

Communication 6500

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Office Hours: By appointment

Location: Journalism Building 106
Time: F 1:50pm-2:45pm
Office: Derby Hall 3066

Please include 'COMM 6500' in the subject line of all emails.

Overview:

The purpose of this class is to introduce incoming MA and PhD students to graduate studies in the School of Communication. We cover a wide range of topics faculty and graduate students have identified as being helpful for navigating your graduate coursework and establishing a successful career as a scholar and academic. The course will focus on presentations by the instructor, guest faculty, and senior graduate students.

Required Text:

Publication Manual of the American Psychological Association (6th ed.)

Course Objectives:

1. Understanding how to work with faculty and other students on collaborative research projects
2. Learning to navigate the requirements of the MA and PhD programs
3. Familiarity with research requirements and resources, to facilitate early and successful engagement in research at the School
4. Orientation to topics important to School and University culture (e.g., diversity issues)
5. 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
6. Understanding what it takes to build a career as a researcher and academic

Grading Criteria: 100 possible points

- Attendance and Participation: 48 points
- Weekly Questions: 24 points
- End of Semester Report: 28 points

Evaluation and Requirements

Readings:

There will be readings associated with most class sessions. 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 resource materials that you should be familiar with and, if online, 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.

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 offline or you will be asked to leave the classroom.

Weekly Questions:

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 9:00AM on Friday morning. You cannot post a question that has already been asked. Therefore, you need to pay attention to the questions that have already been posted by your classmates. You can, however, build off of your fellow classmates questions to create a cohesive line of inquiry.

End of Semester Report:

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 (11:59PM) 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.

Course Policies**Email and Carmen:**

You are responsible for checking your OSU email account and the Carmen course page regularly. Grades and course materials will be posted on Carmen throughout the semester.

Attendance Policy:

You are expected to attend every class.

Technology Policy:

Students are not allowed to take photographs, record video, or record audio during class. Laptops and tablets should be used only for note taking and class related activities. Failure to comply with these policies will result in point deductions (see below).

Point Deductions:

I reserve the right to deduct points from students' grades if they (1) disrupt my ability to teach the class or a fellow classmate's ability to learn the course material or (2) violate the technology policy. If a student disrupts the class, I will ask the student to stop whatever action he or she is engaging in and/or to leave the classroom. A failure to comply will result in a point deduction. Penalties will range from a minimum of 10 points to a maximum of 40 points. In the event of a point deduction, students will receive written correspondence that documents the event and the penalty. Students who violate the technology policy by recording during lecture or attempting to

sell their notes for monetary gain are subject to the maximum penalty without warning.

School of Communication Diversity Policy:

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Academic Dishonesty:

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://studentlife.osu.edu/csc/>.

Adopted from: <http://asccas.osu.edu/curriculum/asc-syllabus-elements>

Special Accommodations:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Tentative Weekly Schedule

Week	Date	Topic	Guest Speaker(s) & Required Reading
1	F 8/23/19	Thesis/candidacy exams/dissertation process and guidelines	Kylie Butte, Graduate Coordinator <i>SoC Graduate Student Handbook</i> : MA students (pp. 7-11); PhD students (pp. 12-21) skim Appendices A-E (pp. 22-55)
2	F 8/30/19	Working with your advisor and developing research	Michael Gilbert & Lisa Rhee <i>SoC Graduate Student Handbook</i> : pp. 3-6; Appendix F (pp. 56-58) (see additional resources) Email completed sexual misconduct policy training certificate
3	F 9/6/19	Time-management techniques for graduate students/academics	Matt Sweitzer and Dr. Alex Bonus (see additional resources) Email completed IRB training certificate
4	F 9/13/19	Working in academia and industry	Dr. Kyle Andrews, Instagram UX researcher Email completed diversity basics certificate
5	F 9/20/19	Tips for being a successful graduate teaching assistant	Katy Coduto and Hannah Wing <i>University Center of the Advancement of Teaching</i> : http://ucat.osu.edu/professional-development/gta/
6	F 9/27/19	The “dos” and “don’ts” in research collaborations	Dr. Kelly Garrett and Dr. DeAndrea
7	F 10/4/19	IRB insight: Bring A Laptop	Dr. Jesse Fox

8	F 10/11/18	NO CLASS – AUTUMN BREAK	
9	F 10/18/18	SoC research ethics and data management requirements	Dr. Behrouzian and Dr. DeAndrea (see additional resources)
10	F 10/25/18	Using C-REP, TESO, OSO, and other School resources	Dr. DeAndrea (see additional resources)
11	F 11/1/18	Attending Academic Conferences	Dr. DeAndrea and Judy Watts (see additional)
12	F 11/8/18	Writing in academia	Dr. DeAndrea
13	F 11/15/18	APA manual day Bring your manual	Dr. DeAndrea
14	F 11/22/18	Reflecting on the 1 st semester (Open Q&A)	Dr. DeAndrea

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Tentative Nature of Syllabus:

This syllabus represents a contract in the works. Events that transpire over the semester may require me to modify the administration of the course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and update the syllabus on Carmen. Ultimately it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc. I reserve the right to modify course policies throughout the semester. Schedule is subject to change based on speaker availability, etc.

Criteria for Grading Paper Assignments:

A: All aspects of the work are outstanding and error-free (or close to it). Students reveal a deep understanding of the content of the course as well as an ability to work with concepts beyond the level of simply regurgitating facts and definitions. Overall, students demonstrate in their work an excellent ability to synthesize and apply course content.

B: All work is of high quality. Work is clear, well structured, and largely error-free. Work effectively responds to all required elements of the assignment. Overall, the work demonstrates a solid grasp of course content, and some ability for creative, integrative, or intellectually rigorous application of the material.

C: All work is of acceptable, average quality. Work is on topic, responds to the requirements of the assignment, and is not rife with errors. Work addresses the requirements of the assignment and includes some elements of good style and structure. Content demonstrates a basic understanding of most elements of the course. Overall, work demonstrates a reasonable grasp of all content, but limited ability for creative, integrative, or intellectually rigorous application of the material.

D: Some work is of unacceptable quality. Work addresses the topic in a broad sense, but misses some key points or contains an unacceptable level of errors. Work addresses the assignment at only the most basic level. Content reveals some key areas of the course material in which knowledge is lacking. Overall, work demonstrates a weak grasp of content and little ability for creative, integrative, or intellectually rigorous application of the material.

E: A majority of the work is of unacceptable quality. Work fails to meet the basic requirements of the assignment, lacks basic elements of professional presentation, or is otherwise unresponsive to instructions. Errors are probably frequent. Content reveals a widespread lack of knowledge. Overall, work demonstrates little grasp of the material.

Additional Resources:

This list includes some resources for developing an academic career.

Curriculum Vitae (CV):

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

Academic Jobs:

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

Academic Conferences:

- <http://www.uaces.org/resources/the-great-benefits-of-attending-academic-conferences>
- <https://homes.cs.washington.edu/~mernst/advice/conference-attendance.html>

Academic Networking:

- 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>

Professional Service:

- <http://www.nature.com/nm/journal/v13/n8/full/nm0807-887.html>
- <https://www.elsevier.com/reviewers/how-to-conduct-a-review>

Working with Your Advisor and Developing Research:

- <https://www.experience.com/advice/grad-school/avoid-graduate-school-hell-select-your-advisor-and-committee-wisely/>
- <https://www.insidehighered.com/blogs/gradhacker/managing-your-advisor>
- Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.). (2004). On managing the faculty-graduate student research relationship, *The compleat academic: A practical guide for the beginning social scientist* (2nd ed., pp. 139-149). Washington, DC: American Psychological Association. (available in the Thompson Library)

Time Management

- <http://www.apa.org/gradpsych/2013/03/hours.aspx>
- <https://rlc.rutgers.edu/news/time-management-tips-graduate-students>
- <https://grad.uw.edu/blog/tag/time-management/>
- <https://www.latlmes.com/science/time-management-strategies-for-graduate-students-1>

Resources for OSU Graduate Students:

- Graduate School: <http://www.gradsch.osu.edu/>

- Dennis Learning Center: <http://dennislearningcenter.osu.edu/>
- Teaching: <http://ucats.osu.edu/>
- Council of Graduate Students: <http://www.cgs.osu.edu/>
- Student Health Services: <http://www.shc.osu.edu/>
- Counseling and Consultation Service: <http://ccs.osu.edu/>
- Suicide Prevention: <https://www.ruokbuckeyes.org/welcome.cfm?access=website>
- Disability Services: <http://www.ods.ohio-state.edu/>
- Library: <https://library.osu.edu/>
- Student Legal Services: <http://studentlegal.osu.edu/>
- ESL Composition Program: <http://esl.ehe.osu.edu/programs/esl-composition-program/>
- Spoken English Program: <http://esl.ehe.osu.edu/programs/spoken-english-program/>

Using C-REP, TESO, OSO, and Mturk for Recruiting Research Participants:

- C-REP: https://comm.osu.edu/sites/comm.osu.edu/files/SP16_C-REP%20Student%20Guide.pdf
- TESO: <https://comm.osu.edu/research/support-resources/tesoc/tesoc-committee-policies>
- OSO: <https://comm.osu.edu/sites/comm.osu.edu/files/OSOPolicies.pdf>
- MTurk: <https://www.mturk.com/mturk/welcome>

Diversity, Accessibility, and Sexual Harassment:

- Diversity: <https://www.osu.edu/initiatives/diversity.html>
- Accessibility: <http://ada.osu.edu/>
- Sexual Harassment: <https://hr.osu.edu/elr/sexualharassment>

Introduction to Programming Qualtrics Data Collection Instruments:

- <http://www.qualtrics.com/university/researchsuite/misc-pages/misc/learn-qualtrics-in-5-steps/>
- <http://www.qualtrics.com/university/researchsuite/>
- https://comm.osu.edu/sites/comm.osu.edu/files/Opt-in_panel_best_practices.pdf