Dissertation III
RES (REX) 879

Summer 2025 Syllabus

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Carolina University Mission Statement

We are a Christ-centered university committed to student success.

Course Information

Course Prerequisites
RES 877 (Dissertation I) and RES 878 (Dissertation II)

Course Description
This course is designed to facilitate the development of the preliminary elements of a research dissertation. The course focuses on the initial dissertation chapters and includes elements such as the identification of a leadership problem, the delineation of the purpose of the research in light of that problem, the explanation of the significance of the research, the selection of the research question or questions, the limitations and delimitations of the research, the selection and explanation of the research method, the preliminary examination of literature related to the topic, and the introduction of other related subjects pertaining to the presentation of the research topic

Course Delivery and Methods
Dissertation III does not require textbooks or lectures; however, Zoom meetings will be scheduled to assist with the dissertation process.

Objectives (Course Learning Outcomes)

Upon completion of this course, PhD Candidates will be able to:

1. Formulate a research question and develop a comprehensive research proposal, demonstrating a clear understanding of ethical considerations in the research process.
2. Conduct an extensive literature review and critically evaluate existing studies to identify gaps and areas for future research.
3. Design and implement a rigorous research study using appropriate methods while effectively analyzing and interpreting data with statistical tools.
4. Communicate research findings clearly and professionally in written format and through engaging presentations.
5. Apply research skills and knowledge to address real-world problems, demonstrating self-reflection and self-directed learning throughout the research process.

Course Resources

Required Resources:

1. APA 7th Edition:
   a. Parenthetical Versus Narrative In-Text Citations https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/parenthetical-versus-narrative
   b. Paraphrasing: https://apastyle.apa.org/style-grammar-guidelines/citations/paraphrasing
   c. Quotations: https://apastyle.apa.org/style-grammar-guidelines/citations/quotations
   d. References: https://apastyle.apa.org/style-grammar-guidelines/references
   e. https://apastyle.apa.org/style-grammar-guidelines/paper-format
   f. Additional APA resources: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
2. The Art of Paraphrasing: Avoid Plagiarism: https://www.youtube.com/watch?v=H1qo10dG5Gw
3. Scholarly Writing Webinar: https://www.youtube.com/watch?v=rfNBaSNl-u4

Recommended Resources:

1. Recite Works: https://reciteworks.com

Course Requirements and Assignments

Throughout the 14 weeks, you must remain actively engaged in your dissertation work. This includes completing weekly deliverables, communicating with your Chair, and documenting progress. Whether you are drafting your alignment document, working on Chapter 2, or revising based on feedback, consistent check-ins and evidence of progress are required.

Week 1: Set Up for Success
Focus:
Establish your Success Plan with your Chair.
Weekly Deliverables:
- Submit your **Success Plan** with your Chair.
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 2: Chair Check-In – Progress Update
Weekly Check-In: Post in the discussion forum and update your Chair with responses to:
- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

NOTE: Be specific. Avoid generic updates.

Week 3: Continue Working on Weekly Deliverables
Weekly Deliverables:
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 4: Chair Check-In – Progress Update
Weekly Check-In: Provide detailed responses in your update:
- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

Week 5: Continue Working on Weekly Deliverables
Weekly Deliverables:
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 6: Chair Check-In – Progress Update
Weekly Check-In: Post your weekly update, including:
- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

Week 7: Continue Working on Weekly Deliverables
Weekly Deliverables:
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 8: Chair Check-In – Progress Update
Weekly Check-In: Provide detailed responses to the following:

- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

Week 9: Continue Working on Weekly Deliverables

Weekly Deliverables:
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 10: Chair Check-In – Progress Update

Weekly Check-In: Post an update covering:
- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

Week 11: Continue Working on Weekly Deliverables

Weekly Deliverables:
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 12: Chair Check-In – Progress Update

Weekly Check-In: Post in the discussion forum and inform your Chair:
- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

Week 13: Continue Working on Weekly Deliverables

Weekly Deliverables:
- Upload all weekly deliverables by Sunday before 11:30 PM.

Week 14: Chair Check-In – Progress Update

Weekly Check-In:
Update your Chair with clear responses:
- What have you accomplished this week?
- What will you accomplish next week?
- What is preventing you from reaching your goals?

Course Schedule

Check your LMS regularly to stay updated on your course schedule.

Course Specific Policies

Writing Criteria. Each dissertation artifact must meet the following standards:

1. **Paragraph Structure:** Each paragraph begins with a topic sentence (not cited) that tells the reader what the paragraph discusses. Synthesize three to four authors' thoughts (cited) that support your topic sentence. Provide a concluding (or transition) paragraph that takes the reader into the next section.

2. **Logical Flow/APA:** Each section is written well-structured, has a logical flow, uses correct paragraph structure, uses proper sentence structure, uses correct punctuation, and uses correct APA format.

3. **References**: Learners can use books, dissertations, peer-reviewed articles, conference proceedings, and technical reports. 75% of the references used must be within the last five years. Additionally, learners must use articles other than the "required reading" articles in this syllabus.

4. **Similarity Index:** The similarity index shall be no higher than 15%.

Course Grading

Assignment Type	Weight (points or percentage)
All assignments will be graded as credit/no credit	P/F
Total	

Course Assessment Mapping

Assessment	Objective(s) Met
All Assignments	1 through 5

University Policies

Late Assignment Policy

- Students are expected to inform professors prior to a scheduled absence and understand work may be made up at the professor's discretion to ensure full credit.
- Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work and submit such work in a timely manner.
- Students should not wait until the end of the session to deal with concerns about absences.

Grading Scale

Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

Instructor Student Interaction & Communication

- Please use email whenever possible.
- Faculty should respond to all emails and voicemail messages within 1 day.
- Grading of assignments is to be done within 3 days for regular assignments (this includes attendance) and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

All CU faculty and students are provided means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., "Dr." or "Prof."). For professors, if you cannot easily verify their degree or status, "Prof." is most appropriate—not "Ms." or "Mr." *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., "101-05," "9 am MW," but not "this morning").
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.
- "Class" Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question

during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.

- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade.

Carolina University faculty will assess course participation and may assign grade points as deemed appropriate for the course and subject matter. Participation may be gauged by attending online or in-person classes, lectures, or labs, submitting coursework, engaging in workshops or other interactive computer-assisted teaching activities, engaging in group study or online discussions curated by the instructor, or otherwise interacting with an instructor about academic matters by Zoom or other means. Students should refer to the assignment weighting table and course specific policies for details on participation assessments.

Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at https://carolinau.edu/university-accessibility-services

Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:
- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit. Examples of plagiarism include (but are not limited to), the following:
- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

BIBLIOGRAPHY

N/A