

AGG 5607 SYLLABUS

Communicating in Academia -Guide for Graduate Students

1. **Course Details.** 3 credits. Spring, Distance Education with weekly chat sessions.

- **Pre-requisites.** 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.

2. **Instructors & Teaching Assistant**

Dr. Heather Enloe	Dr. Rachata Muneeppeerakul	TBD
Lecturer, SWS McCarty Hall A, Rm 2167 Gainesville, FL 352-294-3139 heather.enloe@ufl.edu	Professor, ABE Frazier Rogers Hall, Rm 227 Gainesville, FL 352-294-6729 rmuneepe@ufl.edu	

3. **Course Objectives.** 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

4. **Catalog Description.** 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.

5. **Course Writing Project.** 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.

6. Grading: 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/>.

7. Expectations. 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.

- The primary means of communication between instructors and students is through Canvas.
- If a question can wait until the chat session, please ask the question during chat. We aim to return emails within a timely fashion.

Instructors:

- Available for office hours either after chat or by appointment.
- Grades are returned in a timely fashion.
- Feedback is provided in a timely fashion and improves academic communication via the guidelines outlined in course materials.

Students:

- Apply what you learn from the course materials to your assignments and writing project.
- Understand the course policy on generative AI use (see section below).
- Access to a stable internet connection, a computer with a web camera and audio.
- Attend and participate in one chat session per week.
- 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.

8. Chat Sessions & Participation. 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 agree 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). As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

9. Assignment Late Policy & Chat Absences. All late homework and assignments will receive a deduction for every day it is late. Weekly assignments are provided in the syllabus and in Canvas. 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/>.

10. Recommended Textbooks: 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.

11. Use of Generative AI (ChatGPT): It is assumed that you will complete all work independently in this course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers) with an individual or an entity. An “entity” includes AI-based tools.

Students in this course are permitted to utilize ChatGPT exclusively for the purpose of editing and proofreading their written assignments. ChatGPT may be employed to receive suggestions on grammar, syntax, clarity, and other mechanical aspects of writing. The responsibility for content and overall coherence remains with the individual student. Any work that utilizes ChatGPT must be cited and students

must be transparent in how ChatGPT was used. We will discuss uses of ChatGPT to generate ideas, brainstorm, and summarize information.

Please note, the final project in this course is not just a product, but instead a measure of your ability to communicate your thoughts on research and to think critically & independently. As instructors, we are interested in the development of your writing skills as a reflection of your intellectual growth throughout the course (OpenAI, 2023).

OpenAI. (2023, December 20). Syllabus Statement for a Graduate Level Course on Academic Writing Using ChatGPT Assistance. ChatGPT. <https://chat.openai.com/>

12. 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.”***

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>.

13. 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. 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/>.

14. Student Complaints, Online Course: <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

- Expect dates to change as the semester proceeds. Students will be notified of changes immediately and with sufficient time to respond.

Week	Activities
1	<p>Week of Jan 8</p> <p>Lecture: Introduction to course and class writing project.</p> <p>Assignment 1: Participate in class discussion and submit response for the chat poll (50 pts).</p> <p>Writing project: Clarify expectations. Outline how specific assignments prepare students to submit their draft project. All projects must be approved by Drs. Enloe or Muneeppeerakul (20 pts). Due Thursday, Week 1 (1/11).</p>
2	<p>Week of Jan 15</p> <p>Reading: Schlagwein, D. and L. Willcocks. 2023. 'ChatGPT et al.': The ethics of using (generative) artificial intelligence in research and science. Journal of Information Technology. Vol 38(3): 232-238.</p> <p>Lecture: Ethics, generative AI, and scientific publication</p> <p>Assignment 2: Respond to a discussion topic and assignment question on generative AI in research.</p> <p>Assignment 1 Introductions DUE: Tuesday, 1/16</p>
3	<p>Week of Jan 22</p> <p>Reading: Part I, Ch 1 and 2 in Katz.</p> <p>Lecture: Common writing challenges</p> <p>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).</p> <p>Assignment 2 Ethics/Generative AI DUE: Tuesday, 1/23</p>
4	<p>Week of Jan 29</p> <p>Reading: Ch 1, 2 and Epilogue in Cahn</p> <p>Lecture: Graduate research proposal – key elements</p> <p>Assignment 4: Summary of Department Graduate research expectations and create a timetable for completing your degree (100 pts).</p> <p>Assignment 3 Word Choices DUE: Tuesday, 1/30</p>
5	<p>Week of Feb 5</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</p> <p>Assignment 5: For the writing project, identify the target publication (journal name or EDIS). Find an article that is relevant to your project and that is published with your target publication. Then, create an outline of that article using the format provided in class (100 pts).</p> <p>Assignment 4 Degree Expectations DUE: Tuesday, 2/6</p>

Week	Activities
6	<p>Week of Feb 12</p> <p>Reading: Part II, Ch 1 Katz</p> <p>Lecture: Manuscript writing – structure, writing order, referencing</p> <p>Assignment 6: Provide a manuscript outline for your writing project (100 pts).</p> <p>Assignment 5 Journal Article Outline DUE: Tuesday, 2/13</p>
7	<p>Week of Feb 19</p> <p>Reading: Part II, Ch 2 Katz</p> <p>Lecture: Manuscript writing – Objectives</p> <p>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).</p> <p>Assignment 6 Your Outline DUE: Tuesday, 2/20</p>
8	<p>Week of Feb 26</p> <p>Reading: Part I, Ch 4 – 5 Katz</p> <p>Lecture: Manuscript writing – Figures and Tables</p> <p>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).</p> <p>Assignment 7 Objectives, Updated Outline DUE: Tuesday, 2/27</p>
9	<p>Week of Mar 4</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</p> <p>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).</p> <p>Assignment 9, Part B: Add 5 references to your writing project draft. Use the formatting required by your journal (50 pts).</p> <p>Assignment 8 Figure & Tables, Updated Draft DUE: Tuesday, 3/5</p>
	<p>Week of Mar 11</p> <p>Spring Break</p>
10	<p>Week of Mar 18</p> <p>Reading: none</p> <p>Lecture: CVs</p> <p>Assignment 10: Create a draft CV (100 pts).</p> <p>Assignment 9 A/B Journal Details & Updated Draft through Results Section DUE: Tuesday, 3/19</p>

Week	Activities
11	<p>Week of Mar 25</p> <p>Reading: Ch 2, 3, 4, and 5 in Alley</p> <p>Lecture: How to Give Effective Presentations</p> <p>Assignment 10 Draft CV DUE: Tuesday, 3/26</p>
12	<p>Week of Apr 1</p> <p>Reading: Ch 3-10 in Cahn</p> <p>Lecture: Succeeding as a graduate student</p> <p>Writing project draft DUE: Tuesday, 4/2</p> <p>Draft manuscript is uploaded and assigned to two student peers to review.</p> <p>You must upload your draft manuscript to two separate assignments:</p> <p>(1) "Draft writing project" (75 pts); and</p> <p>(2) "Peer review of writing project" (100 pts)</p>
13	<p>Week of Apr 8</p> <p>Reading: none</p> <p>Lecture: none; Chat TBD</p> <p>Writing project peer review Due: Friday, 4/12</p>
14	<p>Week of Apr 15</p> <p>Lecture: none, Chat TBD</p> <p>Writing project: Review instructor and peer feedback. Incorporate feedback into your final manuscript.</p>
15	<p>Week of Apr 22</p> <p>Reading: none</p> <p>Lecture: none, Chat TBD</p> <p>Writing project: Continue to review instructor feedback and incorporate feedback into your final manuscript.</p> <p>Writing Project Response to Review: Prepare a response to review that includes both peer and instructor feedback.</p>
16	<p>Week of Apr 29 (Finals Week)</p> <p>Writing project final due: Monday, 4/29 (180 pts).</p> <p>Writing Project Response to Review due: Monday, 4/29 (75 pts).</p>

16. Software Use: 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. 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, <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/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - 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>.