



PA 8890.02
First Year Doctoral Seminar
Spring 2017

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).

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:

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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 curriculum vitae and research statement. These are important components of any academic or research job application. You are also required to submit your CV each year during your annual review, as well as a summary of your research.

These documents will be submitted to me through 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 INTEGRITY (ACADEMIC MISCONDUCT)

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, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

STUDENT MENTAL HEALTH

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 mental health 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 www.ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and the **10th Floor of Lincoln Tower**. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at www.suicidepreventionlifeline.org

ADA Statement

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and 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 29

Schedule Spring 2017

Date	Topic	Assignment Due
9-Jan	Writing intro, lit review and theory	Critique of intro/lit reviews/theory (in class)
16-Jan	No Class- MLK Day	
23-Jan	Candidacy exams & annual review	Critique of CV and research statement (in class)
30-Jan	Academic job search & tenure process	Critique of cover letter (in class)
6-Feb	In Class Workshop	Cover letter, research statement, CV due
13-Feb	Writing methods & data section	Critique of methods & data sections (in class)
20-Feb	In Class Workshop	Draft intro and lit review due
27-Feb	Writing results and conclusions	Critique of results & conclusions (in class)
6-Mar	In Class Workshop	Draft methods & data due
13-Mar	No Class- Spring Break	
20-Mar	Translating results for practice	Critique of media/policy briefs (in class)
27-Mar	Writing a dissertation proposal	Critical review of dissertation proposals (in class)
3-Apr	Research funding	Critical review of funding proposals (in class)
10-Apr	No Class- Presentation Prep Day	
17-Apr	Student paper presentation	Draft Paper/Discussant Comments Due
24-Apr	Student paper presentation	Draft Paper/Discussant Comments Due

SAMPLE

Required Readings- Spring Semester

(Read Prior to Class Date)

Jan 9	<ul style="list-style-type: none">*Stimson, J. A. (2010). Professional Writing in Political Science: A Highly Opinionated Essay. University of North Carolina.*Colquitt, J. A., & Zapata-Phelan, C. P. (2007). Trends in theory building and theory testing: A five-decade study of the Academy of Management Journal. <i>Academy of Management Journal</i>, 50(6), 1281-1303.*Lavertu, S., & Moynihan, D. P. (2012). The empirical implications of theoretical models: A description of the method and an application to the study of performance management implementation. <i>Journal of Public Administration Research and Theory</i>.*Other posted materials are examples we will review in class
Jan 23	Review/skim all posted materials (examples of forms, questions, etc.)
Jan 30	Read “job search summary” and skim other posted materials (examples of application materials)
Feb 6	WORKSHOP: Cover letter, research statement, CV due
Feb 13	<ul style="list-style-type: none">*McNabb Chapter 9, Research Proposal*De Vaus, D. A. 2001. Research design in social research. London: SAGE, “What is Research Design” (pdf titled “Research Design”)*APA Tables*Other posted materials are examples we will review in class
Feb 20	WORKSHOP: Draft intro and lit review due
Feb 27	<ul style="list-style-type: none">*McNabb Chapter 11*Drotar, D. (2009). Editorial: How to write an effective results and discussion for the Journal of Pediatric Psychology. <i>Journal of Pediatric Psychology</i>, 34(4), 339-343.*Skim Purdue OWL Methods Discussion*Other posted materials are examples we will review in class
Mar 6	WORKSHOP: Draft data and methods due
Mar 20	Readings TBD
Mar 27	<ul style="list-style-type: none">*Oldfield, K. (1988). How to deal with some of the practical problems associated with writing a dissertation. <i>College Student Journal</i>, 22(3), 270-276.*Nussaum Proposal notes*Review and skim the folder with samples of dissertation proposals
Apr 3	*Review the links posted with funding resources
Apr 17	Student paper presentations
Apr 24	Student paper presentations
