

Comm 6500

Introduction to Graduate Study in Communication

Autumn, 2016

Class location: J106 Friday 1:50-2:45

1 credit

Version date: 8/11/2016

Instructor: Michael Slater (Graduate Studies Committee Chair)

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Overview

The purpose of this class is to introduce MA and PhD students new to the School of Communication to graduate studies here at SOC.

The wide range of topics we cover have been identified by School faculty and graduate students as ones that will help you navigate your career here and that can help you succeed as a scholar and academic. The course will focus on presentations by the instructor, by guest faculty, and by senior graduate students.

Objectives:

Specific objectives include:

- Understanding how to work with faculty and other students on collaborative research projects
- Learning to navigate the requirements of the MA and PhD programs
- Familiarity with research requirements and resources, to facilitate early and successful engagement in research at the School
- Orientation to topics important to School and University culture (e.g., diversity issues)
- Providing strategies and tips for managing the demands of the multiple roles of graduate student life: a student, a researcher of increasing independence, and a teaching assistant or independent instructor
- Understanding what it takes to build a career as a researcher and academic

Evaluation and Requirements

Reading. There will be readings associated with each class session. Readings may include website materials on University policies and procedures, sections of the SOC Graduate Program Handbook, or articles related to the class topic. Readings, or links to readings, will be posted on Carmen as soon as they are available. Many of these readings are in fact resource materials that you should be familiar with and, if on-line, have bookmarked for future access; such materials should be skimmed so you have an idea what is there (for future reference) and can identify questions that you have. Thorough-going familiarity with all the specifics is not expected—some of these resources are extensive.

Attendance & Participation. Your role, and a primary basis for grading, is regular attendance and active participation in class discussion. Getting involved with email or other personal business during class time is to be absent in mind even if present in body; please refrain from the temptation. Please stay off-line.

Questions for class. For each class, you are expected to provide a question about the class topic based on the reading, your general concerns, or your experiences to date in the program. These should be posted to the class discussion board on Carmen by 8AM on Monday morning. These are graded based on whether they are posted or not by the deadline.

Report on progress/orientation to the graduate program. You should be meeting periodically with your temporary advisor to discuss your progress in the program and how to start getting involved in the research life of the SOC. By the end of the day (11:59 pm) on the last class of the semester, you should provide a report addressing the following: The evolution of your thinking about your research interests so far, ideas that have particularly intrigued or troubled you, and any remaining concerns or confusions you have about the program and participating in research at the SOC. The report should be approximately 500-1000 words. Papers are submitted via the Carmen dropbox. Papers should conform to guidelines established in the American Psychological Association's (APA) Publication Manual.

Grading Criteria:

Your course grade will be based on the following:

Attendance and participation: 50%

Weekly question: 25%

End of semester report: 25%

Policies and Procedures:

All assignments *must* be submitted to our Carmen website by the due date. Any late submissions 10% deducted *each day* it is late (including weekends). Reports more than three days late will not be accepted. Late submissions of the weekly questions will not be accepted and will not receive credit. An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. At the instructor's discretion, exceptions will be made for emergencies or other well-documented issues.

These exceptions are easiest to make when you notify the instructor *before* the deadline. Always keep a backup copy of your work.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct

(http://studentaffairs.osu.edu/resource_csc.asp). Understanding these expectations is your responsibility. If you have any questions about what constitutes misconduct (including plagiarism), please feel free to speak to one of us.

Special Accommodations

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Topics and readings

Note: schedule is subject to change based on speaker availability, etc. Changes will be posted on Carmen. Where readings are websites, please explore them a bit, note what they contain, and come to class with any questions you may have—they may be important future resources.

Week 1 (8/26):

Review of Thesis/Candidacy/Dissertation process and guidelines and other program questions/issues

Graduate Coordinator Kylie Butte with GSC Chair/Class instructor

Reading: *Graduate Program Handbook* p.7-11 (MA students), p. 12-21 (PhD students), skim Appendices A-E, p. 22-55 (see <https://comm.osu.edu/graduate/current-students/resources>).

Week 2 (9/2):

Working with your advisor and developing research directions as a new MA or PhD student

Panel of advanced masters and PhD students sharing their experience.

Reading: *Graduate Program Handbook* p. 3-6, skim Appendix F.

Some interesting points of view from current and former grad students, online:

<http://www.experience.com/entry-level-jobs/avoid-graduate-school-hell-select-your-advisor-and-committee-wisely/>

<https://www.insidehighered.com/blogs/gradhacker/managing-your-advisor>

<http://academia.stackexchange.com/questions/48821/how-is-a-research-direction-determined-between-a-graduate-student-and-their-advi>

Recommended: from Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). *The Compleat Academic: A Practical Guide for the Beginning Social Scientist*, 2nd Edition. Washington, DC: American Psychological Association. *ch. 6 Zanna & Darley, On Managing the Faculty-Graduate Student Research Relationship.* (an interesting source, on reserve at Thompson Library)

Week 3 (9/9):

Tips for being a successful graduate teaching assistant.

Panel of PhD students and a faculty GTA supervisor. Chip Eveland, Mathew Sweitzer, Morgan Schunn

Reading: *explore this page:*

<http://ucat.osu.edu/professional-development/gta/>

Week 4 (9/16):

Time-management techniques for graduate students/academics

Panel of SOC faculty and senior graduate students. Kelly Garrett, Shelly Hovick, Courtney Anderegg.

Reading: Getting Things Done summary:

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=getting%20things%20done%20pdf>

Week 5 (9/23):

Resources for graduate students at OSU

(Student organizations, mental health resources, student assistance resources, library resources)

Speakers Hilary Bussell (Libraries), GSO representative

Reading: *briefly visit (if you don't need these, some students in your classes might in next few years):*

Issues in learning, school performance, staying organized: <http://dennislearningcenter.osu.edu/>

Teaching: <http://ucat.osu.edu/>

Council of Grad Students: <http://www.cgs.osu.edu/>

Student health service: <http://www.shc.osu.edu/>

Counseling service: <http://ccs.osu.edu/>

Quick help, depression etc: <https://www.ruokbuckeyes.org/welcome.cfm?access=website>

Disability services: <http://www.ods.ohio-state.edu/>

Library: <https://library.osu.edu/>

Legal: <http://studentlegal.osu.edu/>

For international students:

Writing in English: <http://esl.ehe.osu.edu/programs/esl-composition-program/>

Speaking English: <http://esl.ehe.osu.edu/programs/spoken-english-program/>

Full list of resource links: <http://www.gradsch.osu.edu/resources-for-students1.html>

Week 6 (9/30):

Do's and don'ts in research collaborations

Panel of SOC faculty.

Reading: *a good summary of issues:*

<https://www.bc.edu/schools/cas/psych/graduate/gradhandbook/advisor-student.html>

CLASS TODAY WILL BE IN 3136!

Week 7 (10/7):

Writing research papers/journal articles.

Lecture-presentation from class instructor.

Readings: from *Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). The Compleat Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition. Washington, DC: American Psychological Association. Daryl Bem: Writing the Empirical Journal Article. On Carmen.*

Autumn break: 10/14

Week 8 (10/21):

Using C-rep, TeSOC, OSOC, and Mturk for recruiting research participants [*Crep RA Jessica Frampton, contact her end of July, Cody Cooper yes*]

C-rep administrator, and students who have used TeSOC and Mturk

Reading: visit <http://www.comm.ohio-state.edu/research/research-support-resources.html#CREP>

<http://www.comm.ohio-state.edu/research/research-support-resources.html#TESoC>

<http://www.comm.ohio-state.edu/research/research-support-resources.html#OSoC>

<http://www.princeton.edu/~psrc/mturk.html>

Week 9 (10/28):

Navigating the IRB process at OSU

OSU faculty member/IRB member Jesse Fox (bring your laptop)

Reading: *visit*

<http://orrrp.osu.edu/irb/buck-irb/>

(click link to Navigating Buck-IRB)

Week 10 (11/4):

Research ethics and data management requirements at OSU SOC

Research committee representative, Roselyn Lee-Won

Reading: *SOC statement on research ethics and data management policies (add link when final version posted)*

Week 11 (11/11): VETERAN'S DAY

Week 12 (11/18):

Diversity, accessibility, sexual harassment.

Speakers TBD. *REQUIRED: TAKE SEXUAL HARASSMENT (TITLE IX) TRAINING ONLINE!*

<http://titleix.osu.edu/global-navigation/training.html>

Readings: *visit:*

<https://www.osu.edu/initiatives/diversity.html>

<https://hr.osu.edu/elr/sexualharassment>

<http://ada.osu.edu/>

Thanksgiving break 11/25

Week 13 (12/2):

Introduction to programming Qualtrics data collection instruments. *Alex Hedstorm, Lorraine, Matt said ok.*

PhD student panel

Readings:

<http://www.qualtrics.com/university/researchsuite/misc-pages/misc/learn-qualtrics-in-5-steps/>
<http://www.qualtrics.com/university/researchsuite/>

Classes end 12/7

Final semester report (graded pass/fail) due on 12/7 at 11:59pm.

Week 14:

Developing an academic career: developing a research program, building a CV, networking, conferences, professional service. (For non-academic careers, see the OSU career guidance page).

Faculty panel

note, this year because of breaks we don't have 14 Fridays. Please hang onto this list of websites and skim them, you may find them illuminating. If time permits, we'll move this into the colloquium schedule.

Readings: *skim those of interest, these are primarily intended as references for you as and when needed.*

<https://career.berkeley.edu/PhDs/PhDCV>

<https://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs/applying/academic-samples>

<http://theprofessorisin.com/2012/01/12/dr-karens-rules-of-the-academic-cv/>

<http://www.uaces.org/resources/the-great-benefits-of-attending-academic-conferences>

<https://homes.cs.washington.edu/~mernst/advice/conference-attendance.html>

https://www.academics.com/science/networking_for_a_successful_career_in_academia_30577.html

<http://thesiswhisperer.com/2010/09/23/top-five-ways-to-better-academic-networking/>

<http://www.jobs.ac.uk/careers-advice/working-in-higher-education/573/how-to-develop-successful-networking-skills-in-academia>

<http://www.nature.com/nm/journal/v13/n8/full/nm0807-887.html>

<https://www.elsevier.com/reviewers/how-to-conduct-a-review>