Masters Seminar Paper and Capstone Course  
EDHI 679 Section 0801  
College of Education, University of Maryland  

Spring, 2010  
Mondays: 1-3:30

Instructor  
Dr. KerryAnn O'Meara  
Associate Professor, Higher Education  
2202 Benjamin  
(301) 405-5579  
komeara@umd.edu

Office Hours: By appointment

Course Objectives

- To complete high quality, comprehensive, well crafted and written 30 page seminar papers which pass requirements for graduation.

- To practice and then take Masters comprehensive exams, completing exams that are well-organized, well-crafted and written and which pass college requirements for graduation.

- To consider what it means to be a professional in higher education, and how to sustain professional growth. As part of this exploration, to engage in career development and planning, including completion of resumes, personal statements, career planning assessments and reflections.

Course Strategies to Achieve Objectives

Seminar Paper

- We will complete four drafts of seminar papers, including one synthesis paper, one six page submission, and two full drafts before submission of a final seminar paper Monday, April 19. As a class we will look at paper examples, discuss organization and design of literature reviews, engage in concept mapping, and other writing exercises. Your instructor, paper advisor, and fellow students will all critique your work and provide feedback for revision. Along the way, it is your responsibility to check in with your paper advisor for feedback and resources, to meet all established deadlines, and to submit work that has complete references. There will be assigned readings which assist us in understanding our strengths and weaknesses as writers, provide guidance in giving good feedback, and help with organization of our papers.
• The key dates for drafts of the paper are the following:

January 25: Synthesis Paper Due  
February 22: First Six Pages of Seminar Paper Due  
March 15: Complete Seminar Paper Draft I Due  
April 2: Complete Seminar Paper Draft II Due  
April 19: Final Paper Due

Comprehensive Exams
• We will practice developing comps questions, and then outlining potential responses, both in-class and as assignments between classes. We will practice “taking comps” four times before beginning the Comps process February 19, 2010. It is important for students to take the practice assignments seriously, to ask questions, to learn to use feedback effectively, and to do additional preparation for comps at home.

Career Development
• We will revise and critique resumes and cover letters, complete personal statements, and career development assessments and reflections. Original drafts and revisions will be collected in a final portfolio handed in May 3, 2010.  
• This portfolio will include a(n) (a) original and revised resume (b) career planning inventory and (c) personal statement/ “I believe..” These assignments should show considerable reflection throughout the semester. See Career Inventory Table of Contents at end of syllabus.  
• In addition, we will read articles and book chapters, invite in class speakers and have class discussions to gain a deeper understanding of what it means to be a professional in higher education and how we might continue to grow as professionals throughout our careers.  
• We will consider choices in institutional type and different types of positions in higher education and their required skill sets.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Paper</td>
<td>60%</td>
</tr>
<tr>
<td>Final Career Portfolio</td>
<td>30%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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</table>

The seminar paper grade (60%) will be determined by your paper advisor and instructor together, the other (40%) by your instructor.

Role of Your Instructor
Students should expect that the instructor for this course will:
• Be prepared for class, read and return students work in a timely manner, and be interested and engaged in students work;  
• Encourage students to share their different backgrounds, experiences and perspectives in class;
• Support students individually and as a group, help them to produce high quality work;
• Share her own experiences with writing as a process, getting and giving feedback and revising, as well as career exploration and development.

Role of Seminar Paper Advisor
Students are responsible for consulting with their seminar paper advisor regarding the selection of their research topic. The course is designed for students who can begin their seminar paper within the first two weeks of the semester. It is not a substitute for frequent consultation with the seminar paper advisor. Students are expected to have regular contact with their seminar paper advisor and instructor on their writing progress throughout the semester.

Required Readings

EDHI 679 Coursepack. A collection of readings, website resources and tools shared and discussed in class. Most of these readings will be on the Blackboard site, others will be handed out in class.

Academic Integrity
Academic dishonesty, including cheating, plagiarism, and fabrication will not be tolerated and will be reported to the University. Additional information on the Code of Integrity is available on the web at http://www.shc.umd.edu/code.html.

It is sometimes confusing learning how to reference publications on-line or make appropriate citations for reports and other non-traditional media. Please allow be very careful to err on the side of caution, citing any quotes and/or direct references and referring to APA for guidelines.

Special Needs
If you have a documented disability or any other special need and wish to discuss academic accommodations please contact the instructor as soon as possible. The University is obligated, whenever possible, to provide appropriate accommodations for students with disabilities. Students who have questions about their rights or accommodations may contact the Disability Support Service at 301-314-7682 or http://counseling.umd.edu/DSS. Disability Support Services is located in Shoemaker 0126.

Absence Due to Religious Holidays
You will not be penalized because of religious beliefs and observance. Please inform the instructor of any conflicts between the course schedule and religious observances as soon as possible so that appropriate arrangements can be made.
**Absence Due to Sickness**
In the case of an absence caused by sickness, it is your responsibility to inform the instructor of your absence via email and to connect with classmates to cover work covered during the absence.

**Inclement Weather**
Official closures and delays are announced on the university website (www.umd.edu) and on the snow phone line (301) 405-SNOW. Please check these to determine if our class has been canceled due to inclement weather.

**Policy on Incomplete Grades**
I will restrict the grade of Incomplete to documented emergencies at the end of the semester only. Such emergencies are not based on work commitments; rather students should not take the course if work or other course responsibilities make it clear at the beginning of the semester that you will not be able to complete assignments by the end of course deadlines. A grade of incomplete requires my prior approval, along with written plans for course completion.

**Course Evaluation**
As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please watch for the dates the system will open for evaluation of the semester and make a note of the link at which you can access the submission system: https://www.courseevalum.umd.edu/. I greatly appreciate your completing the course evaluations when the email invitation is sent to you.

**Course Contingency Plan**
Should an emergency arise that closes the University for an extended period of time, the instructor will be in contact, if possible, with additional instructions. Assignment due dates and readings may be altered depending on the length of time class might be canceled.

**APA Style and Format**
All formal work should utilize APA style as described in the most recent edition of the *Publication Manual of the American Psychological Association*. All drafts of seminar papers should be double spaced with 12 point font, using Times New Roman.

**Course Schedule**

<table>
<thead>
<tr>
<th>Pre-Class Meeting held in mid November</th>
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<tbody>
<tr>
<td><strong>Topics Covered</strong></td>
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<tr>
<td>- Students given examples of a synthesis paper (first step for seminar paper) so that they can arrive to first class with one completed.</td>
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<tr>
<td>- Students given several examples of final complete seminar papers and asked to read them for form.</td>
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</tbody>
</table>
- Students asked to meet with their paper advisor in next month to go over ideas for synthesis paper and research questions.
- Students given examples of General Comps Questions (Comps A) and given suggestions about development of note cards from major higher education classes.
- Students asked to come to the first class with a draft specific comps question (Comps Question B).

### Class One: January 25

| Topics for Today          | Characteristics of high quality literature reviews,  
|                          | Analyzing theories used in higher education research  
|                          | Refining research questions  
|                          | Searching the research literature  
|                          | Critiquing methods  
|                          | Preparing for Comps: We will practice writing the general question together (Comps A) |

| Assignments Due Today     | Please read the following:  
|                          | o Galvan chapters 1-3  
|                          | Bring copies of your synthesis paper for the instructor and one writing partner.  
|                          | Bring one copy of your draft issue-specific comp question (B). |

### Class Two: February 1

| Topics for Today          | Practice Comps Question A  
|                          | List of revised Comps questions B discussed  
|                          | Feedback on Synthesis papers provided and discussed  
|                          | Characteristics of high quality literature reviews—more examples and ideas  
|                          | Organization: Suggestions for moving from synthesis paper to first six pages  
|                          | Tables, Charts, and other Strategies for Synthesis |

| Assignments Due Today     | Please read the following:  
|                          | o Galvan chapters 4-6  
|                          | o Stage and Manning (Blackboard)  
|                          | o Boice (Blackboard)  
|                          | o Elbow (Blackboard)  
|                          | o UMD Resume Information (Blackboard)  
|                          | o ACPA Career Central (Blackboard)  
|                          | Bring a copy of your comps notes  
|                          | Bring a copy of your most recent resume and cover letter for 2 other people.  
|                          | Read and make comments on your writing partner’s |
February 5: Graduation Application (Electronic) Due!

Class Three: February 8

<table>
<thead>
<tr>
<th>Topics for Today</th>
<th>Assignments Due Today</th>
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<tbody>
<tr>
<td>• Practice Comps A</td>
<td>• Please read the following:</td>
</tr>
<tr>
<td>• Discuss Comps Question B—organization and presentation</td>
<td>o Galvan chapters 7-9</td>
</tr>
<tr>
<td>• Discuss preparing first six pages—what should be included</td>
<td>• Study for the Comps</td>
</tr>
<tr>
<td>• Review &amp; Critique of Resume and cover letter</td>
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NO CLASS: February 15

Students take the MA Comps, February 19

Class Four: February 22

<table>
<thead>
<tr>
<th>Topics for Today</th>
<th>Assignments Due Today</th>
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<tbody>
<tr>
<td>• Moving to full draft—more on what to include</td>
<td>• First Six Pages of Seminar Paper Due—Bring 2 copies</td>
</tr>
<tr>
<td>• Professional Development Focus: Characteristics of a Professional; Vocation, Being a Good Colleague</td>
<td>• Please read the following:</td>
</tr>
<tr>
<td>• Career Development Planning: The Work I Want to Do and Why</td>
<td>o Galvan chapters 10-14</td>
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<tr>
<td>• Guest Speakers</td>
<td>o Nemko (Blackboard)</td>
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<td></td>
<td>o Palmer (Blackboard)</td>
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<td></td>
<td>o Bousquet, Carmody, Grafton, Hermanowics, Hu-DeHart, Stearns, &amp; Tower (Blackboard)</td>
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NO CLASS: March 1: Preview

Master's Approved Program Form Due to Registrar, March 1

Class Five: March 8

<table>
<thead>
<tr>
<th>Topics for Today</th>
<th>Assignments Due Today</th>
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<tbody>
<tr>
<td>• Feedback on first 6 pages; more on organizing and editing drafts.</td>
<td>• Provide feedback for writing partner on six page submission</td>
</tr>
<tr>
<td>• Professional Development Focus: Institutional types and Characteristics of Good Work Environments: Professional Growth and How to extend it; Networking and Professional Associations</td>
<td>• Please read the following:</td>
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</table>

synthesis paper and bring to class.
Complete Seminar Paper Draft I. Due in Hard Copy to 2202 Benjamin and to Paper Advisor by noon, March 15, 2009. Also provide an electronic copy to your writing partner.

NO CLASS: March 15: Spring Break March 15-19

NO CLASS: March 22 ACPA National Conference March 20-24

Class Six: March 29

Topics for Today
- Strategies for using feedback effectively
- Professional Development Focus: What makes a good Colleague? Mentoring and supervision
- Guest Speakers

Assignments Due Today
- Please read the following:
  - Nathans (Blackboard)
  - Winston & Creamer (Blackboard)
  - Janas (Blackboard)
  - WHE (Blackboard)

Draft II of Seminar Paper submitted in hard copy to 2202 Benjamin and to Paper Advisor by noon, April 2.

NO CLASS: April 5

Class Seven: April 12

Topics for Today
- Professional Development Focus: Networking and Stretch Assignments—Leadership Opportunities, Doc Programs, Job-Searching, Interview Tips.
- Guest Speakers

Assignments Due Today
- Draft one of Career Inventory Due—please bring 2 copies
- Please read the following:
  - Daugherty (Blackboard)
  - Baker (Blackboard)
  - UMD Networking (Blackboard)
  - Routh (Blackboard)
  - Helpful Hints (Blackboard)
  - Networking 101 (Blackboard)
  - Networking Confidential (Blackboard)
  - Comfortable Networking (Blackboard)
Class Eight: April 19

<table>
<thead>
<tr>
<th>Topics for Today</th>
<th>Assignments Due Today</th>
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<tbody>
<tr>
<td>Professionals Development Focus:</td>
<td>• The FINAL Seminar Paper Due Today</td>
</tr>
<tr>
<td>Long-Term Career Development</td>
<td>• Feedback for Writing Partner on their</td>
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<td>and Wellness.</td>
<td>Career Inventory</td>
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<tr>
<td>Career Inventory Feedback</td>
<td>• Please read the following:</td>
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<tr>
<td>Guest Speakers</td>
<td>• Sagaria &amp; Dickens (Blackboard)</td>
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<td></td>
<td>• Moody (Blackboard)</td>
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<tr>
<td></td>
<td>• Johnsrud, Heck, &amp; Rosser (Blackboard)</td>
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**FINAL SEMINAR PAPERS DUE April 19. This copy should be the final one with appropriate College of Education signature form. Please submit one hard copy to your paper advisor and one to the instructor by 3pm.**

Class Nine: April 26

<table>
<thead>
<tr>
<th>Topics for Today</th>
<th>Assignments Due Today</th>
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</thead>
<tbody>
<tr>
<td>Professionals Development Focus:</td>
<td>• Everyone brings a copy of their I Believe Statements to class and we share them together</td>
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<tr>
<td>Visions of where we want to go</td>
<td>• Celebration</td>
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<tr>
<td>professionally</td>
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<tr>
<td>Career Inventory</td>
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**Certification of Master's Degree without Thesis Form Due to Registrar, April 30, 2010**

**FINAL CAREER INVENTORY DUE May 3, 2010 to 2202 Benjamin**