



## APRD/JRNL 7004

# DOCTORAL PROFESSIONALIZATION SEMINAR

### **Course Description**

This course introduces you to the university and gives you a chance to think out loud about what your academic future might look like. The course is designed to be responsive to your needs regarding your career, getting a job, getting tenure and teaching. In short, the course prepares you for a career in academia.

This course is designed to have first and second year students within the same classroom. This term, students will learn how to revise and resubmit research papers done for a course for conference submission, practice peer review, and develop skills to create high quality conference presentations and posters. Faculty and other guests will also help give you tips for navigating CMCI, CU Boulder, and the academic world in general.

Course meets Monday 5-9:50pm Armory 206A

### **Professor and Office Hours**

Dr. Kathleen M. Ryan

Armory 1B35

303-705-2940

[kathleen.ryan@colorado.edu](mailto:kathleen.ryan@colorado.edu)

Office Hours: Monday 10:00-noon and by appointment

### **Course Materials**

There are no assigned books for the course, but you may have weekly readings depending upon the guests and/or topics.

## Course Objectives

- Students will recognize APRD and JRNL research faculty members and be familiar with their research.
- Students will understand the academic conference cycle, and be able to assess conferences for quality and value.
- Students will be equipped to do peer review in a fair and ethical way.
- Students will understand how to craft a quality academic presentation for conferences and/or classes.
- Students will understand the scope of the academic support community at CU Boulder and within CMCI.
- Students will be able to begin figuring out how they will successfully navigate the “three legged stool” that is academia.

## Course Format and Assignments

The course is designed for first and second year Ph.D. students. It will include presentations from faculty/fellow students and discussions on topics pertinent to your new life as a graduate student. The course also prepares you for the conference submission process.

### CONFERENCE SUBMISSION AND PEER REVIEW (50% OF GRADE)

#### Conference Submission

This assignment is designed so that you can go through the process of submitting a full, solo authored research paper. Co-authored papers are not acceptable, nor are panel proposals or creative work.

*All second year students* are required to identify a research paper you've worked on over the past year and prepare it for conference submission. You will revise the paper over the course of the term based upon peer review and then submit it to either the International Communication Association (deadline 1 November 2019, 10am MT, <https://www.icaheadq.org/page/2020CFP>) or the Broadcast Education Association (deadline 1 December 2019, 9:59pm MT, <https://www.beaweb.org/conv/bea2020-call-for-papers/>).

*All first year students* may optionally identify a research paper you've worked on as a Master's Student and prepare it for conference submission. If you choose this option you must submit to either ICA or BEA. There is no penalty if you choose not to submit a conference paper.

Please do not do new research for this assignment. It is unrealistic to think that you'll have research ready for conference submission by November 1.

You must email me the conference submission confirmation to get credit for submitting your paper.

#### Peer Review

Peer review is an important service component of academia. Conferences and journals rely on volunteers to help assess the quality of work for presentation and publication. Engaging in this service is a way to demonstrate that you are a good academic citizen.

*All students submitting a research paper to a conference* will review one conference paper from your peers.

*All students not submitting a research paper to a conference* will review three conference papers from your peers.

We will review proper peer review evaluation standards during class. You will be assigned papers based upon your research agenda/areas of interest as available. All peer reviews must be uploaded to the course Canvas page and will be made available to the paper's author.

### **RESEARCH PRESENTATION (20% OF GRADE)**

An important part about the academic world is presenting your research. We'll do an in-class session where you can practice your skills plus a virtual poster session where your classmates can see your work (comments required!).

*All students submitting a research paper to a conference* will create a presentation based upon your research. The presentation should be 10-12 minutes long and should use some sort of presentation software (PowerPoint, Keynote, Prezi).

*All students not submitting a research paper to a conference* will create an academic poster based upon research you have conducted in another class this term (preliminary results are OK) or on research you did for your MA program.

### **CLASS PARTICIPATION (30% OF GRADE)**

This is designed as a seminar and participation is crucial. You should come to class prepared with any required readings and be ready to engage in conversation with your fellow students, our guests, and myself.

### **Grade Distribution**

Grades will be weighted to reflect the above percentages. Individual grades will be available on the course Canvas site.

95-100%	A
90-94.99%	A-
87-89.99%	B+
84-86.99%	B
80-83.99%	B-
77-79.99%	C+
74-76.99%	C
70-73.99%	C-
67-69.99%	D+
64-66.99%	D
60-63.99%	D-
Below 60%	F

### **Late Assignments**

Unless you have a temporary medical condition verified by disability services (see section on "Disability" below), late assignments are not accepted. No exceptions.

### **Course Calendar**

#### **WEEK ONE - WELCOME!**

Welcome to Fall term! You'll meet me, and your classmates and understand what's expected over the course of the semester.

#### **WEEK TWO - LABOR DAY HOLIDAY**

Assignment (2nd year required, 1st year optional): Identify a paper that you wrote for class from the last year for revisions and eventual conference submission this term.

#### **WEEK THREE - WHAT I WISH I KNEW MY FIRST YEAR OF GRADUATE SCHOOL**

Guests: Tara Walker (ABD), Tammy Matthews (4th year), Greg Gandwe (3rd year). Second year students are encouraged to chime in with your own tips and suggestions.

Read: Erika Cause, "Critically Acclaimed Horror Film of the 2010 or Your Ph.D. Program?" *McSweeneys* (August 12, 2019), <https://www.mcsweeneys.net/articles/critically-acclaimed-horror-film-of-the-2010s-or-your-phd-program>.

#### **WEEK FOUR - THE PEER REVIEW PROCESS**

What is peer review and how can you be a fair but critical reviewer?

Read: Kevin D. Haggerty, "How to Write an Anonymous Peer Review," *The Chronicle of Higher Education* (April 12, 2012), <https://www.chronicle.com/article/How-to-Write-an-Anonymous-Peer/131475>.

Visit: Reviewer 2 Must be Stopped! <https://www.facebook.com/groups/reviewer2/>

Due (2nd year required, 1st year optional): Upload your research paper to the course "conference submission" site in Canvas. Make sure to remove all identifying elements (name, email, etc) for proper peer review.

Assignment: Students will be assigned as peer reviewers to selected papers on the the course's "conference submission" site in Canvas.

#### **WEEK FIVE - DEVELOPING YOUR RESEARCH AGENDA (FACULTY VISIT 1)**

Faculty guests will talk about how to develop a research agenda in graduate school, using their own research agendas as examples. Guests: Erin Willis, Pat Ferrucci.

Read: TBD

#### **WEEK SIX - LEARNING TEACHING**

You'll meet the people who are a part of the Graduate Teacher Program at the University of Colorado, and learn about how the Certificate in College Teaching and the Future Faculty Development Certificate can help you both in and out of the classroom.

Due September 29th, 6pm: Peer review of research papers

#### **WEEK SEVEN - REVISING AND REWRITING (FACULTY VISIT 2)**

Faculty guests will talk about their strategies for revise and resubmit, and using conference rejections to improve their work, using their own research agendas as examples.

Read: TBD

#### **WEEK EIGHT - CONFERENCE SUBMISSION STRATEGIES**

Finding the right academic organization, conference and division is important. We'll take a look at divisions for ICA and BEA and see how to translate what they're looking for into a successful conference submission. Plus you'll be introduced to some of the other conferences that are accepted in our disciplines. Plus, how to not get caught by predatory conferences and publishing.

Read: Gina Kolata, "The Price for 'Predatory' Publishing? \$50 Million," *The New York Times* (April 3, 2019), <https://www.nytimes.com/2019/04/03/science/predatory-journals-ftc-omics.html>.

Review: Anonymous, *Beall's List of Predatory Journals and Publishers*, <https://beallslist.weebly.com/#update>.

Due: Revision of research paper. Be sure this is formatted properly for the division you'll be submitting to in ICA or BEA. Upload to course Canvas site and I'll put a final set of eyes on it for formatting and any major omissions.

#### **WEEK NINE - COLLABORATION IN GRAD SCHOOL AND BEYOND (FACULTY VISIT 3)**

Faculty guests will talk about their collaboration practices, using their own research agendas as examples.

Read: TBD

#### **WEEK TEN - DEVELOPING A RESEARCH COMMUNITY**

How do you find a research community in graduate school and beyond? We'll look at resources at CU, include the One College Seminars and other practices.

Deadline: November 1, 10am MT, ICA submission.

#### **WEEK ELEVEN - DO I NEED TO THINK ABOUT THE JOB MARKET IN MY FIRST YEARS OF GRAD SCHOOL? (FACULTY VISIT 4)**

Faculty guests and former grad students will talk about their experiences looking for a job and thinking about tenure, using their own research and teaching agendas as examples.

Read: TBD

#### WEEK TWELVE - TEACHING/SERVICE/RESEARCH: THE THREE-LEGGED STOOL (FACULTY VISIT 5)

Faculty guests will talk about balancing teaching, service, and research, using their own research and teaching agendas as examples.

Read: TBD

#### WEEK THIRTEEN - PRESENTATION TOOLS 101

What is a good conference presentation? What about a good conference poster? We'll talk about presentation strategies.

Read: Tanya Golash-Boza, "6 Tips for Giving a Fabulous Academic Presentation," The Wiley Network (March 8, 2018), <https://www.wiley.com/network/researchers/promoting-your-article/6-tips-for-giving-a-fabulous-academic-presentation>.

Watch: Mike Morrison, "How to Create a Better Research Poster in Less Time," YouTube (March 25, 2019), <https://www.youtube.com/watch?v=1RwJbkhCA58>

#### WEEK FOURTEEN - THANKSGIVING BREAK

Deadline: December 1, 9:59p MT, BEA submission.

#### WEEK FIFTEEN - RESEARCH PRESENTATIONS, PART I

We'll convene a panel of research papers, based on the conference submissions students did this term.

#### WEEK FIFTEEN - RESEARCH PRESENTATIONS, PART II

We'll convene a panel of research papers, based on the conference submissions students did this term.

Due: Posters must be uploaded to the course Canvas site by 11:59p, December 9.

#### FINAL EXAM - MAY 6

Comments on research posters due on the course Canvas site by the end of the final exam period (10p, May 6th).

### A Commitment and Invitation from Our College

CMCI strives to be a community whose excellence depends on diversity, equity, and inclusion. We aim to understand and challenge systems of privilege and disadvantage in higher education, such as those based on class, race, ethnicity, gender, sexuality, and dis/ability. We seek to reach across social and political divides and to make space for voices historically underrepresented in higher education and marginalized in society. In other words, diversity is not just a future reality for which we try to prepare students. It is a priority we want to put into practice here, now, and together, in order to foster places of learning where all members can thrive.

Our question for you is, *how are we doing?* Please contact the CMCI diversity team (email [Karen Ashcraft](mailto:Karen.Ashcraft) or visit the [CMCI Diversity, Inclusion, and Equity Staff](#) page)...

- if you need support or other resources but don't know where to turn
- if any aspect of your educational experience with CMCI does not reflect the commitment expressed here, or if you want to share a positive instance of this commitment in action
- if you have any questions, concerns, or ideas related to diversity

We want to hear from you so that we can do better, and to support you however we can!

### University of Colorado Policies

#### ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

#### CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially

important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

#### **HONOR CODE**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu), 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office Website](#).

#### **SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT, AND/OR RELATED RETALIATION**

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

#### **RELIGIOUS OBSERVANCE**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If a religious holiday interferes with your ability to attend class, please discuss it with me after the first class session. Since class meets only once weekly, multiple absences may require that you do extra work to make up for lost time. See the [campus policy regarding religious observances](#) for full details.

Guests:

Balancing Service with Research

- Elizabeth Skewes
- Harasha Gangadharbatla
- Glenn Griffin

Do I Need to Think About the Job Market in my First Years of Grad School?

- Kelty Logan
- Chris Vargo
- Hun Shik Kim
- Gayle Brisbane
- Jan Whitt

Developing Your Research Agenda

- Jared Bahir Browsh
- Jolene Fisher
- Erin Schauster or a grad student

Collaborating

- Burton St. John
- Toby Hobb
- Erin Willis

What I Wish I Knew in My First Year of Grad School (3)

- Tara Walker (post comps)
- Tammy Matthews (comps)
- One Third Year (JRNL)
- One Second Year (APRD)

Offer but not pushing because already teaching grad course

- Mike McDevitt
- Paul Voakes
- Tom Yulsman
- Seow Ting Lee
- Chris Larson
- Pat Ferrucci
- Krishnamurthy Sriramesh