

# MMC 6929, Communication Colloquium

## Fall 2021 Syllabus

### Section 16648

Tuesday 3<sup>rd</sup>-4<sup>th</sup> Period (9:35-11:30 a.m.), Weimer 1098

Instructor	Contact	Office Location & Hours
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## General Information

### Course Description

Catalog description: “Provides common grounding in subjects across doctoral students’ research approaches. Students enroll in the fall during the first year.”

This course will be a mixture of lecture, discussions and guest speakers. The topics listed below are subject to change based on your input. However, you will be asked to coordinate and invite some of the guest speakers to help you get to know faculty and their areas of expertise and to get you connected. This class strives to include multiple and diverse perspectives from a variety of stakeholders to inform your appreciation for differing viewpoints in your research, teaching and overall academic career.

### Course Plan

We will open with a course overview and discussion of major issues in academe today, including racial injustice, academic freedom and academic anti-racism. This context will be important to everything else we do and learn this semester.

1. In the first few weeks, we will read about the transition to being a doctoral student and what it means to pursue becoming a Doctor of Philosophy as a researcher. We will discuss academic career options and careers that allow you to translate your research skills to positions besides university tenure-track jobs. We'll also cover some key degree requirements that are important for you to pay attention to.
2. During the second part of the semester, speakers, readings and class discussions will prepare you for key milestones in your degree program and beyond:
  - a. Committees and chairs
  - b. Qualifying exams and dissertations (student and faculty perspectives)
  - c. Assistantships and funding
  - d. Methods and approaches
  - e. Collaborations and research teams
  - f. Library resources
  - g. Academic writing and literature
  - h. Authorship and peer review

- i. Conferences
- j. Scholarly productivity
- k. Academic leadership

## Expectations

### Attendance

**Attendance is mandatory.** On the weeks that readings are assigned, it is expected that you will have read them by class time and be ready to discuss them.

### Grading

The class is graded S/U. A satisfactory grade requires attendance, active participation in discussions, and meeting expectations for the following activities. If absences are not excused for health or other reasons, or if you don't participate or complete the activities below as scheduled, a grade of "U" will be assigned. It will then be necessary for you to complete this course next fall semester to remove the unsatisfactory.

- **Guest Speaker Planning:** This will be your chance to get to know some faculty, veteran doc students and alumni by inviting them to speak in class. You will be assigned a session and general topic for which you will find guest speakers. I'll make suggestions of faculty or students to invite, if you need me to. But you choose the format of the class: debate, panel, Q&A or some combination of those. You decide what would be most helpful to you. Make sure you:
  - are certain they are coming and coordinate the technology and time of their talk,
  - ask for the speakers' CVs so that you can appropriately introduce them, and
  - send them a letter thanking them after they have spoken in class.
- **Degree Plan:** Before October 12 you will be required to have met with your advisor to draft your proposed degree plan and to have discussed and mapped out a research plan. We'll then meet to discuss it on **October 12 or October 19**. The tentative degree plan must be signed by your advisor (or at least your advisor must verify that you have met to discuss what is proposed in the degree plan if still tentative).
- **Research Goals:** Because ours is a research institution, you need to set goals for yourself that will help ensure your job search and future academic success. Therefore, also due before your meeting is a well-thought-out, honest and realistic statement of research goals—approximately one page. This statement must answer:
  - Where do you plan to be at the end of your studies at UF?
  - How many research papers/creative works do you plan to have presented AND published by the time you are searching for an academic position?
  - Where do you plan to present or publish them?
  - What will be your research area?
  - Do you have any papers you have out for review now or are planning to send this year?

Research goals also will be shared with your advisor as a benchmark to use for your annual student evaluations. Setting and achieving ambitious scholarship goals is an important component of earning satisfactory annual evaluations in the program.

## **Academic Associations**

I strongly encourage you to become a student member of the appropriate academic organizations in your particular area (e.g., [AAA](#), [ACH](#), [AJHA](#), [BEA](#), [IPRRC](#), etc.) Overall, it's a smart idea to become a student member of the Association for Education in Journalism and Mass Communication ([AEJMC](#)). AEJMC is a comprehensive organization in our field and is an important outlet for much of our CJC research. Likewise, [ICA](#) and [NCA](#) are comprehensive communication organizations with many specific divisions and interest groups that may match your interests. We'll talk more about associations as we discuss related topics throughout the semester. I also encourage you to reserve some of your funding for conference registration and travel to supplement what is available via college and university support.

## **Academic Honesty**

All UF students are bound by *The Honor Pledge* which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” *The Honor Code* (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me directly.

## **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. You will be notified by email when the evaluation period opens, and you can complete evaluations through the link in the email you receive from GatorEvals, in the Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results will be available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **Course Materials**

### **Required Textbook**

Foss, K. A. (Ed.). (2020). *The Graduate Student Guidebook: From Orientation to Tenure Track*. Rowman & Littlefield Publishers.

### **Required Materials**

- Weekly readings and resources will be posted on Canvas, and may be added as we go to accommodate speaker offerings or changes in the schedule. I'll make sure to give you adequate advanced notice if required readings are added or changed.
- [CJC Doctoral Handbook](#)
- [UF Graduate Student Handbook](#)
- [CJC Doctoral Forms and Guidelines](#)

## Preliminary Course Schedule

*Topics and readings are subject to change, especially to accommodate current events and guest speaker schedules. Additional resources may be added as we go.*

Week	Topics	People	Resources/Notes
August 24	Welcome and introduction	Kelleher	Syllabus
	Academic anti-racism	All	<a href="#"><u>Higher Ed.'s reckoning with race</u></a>
			<a href="#"><u>How racist are universities, really?</u></a>
August 31	Points to ponder	Kelleher/Dukes	<a href="#"><u>What is academic? What is freedom?</u></a>
	Degree planning		<a href="#"><u>UF Graduate Student Handbook</u></a>
	The research degree		<a href="#"><u>CJC Doctoral Forms and Guidelines</u></a>
September 7			<a href="#"><u>Doctoral Degree Plan</u></a>
			<i>Guidebook: Intro: “On Being a Grad Student”</i>
			<i>Guidebook: CH 1: “Climbing the Next Rung: Making the Transition to Graduate Student”</i>
September 7	Professional options	Panel on professional options	<i>Guidebook, CH 2: “This Is Kind of Like Your Superpower”: Double-Consciousness, Micro-Activism and Other Survival Strategies of Students on the Margins”</i>
September 14	Graduate student decisions	Student/alumni panel	<i>Guidebook, CH 3: “Graduate Student Decisions.”</i>

Week	Topics	People	Resources/Notes
	<i>Student perspectives on committees, quals, dissertations</i>		<a href="#">Qualifying Exam Policy</a> Dissertation Policy (see handbook) Three-article Option Dissertation Policy (see handbook)
<b>September 21</b>	Assistantships	Panel (chairs and Holloway?)	Guidebook, CH 4: "Getting the Most Out of your Assistantship"
<b>September 28</b>	Methods and approaches (ex: quantitative, qualitative, historical, legal, feminist, critical)	<i>Student Group 1</i> Panel	TBD
<b>October 5</b>	Graduate student decisions  <i>Faculty perspectives on committees, quals, dissertations</i>	<i>Student Group 2</i> Faculty panel	Guidebook, CH 5: "The Mindful Thesis or Dissertation: Finding the Focus to Write"
<b>Must meet with your advisor and prepare draft degree plan with research statement before October 12 or October 19 meeting with Kelleher</b>			
<b>October 12</b>	Individual degree plan/research agenda meetings	Kelleher	Draft your degree plan and research statement before meeting.
<b>October 19</b>	Individual degree plan/research agenda meetings	Kelleher	Draft your degree plan and research statement before meeting.
<b>October 26</b>	Research teams, labs, collaborations	<i>Student Group 3</i> Faculty panel	TBD
<b>November 2</b>	Library resources, literature reviews, BIPOC sources, authors	April Hines Kaye Sweetser?	<a href="https://guides.uflib.ufl.edu">https://guides.uflib.ufl.edu</a> <a href="https://guides.uflib.ufl.edu/masscommgrad">https://guides.uflib.ufl.edu/masscommgrad</a>  <a href="#">Resources for Adding Diversity to your Mass Comm Classrooms</a>
<b>November 9</b>	Academic writing	<i>Student Group 4</i> Faculty panel	TBD

Week	Topics	People	Resources/Notes
November 16	Authorship and peer review	<i>Student Group 5</i>	
		Faculty panel	
November 23			
November 30	Conference presentations and posters  <i>Online</i> conferences	<i>Student Group 6</i>	<i>Guidebook:</i> CH 6: “Making Sense of (and Making the Most of) Academic Conferences”  <a href="#">CJC at Major Conferences</a>
December 7	Scholarly productivity	<i>Student Group 7</i>	<i>Guidebook</i> , CH 7: Publishing as a Graduate Student
December 14	Academic leadership	Kelleher  Deans Brown & Kiousis?	

## Seeking Help

### Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### Campus Resources

#### Health and Wellness

- **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), 352-392-1575
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 352-392-1161
- **University Police Department:** <http://www.police.ufl.edu/> 392-1111 (or 9-1-1 for emergencies)

#### Academic Resources

- **E-learning Technical Support,** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Library Support,** <http://cms.uflib.ufl.edu/ask>, offers various ways to receive assistance with respect to using the libraries or finding resources.