasouthern.edu/>
- Multicultural Student Programs and Services - <https://students.georgiasouthern.edu/multicultural/>
- Office of the Registrar - <https://em.georgiasouthern.edu/registrar/>
- Public Safety - <https://finops.georgiasouthern.edu/publicsafety/>
- Student Accessibility Resource Center - <https://students.georgiasouthern.edu/sarc/>
- Writing Center - <https://academics.georgiasouthern.edu/fye/students/first-year/on-campus-resources/>

Recommended Course Resources

The following additional resources are **not** required textbooks and journals for this course. They are recommended course resources for doctoral candidates who are not only completing the literature review but are also preparing to complete and defend a dissertation.

Recommended Books

Claxton, B.L. & Dolan, C.L. (2022). *A step-by-step guide to writing a literature review for doctoral research*. Kendall Hunt.

Creswell, J. W., & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach (5th ed)*. Sage Publishing.

Joyner, R.L., Rouse, W.A., & Glatthorn, A.A. (2018). *Writing the winning thesis or dissertation: A step-by-step guide (4th ed.)*. Corwin Press.

Machi, L.A., & McEvoy, B.T. (2022). *The literature review: 6 steps to success*. Corwin Press.

Roberts, C. M., & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation (3rd ed)*. Sage Publishing.

Recommended Journals of General Interest in Educational Administration

- Educational Administration Quarterly
- International Journal of Leadership in Education: Theory and Practice
- Journal of Research on Educational Administration
- Journal of Research on Leadership Education
- Journal of School Leadership
- Leadership Quarterly
- Educational Researcher
- American School Board Journal
- Educational Leadership
- Phi Delta Kappan
- School Administrator

Library Use and Staff Resources

The library is central to all scholarship, but most especially research at the doctoral level. Students should become thoroughly familiar with the resources available and how to access them. Library Liaisons are key contacts for any questions related to library collections or services. Students are encouraged to contact a Liaison to receive assistance with using databases and library services for your research needs especially while working to complete a dissertation. Kay Coates (kcoates@georgiasouthern.edu) is a GSU Library Liaison who is available to answer questions regarding literature search strategies and locating sources for educational leadership topics.

Instructors reserve the right to amend the Course Syllabus, Course Schedule, and Course Final Project at any time. Appropriate notice will be provided.

Course Schedule
EDLD 9632: Research Seminar II
Spring 2025

First Day of Class: Monday, January 13, 2025

Last Day of Class: Monday, May 5, 2025

Attendance Verification is due on Monday, January 13th. Please complete the quiz in Folio.

Module No.	Lesson Topic	Due Date
0	Orientation to EDLD 9632	Monday, January 13 th
1	The Basics of a Literature Review	Sunday, January 19 th
2	Saturday Session One: Researching Literature & Electronic Resources	Saturday, January 25 th (1:00pm – 4:00pm)
3	The Theoretical Framework & Researching Literature, Pt. II	Sunday, February 2 nd
4	Analyzing Research Literature, Pt. I & Ethics in Scholarly Research	Sunday, February 9 th
5	Analyzing Research Literature, Pt. II	Sunday, February 16 th
6	Saturday Session Two: Synthesizing Literature Pt. I & Scholarly Writing	Saturday, February 22 nd (1:00pm – 4:00pm)
7	Synthesizing the Literature, Pt. II	Sunday, March 2 nd
8	Writing the Initial Draft, Pt. I & APA Style Guidelines for the Literature Review	Sunday, March 9 th
9	Writing the Initial Draft, Pt. II	Sunday, March 19 th
10	Saturday Session Three: Literature Review Presentations	Saturday, March 29 th (1:00pm – 4:00pm)
11	Editing and Incorporating Feedback	Sunday, April 6 th
12	Writing the Final Draft, Pt. I	Sunday, April 13 th
13	Writing the Final Draft, Pt. II	Sunday, April 20 th
14	Saturday Session Four: Writing the Final Draft, Pt. III (Course Wrap-Up)	April 26 th (1:00pm – 4:00pm)
15	Writing the Final Draft, Pt. IV	Sunday, May 4 th

May 5th is the Last Day of Classes, and ALL work must be completed by this date.

IMPORTANT DATES TO REMEMBER

- January 20th – MLK Day Holiday
- January 25th – Saturday Session One via Zoom (1pm – 4pm)
- February 22nd – Saturday Session Two via Zoom (1pm – 4pm)
- March 10th – Last Day to Withdraw without Academic Penalty
- March 17th through March 21st – Spring Break Holidays
- March 29th – Saturday Session Three via Zoom (1pm – 4pm)
- April 26th – Saturday Session Four via Zoom (1pm – 4pm)
- May 5th – Last Day of Classes
- May 11th – Deadline to submit final grades to GSU Registrar