Instructor: Lingqian (Ivy) Hu, Ph.D.

Hours: Mondays, Period 4 (10:40- 11:35 AM)
Location: ARCH 213

Office hours: Mondays 2:00-4:00 PM or by appointment
Office: 431B Architecture Bldg.
Email: hul@ufl.edu

Prerequisites: Enrollment is limited to DCP Doctoral students.
Required Text: None

COURSE STATEMENT

This seminar is designed to assist doctoral students in multiple aspects of their career as a student and as an academic. This course addresses various topics, such as identifying research trends, articulating research questions, conceptualizing and writing dissertations, understanding the job market and challenges, preparing for conference presentations and job talks, and other related topics. Overall, this seminar helps students to successfully navigate the doctoral process and enhance communication, presentation and team-building skills.

COURSE STRUCTURE:

The course is organized in a seminar format that will involve a variety of teaching styles that include lectures, facilitated discussions, in-class exercises, and student presentations. The course is intended to be a platform for discussion and shared learning. All students are expected to prepare for the learning activities and contribute to the class discussion. The course consists of four elements: reading assignments, in-class discussion, presentations, and writing assignments. Being able to effectively communicate your ideas verbally or in writing will form an important component of this course.

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 (https://elearning.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.

GRADING RULE:

Assignments	% of grade
Assignments	30%
Participation in class discussion	20%
Final Proposal presentation and report	30%

Rating by peers	20%

Absence from classes and late assignments will be marked down, unless students have documentary evidence clearly demonstrating compassionate or compelling circumstances.

RECOMMENDED STYLE GUIDES

- A Manual for Writers of Research Papers, Theses, and Dissertations by Kate L. Turabian (9th edition or earlier editions).
- The Chicago Manual of Style (15th edition) [http://www.chicagomanualofstyle.org]
- Publication Manual of the American Psychological Association (5th edition) [http://www.apastyle.org]
- The Elements of Style by William Strunk Jr. and E.B. White. [http://www.bartleby.com/141/]

Please check course program and reading lists for appropriate location of all materials and call numbers. Any difficulty accessing materials should be reported to instructor or UF Libraries staff. Inability to access course materials will not constitute a justification for not completing assignments. Here are just a few of the many links and web addresses to facilitate your access to UF Libraries:

Library Homepage	http://www.uflib.ufl.edu (for all library services and collections, including Course Reserves)
Ask-A-Librarian	http://www.uflib.ufl.edu/ask (direct email or online chat for assistance)
IR @ UF	https://ufdc.ufl.edu/collections/ufir (to access the UF digital Institutional Repository)
Theses & Dissertations	https://etd.uflib.ufl.edu
Library Tools and Mobile Apps	http://www.uflib.ufl.edu/tools (smart phone apps, RSS feeds, etc.)

STUDENT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357). For Help Desk hours visit: Information Technology–UF Computing Help Desk (http://helpdesk.ufl.edu).

UNIVERSITY POLICIES

University policies on such matters as add/drop, incomplete, academic probation, termination of enrollment, reinstatement, and other expectations or procedures can be found in the graduate student handbook (http://www.graduateschool.ufl.edu/media/graduate-school/pdf-files/handbook.pdf) and at the Dean of Students website (http://www.dso.ufl.edu/).

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/).

NETIQUETTE: COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Course communication should be civilized and respectful to everyone. The means of communication provided to you through e-Learning (email, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner. Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students. Refer to the Netiquette Guide for Online Courses for more information.

STUDENT HONOR CODE

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/).

The Honor 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 by abiding by the 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."*

SPECIAL ACCOMMODATIONS

Students requesting disability-related academic accommodations must first register with the Disability Resource Center (https://disability.ufl.edu/). The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

COURSE EVALUATION

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/.

WEEKLY PLAN

Week	Topic	Readings and Course Preparation
Week 1 Aug. 28th	Introduction	Introduction and Syllabus Review
Week 2 Sept. 4th	Labor Day, UF holiday	No class.
Week 3 Sept. 11th	Why Ph.D.? Discussion Un-graded assignment	Explore *Why PhD* Why did you decide to do a Ph.D.? What big questions do you want to tackle? Why do you think these questions are important? At the end of class, submit a short paragraph (can be as short as three sentences) that state your answers to the above three questions.
Week 4 Sept. 18th	Assessment of the importance of your research Discussion Prepare for Assignment 1	How Should We Determine the Importance of Research? (https://academic.oup.com/ptj/article/98/3/149/4693842) Share with the class your research question and explain its importance in 3 minutes. State the research questions of your dissertation research and provide a justification of the importance of your research.
Week 5 Sept. 25th	Assessment of the emerging trend of your field of research *Assignment 1 due* Discussion	Read: 1. Assessing subject and publication trends using SciVal (https://www.elsevier.com/editors-update/story/practical-tips/assessing-subject-and-publication-trends-using-scival) 2. A Bibliometric Model for Identifying Emerging Research Topics (https://arxiv.org/ftp/arxiv/papers/1707/1707.03599.pdf) 2. Climate change and tourism: a scientometric analysis using CiteSpace Research question and justification Show where your dissertation is in your research field.
Week 6 Oct. 2nd	Guest speaker	Dr. Renee Tapp
Week 7 Oct. 9th	Assessment of the impacts of your research	Read: 1. How to Measure Researcher Impact (https://www.lib.ncsu.edu/measuring-research-impact/your-impact) 2. How do we measure the impact of research? (https://www.rte.ie/brainstorm/2018/0417/955151-how-do-we-measure-the-impact-of-research/)

		3. Assessment 3, evaluations, and definitions of research impact: A review (https://academic.oup.com/rev/article/23/1/21/2889056)
	Discussion	Who do you think has the most important impacts in your field of research and why? How would you like to build up the impact of your research? What impacts?
	Prepare for Assignment 2	Write a one-page article that connects your research question with the emerging trend and/or the impact of your resech.
Week 8 Oct. 16th	Research Rabbit	Explore Research Rabbit (researchrabbitapp.com)
	Assignment 2 due	Your research question and its potential impacts
	Discussion	Recommend to the class the best way you think to use Research Rabbit. Do you use other software/App to help with your research.
Week 9 Oct. 23rd	Manage Literature	https://endnote.com/
		Read: Five ways to bring order to your literature review (https://www.addiction-ssa.org/phd-corner-five-ways-to-bring-order-to-your-literature-review/)
	Discussion	Recommend to the class the best way to organize literature review.
Week 10 Oct. 30st	Guest speaker	How to teach? Teaching experience
Week 11 Nov. 6th	Guest speaker	Preparing for your dissertation work
	Prepare for Assignment 3	Develop a timeline for your dissertation and job search
		Resource (https://socialwork.uw.edu/preparing-job-search)
Week 12 Nov. 13th	Guest speaker	Preparing for your job search
	Assignment 3 due	Overall timeline for dissertation and job search
Week 13 Nov. 20th	Student Presentation on your dissertation research. *Peer reviews*	
Week 14 Nov. 27th	Student Presentation on your dissertation research. *Peer reviews*	
Week 15 Dec. 4th	Student Presentation on your dissertation research *Peer reviews*	

Week 16 Dec. 11th	**Final report due**	