AGG 5607 SYLLABUS
Communicating in Academia -Guide for Graduate Students

1. <u>Course Details.</u> 3 credits. Spring, Distance Education with weekly chat sessions.

2. <u>Pre-requisites & Co-requisites.</u> This course is well suited for individuals who have a strong background in their topic area and are conducting research. At the beginning of the course, students must (a) be able to identify a gap in knowledge within their field and (b) have sufficient data to write an original manuscript (e.g., the writing project). If you are starting your program and are not sure if you have data/material to write a publication, contact the instructors immediately.

3. <u>Instructors & Teaching Assistant</u>

Dr. Heather Enloe	Dr. Rachata Muneepeerakul	Ronell Bridgemohan
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4. <u>Course Objectives.</u> Those successfully completing this course will be able to:

   - Write a draft manuscript formatted for a peer-review publication (e.g. Abstract, Introduction, Methods, Results, Discussion, Conclusions)
   - Create a manuscript outline and identify key components
   - Create figures and tables using professional practices
   - Identify appropriate journals for publishing research
   - Define plagiarism and identify plagiarism
   - Create a writing schedule depicting how a thesis or dissertation is completed to meet deadlines
   - Create an academic CV
   - Identify key elements of a good presentation

5. <u>Catalog Description.</u> Teaching graduate students about academic writing, specifically focused on research proposals, theses, dissertations, manuscripts, and CVs. Also teaching students about aspects of academic writing that are not normally part of graduate curriculum but are necessary to succeed.

6. <u>Course Writing Project.</u> The writing project is a manuscript that is written as a peer-reviewed article and is related to each student's research. Manuscripts include original research, proceedings paper, or EDIS. The writing project can be a review paper. For the purposes of this writing project, a literature review has a focused academic question that is addressed using rigorous methodology.

7. <u>Grading:</u> Participation in chats 15%, homework assignments 65%, writing project 20%
   - **Grading Scale:** A = 95-100%, A- = 90-94%, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79%, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62%, E < 60%
   - For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

8. <u>Expectations.</u> While this course is a distance education course, it should be treated and considered as a regularly offered course and will require the same amount of time that any other 3 credit graduate course would require. Chat sessions are expected to be 1 hour in length each week. Assignments range in difficulty but will require several hours of work to complete each week. The writing project should be given due attention as it represents 20% of the course grade.

Instructors:

- The primary means of communication between instructors and students is through Canvas mail, announcements, and email.
- We aim to return emails within 48 hours of receiving them. Messages sent on the weekend will be returned by Tuesday.
- Office hours can be arranged after chat or by appointment.
- Grades are returned in a timely fashion.

Students:

- All are expected to participate in weekly chat sessions using Zoom.
- Prepare for chat by watching the pre-recorded lectures in Canvas
- Check Canvas for announcements and assignments each week.
- Check email and Canvas mail regularly.

The primary means of communication between the instructors and the students is through Canvas mail, announcements, and email. It is the student's responsibility to check this regularly. Students must have access to a stable internet connection, a computer with a web camera (optional) and audio.

Additionally, all are expected to:

- Attend one chat per week.
- Participate in weekly chat sessions using Zoom.
- Watch the pre-recorded lectures in Canvas.
- Apply what you learn from the course materials to your assignments and writing project.
- Complete course assignments using Canvas.

9. <u>Chat Sessions & Participation.</u> One or two chat sessions will be scheduled after course registration to best accommodate everyone's schedule. Chat sessions times are established the first week of class. Participation via the scheduled chat session is part of each student's grade.

   Our chat sessions are audio visually recorded for students in the class for reference purposes. Unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you do not consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you do not consent to have your voice recorded during class, you will keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live (these chat messages are not shared).

10. <u>Assignment Late Policy & Chat Absences</u>. All late homework and assignments will receive a letter grade (or 10%) deduction for each 12 hrs late. It is the student's responsibility to check for assignments each week. Weekly assignments are provided in the syllabus and in Canvas. Expect dates to change as the semester proceeds. Students will be notified of changes immediately and with sufficient time to respond.

    Any work that is submitted should be the product of the student. Any assignments that are not the individual students work will be given a 0 grade and further disciplinary action per UF policy.

    Any absences to a chat session must be approved by the instructor via the Student – Instructor Communication Tool in Canvas, Module 1, or a grade of 0 will be given for participation on that date. The links to upcoming chat Zoom meetings and previously recorded chat sessions are found in the Zoom Conferences Tab in Canvas.

    Requirements for class attendance, assignments and other work are consistent with university policies. https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

11. <u>Recommended Textbooks:</u> All other course materials and associated links are in Canvas.
    - Katz, M.J. 2009. *From Research to Manuscript*. 2nd ed. Cleveland, OH: Springer.
    - Hacker, D. and N. Sommers. 2017. *A Writer's Reference*. 9th ed. Boston, MA: Bedford Books of St. Martin's Press.

    Additional Reading: (Readings may be modified based on availability of e-version of these books.)

    - Alley, M. 2013. *The Craft of Scientific Presentations.* New York, NY: Springer. (UF has e-book)
    - Cahn, S. 2008. *From Student to Scholar*. New York, NY: Columbia University Press.
    - Day, R.A. and B. Gastel. 2006. *How to Write and Publish a Scientific Paper*, 6th ed. Westport, CT: Greenwood Press. (UF has e-book for 5th edition)

- Luellen, W. 2001. *Fine-Tuning Your Writing* Madison, WI: Wise Owl Publishing Company.
- Malmfors, B., P. Garnsworthy, and M. Grossman. 2005. *Writing and Presenting Scientific Papers.* 2nd ed. Nottingham, United Kingdom: Nottingham University Press.
- Ogden, T.E. and I.A. Goldber. 2002. *Research Proposals, A Guide to Success*. 3rd ed. San Diego, CA: Academic Press.

12. <u>Online Course Evaluation Process</u>**:** Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ . Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

13. <u>Honesty Policy – Academic Honesty.</u> As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge**:**

"*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For information regarding the Student Honor Code, refer to http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

14. <u>Student Complaints, Online Course</u>**:** **http://www.distance.ufl.edu/student-complaint-process**

Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level.

15. Course Outline

- ✓ The instructors will notify the class in advance if activities and assignment dates change.
- ✓ Assignments are due on Tuesday, 8 am.

Week	Activities
1	**Week of Jan 9** **Lecture:** Introduction to course and class writing project. **Assignment 1:** Participate in chat poll for class and introduction discussion (50 pts). **Writing project:** Clarify expectations. Outline how specific assignments prepare students to submit their draft project. All projects must be approved by Drs. Enloe or Muneepeerakul (20 pts). Due Friday, Week 1 (==1/13==).
2	**Week of Jan 17** **Reading**: Fanelli, D. 2009. How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. PLoS ONE 4(5) Benos et al., 2005. Ethics and Scientific publication. Advan in Physiol Edu 29:59-74 **Lecture:** Ethics and scientific publication **Assignment 2:** Identify and review a publication on plagiarism. **Assignment 1 Introductions DUE:** Tuesday, Week 2
3	**Week of Jan 23** **Reading**: Part I, Ch 1 and 2 in Katz. **Lecture**: Common writing challenges **Assignment 3:** Identify grammar mistakes, punctuation mistakes, poor word choices and good word choices within a manuscript that you have recently written. The manuscript should be related to your field of academia. (75 pts). **Assignment 2 Plagiarism DUE:** Tuesday, Week 3
4	**Week of Jan 30** **Reading**: Ch 1, 2 and Epilogue in Cahn **Lecture**: Graduate research proposal – key elements **Assignment 4**: Summary of Department Graduate research expectations and create a timetable for completing your degree (100 pts). **Assignment 3 Word Choices DUE:** Tuesday, Week 4
5	**Week of Feb 6** **Reading**: Graduate handbook for your department and UF – sections regarding thesis and dissertation writing. **Lecture**: Thesis/dissertation: purpose, formats, planned writing, expectations **Assignment 5:** For the writing project, identify the target publication (journal name or EDIS). Create a manuscript outline using an article that is relevant to your project and that is published with your target publication (100 pts). **Assignment 4 Degree Expectations DUE:** Tuesday, Week 5

Week	Activities
6	**Week of Feb 13** **Reading**: Part II, Ch 1 Katz **Lecture**: Manuscript writing – structure, writing order, referencing **Assignment 6:** Provide a manuscript outline for your writing project (100 pts). **Assignment 5 Journal Article Outline DUE:** Tuesday, Week 6
7	**Week of Feb 20** **Reading**: Part II, Ch 2 Katz **Lecture**: Manuscript writing – Objectives **Assignment 7:** Write objectives for your writing project and add the objectives to your project outline. Add text (several paragraphs at a minimum) to your introduction section and to your methods section to your outline using the guidelines from this course. This is the point that the outline transitions to a draft (100 pts). **Assignment 6 Your Outline DUE:** Tuesday, Week 7
8	**Week of Feb 27** **Reading**: Part I, Ch 4 – 5 Katz **Lecture**: Manuscript writing – Figures and Tables **Assignment 8**: Add a figure and table to your writing project draft. Additionally, add text (several paragraphs at a minimum) to your results section that correspond to the data presented in table and figure. Update your draft using instructor feedback from Assignment 6 & 7. (100 pts). **Assignment 7 Objectives, Updated Outline DUE:** Tuesday, Week 8
9	**Week of Mar 6** **Reading**: Part III, Ch 1 and 2 Katz; Amin and Mabe, 2000. Impact factors: use and abuse. Perspectives in Publishing. **Lecture**: Refereed journal process **Assignment 9, Part A:** Identify the journal you would like to submit your paper to. Make a list of journal attributes and formatting requirements (50 pts). **Assignment 9, Part B**: Add 5 references to your writing project draft. Use the formatting required by your journal (50 pts). **Assignment 8 Figure & Tables, Updated Draft DUE:** Tuesday, Week 9
	Week of Mar 13 **Spring Break**
10	**Week of Mar 20** **Reading:** none **Lecture**: CVs **Assignment 10, Part A**: Create a draft CV (50 pts). **Writing Project**: using instructor feedback from Assignment 8 to prepare a draft for peer review (100 pts) **Assignment 9 A/B Journal Details & Updated Draft through Results Section DUE:** Tuesday, Week 10

Week	Activities
11	**Week of Mar 27** **Reading:** Ch 2, 3, 4, and 5 in Alley **Lecture:** How to Give Effective Presentations **Assignment 10, Part A DUE:** Tuesday, Week 11 **Writing project: draft for peer review DUE:** Draft manuscript is uploaded and assigned to two student peers to review (Friday, Week 11 (3/31).
12	**Week of Apr 3** **Reading:** Ch 3-10 in Cahn **Lecture:** Succeeding as a graduate student **Writing project draft for instructor review**: update manuscript using peer review & prepare your response to peer review (75 pts) **Writing Project Two Peer Reviews Due:** Friday, Week 12 (4/7).
13	**Week of Apr 10** **Reading:** none **Lecture:** none **Writing project draft for instructor review Due:** Friday, Week 13 (4/14).
14	**Week of Apr 17** **Reading:** none **Lecture:** none **Writing project**: Update draft as needed. Instructor feedback is coming! **Assignment 10, Part B**: Update CV using instructor feedback (50 pts).
15	**Week of Apr 24** **Reading:** none **Lecture:** none **Assignment 10 Part B Updated CV DUE:** Tuesday, Week 15 (4/26) **Writing project**: Review instructor feedback. Incorporate feedback into your final manuscript. Prepare a response to review that includes both peer and instructor feedback.
16	**Week of May 5 (Finals Week)** **Writing project final due:** Monday, Week 16 (5/1) (180 pts). **Writing Project Response to Review due:** Monday, Week 16 (5/1) (75 pts).

16. <u>Software Use:</u> All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

17. <u>Services for Students with Disabilities:</u> The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. Students

requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation

- 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

18. Accommodating students' religious observances**:** Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities.

19. Campus Helping Resources**:** Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* www.counseling.ufl.edu/
    - o   Counseling Services
    - o   Groups and Workshops
    - o   Outreach and Consultation
    - o   Self-Help Library
    - o   Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.
- Student Success Initiative, http://studentsuccess.ufl.edu.