

Doctoral Program
College of Design, Construction, and Planning
University of Florida

Doctoral Seminar: DCP7794 Section 2f38 Fall 2015

Class Meets: Thursdays Period 4 (10:40–11:30 am) in ARCH 213

Instructor: Van (Dr. Vandana Baweja) Email: vbaweja@ufl.edu Office: 242 Arch

Office Hours: Noon to 1:00 pm and by appointment via email.

Course Overview

This seminar is designed to assist doctoral students in multiple aspects of their career as a doctoral student and as an academic. We address topics, such as, writing your dissertation, developing a research agenda, preparing for job positions, the doctoral research process, publications and peer review, and other related topics.

At the completion of this course, students should understand multiple dimensions of their role as a doctoral student and as a budding academic. They have an opportunity to practice presentation skills, and working in groups.

This course is required of all doctoral students in the College of Design, Construction, and Planning (DCP).

Structure of the Course

This course is organized as a seminar that will involve a variety of teaching styles that include lectures, facilitated discussions, and student presentations. The course consists of four elements: reading assignments, lectures and class discussion, in-class presentations, and written assignments. In conjunction with the University of Florida's emphasis on technology in teaching, E-learning Support Services will be utilized in this class. Students should already be familiar with word processing, Internet-browsing software, and E-learning Support Services (<http://lss.at.ufl.edu>). If you do not know how to use the E-learning Support Services, contact them directly (learning-support@ufl.edu) or (352) 392-4357.

Course Readings

The following books, which can be purchased at the UF Bookstore, are required texts for the course:

1. Belcher, Wendy L. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, California: SAGE Publications, 2009.
2. Benassi, Victor, and William Buskist. *Effective College and University Teaching: Strategies and Tactics for the New Professoriate*. Thousand Oaks, California: SAGE Publications, 2012.

Additional Readings

The readings are posted on the E-Learning.

Student Responsibilities and Grading

This course is graded on the A–E scale. Grades will be based upon successful completion of five components: class attendance and participation, an individual presentation on textbook topics, and writing assignments that are weighted as follows:

Component	Points	Percentage
Class Attendance and Participation	100	10%
Student Presentation on Textbook	200	20%
Writing Assignments	700	70%
TOTAL	1000	100%

All written assignments (except minor in-class assignments) must be submitted on canvas.

Writing Assignments	700	70%	Deadline
1. CV	10	10%	10/15
2. Request for Recommendation	10	10%	10/15
3. Writing effective abstracts	10	10%	10/15
4. Plan for Publication	10	10%	12/14
5. Teaching statement	10	10%	12/14
6. Syllabus	10	10%	12/14
7. Write a cover letter for a Job	10	10%	12/14

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93–100	90–92.99	87–89.99	83–86.99	80–82.99	77–79.99	73–76.99	70–72.99	67–69.99	63–66.99	60–62.99	0–59.99
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Class Attendance and Participation

Important requirements for this course are CLASS ATTENDANCE and CLASS PARTICIPATION. Attendance is mandatory, on time. **Please arrive to class on time. Tardiness will count as an absence.** Late arrivals and early departures distract your colleagues and your instructors. If you expect to miss a class, please notify the instructors via e-mail in advance of class time. Excessive absences may justify a lower grade, expulsion, or a failing grade.

Students will be expected to be prepared for class and participate in the class discussion.

The following rules apply to the class discussion:

- Be critical of ideas, not people
- Listen to everyone's ideas even if you don't agree
- Try to understand all sides of an issue
- Talk through issues, don't try to change others' minds
- Stay focused.
- Avoid overly long stories, anecdotes, or examples
- Don't dominate the conversation; let all participate
- Remember there are no right answers.

In summary, good participation requires careful listening, responding, asking questions, and making comments to others in the classroom. Each student should complete the readings prior to class and be prepared to clarify understanding in the class discussion or contribute to thoughtful discussion of issues. If you have problems with the readings, you should speak to your instructors during office hours so that we can discuss this. If you are not comfortable talking in class, make an effort to talk to the instructors during office hours.

Goals

The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they will use as professionals. The exercises have been designed to develop the following skills that will be important in professional practice: (1) *critical thinking*; (2) *presentation (verbal) communication*; (3) *evaluation and critique*; (4) *argumentation*; and (5) *written communication skills*.

Consistent with the expectations of professional conduct in this course, all written assignments, except minor in-class exercises, must be typed. No hand-written assignments will be accepted.

Class Participation Scale

Your participation in class discussions will be evaluated using this percentage scale for points towards your final grade for the semester.

1. **100** = Student often contributes thoughtful comments and insights based on class materials and is a catalyst for other student comments as well as instructor response; listens to the comments and insights of others with respect and attention.
2. **80** = Student regularly contributes thoughtful comments and insights based on class materials, which results in student as well as instructor response; and listens to the comments and insights of others with respect and attention.
3. **60** = Student sometimes contributes comments and insights based on class materials, more often at instructor's prompting; generally polite but could be more engaged in class discussions.
4. **40** = Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers.
5. **0** = Student rarely and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

Browsing the web, checking facebook, and working on other assignments not related to the class will result in grade reduction.

Writing Assignments

Writing your CV: Writing components	Points
1) Find CVs of academics or professionals (at least 4) who inspire you, or whom you consider your role models. Submit their CVs.	20
2) Analyze their CVs, in terms of content and quality – what have they done and how much? Where have they published? How many papers? How many grants? Which grants? What is the impact factor of the journals in which they published? What is the acceptance rate of the journals in which they publish? Write an analysis using tables, and text (two pages minimum).	20
3) Write your own CV based on the norms of your discipline.	20

4)	Write what you have done and what you hope accomplish before you get into the job market. (One page minimum)	20
5)	Write an annotated CV that describes the significance, context, and impact of your work.	20
6)	Assignment should be named: my_last_name_my_first_name_CV.doc or my_last_name_my_first_name_CV.pdf. Upload your file on Canvas. ONLY .doc or .docx or .pdf formats will be accepted.	
	Total	100

Request for Recommendation: Writing components **Points**

1)	Describe the relationship with the letter writer, and how long has the letter writer known you in what capacity. If classes taken with the recommendation letter writer or research done—Course Title, Semester and year, and Grade. Papers written or grants done with the letter writer.	10
2)	Describe your research briefly and how it makes you a good candidate for the job or grant.	10
3)	Provide a copy of the grant or job notice.	5
4)	What do you hope to accomplish with that job or grant?	10
5)	Conference paper abstracts Published paper abstracts Dissertation abstract Why is your research valuable? What gaps in knowledge does it fill?	15
6)	What are your strengths for the job or grant?	25
7)	For an academic job: Teaching statement and Syllabi of courses that you plan to teach or are required of you to teach. For an industry job or grant: describe the research in your field and how you contribute to it.	10
8)	Why is that university or organization a good fit for you?	15
9)	Assignment should be named: my_last_name_my_first_name_recom_letter.doc or my_last_name_my_first_name_recom_letter.pdf. Upload your file on Canvas. ONLY .doc or .docx or .pdf formats will be accepted.	
	TOTAL	100

Writing effective abstracts: Writing components **Points**

1)	Find five journal articles in your field. Submit PDFs of whole papers.	10
2)	Analyze how they write abstracts. For each paper: What are the components of the abstract? What factual information do they provide?	20

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| 3) Based on that prepare a set of guidelines about what are the best ways to write an abstract in your field. (at least 15 suggestions) | 30 |
| 4) Write three abstracts of your dissertation: 250 words, 500 words, and 1000 words. | 40 |
| 5) Assignment should be named: my_last_name_my_first_name_abstract.doc or my_last_name_my_first_name_abstract.pdf. Upload your file on Canvas. ONLY .doc or .docx or .pdf formats will be accepted. | |

TOTAL	100
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Plan for Publication: Writing components	Points
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| 1) Write an abstract for a dissertation chapter or a journal paper (500 words). | 10 |
| 2) Prepare a weekly plan for completion. | 20 |
| 3) Find a journal in your field that you think is a good fit for your paper. Explain which journals you considered and why did you select the one. Always have a plan B and a plan C, list your second and third choices, and why? Who are the audiences for these journals? Impact factor? | 20 |
| 4) Find three journal articles or more from those journals that you will cite in your paper (in which you will publish). | 10 |
| 5) Write a cover letter to the editor, explaining why your paper is a good fit for the journal. | 15 |
| 6) Respond to the editor's decision (write an email for each scenario) | 15 |
| a) Outright reject | |
| b) Revise and resubmit | |
| c) Accept with revisions | |
| 7) How will you respond to reviewers' comments? (Come up with imaginary comments and an imaginary response) How will you handle conflicting comments from reviewers? | 10 |
| 8) Assignment should be named: my_last_name_my_first_name_pubplan.doc or my_last_name_my_first_name_pubplan.pdf. Upload your file on Canvas. ONLY .doc or .docx or .pdf formats will be accepted. | |

TOTAL	100
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Teaching statement: Writing components	Points
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| 1) List the components of a teaching statement. (500 words minimum) | 30 |
| 2) Write a teaching statement. | 70 |

Assignment should be named: my_last_name_my_first_name_teach_state.doc or my_last_name_my_first_name_teach_state.pdf. Upload your file on Canvas. **ONLY .doc or .docx or .pdf formats will be accepted.**

TOTAL	100
Syllabus: Writing components	Points
1) List the components of a syllabus. (500 words minimum)	30
2) Create a syllabus for a course that you would like to teach.	70
Assignment should be named: my_last_name_my_first_name_syllabus.doc or my_last_name_my_first_name_syllabus.pdf. Upload your file on Canvas. ONLY .doc or .docx or .pdf formats will be accepted.	

TOTAL	100
Write a cover letter for a Job: Writing components	Points
1) List the components of a cover letter. (500 words minimum)	30
2) Write a cover letter for a job.	70
Assignment should be named: my_last_name_my_first_name_cover_letter.doc or my_last_name_my_first_name_cover_letter.pdf. Upload your file on Canvas. ONLY .doc or .docx or .pdf formats will be accepted.	

TOTAL	100
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E-Mail Policy

Please email me at vbaweja@ufl.edu. Please do not email me via E-learning. E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with brief questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity, but cannot guarantee immediate responses. Note also that e-mail messages (particularly last minute e-mail messages) cannot be accepted as fulfilling class obligations or providing excuses for failing to do so.

General Information

The instructor will follow the topics outlined below but these topics are by no means binding as a topic may be changed at any time according to the discretion of the instructor.

Attendance Policy

Attendance will be kept. Missing more than two classes for reasons that are not valid and documented will result in a 15% grade reduction. More than two missed classes should be documented with a valid reason: sickness, family emergency, conference travel, or a religious holiday.

Late Work Policy

If you have a documented reason to turn in late work, that is, sickness, family emergency, or a religious holiday, please e-mail me or see me during my office hours to discuss this before the deadline. I will accommodate your request. If you do not have a legitimate reason to turn in late work, I will accept late work on three conditions:

- a) You will not get any feedback from me;
- b) You will lose 5 points per hour that your work is late after the deadline;
- c) You will not get an opportunity to resubmit your work.

This is to be fair to your classmates who turned in their work in time.

Classroom Etiquette

Talking to each other and disrupting the class while a seminar is going on violates your fellow students' right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise making devices must be turned off during class times as well.

Writing Assistance

The online resources to assist you in writing are extensive. The Dial Center for Written and Oral Communication (<http://www.cwoc.ufl.edu/>) at the University of Florida has an online writing lab that can assist you in several different aspects of writing. You can use the writing lab to get one-on-one help on every area of composition from basic grammar and mechanics to topics like essay organization, style, and argument. The writing lab also allows you to ask questions with a passage of up to 500 words. The lab offers writing forums, models of essays, and glossaries of common errors in writing. You can also test your grammar skills by rewriting "Ten Sentences."

Many other universities offer online handbooks on writing. I have found the following three particularly useful:

- a) The University of North Carolina at Chapel Hill (<http://www.unc.edu/depts/wcweb/handouts/index.html>),
- b) The University of Wisconsin (<http://www.wisc.edu/writing/Handbook/>)
- c) Purdue University (<http://owl.english.purdue.edu/>).

I found the following handouts particularly helpful while editing papers:

http://www.wisc.edu/writing/Handbook/CommonErrors_Mod.html

<http://www.wisc.edu/writing/Handbook/ClearConciseSentences.html>.

The online handbooks described above discuss many aspects of writing. Students at the graduate level should be prepared to write a critical argument rather than simply describe relationships. If you have any questions about what is expected at the graduate level, please see the instructor.

Academic Honesty

Students **MUST** follow the University's policy regarding cheating and the use of copyrighted materials. Students are responsible for reading and abiding by the University's student code of conduct (<http://www.dso.ufl.edu/studentguide/studentconductcode.php>) and the University Honor Code. Under the Student Honor Code, "on all work submitted for credit by students 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'" (<http://www.dso.ufl.edu/judicial/honorcode.php>). In particular, there are rules governing plagiarism. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to an original author. If you are unclear about what constitutes plagiarism, please make an appointment with me to discuss this. You can also consult the above website and the graduate catalog for further information. In the context of this course, if you directly quote someone or use an idea from another source, you **must** attribute that idea or words. Failure to follow the rules regarding Integrity in Graduate School may result in a failure in this course and possible disciplinary action under the Judicial Process for Academic Honesty Violations. If you are unclear about what constitutes plagiarism or other aspects of academic honesty, please make an appointment with the instructor to discuss this.

Use of Other Reference Material

Students may use a commonly accepted format for citations from their own field.

For example, planning students must format all references should follow the format used by the *Journal of the American Planning Association* (JAPA) and based upon *Publication Manual of the American Psychological Association, Fifth Edition* (2001).. This method is called the *parenthetical citations – reference list style* or the *reference list style*; sometimes it is called the “*author-date style*, because the author’s name and the date of publication are critical elements for identifying sources (Turabian *et al*, 2007: 216).”

Citations should appear in the text as follows: (Hanson & Giuliano 2004) when using an idea from the text; or (Hanson & Giuliano 2004: 382) when using a specific quote on the indicated page (in this case, page 382). A good source of information on the APA format can be found on the website of the Writing Center at the University of Wisconsin – Madison: <http://www.wisc.edu/writing/Handbook/DocAPA.html>

Accommodations for Students with Disabilities

The instructor will respect the needs for accommodations for students with disabilities consistent with the University’s policy on such accommodations (<http://www.dso.ufl.edu/drc/>). Students requesting classroom accommodation must first register with the Dean of Students Office at 001 Reid Hall (352) 392-8565. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. I am happy to provide reasonable accommodations for students who register with the DRC, and ask that students inform me of any request no later than September 1.

Changes

As the course develops, we may make changes in the readings or assignments, and scheduling. If there are topics that you are interested in that you do not feel are adequately covered in the course, let me know. This is your course, and we will make time for the exploration of new ideas, within the limits of time and reason. You should also be willing to invest some of your time into finding materials and leading discussion on those new ideas. If you define a new topic, this presentation will substitute for the required presentation.

Course Outline

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| W1 | August 20, 2015
Overview of the course |
| W2 | August 27, 2015
The Evolution of a Research Agenda and Identifying a Research Topic |
| W3 | September 3, 2015
Career Development (developing a CV, finding a job, professional networking, juggling the demands of teaching, research and service) |
| W4 | September 10, 2015
Career Development (how to be a good mentee, requesting references) Putting Together a Doctoral Committee |
| W5 | September 17, 2015 |

Writing effective abstracts

- W6** **September 24, 2015**
Getting Published: 1
Belcher, Wendy L. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*.
Thousand Oaks: SAGE Publications, 2009.
Student Presentation on Textbook: Designing Your Plan for Writing
- W7** **October 1, 2015**
Getting Published: 2
Belcher, Wendy L. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*.
Thousand Oaks: SAGE Publications, 2009.
Student Presentation on Textbook: Starting Your Article
- W8** **October 8, 2015**
Student presentation
Integrity of Work Product (Plagiarism, referencing)
- W9** **October 15, 2015: Guest Lecture**
TBD
- W10** **October 22, 2015**
Student Presentation on Textbook: Teaching Statement; Syllabus; and Leading Discussions
Benassi, Victor, and William Buskist. *Effective College and University Teaching: Strategies and Tactics
for the New Professoriate*. Thousand Oaks: SAGE Publications, 2012.
- W11** **October 29, 2015**
Student Presentation on Textbook: Learning-Centered Lecturing and Active Learning
Diversity and Diversity Issues in Teaching
Benassi, Victor, and William Buskist. *Effective College and University Teaching: Strategies and Tactics
for the New Professoriate*. Thousand Oaks: SAGE Publications, 2012.
- W12** **November 5, 2015: Guest Lecture**
TBD
- W13** **November 12, 2015**
Effective Power Point Presentations
- W14** **November 19, 2015**
Grants
- W15** **November 26, 2015**
No class: Holiday
- W16** **December 3, 2015**
Writing a cover letter for a Job