

## 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. Instructor & Teaching Assistant

Instructor 1: Dr. Rachata Muneepeerakul, Professor, Ag & Bio Eng, Frazier Rogers Hall, Rm 227, Gainesville, Florida. 352-294-6729 ([rmuneepe@ufl.edu](mailto:rmuneepe@ufl.edu))

Instructor 2: Dr. Yang Lin, Assistant Professor, Department of Soil, Water, and Ecosystem Sciences, G163 McCarty Hall A, Gainesville, Florida ([nlin2@ufl.edu](mailto:nlin2@ufl.edu))

Teaching assistant: Laura Cano-Castro, Department of Soil, Water, and Ecosystem Sciences ([laura.canocastro@ufl.edu](mailto:laura.canocastro@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*. 2<sup>nd</sup> ed. Cleveland, OH: Springer.
- Hacker, D. and N. Sommers. 2017. *A Writer's Reference*. 9<sup>th</sup> 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*. 2<sup>nd</sup> ed. Nottingham, United Kingdom: Nottingham University Press.
- Ogden, T.E. and I.A. Goldber. 2002. *Research Proposals, A Guide to Success*. 3<sup>rd</sup> 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.bluer.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><b>Week of Jan 12</b></p> <p><b>Lecture:</b> Introduction to course and class writing project.</p> <p><b>Assignment 1:</b> Submit response for the chat poll (25 pts), <b>due Thursday 1/15.</b></p> <p>Participate in class discussion on Canvas (25 pts), <b>due Friday 1/16</b></p> <p><b>Writing project:</b> Respond to the assigned quiz. All projects must be approved by the instructor(s) (25 pts), <b>due Thursday 1/15.</b></p>
2	<p><b>Week of Jan 20</b></p> <p><b>Reading:</b> 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><b>Lecture:</b> Ethics, generative AI, and scientific publication</p> <p><b>Assignment 2:</b> Find an article about the use of generative AI in writing peer-reviewed articles; read and summarize it; run your summary through TurnItIn; and explain the reasons behind the Similarity Score. (100 pts)</p>
3	<p><b>Week of Jan 26</b></p> <p><b>Assignment 2 Ethics/Generative AI write-up + Similarity Score Report</b></p> <p><b>DUE: Tuesday, 1/27</b></p> <p><b>Reading:</b> Part I, Ch 1 and 2 in Katz.</p> <p><b>Lecture:</b> Common writing challenges</p> <p><b>Assignment 3:</b> 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>
4	<p><b>Week of Feb 2</b></p> <p><b>Assignment 3 Analysis of Your Writing DUE: Tuesday, 2/3</b></p> <p><b>Reading:</b> None</p> <p><b>Lecture:</b> Graduate research proposal (2 videos); thesis/dissertation (1 video)</p> <p><b>Assignment 4:</b> Advisor expectations (50 pts) and outline of a peer-reviewed article from your target publication (journal name or EDIS) (100 pts).</p>
5	<p><b>Week of Feb 9</b></p> <p><b>Assignment 4 Advisor Expectations + Article Outline DUE: Tuesday, 2/10</b></p> <p><b>Reading:</b> Part II, Ch 1 Katz</p> <p><b>Lecture:</b> Manuscript writing – structure, writing order, referencing</p> <p><b>Assignment 5:</b> Build a manuscript outline for your writing project (100 pts).</p>

Week	Activities
6	<p><b>Week of Feb 16</b></p> <p><b>Assignment 5 Outline of Your Writing Project DUE: Tuesday, 2/17</b></p> <p><b>Reading:</b> Part II, Ch 2 Katz</p> <p><b>Lecture:</b> Manuscript writing – Objectives</p> <p><b>Assignment 6:</b> Write objectives for your writing project and add the objectives to your project outline. Add text (at least a few paragraphs) 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>
7	<p><b>Week of Feb 23</b></p> <p><b>Assignment 6 Objectives, Updated Outline DUE: Tuesday, 2/24</b></p> <p><b>Reading:</b> Part I, Ch 4 – 5 Katz</p> <p><b>Lecture:</b> Manuscript writing – Figures and Tables</p> <p><b>Assignment 7:</b> Add at least one figure and one table to your writing project draft. Additionally, add text to your results section that correspond to the data presented in table and figure. Update your draft using instructor feedback. (100 pts).</p>
8	<p><b>Week of Mar 2</b></p> <p><b>Assignment 7 Figure &amp; Tables, Updated Draft DUE: Tuesday, 3/3</b></p> <p><b>Reading:</b> Part III, Ch 1 and 2 Katz; Amin and Mabe, 2000. Impact factors: use and abuse. Perspectives in Publishing.</p> <p><b>Lecture:</b> Refereed journal process</p> <p><b>Assignment 8, Part A:</b> Identify the journal you would like to submit your paper to. Make a list of journal attributes and formatting requirements (50 pts).</p> <p><b>Assignment 8, Part B:</b> Add 5 references to your writing project draft. Use the formatting required by your journal (50 pts). <b>Make sure that your introduction/background section has at least two well-referenced paragraphs; the methods section is relatively complete; and your results section has at least two paragraphs.</b></p>
9	<p><b>Week of Mar 9</b></p> <p><b>Assignment 8 A/B Journal Details &amp; Updated Draft through Results Section DUE: Tuesday, 3/10</b></p> <p><b>Reading:</b> none</p> <p><b>Lecture:</b> CVs</p> <p><b>Assignment 9:</b> Create a draft CV (100 pts); <b>make progress on your writing project before the break!</b></p> <p><b>Week of Mar 16</b></p> <p><b>Spring Break</b></p>



Week	Activities
10	<b>Week of Mar 23</b> <b>Assignment 9 Draft CV DUE: Tuesday, 3/24</b> <b>Reading:</b> Ch 2, 3, 4, and 5 in Alley <b>Lecture:</b> How to Give Effective Presentations <b>Assignment – writing project:</b> Complete your draft writing project and upload it to two separate assignments, “Draft writing project” and “Peer review of the writing project” (so that your peers can access it) (75 pts)
11	<b>Week of Mar 30</b> <b>Writing project draft DUE: Tuesday, 3/31 You must upload your draft manuscript to two separate assignments:</b> (1) “Draft writing project”; and (2) “Peer review of writing project” <b>Reading:</b> Ch 3-10 in Cahn <b>Lecture:</b> Succeeding as a graduate student <b>Assignment – writing project:</b> Complete your <b>reviews</b> of the manuscripts assigned to you. (100 pts)
12	<b>Week of Apr 6</b> <b>Writing project peer review Due: Thursday, 4/9</b> <b>Reading:</b> none <b>Lecture:</b> none; Chat TBD <b>Assignment – writing project:</b> Incorporate feedback from instructor and reviewers into your final manuscript and prepare your Response to Review.
13	<b>Week of Apr 13</b> <b>Lecture:</b> none, Chat TBD <b>To do this week:</b> Continue to incorporate feedback from instructor and reviewers into your final manuscript and prepare your Response to Review.
14	<b>Week of Apr 20</b> <b>Lecture:</b> none, Chat TBD <b>To do this week:</b> Continue to incorporate feedback from instructor and reviewers into your final manuscript and prepare your Response to Review.
15	<b>Week of Apr 27 (Finals Week)</b> <b>Reading:</b> none <b>Lecture:</b> none, Chat TBD <b>Writing project final due: Tuesday, 4/28 (180 pts).</b> <b>Response to Review due: Tuesday, 4/28 (75 pts).</b>

**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/](http://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/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.