



Middle Georgia
State University

School of Computing
Department of Information Technology

SECTION 1 - GENERAL COURSE INFORMATION

Course Title:	Doctoral Seminar I
Course Prefix and Number:	ITEC 7000
Course CRN#:	52767 (01) & 52841 (02)
Semester & Session:	Summer 2021
Campus Location:	NA – Online (D2L)
Meeting Days:	
Meeting Time:	

INSTRUCTOR'S INFORMATION

Name:	Dr. Neil Rigole	
E-mail Address:	Neil.rigole@mga.edu	
Office Location:	PSC 326	
Office Phone Number:	478- 471-5760	
Tentative Office Hours:	Tuesdays 10 - Noon	Virtual (TEAMS); By Appt.
	Wednesdays 10 Noon	Virtual (TEAMS); By Appt.

COVID-19 STATEMENT

On May 13, 2021, the Centers for Disease Control issued new [COVID guidance for fully vaccinated individuals](#), and based on that information, effective immediately, fully vaccinated individuals may now resume campus classes and other activities without wearing a face covering or physically distancing. Unvaccinated individuals are strongly encouraged to get a vaccine, to continue wearing a face covering, and to continue socially distancing from others when possible. The vaccines are safe and effective; however, it is an individual decision to receive one and will not be required to be a part of our campuses. Adherence to this guidance is based on personal responsibility.

In most classrooms, seating will still be configured to support social distancing. Face-to-face classes will look different, depending upon classes and subject areas. Several options are available, and faculty members will use the approach best suited to their classes. Carefully review your syllabus, D2L announcements, or email for details.

SECTION 2 - DETAILED COURSE INFORMATION

Course Prerequisite:	None
Credit Hours:	3
Course Description:	The course serves as a venue for the development of a variety of skills and capacities to succeed as a doctoral student and as a vehicle for socialization into the shared community of professional life. The initial residency of the course will provide doctoral students with significant time for sustained participation with peers and faculty members in scholarly/creative activities. Following the residency, faculty will facilitate online activities and conversations that allow the students to reflect and plan on how to be successful in the doctoral experience.

Student learning outcomes:	Upon completion of this course the students will be able to: <ul style="list-style-type: none">• Articulate how to implement the program's requirements to satisfy expectations• Reflect on the doctoral journey...beginning, sustaining, planning, completing• Broaden their faculty and student support networks• Create a goal(s) and find an accountability partner to help meet them• Engage faculty and peers in discourse that contributes to the collective scholarship and professional advancement• Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts
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Required course materials: Text: Clear, J. (2018). Atomic Habits: An easy and proven way to build good habits and break bad ones. Penguin Random House: London, UK.

Other Materials Will Be Made Available in D2L

Technology Requirement: Internet and D2L Access; Microsoft Word; A Webcam (of your choice) or other digital camera that can record live video captures to your computer and also be able to take single snapshots (may be built in to a laptop or smartphone).
A Digital Microphone (of your choice) that can record audio to your computer (can be a part of a headset, built in to a laptop or smartphone).

Library/Learning Resources: As a Middle Georgia State University student, you have complete access to GALILEO (Georgia Library Learning Online), a virtual library of licensed commercial databases. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. There are over 10,000 journal titles available in full-text. Additional GALILEO resources include e-books, government documents, reference collections, and video databases. The Middle Georgia State University library also has core collection with locally purchased resources to support this graduate course. Currently the exclusive holdings for the B.S. / M.S. in Information Technology graduate courses are as follows: e-Journals = 1,661, Print Books = 1,164, e-books = 4,325, and DVDs = 66. The following are examples of online databases that support this undergraduate course. They are available to you through GALILEO and/or institutionally funded subscriptions:

- ACM Digital Library
- Computer Source
- Computing (ProQuest)
- Academic Search Complete
- Research Library (ProQuest)
- Wilson Omnifile: Full-Text Mega Edition
- Google Scholar
- Films on Demand

Tutoring is available free of charge on all MGA campuses for currently enrolled students. To view center contact information, subjects tutored, and tutor availability, go to the SSC website at <http://www.mga.edu/student-success-center/>. SSC tutoring sessions may be scheduled online and face-to-face through the “Book an Appointment” link on the Student Success Center website. Other services at the SSC include online academic workshops and a robust website with resources for academic assistance. The centers also have computer workstations, printing, and Internet access.

SECTION 3 - COURSE ASSESSMENT INFORMATION

As the first offering in the DScIT curriculum, this course/seminar serves as an introduction to doctoral studies at MGA ,as well as an opportunity for the students to begin the reflection process on their professional identity development as they pursue the doctoral degree. The course will help students begin to consider how they will implement a substantive doctoral research project, in other words, an attempt to create new knowledge (introduced in later courses). The research project(s) will follow the conventions of scholarly communication appropriate to the students’ area of interest - typically a journal article or conference paper. Students will make a public presentation of their projects as part of their Doctoral Seminar II (at the end of the program and be attended by faculty and other graduate students). Roughly half of this introductory course will be treated as a workshop for reflecting on the doctoral journey and the students’ professional identity development. Discussions and journaling related to the students’ reflection of their journeys (including short assigned readings related to relevant research and guest presentations) will be required weekly. The remaining half of the class will be dedicated to understanding the scope of the field and the many facets of becoming a professional with a doctorate in information technology. Scheduled faculty, administrators, and staff members will synchronously “visit” the class and present/discuss their research and career trajectories. In addition, students will have discussions and chronicle their reflections in a journal/blog based upon short assigned readings related to the norms, professional expectations, and common challenges of the doctoral journey.

Module Discussions. Students will make a post based on the prompt and are required to review and comment on at least two submissions.

Journal/Blog Entries. To be developed and continued throughout their time in the program – optional to make their journals public via a blog or to keep them, analog style, in a notebook, or as a cumulative running document on the desktop, with each entry dated so that ‘change’ can be tracked over time

Module Planning Table

Synopsis of Course Assignments

Graded Activity	Weight	Brief Description
Discussions (2 x 10%)	20%	Both discussion posts are individual assignments. Students are expected to read and comment on other posts
Journal Entries (16 x 5%)	80%	To be developed and continued throughout their time in the program – optional to make their journals public via a blog or to keep them, analog style, in a notebook, or as a cumulative running document on the desktop, with

Graded Activity	Weight	Brief Description
		each entry dated so that 'change' can be tracked over time.

Assignments will be graded will be as follows:

Grade	Description
Excellent	The quality of work meets the doctoral requirements in both originality and mastery of material. This is equivalent to an A grade.
Satisfactory	The work meets the minimum requirements. The work is short of excellence, originality, and does not fully demonstrate mastery of material. This is equivalent to a B grade.
Unsatisfactory	The work is deficient as the minimum requirements have not been. This is equivalent to an F grade.*

* Anything below a Satisfactory (B-level) is deemed to be a failing grade.

Final course grades will be as follows:

Letter Grade	Percent
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% or less

SECTION 4 - COURSE EXPECTATIONS

EXPECTATIONS

Hybrid and online courses are not self-paced and regular participation in the course is required and will be recorded by your instructor. Students are expected to complete all course assessments using D2L.

Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.

Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.

The instructor is required to report “no-shows” or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a “no-show”.

ATTENDANCE POLICY

Students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course. Students who have more absences than the number of class meetings per week but less than twice the number of class meetings per week, will be penalized on the participation portion of the grade. Students who have absences which are less than or equal to the number of class meetings per week will not be penalized. This policy holds for face-to-face and hybrid courses.

Students that do not submit any work for more than 14 consecutive days in an online course or partially online course may be assigned a failing grade for the course.

The MGA policy on attendance is found in Section 5.04.05 of the Faculty Handbook and in the Academic Catalog (<https://mga.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Academic-Policy-and-Information/Course-Policies/Attendance-Policy>).

CLASS BEHAVIOR EXPECTATIONS AND CONSEQUENCES FOR VIOLATIONS

Middle Georgia State University students are responsible for reading, understanding, and abiding by the MGA Student Code of Conduct.” Student Code of Conduct, Responsibilities, Procedures, and Rights are found at http://www.mga.edu/student-affairs/docs/MGA_Student_Handbook.pdf#page=45.

STUDENT WITHDRAWAL POLICY

Students are encouraged to read the withdrawal policy found at <https://www.mga.edu/registrar/registration/drop-add.php> before dropping/withdrawing from the class.

Students who wish to withdraw from the University must complete the Withdrawal Form, obtaining the required signature from the advisor, and submitting it to the Office of the Registrar at the Macon campus or the administrative

offices at other campuses. Withdrawal is not complete until all withdrawal procedures have been properly executed.

<https://www.mga.edu/registrar/>

Students may withdraw from the course and earn a grade of “W” up to and including the midterm date, which occurs on **June 29th, 2021**. After this date students who withdraw will receive a grade of “WF.”

<https://www.mga.edu/academics/calendars/index.php>

POLICY ON ACADEMIC MISCONDUCT

As a Middle Georgia State student and as a student in this class, you are responsible for reading, understanding, and abiding by [Middle Georgia State’s Student Code of Conduct](#).

Quoted directly from the Student Handbook, I believe it is important that you recognize and understand the following about plagiarism and cheating:

1. *Individuals will fulfill their academic responsibilities in an honest and forthright manner.*

Examples of prohibited behavior include but are not limited to: plagiarizing another's work (such as using another's phrasing, concepts or line of reasoning as your own without giving proper credit to the author or creator); submitting course assignments that are not your own; submitting the same paper in different classes without prior approval from both instructors; cheating (the use of any unauthorized means to gain academic advantage on assignments, laboratory reports or examinations); acquiring or using test materials without faculty knowledge; accessing any information, resource, and/or means of communication during an exam or assignment without specific authorization from the professor; failing to follow class policy; obtaining academic benefits through computer fraud or unauthorized access; engaging in academic fraud alone or with others; using material downloaded off Internet without proper citation; illicitly attempting to influence grading; failing to abide by test-taking procedures. The MGA Withdrawal Form, is available online or in the Office of the Registrar. The entire Student Code of Conduct is included in Middle Georgia State’s Student Handbook and is available online at <https://www.mga.edu/student-conduct/>

The penalty for academic misconduct is a grade of zero for the work involved and will be referred to the Dean of Students. Subsequent academic misconduct results in a failing grade for the course.

PLAGIARISM POLICY

A plagiarism prevention service is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

POLICY ON DISABILITY/ACCESSIBILITY ACCOMMODATIONS

Students seeking ADA accommodations must contact Middle Georgia State University Office of Accessibility Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. <https://www.mga.edu/accessibility-services/>

DELAYED OPENING OR CLOSING OF THE UNIVERSITY

If class is unable to occur for an opening or closing of the university, go to the online webpage of the course for additional instructions. If there are no additional instructions provided on the course homepage news section, then just plan to meet at the normal next regularly scheduled meeting for the course.

ONLINE COURSE EXPECTATIONS

1. Students must immediately review the tentative course schedule (included as part of the syllabus) for the schedule of discussion activities, assignments, projects, and/or examinations.

2. Students are required to have access to a computer and the Internet.
3. All course materials (i.e. course syllabus, course content, the assignments and the schedule of activities, etc.) are posted in Brightspace D2L course/class web site.
4. Official institutional email (MGA or D2L) is used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts must not be used to communicate between the instructor and students.
5. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" in the college's catalog. For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation in the course as described in the course syllabus.
6. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented using any or all the following methods: a graded discussion activity that is integral to student engagement and learning; a graded assignment/project/examination.

Your instructor will begin grading all assessments after the deadline and make the results available to you within one week after the due date for the assessment.

ONLINE DISCUSSIONS AND POSTINGS

Expectations for Achieving Responsible Online Discourse

One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. In order to demonstrate these shared values, you are encouraged to consider how your tone, word choice, and content may affect other readers. Some ways people achieve responsible public electronic discourse include

- a) calling each other by name on the screen,
- b) using smiley faces =) to clarify meaning if a writer's tone might be ambiguous,
- c) clarifying with someone courteously before "flaming" back a quick response, and
- d) refraining from publishing or forwarding any questionable jokes or strong language that could offend various readers.

Guidelines for Online Discussions

Not only respond to your instructor's questions, but carry on a dialogue with your classmates as well. This is a discussion, not just a question and answer session, and is one of the items that make a good online course and establishes community. If you only respond to your instructor's question it makes the discussion more of an "exam" rather than a dialogue.

Do not get caught up in "winning" the debate. We are here to learn the material, have fun, and to discuss matters of importance with others.

Read all postings from your classmates, not just those from the instructor. Sometimes future questions are based on the insights of your classmates.

When you reply to a post, don't just say "I agree". Give the person or person's name you are agreeing with and be sure to put the reply in the right thread. Also include a brief sentence or two summarizing what they said that you are agreeing with and then your views. You might also consider changing the subject line to reflect your posts. Make it easy for us to figure out who you are talking to and what you are talking about.

If you express an opinion, support it with material from our readings or other sources if applicable. When you quote, summarize, or paraphrase from the text, be sure to give the page number(s) -- This is important! **Count on checking the class website for assignments or discussions at least twice or more per week.**

HB 280 CAMPUS CARRY LEGISLATION

<https://www.mga.edu/police/campus-carry.php>

END OF COURSE EVALUATIONS

Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a unique link to a survey for each course in which they are enrolled. All responses are anonymous and completion of evaluations are voluntary.

STUDENT RESPONSIBILITIES

Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the [Syllabus Policy](#) page.

ACADEMIC MINDSET BELIEFS

The course activities/assignments in this course concerning the Academic Mindset shall contribute to your growth, self-efficacy, the relevancy of academic experience, and a sense of belonging. Throughout this course, growth mindset will be strengthened through activities/assignments by constant engagement. The following growth mindsets belief statements are the bedrock of this course and shall be acclaimed into mind by each student:

- I can strengthen my abilities through effort.
- The work in this course has value and purpose for me.
- I embrace new challenges.
- I will succeed if I put effort into my work.
- I will learn from success and failure to continue to improve.
- My effort and attitude are important to my future.

SECTION 5 - INSTRUCTOR-SPECIFIC POLICIES

Learning Modules

A new learning module is released each week during the semester. The learning module will always contain documents and/or videos that review the material assigned for the week. It will also contain instructions for the assignments that are due that week. Students should **ALWAYS** review the contents of the learning module before attempting to complete any of the weekly assessments.

Graded Assignments and Projects

Complete instructions for each assignment and project, including grading criteria, will be posted on D2L. If an assignment or project is submitted past the deadline it will automatically incur a 10% penalty against the point value of the assignment or project. Another 10% penalty will be applied for each additional 24-hour period the assignment or project is considered past due. Medical emergencies, unexpected but required business trips, or military deployment,

when documented and communicated in advance to your instructor, are considered exceptions to the above course policy. Computer and telecommunication problems, however, are NOT considered an exception to the above policy. Communication with your instructor is KEY in determining if and how any make-up or missed work will be handled.

SECTION 6 - TENTATIVE COURSE SCHEDULE AND OUTLINE

The schedule below contains class activities, assignments, and deadlines. Note that the course schedule is “tentative” and subject to change based on student and/or pedagogical needs. All changes will be announced and posted on the course website.

Module Title	Objectives	Readings	Assessments/Activities
Module 1 – What Are We Doing Here? (Week 1)	Course Objectives: <ul style="list-style-type: none"> • Reflect on the doctoral journey...beginning, sustaining, planning, completing • Broaden their faculty and student support networks • Engage faculty and peers in discourse that contributes to the collective scholarship and professional advancement • Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts 	Read <i>Doctoral Students’ Learning Success in Online-Based Leadership Programs: Intersection with Technological and Relational Factors</i> (Lee, Chang, & Bryan, 2020) Read “ <i>This Group Is Vital</i> ”: <i>Adult Peers in Community for Support and Learning</i> (Cherrstrom et al., 2018) Read <i>The Road to a Doctoral Degree: Co-Travelers through a Perilous Passage</i> (Hadjioannou, et al., 2007) Read <i>Networking on the Network: A Guide to Professional Skills for PhD Students</i> (Agre, 2005) Read Chapters 1 – 3 of <i>Atomic Habits</i> (Clear, 2018)	Discussion 1 – Response to Incident Response Escape Room (online team building simulation) Students will complete the Personal Identity Essay (as part of the Personal Identity Formation research).

Module Title	Objectives	Readings	Assessments/Activities
Module 2 - Developing a Personal Toolkit for Doctoral Study (Week 2)	<p>Module Objectives:</p> <ul style="list-style-type: none"> • Identify personal expectations and personal development planning • Consider the requirements for originality and critical thinking in professional doctorate research • Develop peer support: communities of practice • Develop writing strategies: reflection and reflexivity • Manage time, information and resources effectively 	<p>Read <i>Learning Networks and the Journey of “Becoming Doctor”</i> (Barnacle & Mewburn, 2010)</p> <p>Read <i>Resilient Doctoral Students in California: A Reflective Study of the Relation Between Childhood Challenges and Academic Success</i> (Bessy & Gonzalez, 2018).</p> <p>Read <i>Why Did I Drop Out? Former students’ recollections about their study process and factors related to leaving doctoral studies</i> (Leijen et al., 2016).</p> <p>Read Chapters 4 – 8 of <i>Atomic Habits</i> (Clear, 2018)</p>	<p>Discussion 2 - Reflection on Chapters 1 – 3 of <i>Atomic Habits</i></p> <p>Journal Entry 1 - Identify and share specific new habits they think could benefit a doctoral student in the DScIT program (reflection on Chapters 4 – 8 of <i>Atomic Habits</i> and the other readings for the module.</p>
Module 3 - Imposter Syndrome and Academic Mindset in a Doctoral Program (Weeks 3 - 4)	<p>Course Objective:</p> <ul style="list-style-type: none"> • Engage faculty and peers in discourse that contributes to the collective scholarship and professional advancement 	<p>Read <i>The Imposter Phenomenon in Higher Education: Incidence and Impact</i> (Parkman, 2016)</p> <p>Read <i>Normalizing Struggle: Dimensions of Faculty Support for Doctoral Students and Implications for Persistence and Well-Being</i> (Posselt, 2018).</p>	<p>Journal Entry 2 - Students will highlight ways in which they plan to avoid the traps of imposter syndrome and identify strategies to foster a growth mindset throughout their doctoral journey and professional career.</p> <p>Journal Entry 3 - Students will reflect on the statement that “success is the result of prioritizing long-term desire over short-term gratification”. Students will strategize on ways they can combine immediate rewards with long term rewards.</p>

Module Title	Objectives	Readings	Assessments/Activities
Module 4 - The Practitioner / Researcher: So What? Who Cares? (Weeks 5 - 8)	<p>Course Objectives:</p> <ul style="list-style-type: none"> • Articulate how to implement the program’s requirements to satisfy expectations • Reflect on the doctoral journey...beginning, sustaining, planning, completing • Broaden their faculty and student support networks • Create a goal(s) and find an accountability partner to help meet them • Engage faculty and peers in discourse that contributes to the collective scholarship and professional advancement • Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts 	<p>Read “<i>So What? Who Cares?: They Say/I Say: The Moves that Matter in Academic Writing</i> (Graff & Birkenstein, 2010). Read: “<i>What’s too much and what’s too little?</i>”: <i>The Process of Becoming an Independent Researcher in Doctoral Education</i> (Gardner, 2008) (WEEK 5); <i>Exploring Doctoral Student Identity Development Using a Self-Study Approach</i> (Foot et al., 2014) (WEEK 6); <i>Identity-trajectories: Doctoral Journeys from Past to Present to Future</i> (McAlpine, 2012) (WEEK 7); and <i>Enhancing Learning at Doctoral Level through the use of Reflection?</i> (Klenowski & Lunk, 2008) (WEEK 8)</p> <p>Read chapters 11 – 14 and chapters 16 – 20 of <i>Atomic Habits</i>.</p>	<p>Journal Entries 4 – 20; Over the remainder of the session, students will be taking part in various synchronous presentations from invited faculty, administration, support staff, and other experts in the field. Each presentation will form the basis of a journal entry for the student, which along with entries for various other reflective prompts will total at least 17 individual entries spanning the next four weeks (n = 17; JE4 – JE20).</p>