

**Communicating in Academia -Guide for Graduate Students
Syllabus 2017**

Kati Migliaccio and Yuncong Li

AGG 5607

COMMUNICATING IN ACADEMIA

1. **Catalog Description:** 3 credits. Spring, Distance Education with chat sessions. This course is designed to teach graduate students about academic writing, specifically focused on research proposals, theses, dissertations, manuscripts, grant proposals, and CVs. The course was developed to teach students about aspects of academic writing that are not normally part of graduate curriculum but are necessary to succeed.
2. **Pre-requisites and Co-requisites:** It is recommended that students take this course after completing at least one semester of graduate study as students may not have sufficient material to complete the writing project if just starting their program. This course is specifically designed for academic writing and not as well suited for individuals not conducting research.

3. Course Objectives:

Those successfully completing this course will be able to:

- Define plagiarism and identify plagiarism
- Identify graduate research proposal elements required by the student's department and advisor
- Identify keywords associated with a research topic
- Create a writing schedule depicting how a thesis or dissertation can be completed to meet deadlines
- Create a manuscript outline and identify key components
- Create figures and tables using professional practices
- Identify appropriate journals for publishing research
- Create an academic CV
- Identify key elements of a good presentation
- Write a draft manuscript

4. Instructors:

Dr. Kati Migliaccio
Rogers Hall, Rm 273 Gainesville
Telephone: 352-392-1864 x 273
E-mail: klwhite@ufl.edu
Web site: <http://abe.ufl.edu/faculty/kwm/>

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TREC, Homestead
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E-mail address: yunli@ufl.edu
Web site: <http://trec.ifas.ufl.edu/yunli/>

Drs. Migliaccio and Li will return email and phone messages within 48 hours of receiving them. Do not expect messages to be returned over the weekend.

5. **Training Location:** Canvas (<http://elearning.ufl.edu/>)

A valid UF login is needed in order to register for this training. This course is offered through Canvas and therefore requires internet access. Internet speeds vary, wireless and DSL will likely result in slow video downloads. To check the speed of your connection, try speedtest.net. A speed rating of A or B should be sufficient. Internet connections with speeds graded as C or less are likely to be slow.

Be aware that participation is part of each student's grade. Participation will consist of scheduled chat sessions (the times for these sessions will be established on the first week of class) and potential designated Canvas discussion.

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. See <http://distance.ufl.edu/student-complaints> for more details.

6. Material and Supply Fees: To be determined

7. Textbooks and Software Recommended:

Katz, M.J. 2009. *From Research to Manuscript*. 2nd ed. Cleveland, OH: Springer.

Hacker, D. and N. Sommers. 2010. *A Writer's Reference*. 7th ed. Boston, MA: Bedford Books of St. Martin's Press.

8. Additional Reading: (The list and readings will be modified based on availability of e-version of these books. The request of purchasing has been submitted to the UF library)

Alley, M. 2003. *The Craft Scientific Presentations*. New York, NY: Springer. (UF has e-book and please check if any new version)

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.

9. Attendance and Expectations: Students are expected to complete the presentations and course assignments using Canvas. All late homework and assignments will receive a letter grade (or 10%) deduction for each 12 hrs late. Homework assignments will be submitted in Canvas. Graded assignments will also be returned using the Canvas system. **It is the student's responsibility to check for assignments each week. Weekly assignments are provided in the syllabus and also in Canvas and are typically released on Mondays at 8 am.**

Chat sessions will be scheduled weekly and all students are expected to participate. Chat sessions will be held outside of the Canvas course framework using Adobe Connect or a similar service. Any

absences must be approved by the instructor via email correspondence or a grade of 0 will be given for participation on that date. However, if the absence is due to technical difficulty there will be an optional makeup opportunity. **Thus, students will need access to a computer with a web camera (optional) and audio to take this course.** Chat sessions will be scheduled after course registration to best accommodate everyone's schedule. At least one section of chat will occur each week. Additional sessions per week may be added to accommodate a larger class or conflicting schedules based on instructor discretion. Students are required to attend one chat per week. **Chat sessions may be replaced with discussions in Canvas at the instructors' discretion. Students will be notified in advance of any such change.**

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.

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

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 to 1.5 hours 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.

10. Grading: Participation in chats 15%, homework assignments 65%, writing project 20%

11. 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%

12. Online Course Evaluation Process

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. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

13. Honesty Policy – Academic Honesty

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, quizzes, exams). 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 more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

14. Course Outline: Course outline

Lesson	Activities
1	<p>Jan 4</p> <p>Reading: None.</p> <p>Lecture: Introduction to course and Canvas. Review of UF library and its resources.</p> <p>Assignment: Introduction to Canvas. Assignment on using Canvas. Participate in chat poll for class and introduction discussion (50 pts)</p>
2	<p>Jan 9</p> <p>Reading: Fanelli, D. 2009. How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. PLoS ONE 4(5): e5738. doi:10.1371/journal.pone.0005738</p> <p>Benos et al., 2005. Ethics and Scientific publication. Advan in Physiol Edu 29:59-74</p> <p>Rowe et al. 2009. Funding food science and nutrition research: financial conflicts and scientific integrity. Nutrition Reviews 67(5):264-272</p> <p>Lecture: Ethics and scientific publication (Drs. Migliaccio and Li)</p> <p>Assignment: Identify and review a publication on plagiarism (75 pts)</p>
3	<p>Jan 17</p> <p>Reading: Part I, Ch 1 and 2 in Katz.</p> <p>Lecture: Common writing challenges (Drs. Migliaccio and Li)</p> <p>Assignment: Review a journal article of their choice (related to their research), read and identify grammar mistakes, punctuation mistakes, and poor word choices (75 pts)</p> <p>Writing project: Introduce class writing project. Provide guidelines for how project will link to some assignments and expectations of the final project.</p>
4	<p>Jan 23</p> <p>Reading: Ch 1, 2 and Epilogue in Cahn</p> <p>Lecture: Graduate research proposal – key elements (Drs. Migliaccio and Li)</p>

	Assignment: Graduate research proposal outline (100 pts)
5	<p>Jan 30</p> <p>Reading: Graduate handbook for your department and UF – sections regarding thesis and dissertation writing.</p> <p>Lecture: Thesis/dissertation: purpose, formats, planned writing, expectations (Drs. Migliaccio and Li)</p> <p>Assignment: Provide a chapter outline of your thesis/dissertation with a timetable for completing each chapter (100 pts)</p> <p>Writing project: Proposed class writing project due (20 pts)</p>
6	<p>Feb 6</p> <p>Reading: Part II, Ch 1 Katz</p> <p>Lecture: Manuscript writing – structure, writing order, referencing (Drs. Migliaccio and Li)</p> <p>Assignment: Provide a manuscript outline for class project (100 pts)</p>
7	<p>Feb 13</p> <p>Reading: Part II, Ch 2 Katz</p> <p>Lecture: Manuscript writing – Objectives (Drs. Migliaccio and Li)</p> <p>Assignment: Write objectives for class project (100 pts)</p>
8	<p>Feb 20</p> <p>Reading: Part I, Ch 4 – 5 Katz</p> <p>Lecture: Manuscript writing – Figures and Tables (Drs. Migliaccio and Li)</p> <p>Assignment: Add a figure or table to manuscript outline (100 pts)</p>
9	<p>Feb 27</p> <p>Reading: Part III, Ch 1 and 2 Katz ; Amin and Mabe, 2000. Impact factors: use and abuse. Perspectives in Publishing.</p> <p>Lecture: Refereed journal process (Drs. Migliaccio and Li)</p> <p>Assignment: Identifying journals and articles (100 pts)</p>
Spring break	Mar 6 to 10
10	<p>Mar 13</p> <p>Lecture: CVs (Drs. Migliaccio and Li)</p> <p>Assignment: Submit draft CV (100 pts)</p>
11	<p>Mar 20</p> <p>Reading: Ch 2, 3, 4, and 5 in Alley</p> <p>Lecture: How to Give Effective Presentations (Dr. Li and Migliaccio)</p> <p>Assignment: Video presentation related to writing project (100 pts; 5 min)</p> <p>Writing project: Draft writing project due (75 pts)</p>
12	<p>Mar 27</p> <p>Reading: Ch 3-10 in Cahn</p> <p>Lecture: Succeeding as a graduate student Part I (Drs. Li and Migliaccio)</p>
13	<p>Apr 3</p> <p>Lecture: Succeeding as a graduate student Part II (Drs. Li and Migliaccio)</p>

	Assignment: Peer review of draft writing projects (75 pts) Writing project: Revised draft writing project due (75 pts)
14	Apr 10 Lecture: Only chat this week Video presentations viewed by class and discussion
15	Apr 17 Writing project final due: A writing project, related to each student's research, will be submitted. Examples include a proceedings paper, a manuscript, EDIS, or a review paper. All projects must be approved by Drs. Migliaccio or Li. Final paper (180 pts)

15. Services for Students with Disabilities

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, www.dso.ufl.edu/drc/

16. Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being 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/cwc/*
- *U Matter We Care, www.umatter.ufl.edu/*
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

17. Software Use – All faculty, staff and student 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.