

**PA 8890.01**  
**First Year Doctoral Seminar**  
**Autumn 2018**

**Professor:**

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**Meets:** M 1:30-2:50 pm  
**Room:** Page Hall 240  
**Credit hours:** 1  
**Office Hours:** M 3-5pm & by appointment

**Online course material:**

Course material is available on Carmen at <http://www.carmen.osu.edu/>

**Course Description and Objectives**

The First Year Doctoral Seminar is required for all first year Glenn College doctoral students. The seminar serves as a venue for the development of a variety of skills and capacities to succeed as a scholar. Throughout the term, students will engage in a series of tasks designed as an initiation to the academic profession. The seminar offers a mix of sessions on progression through the JGC Ph.D. degree program, the research process, guidance on the academic profession, and written and oral presentation of scholarly research. While students will receive feedback from the instructor, this is a seminar, meaning that active student participation and peer feedback is crucial. Students are also expected to attend the weekly Glenn College colloquium, which is held Mondays from 12:30-1:30 pm. Our class will commence immediately following the colloquium, and will open with a general discussion of the colloquium presentation

The course should be viewed by students as a forum to help grow as a scholar. There are a number of required assignments, and these are all activities that are intended to aid 1) progress through the doctoral program, 2) preparation for completion of the first year paper requirement, and 3) preparation for professional life after graduation.

By the end of the academic year, students will be expected to present (both written and orally) an early draft of their first year paper to the class. Students will then present their completed paper in the seminar during the first semester of their second year (8890.03).

**Textbooks**

Silvia, Paul. 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association.

**Grading and Course Requirements**

Your grade will be based upon 25% class participation and 75% written and oral assignments as described below.

### Attendance/Participation

You are expected to attend all classes and to participate fully in class sessions. A number of the classes will involve an expert guest for part of the class, so it is imperative that you come to class prepared to engage with the guest. Readings for each week's class will be placed on Carmen.

Further, there are two things that I would like to see happen for student presentations. Prior to a presentation, students should practice their presentation with their classmates (and their first year paper advisors). Also, when each of your classmates presents a paper, I would like to see you return a "marked up" version of the paper back to your classmates providing constructive feedback on the paper.

### Written and oral assignments

The tangible products that you will be expected to produce are as follows:

#### **Autumn**

##### Short bios

- A) Each student will prepare a short (one paragraph) biographical statement about him/herself, suitable for posting on the Glenn College website (see <http://glenn.osu.edu/phd-students/>). The statement should include your hometown, previous degrees and institutions, information about your research interests, interesting personal interests, and any publications. The bio is to be turned in to the Carmen dropbox by the second class (September 10<sup>th</sup>). You will be asked to update the bio each Spring as part of your annual review.
- B) Each student will prepare two short bios of Ohio State faculty members with whom he/she would be interested in working. At least one must be a Glenn College faculty member. These bios should be two paragraphs long. The first paragraph should provide background on the person including their training and some information about the current focus of their research. The second paragraph should discuss how your research interests overlap with this potential advisor. To do a good job on this assignment, you will need to meet with at least two faculty members to talk to them about research, and you will need to read some of their recent work. These bios are to be turned into the Carmen dropbox by October 1<sup>st</sup>.

##### IRB Training

Each student will complete the Institutional Review Board (IRB) Human Subjects Protection Collaborative Institutional Training Initiative (CITI) course (<http://orrr.osu.edu/irb/training-requirements/citi/>). Please take the Behavioral Research Basic Human Research Course. Please post your course completion report to Carmen by October 15<sup>th</sup>.

##### Discussant Comments on First Year Papers

Each student will serve as a discussant for one of the first year paper presentations (presented by second year students). In class, we will talk about how to provide constructive oral feedback. Your discussant comments should be 5-7 minutes in length, and prepared in advance.

##### Preliminary research ideas

Each student will prepare draft research topic, research question(s), hypotheses, possible data, and possible methods for their first-year paper by the end of the term (it need only be a page or so). This should be posted to the Carmen discussion board by November 26<sup>th</sup>. During the December 3<sup>rd</sup> class, each student will be expected to briefly discuss his or her research ideas with the class. Students are expected to have read other student drafts and come prepared to class with comments for the other students.

## **Spring**

### *Preliminary drafts of introduction and literature review methods & data sections*

Each student will prepare a draft introduction and literature review and methods & data sections of their first year paper for review by their peers and the instructor. Class time will be devoted to discussion of writing these sections.

### *Cover Letter, CV, and Research Statement*

Each student will prepare a cover letter, curriculum vitae, and research statement for a job listing that looks like the type of position you intend to apply for when you go on the job market. These are three important components of any academic or research job application.

These three documents will be turned into me in Carmen for feedback. You will have an opportunity to revise them prior to submitting your annual review materials to the Ph.D. committee as part of your annual review.

### *Preparation and presentation of the first draft of a paper*

Each student will prepare and present a complete rough draft of his/her first year research paper. The draft should include a fairly well developed review of the relevant literature and research hypotheses. The paper should also contain a discussion of the appropriate data and methodology that can be used to address the hypotheses. While it may be premature in this draft to talk about results, it is not too early to talk about what it will mean if you get your expected (or unexpected) results. The paper should be distributed to your discussant and the rest of the class at least a week before your presentation.

The oral presentation of your draft will be the similar format as the final presentations of your papers: 30 minutes followed by 5-7 minutes of discussant comments from one of your classmates. There will then be approximately half an hour of time for the rest of the class to ask questions and provide feedback on both the research and the presentation.

You will be expected to continue to work on the paper over the summer and required to present the completed paper next autumn.

### *Oral Discussant Comments*

During spring semester, first year students will serve as discussants for their classmates' presentations of their preliminary research proposals. As you present your comments, I would also like you to address how the research could be extended. This could include discussion of whether different methodology or data could/should be used, how the model could/should be refined, whether important questions were not addressed, whether there might be a different way to better address the hypotheses, or whether there is a clever way to confirm or refute the paper's findings.

## **Academic Conduct**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow

the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Supportive Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building.

**24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)**

### **Accommodation Policy**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> .

# Schedules

## Autumn Semester

Date	Topic	Assignment Due
Aug 27	Course overview & doctoral handbook	
Sep 3	Labor Day- NO CLASSES	
Sep 10	Mentor/mentee relationships (Guest Panel)	Pictures, Bio
Sep 17	How to ask good research questions (Guest Panel)	
Sep 24	Time management	
Oct 1	The publication process: Navigating journals	Faculty bios
Oct 8	Reviewing papers: How to write and respond to reviews	
Oct 15	Data ethics and management – Amanda Rinehart, UL	IRB Course Completion
Oct 22	Presenting research and serving as a discussant	
Oct 29	<i>First Year Paper Presentation: Yinglin Ma</i>	Discussant
Nov 5	<i>First Year Paper Presentation: Coral Wonderly</i>	Discussant
Nov 12	Veteran's Day- NO CLASSES	
Nov 19	<i>First Year Paper Presentation: Alannah Glickman</i>	Discussant
Nov 26	<i>First Year Paper Presentation: Rebecca Smith</i>	Discussant
Dec 3	Brief presentations of research ideas	Draft research question, hypotheses, possible data, possible methods (posted no later than Nov 26 <sup>th</sup> )

## Tentative Spring Semester Schedule

Date	Topic	Assignment Due
Class 1	Writing an intro and lit review	Critique of intro/lit reviews (orally)
Class 2	Academic job search; the tenure process	
Class 3	Candidacy exams	Draft intro and lit review
Class 4	Writing methods & data section	Critique of methods & data sections (orally)
Class 5	Research funding	Cover letter, research statement, CV
Class 6	Writing a dissertation proposal	Draft Methods & Data
Class 7	Writing results and conclusions	Critique of results & conclusions (orally)
Class 8	TBA	
Class 9	Research Collaboration Spring Break	
Class 10	TBA	Full first draft of paper
Class 11	Student paper presentation	Discussant
Class 12	Student paper presentation	Discussant
Class 13	Student paper presentation	Discussant
Class 14	Student paper presentation	Discussant

# Required Readings- Autumn Semester

(Read Prior to Class Date)

Date	REQUIRED READING
Aug 27	*John Glenn College Doctoral Handbook: <a href="http://glenn.osu.edu/graduate/doctoral/doctoral-attributes/Doctoral%20Handbook%202-26-16l.pdf">http://glenn.osu.edu/graduate/doctoral/doctoral-attributes/Doctoral%20Handbook%202-26-16l.pdf</a> (read and identify questions) *OSU Graduate School Handbook: <a href="https://gradsch.osu.edu/handbook">https://gradsch.osu.edu/handbook</a> ; (skim) *Tips for Surviving Phd: <a href="http://phdtalk.blogspot.com/2013/09/20-tips-for-surviving-your-phd.html">http://phdtalk.blogspot.com/2013/09/20-tips-for-surviving-your-phd.html</a> *Self-Compassion video: <a href="http://self-compassion.org/">http://self-compassion.org/</a>
Sep 10	*“How to get the Mentoring you Want: A Guide for Graduate Students”: <a href="http://www.rackham.umich.edu/downloads/publications/mentoring.pdf">http://www.rackham.umich.edu/downloads/publications/mentoring.pdf</a> (pages 3-22) Panel: Daniel Baker, Kimberly Young
Sep 17	* <i>Understanding and Evaluating Research: A Critical Guide</i> ; Chapter 6, “Introduction and Research Questions” (pages 139-159); Panel: Katie Vinopal, Noah Dormady, and Megan LePere-Schloop
Sep 24	* <i>How to Write A Lot: A Practical Guide to Productive Writing</i> (Chapters 1-3)
Oct 1	*Publish Not Perish, The Art & Craft of Publishing in Scholarly Journals, University of Colorado, <a href="https://libguides.colorado.edu/publishnotperish">https://libguides.colorado.edu/publishnotperish</a> (Module 1: Lay of the Land)
Oct 8	*Sullivan, S. E., Crocotto, M., & Carraher, S. M. (2006). The fundamentals of reviewing. <i>Winning reviews: A guide for evaluating scholarly writing</i> . Basingstoke: Palgrave Macmillan, 65-78. *Schepmyer, H., Emmerilk, H., Oliver, C. (2006). Advice for the Novice Reviewer. <i>Winning reviews: A guide for evaluating scholarly writing</i> . Basingstoke: Palgrave Macmillan, 65-78.
Oct 15	*Kahn, J. P., Vayena, E., & Mastroianni, A. C. (2014). Opinion: Learning as we go: Lessons from the publication of Facebook’s social-computing research. <i>Proceedings of the National Academy of Sciences</i> , 111(38), 13677-13679.
Oct 22	*Mitchell, Ronald. “Tips for Presenting, Chairing & Discussing at Conferences.” online at: <a href="http://rmitchel.uoregon.edu/tip/presenting1">http://rmitchel.uoregon.edu/tip/presenting1</a>
Oct 29	*Yinglin Ma, First Year Paper
Nov 5	*Coral Wonderly, First Year Paper
Nov 12	NO CLASS
Nov 19	*Alannah Glickman, First Year Paper
Nov 26	*Rebecca Smith, First Year Paper
Dec 3	*Read colleague research abstracts and provide comments