

MMC 6929
Communication Colloquium

Fall 2018

Dr. Debbie Treise dtreise@jou.ufl.edu

Class hours: Tuesday 3-4 Weimer 3020

Office: 2012 Weimer **Telephone:** 392-6557 (office); 386-418-8268 (home); 352-339-1745 (cell)

Office hours: Monday 8:30-10:30; Tuesday 8:30-9:30; Wed 9:35-11:30; and by appointment

(Note: my office hours may change once other college committees set meeting times)

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.

Students will provide feedback on the quality of instruction in this course. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last 2-3 weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results>.



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Description: This course is divided into two parts, each designed to enhance your opportunities for success as an academic, researcher and professional.

During the first part of the semester you will hear several speakers, and we will have class discussions and readings that will introduce you to the College, the doctoral program, available resources, grant writing, overall research issues, approaches and methodologies. In addition, in consultation and collaboration with your advisor, you will be drafting your degree plan and developing a research agenda. **This class strives to include multiple and diverse perspectives from a variety of stakeholders and interest groups to inform your appreciation for differing viewpoints.**

The second half of the semester, through speakers, class discussions, and readings, will prepare you for:

- Job search and interview strategies
- Tenure and promotion process
- Conference presentations
- Taking qualifying exams
- Dissertation issues

Course Format: The class will be a mixture of lecture, discussions and guest speakers. The topics listed below are subject to change based on your input. However, I will be asking you to coordinate and invite some of the guest speakers to help you to get to know faculty and their areas of expertise and to get you connected.

Policies: Because this course is designed to be a discussion format, it's expected that you will participate in these class discussion. **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. There is no textbook assigned for the class.

Grading: S/U. A satisfactory grade is based on participation in class discussion, attendance and satisfactory completion of the two items listed below. More than two absences will result in a grade of "U." If absences are **NOT excused** for health or other reasons, 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.

- **Item One – degree plan:** Before **October 2nd** you will be required to have met with your advisor to complete your proposed degree plan and to have discussed and mapped out a research plan. We'll then meet to discuss it. During the semester an individual meeting is scheduled to review this. This must be signed by your advisor.
- **Item Two – 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 on **October 2nd** is a well-thought out, honest and realistic research goals' statement – approximately one page. This statement must detail:
 - Where *you* plan to be at the end of your studies at UF.
 - Please list the number of research papers/creative works 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 the research area?
 - Please also list those you have out for review now or are planning to send this year.

What I am asking for in Item #2 is a separate narrative not associated with the degree plan.

I realize that some of you want to go to strong teaching institutions; however, increasingly teaching institutions are also requiring research productivity as a criterion for hiring, tenure and promotion. These goals will also 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 would strongly urge you to become a student member of the appropriate academic organizations in your particular area (i.e., American Academy of Advertising [AAA]). Overall, it's a smart idea to become a student member of the Association for Education in Journalism and Mass Communication (AEJMC) as well. AEJMC is a comprehensive organization in our field and is an important outlet for much of our research. Its major publication, *Journalism and Mass Communication Quarterly*, is a very important and highly rated journal in the field.

Speaker Instructions: This will be your chance to get to know some faculty and veteran doc students by inviting them to speak in class. On some weeks, I'll be assigning one or more of you to find guest speakers to address the issue being covered. 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. So on your assigned week, make sure you:

- Are certain they are coming and tell them the location and time of their talk
- Ask for the speakers CV so that you can appropriately introduce them
- Send them a letter thanking them after they have spoken in class

(Tentative) Seminar Schedule

August 28

Introduction (Treise)
Overview of the doctoral program, discipline, associations (Treise)
(paperwork/handouts: Jody Hedge)
Advisers and responsibilities
“Collaborating with Doctoral Strangers (co-LAB)” experiment
(10:00-11:30)

Handouts

Major Associations in Mass Comm

Readings

<https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=3>
http://www.leadershipandservice.ufl.edu/resources/students/graduate_students

Discussion and questions

Sept 4

Degree Plan-Kendra Auguste
Choosing Classes – Sining Kong
Choosing committee members – Maggie Lan
Qualifying Exams – Patrick Thelen, Alyssa Jaisle, Min Xiao

Readings:

<https://www.ssrc.org/programs/view/dpdf/> (potential dissertation funding)

Handouts:

Prep, Prep, Prep
The Best dissertation...
Degree Plans
Qualifying Exam policies

Discussion and questions

September 11

Faculty panel conference presentations (students ask speakers)*
Publication submission guidelines
Presentation skills
Journal article writing

Readings:

<http://www.aejmc.org/home/2013/03/10-ways-disqualified/>

<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2008/conference-rules-everything-you-need-to-know-about-presenting-a-scholarly-paper-in-public>

<http://www.chronicle.com/article/The-Truth-Is-You-Gave-a-Lousy/46627>

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1124&context=marketing_papers

<http://dbem.ws/WritingArticle.pdf>

<https://www.liebertpub.com/media/pdf/English-Research-Article-Writing-Guide.pdf>

Handouts:

Poster Sessions 101
ICA Writing for Publication Workshop
Discussion and questions

September 18

Faculty panel: Quantitative, Qualitative/Feminist/Historical Research Methods, Legal Research (students ask speakers)

Discussion and questions

September 25

Student panel: Being a productive scholar (3rd period) - Rachel Damiani, Vaughan James, Easton Wollney, Yewande Addie, Amanda Kastrinos, Brett Ball

Faculty panel: Being a productive scholar (students ask speakers for 4th period)

Handout:

Productivity as a Scholar

Discussion and questions

October 2

Research/research agenda, IRB

Please read the first half of the Electronic Submission Researcher Manual found at: <http://irb.ufl.edu/wp-content/uploads/myirbresearchermanual.pdf>

IRB contact: Ivana Simic

Discussion and questions

October 9

Individual degree plan/research agenda meetings

(MUST HAVE MET WITH YOUR ADVISOR BEFORE THIS MEETING TO COMPLETE DEGREE PLAN)

October 16

Individual degree plan/research agenda meetings

October 23

Teaching Tips - Professor Ann Christiano and Professor Ted Spiker [4th Period, last] and Katy Robinson

Readings:

<http://www.poynter.org/2014/is-it-original-an-editors-guide-to-identifying-plagiarism/269273/>

Handouts:

Faculty FARs

Discussion and questions

October 30

Leadership in Academia Dean Diane McFarlin, Executive Associate Dean Spiro Kioussis and Associate Dean Mike Weigold

Student panel- getting involved early - Danny Pimentel, Amanda Bradshaw, Katy Robinson

Discussion and questions

November 6

Poster development – Yulia Strekalova

Funded grant proposals – Yulia Strekalova

November 13

Where should I be? (Treise)

Packaging yourself

Handouts:

Academic Assessment rubrics
Discussion and questions

November 20

Interviewing – faculty perspective (students ask speakers)*

Interviewing – student perspective – Colin Kearney, Summer Shelton, Ah Ram Lee

Readings:

<https://chroniclevitae.com/news/922-the-professor-is-in-the-job-talk-q-a>

<http://www.apa.org/careers/resources/academic/interview.aspx>

<https://www.insidehighered.com/advice/2012/03/05/essay-how-give-job-talk>

<https://career.berkeley.edu/PhDs/PhDcover>

Handouts

November 27

Authorship issues (Treise)

Reviewing: doing them, receiving them, responding to them
(students ask speakers)*

Handouts:

Writing a critique of a research paper

Peer Reviewing Suggestions

Bad reviewing response example

Treise example of responding

Readings: <http://www.apa.org/gradpsych/2006/01/cover-credit.aspx>

<http://www.apastyle.org/manual/related/fine-1993.pdf>

Discussion and questions

Dec 4

Your presentations