Communication 6500
Introduction to Graduate Studies
Autumn 2025

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Office Hours: By appointment

Location: JR106
Time: F 1:50pm-2:45pm
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<u>Please include 'COMM 6500' in the subject line of all emails.</u>

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 (7th 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
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:
- Attendance and Participation: 50%
- Weekly Questions: 25%
- End of Semester Report: 25%

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.

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 on 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. 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.

Tentative Weekly Schedule

Week	Date	Topic	Guest Speaker(s), Readings, and Assignments
1	8/29	Intro to course, School Faculty	Review the faculty on our [website](#)
2	9/5	First Year Goals, Degree guidelines/overview	*Guest: Kylie Jackson* **For degree guidelines:** [SoC Graduate Student Handbook](#): MA students (pp. 8-13) PhD students (pp. 14-24) Skim Appendices A-F Supplementary readings on Carmen

3	9/12	All-School Reunion/Alumni Event: No Class Meeting Today	
4	9/19	Tips for being a successful graduate teaching assistant	*Guest: Will Gee* University Center of the Advancement of Teaching: http://ucat.osu.edu/professional-development/gta/ TA advice article on Carmen
5	9/26	Effectively navigating research collaborations with faculty	*Guest: Dr. Kelly Garrett* SoC Graduate Student Handbook: Appendix F Supplementary readings on Carmen **Email completed IRB training certificates**
6	10/3	Time-management techniques for graduate students	*Guests: Julia Wilson & Jiaqi Qin* Time management articles on Carmen
7	10/10	Journal publication process	Read the *Journal of Communication* author guidelines and the author guidelines from a journal in your specialty area
8	10/17	Fall Break: No Class Meetings	
9	10/24	Attending Academic Conferences	Read the conference tips article provided by your GSO See additional resources below
10	10/31	APA Format Guidelines	**APA manual**
11	11/7	SoC research ethics and IRB	**Comm Research Resources (Carmen Page)**—Review Section 4: Working with IRB
12	11/14	Using C-REP and other School resources	*Guest: Jiaqi Qin* Review the C-REP information in the Comm Research Resources page on Carmen
13	11/21	Open Science	*Guest: Dr. Jason Coronel* Lewis, N.A. (2020). Open communication science: A primer on why and some recommendations for how.

			Communication Methods & Measures, 14, 71-82.
	11/28	Thanksgiving Break: No Class Meeting	
14	12/5	Reflecting on the 1st semester (Open Q&A)	(see additional resources) **End of semester paper due 12/5**

Course Policies

Email & 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

You are expected to attend every class. However, **students should not attend class if they are feeling sick**. You do not need to provide a physician's document of illness, but you should advise me via email as soon as you are safely able to do so.

Technology

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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters

Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and

honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Copilot, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Disability statement (with accommodations for illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know

immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. **(**slds@osu.edu; https://slds.osu.edu/; 614-292-3307)

Mental Health:

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 or someone you know are 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 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed

class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

> Online reporting form: http://civilrights.osu.edu/

> Call 614-247-5838 or TTY 614-688-8605

> civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action: All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:

> 1. Any human resource professional (HRP)

> 2. Anyone who supervises faculty, staff, students, or volunteers

> 3. Chair/director

> 4. Faculty member

Additional Course Resources:

Academic and Professional Jobs:
- https://career.ucsf.edu/grad-students-postdocs/career-planning/academic- jobs/applying/academic-samples
- https://medium.com/@juddantin/taking-the-leap-how-to-get-a-research-job-out-of-grad- school-447153b3c7f1
- https://www.chronicle.com/article/Why-I-Left-a-Tenured-Job-for-a/244486

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

Curriculum Vitae (CV):
- https://career.berkeley.edu/PhDs/PhDCV

Journal Publication Process and Reviewing
- https://orgtheory.wordpress.com/2011/05/31/the-editors-speak-what-makes-a-good-review/
- https://www.sciencemag.org/careers/2016/09/how-review-paper
- https://www.psychologicalscience.org/observer/twelve-tips-for-reviewers

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

Resources for OSU Graduate Students:
- Graduate School: http://www.gradsch.osu.edu/
- Dennis Learning Center: http://dennislearningcenter.osu.edu/
- Teaching: http://ucat.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/

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

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)

Writing:
https://www.chronicle.com/article/10-Tips-on-How-to-Write-Less/124268
https://www.psychologicalscience.org/observer/twelve-tips-for-authors