



**BALL STATE
UNIVERSITY**

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EDAC 730 800 Practicum in Adults and Community Education

Department of Educational Studies
Summer Semester 2026

Instructor Information

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Adult and Community Education
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<https://bsu.instructure.com>

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Office Hours: Flexible by appointment.

*Please email me for individual assistance. I will get back to you within 24 hours if not before.

BSU Mission Statement

The mission of the professional education program at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.

Course Materials

Required Textbooks:

1. Roberts, C. M. & Hyatt, L. (2023). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (4th.ed.). Corwin.
2. Foss, S. K. (2026). *Destination dissertation: A traveler's guide to a done dissertation* (3rd Ed.). Rowman & Littlefield Publishers.

3. Machi, L. A., & McEvoy, B. T. (2026). *The literature review: Six steps to success* (5th edition). Corwin.
4. American Psychological Association. (2020). *Publication manual of the American Psychological Association: 7th Edition*. ISBN 978-1433832178

Recommended Textbook:

1. Rocco, T. S., & Hatcher T. (2011). *The handbook of scholarly writing and publishing*. Jossey Bass. ISBN 978-0-470-39335-2
2. Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Sage.

Course Information

Course Description

Supervised, individualized experience in adult and community education. Emphasis is on gaining experience in the application of theoretical principles to practice.

Prerequisite: admission to advanced graduate degree programs or permission of the program director or department chairperson [from BSU Graduate Catalog].

Course Rationale

This course provides an opportunity to prepare for your doctoral experience by developing a relationship with the potential audience or participants for the doctoral study or preparing the proposal or other activities to be ready to complete the doctoral process. It also continues to support the process of building your literature review. Other activities that contribute to the success of your doctoral journey are highly encouraged. The course plan is individualized and is proposed prior to registering for this course.

Course Objectives

Upon completion of this course, students should be able to:

- Develop their learning plan to support the data collection process for their own doctoral dissertation research study.
- Begin to engage in preliminary literature review or other research to be able to have a positive dissertation proposal and research process.
- Establish timelines, benchmarks, and process that help them in managing the doctoral research process.
- Reflect on their own learning processes.
- Gain confidence in their skills as educators of adults.
- Understand/articulate their positions on moral, ethical, and politically sensitive issues in adult education.
- Use reflective learning techniques throughout this course (via Internet or other communication with instructor and other students).

Course Modality/Structure

This course is an asynchronous course with weekly activities and discussion boards ONLINE on CANVAS. There are two optional meetings through ZOOM during the Summer 2026 semester.

Access the course at <https://bsu.instructure.com>.

You will be working often in groups within CANVAS Discussion Boards to share your experiences and discuss the content of the chapters.

(Optional) Zoom Meetings for EDAC 730

These optional zoom meetings provide you with opportunities to ask questions and connect with the instructor and your classmates. The meetings will be recorded so that those who are not able to attend can view them later that week. I encourage you to participate in the Zoom meetings if you have time because we will be discussing issues and ideas related to the course and your own thoughts about the content of the course.

Here are the (optional) zoom meetings with dates, times, and links to the meetings:

1st Zoom Meeting: Friday, May 15, 2026 from 6:00 PM to 7:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/91436047967>

2nd Zoom Meeting: Friday, June 26, 2026 from 6:00 PM to 7:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/91819493851>

Course Assignments and Assessments

Graded Assignments	Points/Percentages
Online Participation in Discussion Boards, Posts, and Roles	20
Chapter Presentations & Discussion	10
Course Plan & Timeline	10
Letter to Self about Why and How of Dissertation Journey	10
Learning Journal Summary and Status Update	10
Dissertation Review	10
Final Project	25
Survival Memo	5
Total	100

Important Note: ALL assignments in this class MUST be submitted online via Canvas. Email submissions are not acceptable and won't be graded.

Descriptions of Assignments

Online Participation in Discussion Boards, Posts, and Roles (20 points = 20%)

Participants learn not only from the text and the instructor but also from one another. Each week, your peers—designated as *'presenters of the week'*—will collaborate on a chapter presentation. They will work in a group to post a chapter summary along with two discussion questions.

If you are not the presenter of the week, your role is to participate in the Online Discussion Forum facilitated by the presenters of the week.

Here are the rules for the online participation in discussion boards:

1. Respond to the two discussion questions provided by the (chapter) presenters of the week.
2. Respond to at least one post from one of your peers in that forum.
3. All your responses to the discussion questions and classmates' posts each week must be insightful and meaningful ("I agree," "I like your idea," or "I don't think so" are unacceptable responses). Pithy responses move the conversation forward and explore ideas thoroughly providing feedback to others and asking more questions about the material so others can continue the dialogue.

Chapter Presentations & Discussion (10 points = 10%)

Each person will be assigned chapters from the textbook(s) to work in group, summarize, post questions for the group during the assigned week, and facilitate the online discussion. During your assigned week, you will be referred to as the presenter or facilitator of the week. You will be able to see your name listed for the week you are designated as the chapter presenter, along with the name of your partner(s) for that week.

Here are the roles of the presenters of the week:

1. Work with your assigned peers by carefully reading the chapters and discussing the main points.
2. Together, decide who will post the summary of the assigned chapter along with two discussion questions by Monday at 11:59 PM (EDT).
3. Facilitate the online discussion that week by responding to all the responses from your peers regarding your discussion questions. **Note:** All of you in your group are welcome to respond to your peers' contributions; however, this is completely optional. It's sufficient for your peers to receive a response from at least one of you.

Course Plan & Timeline (10 points = 10%)

Prepare a course plan (1–2 pages) outlining your goals for this summer semester. This will act as your learning contract. Your plan should include:

- Your dissertation topic.
- Your plan on how you approach literature review section
- Who you anticipated as your population/sample for data collection.
- A general timeline of what you hope to accomplish each week.
- Any relevant webinars, conferences, or scholarly events you plan to attend.
- A brief statement of how you plan to stay accountable and track your progress.

Submission: Submit your Course Plan & Timeline in word document (single or double space, Time New Romance 12) to Canvas by the due date (see due date on Canvas).

Letter to Self: The Why and How of the Dissertation Journey (10 points = 10%)

Write a personal and reflective letter (2–3 pages) addressing the following:

- Why are you taking this journey?
- What are you willing to sacrifice to make this dissertation journey happen?
- How much are you willing to endure?
- Who is your support team and encouragement along the way?
- What is your plan to overcome the challenges?
- What do you need from this preparatory semester to be able to accomplish the goals?

Submission: Submit your Course Letter to Self in word document (single or double space, Time New Romance 12) to Canvas by the due date (see due date on Canvas).

Learning Journal Summary and Status Update (10 points = 10%)

This assignment is divided into **TWO** parts:

Part 1: Learning Journal Summary (5 points = 5%)

Submit three learning journal summaries (1–2 pages each), reflecting on your weekly progress, challenges, and insights. Consider:

- What have you accomplished since the last entry?
- What have you learned?
- What challenges have you encountered, and how did you address them?
- What are your next steps?

Part 2: Status Updates (5 points = 5%)

In a concise status update (1 page or less), report your progress toward your timeline and goals. This is more task-focused than the journal and should include:

- Completed tasks.
- In-progress work.
- Adjustments made to your original plan (if any).
- Anticipated work and/or training / workshop / conference that you plan accomplish or participate in the next phase.

Submission: Submit your Learning Journal Summary and Status Update in a word document (single or double space, Time New Roman 12) to Canvas by the due dates mentioned on Canvas.

Dissertation Review (10 points = 10%)

Locate and read 2–3 completed dissertations closely related to your topic (consult a librarian if needed). Write the Dissertation Review (3–4 pages) that includes:

- The title, author, institution, and date of each dissertation.
- A summary of the key findings, methodologies, and theoretical frameworks used.
- What you admire about these dissertations and what you would do differently.
- How these documents inform your own emerging dissertation plan.
Upload the paper to Canvas. Additionally, include a 1-page plan identifying who you will research and how you plan to connect with your participants (Population & Sample).
- What assignments or activities challenged me most? Why?
- What assignments or moments felt most affirming or motivating?
- How has my perspective on research shifted or evolved?
- What learning habits or patterns have I noticed in myself?
- What surprises or insights emerged over the term?
- What areas do I want to continue developing in preparation for my dissertation?

Formatting Guidelines:

- 3–5 pages, double-spaced
- Format in 12-point Times New Roman font
- APA 7th edition for both in-text citation and reference list if you cite any sources in your reflection
- Submit this paper as a Word document to Canvas by the due date (see Canvas for the deadline)

Final Project (25 points = 25%)

Submit your Final Project for the semester, which includes:

- **10+ Annotated Scholarly Sources:** Each annotation (½–1 page each) should include the citation (APA format), summary in your own words, key ideas, and explanation of how it fits into your dissertation.
- **Literature Review Concept Map/Outline:** A visual or written outline showing how your selected literature organizes around your research problem.
- **Participant Connection Plan:** Describe who your intended participants are, how you will reach out to them, and any ethical considerations.
- **Other Project Materials:** This can be any projects that you mentioned you aim to accomplish in your learning contract (Course Plan & Timeline).

Note: All materials should demonstrate thoughtful preparation for the dissertation research process.

Submission: Submit your Final Project in word documents (single or double space, Time New Romance 12) to Canvas by the due dates mentioned on Canvas.

Survival Memo (5 points = 5%)

For your "Surviving Memo," please write a 2–3 pages reflective piece regarding your experiences in this course. Use standard formatting (double-spaced, Times New Roman, 12-point font) and include a title that encapsulates your insights.

Structure for Your Survival Memo:

In your survival memo, please:

- Reflect on your initial expectations and key takeaways;
- Discuss which course materials resonated with you and how you engaged with them;
- Identify the strategies and resources that contributed to your success;
- Share any challenges you faced and how you overcame them; and
- Consider how the knowledge gained will influence your future endeavors after this course.

Grade Distribution

Letter Grade	Points/Percentages
A	90–100
B	80–89

C	70–79
D	60–69
Unacceptable	<60

Course Statements and Policies

Thoughts about the Assignments and Graduate Level Work

As you continue your studies, it is always helpful to read the assignment carefully. If possible, use the outline of the paper that the instructor gives you as an organizer for headings within the paper. This way, you will have met the assignment and expectations. Check your formatting and grammar. If a scholarly citation is needed, make sure to do that and work with the [APA 7th edition](#).

Use a **title page** and **put your name on** the assignments before uploading or posting to CANVAS.

Wikipedia, blogs, and such Internet compiled sites are not trusted sources. Please use refereed journal articles (preferably peer reviewed scholarly journals) or books for quoting and citation. The best sources to use are the primary sources: the original ones where the ideas are developed by the expert scholars. A textbook (such as Merriam and Brockett, 2007) is a secondary source, for example. *Pedagogy of the Oppressed* (Freire, 1971) and *Frames of Mind* (Gardner, 1983) are examples of primary sources.

Please understand that this is not an English class, but you are in graduate school. The level of writing is supposed to be more sophisticated than undergraduate level or high school English. You are becoming experts in the field of adult education—if that is your degree—not novices or beginners. You should be able to read sophisticated texts with big words, write coherently, analyze, and reflect on your reading, and research beyond the computer and Google to support your thinking.

Make friends with the library and its resources, both face-to-face and in the online databases. This will help you for the rest of your career and educational journey.

Application of Adult Education Teaching and Learning Theories

This course models and demonstrates adult learning theories, especially those of andragogy, self-directed learning, collaborative learning, and critical reflection. As a student, you are an active and integral stakeholder in your and others' learning.

Each student comes to the course with rich experiences upon which to draw. This course will build upon those experiences and provide other tools and strategies to strengthen future teaching.

You will be required to co-construct a learning environment that will meet your and others' individual learning needs. You will be co-learners and co-teachers with the

professor and class members as you actively listen (i.e. read students' posts) and critically reflect on the discussions and sharing of experiences of others.

This means that our pace of class activities will promote inclusion of, learning, and understanding by all class participants. There may be times when you will be comfortable with the pace. Also, there may be times when you will feel the pace is too fast or too slow. You are encouraged to continually think and reflect on the ways you learn and how they compare/contrast with your colleagues in this course.

Together we will build, nurture, and sustain a community of learning and a community of learners.

Confidentiality Clause and Withdraws

This class will use students' and teachers' experiences to illuminate points and reinforce the classroom content and objectives. Students are not required to disclose personal or private information. If they choose to do so, they assume the responsibility of their actions.

The instructor has a right to cease activities or discussions deemed not appropriate for this forum. No personal medical information is to be publicly disclosed to the class, if you have special requirements, see the accessibility statement above.

Please check with the Financial Aid Office before making any changes to your current schedule. Any changes could affect your financial aid eligibility. **If you are not able to complete the course, please withdraw prior to the end of the semester, otherwise your grade will result in an F.**

Attendance Policies

Your regular participation and timeliness are important to your academic success. In online courses, this takes the form of participation in discussion via forums, chat, and other electronic means provided. As this is an (asynchronous) online course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. All assignments are expected to be submitted by a specific time and date. Assignments submitted late may be subject to a reduction in points or no points at all. You may only submit assignments late with my permission.

Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week. Be sure to complete your coursework as assigned to ensure you are recorded as attending the course. You must be constantly aware of the deadlines and meet those deadlines.

Remember, this is not an independent study course, so please work along at the pace set for the course. The assignments are due as listed on Canvas, but if you are having challenges meeting the deadline, please let me know that you will be late.

Please plan your assignments ahead, so you don't have to stress over getting things done at the last minute.

****If you receive permission from the instructor to submit assignment(s) late, please note that ALL assignments must be completed by Monday, July 13, 2026 at 11:59 PM (EDT), or they will be recorded as a ZERO.**

This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on time and stay for the duration of the class. Not attending class may affect your financial aid. All students who are receiving federal or state financial aid must actively accept the Financial Aid Terms and Conditions each year. Included in these terms and conditions is the following:

If I withdraw from the University, stop attending classes before the end of the term, or do not begin attendance in any classes, I may be expected to repay all or a portion of my aid. I agree to follow Ball State University withdrawal procedures.

Participation Policy

In this course, you will be working often in groups within Canvas Discussion Boards to share your experiences and discuss the content of the chapters. The groups are preassigned. More information is provided about the group roles and expectations below.

This course is based on a constructivist approach where the students learn from each other, and the instructor plays a facilitation role.

Our online class time is important; it is a space for collaborative learning. You are needed! Student interactions are an essential element of the learning experience. Participation is important and required. Your regular "attendance" is important to your success. In online courses, this takes the form of participation in discussion via discussion forums and other electronic means.

As this is an asynchronous course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. Put assignments and deadlines into your calendar. **Check Canvas site daily for group work and updates.**

If you are going to be away from the computer for more than 3 days, let your group members and me know. If you do not participate in the online discussion, you are not part of the class. **Points will be deducted for lack of participation.**

Each person will be assigned chapters from the textbook to summarize and post questions for the group during the assigned week. That person will be known as the **presenter or facilitator** of the week. He or she (or their group) will post a **summary of the chapter with 2 discussion questions by Monday at 11:59 PM (EDT).**

Over the week, other group members (who are not presenters) will respond with comments and answers to the questions posted from the presenters of the week. ***You must 1) respond to the discussion questions posted by presenters of the week; and 2) respond to at least one classmate's post in the discussion forum each week. Please answer all the questions that are posted and respond to each other. This is a dialogue where you learn from each other and have some meaningful conversations.***

Plan to **check the CANVAS every day** to be timely in responding to the posts.

Due to the structure of the course, **participation in the discussion boards and other course activities is required.** Participants learn not only from the text and instructor, but from other participants as well. If you do not participate you will not only lose the opportunity for learning yourself, but you will deprive others of the opportunity to learn with and from you.

The discussion between group members, as you consider and reflect on your experience and the readings, is where you will learn the most.

All your responses to the discussion questions and classmates' posts each week must be insightful and meaningful ("I agree," "I like your idea," or "I don't think so" are unacceptable responses). Pithy responses move the conversation forward and explore ideas thoroughly providing feedback to others and asking more questions about the material so others can continue the dialogue.

Important Notes:

- **This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.**
- **It is recommended that you log into your course 4 to 5 times a week and check your official Ball State email account daily to view announcements and prepare for class.**
- **Complete ALL assignments and any other activities by the stated due dates on Canvas.**

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend. You can contact me via email (somanita.kheang@bsu.edu) as it is my preferred method of contact. I will get back to you within 24 hours if not earlier.

- Please check your BSU email often. I will also send you email at times.
- I read every discussion post, but I don't always personally comment on the posts.
- I make every effort to grade your assignments and discussions within 10 days after each assignment's due date. I will let you know if it will be longer than that.
- Please feel free to email me if you have any questions or concerns about the class.

Assignment Submission Policy

- Put your NAME on your assignments and use APA 7th edition style for the title page format and references as appropriate.
- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description. "Page" or other file types are not acceptable.
- Assignments (other than the chapter presentations) should be submitted using the assignment link in the module on Canvas.
- **All assignments must be completed by Monday, July 13, 2026 at 11:59 PM (EDT), or a Zero will be earned.**

Late Assignment Policy

- All assignments are due by midnight EST/EDT time on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer. You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 PM on the final day of class.

Grading Policy

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades. For information concerning grade appeals, [consult the Ball State website](#).

University Policies

Diversity Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the

community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found [here](#).

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Faculty are required to establish attendance policies for their courses and ensure that they communicate these policies through their course syllabi. In some cases, faculty may be asked to provide the last date of attendance for a student in association with financial aid requirement.

Students are expected to review course syllabi regarding absence guidelines and follow those guidelines. Course attendance policies must be consistent with University policy. The University has a number of specific policies regarding student absences that are housed within different areas. [Explore Ball State course attendance policies](#).

Ball State Academic Ethics

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the complete [Student Academic Ethics Policy](#).

Plagiarism Policy

Plagiarism is not acceptable, unless otherwise indicated for all assignments, you must work independently by yourself. Sharing of files is not permitted for any reason.

[Please read Ball State Academic Integrity here](#).

Potential Violations

Examples of academic integrity violations include but are not limited to:

- Working with another person on any assignment other than authorized group projects.

- Sharing or allowing others to access your files, whether done with permission or not.
- Use or possession of a file created by someone else.
- Reusing work from another semester, course, or section.
- Fraudulent submission of work.
- Using unauthorized materials during Exams.
- Impersonating someone else or having them impersonate you.
- Making fraudulent or dishonest statements regarding your work.
- Soliciting others to complete work for you.
- Posting course files and resources on study or content sharing websites.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. [Watch this short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

See [Canvas Resources for Students here](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to

third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Academic Support Services

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!

The Learning Center

The Learning Center offers free tutoring for many courses. We also provide writing and study skills tutoring.

Students can make virtual (Zoom) or in-person (NQ 350) appointments. To make an appointment, go to <https://bsu.navigate.eab.com>. You can also download the Navigate Student app.

The Learning Center also has drop-in tutoring (no appointment necessary) for chemistry. Check our website for more information.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

For more information about all of our programming and for step-by-step instructions for making a tutoring appointment, visit www.bsu.edu/learningcenter or call 765-285-1006. Email us at learncenter@bsu.edu.

Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen

<https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen>

Cardinal Closet

The Student Action Team coordinates the [Cardinal Closet](#). The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

BSU Technology Guides (Online Resource)

Information Technology has created these Tech Guides to help you master several of the applications and technologies available to students, faculty, and staff here at Ball State. Each downloadable PDF gives you straightforward information and tips on how to work with an application's features and functionality.

<https://www.bsu.edu/about/administrativeoffices/information-technology/services/individual-technology-support/it-tech-guides>

Academic Impressions (Online Resource)

Ball State has an institutional membership to [Academic Impressions](#)—a Professional Development Resource designed for faculty and staff in Higher Education. Most new and recorded webinars are available to us for free, and those workshops or bootcamps that aren't free can be greatly reduced with our membership. All anyone needs to do is create an account/login with their BSU username and a distinct password. If anyone has questions, please refer them to me. This is a wonderful resource, so please continue to spread the word!

LinkedIn Learning

University provided access to self-paced, online instructional tutorials with over 7,000 courses, including all of the latest software tools. <https://www.linkedin.com/learning>

BSU Library

Please use the [library](#) for research and acquiring articles, books, etc. Never PAY for an article. The library staff are wonderful, and they will help you. Also, you have access to FREE or inexpensive software like ENDNOTE and ADOBE through the BSU Technology Store. Staff at the Library have workshops to help you use the software and grow your research skills in the library. Remember to use them. They have many services for ONLINE STUDENTS too.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy. Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

**Course Schedule
Summer 2026**

*Schedule is Subject to Change

Dates	Readings and Activities	Assignments (see Due Dates on Canvas)
<p>Week 1 (5/11–5/17)</p>	<p>Required Readings & Activities</p> <ol style="list-style-type: none"> 1. Review Syllabus and Course Schedule 2. Read Schedule for Chapter Presentations 3. Self-Introduction 4. (Optional) Participate in the 1st Zoom Meeting on Friday, May 15, 2026 from 6:00 PM to 7:00 PM (EDT) <p>* Zoom link on Canvas.</p>	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Post and Respond to Self-Introduction on Canvas 2. Submit Contact Information 3. Share thoughts on Ground Rules 4. Check the chapters and dates for your presentation on Canvas and Contact me if you want to switch the partner, dates, and/or chapter(s) of your assigned presentation(s). <p>*See description of each assignment and the due date on Canvas.</p>
	<p>Required Readings</p> <ol style="list-style-type: none"> 1. Read (Hyatt & Roberts): <p>Part 1: Chapters 1 to 3 Part 2: Chapters 4 to 7</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Group 1 (Emmanuel, Robert, & Brandon) presents: 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that</p>

<p>Week 2 (5/18–5/24)</p>	<ul style="list-style-type: none"> • (Hyatt & Roberts): Part 1: Chapters 1 to 3 • (Hyatt & Roberts): Part 2: Chapters 4 to 7 <ol style="list-style-type: none"> 2. Actively Participate in Discussion Questions on Canvas 3. Watch Video: “How to Choose a Dissertation Topic The Research Process Beginners Guide” 4. Start thinking about the topic for your dissertation. 	<p>week.</p> <p>*See description of each assignment and the due date on Canvas.</p>
<p>Week 3 (5/26–5/31)</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Hyatt & Roberts): Part 3: Chapters 8 to 11 2. Read (Foss & Waters): Chapter 3: Planning the Trips: The Conceptual Conversation <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Group 2 (Mary, Román, Cynthia, & Megan) presents: <ul style="list-style-type: none"> • (Hyatt & Roberts): Part 3 • (Foss & Waters): Chapter 3 2. Actively Participate in Discussion Questions on Canvas 3. Work on Course Plan & Timeline assignment. 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. “Course Plan & Timeline” assignment is due. <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>
	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Machi & Mcevoy): Introduction: Doing and Producing a Literature Review 2. Read (Foss & Waters): Chapter 5: Advice from Other Travelers: The Literature Review 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. “Letter to Self about Why and

<p>Week 4 (6/1–6/7)</p>	<p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Group 3 (Herman, Andrea, & Sandra) presents: <ul style="list-style-type: none"> • (Machi & Mcevoy): Introduction: Doing and Producing a Literature Review • (Foss & Waters): Chapter 5 2. Actively Participate in Discussion Questions on Canvas 3. Work on your letter to self assignment. 	<p>How of Dissertation Journey” assignment is due.</p> <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 5 (6/8–6/14)</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Machi & Mcevoy): Literature Review Step 1: Select and Define a Topic 2. Read (Machi & Mcevoy): Literature Review Step 2: Develop the Tools of Argumentation <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Group 4 (Sara, Innocent, Rolanda & Billie) presents: <ul style="list-style-type: none"> • (Machi & Mcevoy): Literature Review Step 1 • (Machi & Mcevoy): Literature Review Step 2 2. Actively Participate in Discussion Questions on Canvas 3. Work on learning journal summary and status update assignment. 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. “Learning Journal Summary and Status Update” assignment is due. <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>
	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Machi & Mcevoy): Literature Review Step 3: Search the Literature 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter

<p>Week 6 (6/15–6/21)</p>	<p>2. Read (Machi & Mcevoy): Literature Review Step 4: Survey the Literature</p> <p style="text-align: center;">Activities</p> <p>1. Group 1 (Emmanuel, Robert, & Brandon) presents:</p> <ul style="list-style-type: none"> • (Machi & Mcevoy): Literature Review Step 3 • (Machi & Mcevoy): Literature Review Step 4 <p>2. Actively Participate in Discussion Questions on Canvas</p>	<p>Presentation</p> <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 7 (6/22–6/28)</p>	<p style="text-align: center;">Required Readings</p> <p>1. Read (Machi & Mcevoy): Literature Review Step 5: Critique the Literature</p> <p>2. Read (Machi & Mcevoy): Literature Review Step 6: Write the Literature</p> <p>3. Read (Foss & Waters): Chapter 6: Getting There: The Dissertation Proposal</p> <p style="text-align: center;">Activities</p> <p>1. Group 2 (Mary, Román, Cynthia, & Megan) presents:</p> <ul style="list-style-type: none"> • (Machi & Mcevoy): Literature Review Step 5 • (Machi & Mcevoy): Literature Review Step 6 <p>2. Group 3 (Herman, Andrea, & Sandra) presents: (Foss & Waters): Chapter 6</p> <p>3. Actively Participate in Discussion Questions on Canvas</p>	<p><u>Assignments:</u></p> <p>1. Participate in Online Discussion and Chapter Presentation</p> <p>2. “Dissertation Review” assignment is due.</p> <p>*See assignment description and due date on Canvas.</p>
	<p style="text-align: center;">Required Readings</p> <p>1. Read (Foss & Waters): Chapter 7: Things to See and Do: Data Collection and Analysis</p> <p style="text-align: center;">Activities</p>	<p><u>Assignments:</u></p> <p>1. Participate in Online Discussion and Chapter Presentation</p>

<p>Week 8 (6/29–7/5)</p>	<ol style="list-style-type: none"> 1. Group 4 (Sara, Innocent, Rolanda & Billie) presents: (Foss & Waters): Chapter 7 2. Actively Participate in Discussion Questions on Canvas 3. Start working on your Final Project and Survival Memo 	<ol style="list-style-type: none"> 2. Start working on your Final Project and Survival Memo <p>*See assignment description and due date on Canvas.</p>
<p>Week 9 (7/6–7/12)</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Foss & Waters): Chapter 8: Making the Most of Your Travels: The Last Chapter Plus <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. No Chapter Presentation 2. Continue working on your Final Project and Survival Memo. 	<p><u>Assignments:</u></p> <p>No assignments due. Work on your Final Project and Survival Memo.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 10 (July 13, 2026) Final Week</p>	<p style="text-align: center;">Final Project & Survival Memo are Due.</p> <p style="text-align: center;">Submit them to Canvas by Monday, July 13, 2026 at 11:59 PM EDT.</p>	

Subject to Change Statement

This course syllabus and schedule are subject to change in the event of extenuating circumstances.