

JOUR 901: Introduction to Doctoral Studies

Fall 2017

4:30-7 p.m. Tuesday
S-F 303

Professor:

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Professor

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Office Hours: Monday, Wednesday, Thursday, 9 a.m.-3 p.m.

By appointment; drop-ins are welcome.

The Course:

This course has three components providing necessary basic skills for doctoral studies. It is, in a sense, an introduction to being a university faculty member.

Component 1: Life on the Other Side

We will discuss everything you wish you would have known prior to entering a Ph.D. program. It will give you a solid understanding of our program, the discipline of Journalism and Mass Communications, and the nature of higher education.

Component 2: Introduction to Teaching

We want to prepare for all aspects of university life. Historically, Ph.D. programs provided little or no formal training in pedagogy, course design, assessment/grading or practical aspects of class management. The 'Net brings a whole new "wild west" aspect to teaching. We want to introduce you to the issues of classroom teaching and provide some tools as a GTA and a future faculty member.

Component 3: Responsible Conduct of Research

Research is essential in a Ph.D. program, and in a faculty or research position. We need to make you aware of the many issues – obvious and sublime – that surround academic and scholarly research. The University mandates the School of Journalism and Mass Communications provide that information, but it's a good idea to examine and discuss these issues. You will face them in your research.

The course is an overview of elements that are important to those preparing for academe. The course roughly is divided into thirds.

This is an interactive course. It's here to assist you. Bring your questions, observations and comments. We can identify and invite guest speakers you want.

Course Objectives:

- Provide information and knowledge of the WAW School Ph.D. program
- Prepare you to successfully complete the program as productively as possible
- Provide an overview of the structure, function and oversight of academe
- Introduce you to course organization, management, and assessment
- Introduce you to teaching technologies and practices
- Provide knowledge of responsible and ethical scholarship and practices

Graded Components:**Attendance and Participation:**

Attendance is mandatory. All readings should be completed prior to class. Full participation by everyone is expected. 40%

Classroom Management Paper: Each student will write a brief paper (no more than five (5) pages) on at least three (3) classroom management issues you've faced; how you've handled them; and how you should have handled them. Due October 17: 10%

CTE Portfolio Review and Application: Each student will review at least three portfolios from the CTE Web site. At least one must be non-journalism; all may be non-journalism. Use the information from those portfolios to critique, re-design or design new elements for a course you have taught or are teaching. Each student will then prepare and present an interesting, engaging 15-minute presentation to the class. Due October 24: 20%

Online KU IRB Certification and NSF CITI (Collaborative Institutional Training Initiative) Certification. Ungraded, but all students must complete KU HSCL-IRB compliance and one of the CITI Certifications. You may choose between Humanities or social, behavioral and education sciences on the CITI site. These certifications should raise questions, issues and discussion concerning your own research experiences. We will discuss your issues Nov. 28 in class. Due Nov. 28.

Academic Portfolio: Each student will build a portfolio including Research, Teaching and Service components. We will go over the mechanics and content of the Portfolio the first day of class. You will present your portfolio Dec. 5. Due December 12: 20%

The Credits:

You can see that this course mostly draws on the talents of others. All of the guest presenters have great expertise in their fields and all have guided the creation of this course. The intellectual and practical components of the course are generated from several areas of expertise. Special thanks to Dean Ann Brill, Tom Volek, Barbara Barnett, Chuck Marsh, Yvonne Chen, Peter Bobkowski, Jerry Crawford, Tien Lee, Doug Ward and Hyejin Bang.

Policy on Plagiarism and Fabrication/Falsification -- *Adopted May 7, 2004:*

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

School Laboratories -- The School provides computer and broadcast laboratories for student use. The computer lab in 105 Stauffer-Flint will be open the following hours during the semester: Sunday: noon to 10 p.m.; Monday-Thursday 5-10 p.m.; and Friday 9-5 p.m. Computers are available on a first-come, first-serve basis.

The Weir Production Laboratory in the Dole Center will be open 10 a.m. – 8 p.m. Monday-Thursday and 10 a.m. to 5 p.m. on Friday. Students may sign-up for editing time and equipment on a first-come, first-serve basis through Outlook Web Access, www.mail.ku.edu. Instructions are available on the J-School Web site, www.journalism.ku.edu. (Look under the “reservations” link on the right side of the page.) Students may reserve camera equipment no more than three hours at a time and for editing equipment no more than two hours at a time.

All times are subject to change. For the first two full weeks of the semester, the Weir Production Laboratory will close at 5:00 p.m. Extended lab hours will be announced later in the semester.

There are adequate laboratory resources available for students who complete their assignments in a timely manner.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

Inclement Weather and Special Needs - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

Revised 8/3/06

Course Schedule (Subject to change)

Week 1 -- Aug. 22

Introductions: What motivates you to earn you Ph.D.?

Syllabus

Review all assignments

What do you want to discuss this semester?

“Everything I wish I knew about a Ph.D. program but did not know to ask.”

-- Liefu Jiang, Hyejin Bang and Yvonne Chen

Week 2 -- Aug. 29

Portfolios: Heather Lawrenz

<https://docs.google.com/presentation/d/1mjHxHNuXOMf5uqXVRvWDch7PiiS5oNWQLGvNsrPDOUA/edit?usp=sharing>

Readings: Ph.D. Programs I

Christ and Broyles (2007)

Basu (2012)

Hamilton (2014)

Ph.D. Programs II

Neuendorf et al. (2007)

Lu (2007)

Pardun et al. (2015)

Week 3 -- Sept. 5

Making the transition: Transitioning from the real world into a Ph.D. program
(guests at 5:15 p.m.)

- Jerry Crawford
- Peter Bobkowski
- Monique Luisi (Skype)

Readings

Gardner (2008)

Gardner (2009)

Week 4 -- Sept. 12

Accreditation

- Dean Ann Brill (4:30 p.m.)

Curriculum & Assessment

- Barbara Barnett (5:30 p.m.)

Readings:

ACEJMC-Accrediting Standards: <http://www.acejmc.org/policies-process/nine-standards/>

Reinardy & Crawford (2013)

Christ & Henderson (2014)

Warren (2017) <http://www.poynter.org/2017/lapse-of-northwesterns-accreditation-sheds-light-on-fast-moving-world-of-journalism-education/458275/>

Week 5 -- Sept. 19

Tenure: Tenure Process

- Chuck Marsh

- Tien Lee

Readings:

Bugeja & Wilkins (2006)

Wilson (2010)

Jay (2011)

Wetherbe (2013)

Reichman et al. (2016)

Week 6 -- Sept. 26

Teaching: Introduction to teaching

- Megan Patterson

Readings:

Wiggins & McTigue (2006)

Prince & Felder (2007)

Bowen (2014)

Backward Design

Assignment and Discussion of “CTE Portfolio Review and Application”

Week 7 -- Oct. 3

Teaching: From large lectures to skills courses

- Kerry Benson

Readings:

Weston & McAlpin (2001)

Benigni (2007)

Claussen (2007)

Ginsberg & Bernstein (2011)

Week 8 -- Oct. 10

Teaching – Classroom Issues

Designing an online course

- Doug Ward

Readings:

CTE Designing a Course: <https://cte.ku.edu/getting-started>

Lang (2015)
Lang II (2015)
Zamudio-Suarez (2016)
Schaefer & Stevens (2016)

Discuss classroom management issues using “**Classroom Management Papers,**” which are due

Week 9 -- Oct. 17
Fall Break – No class

Week 10 -- Oct. 24
Teaching
Presentations/Discussion of “**CTE Portfolio Review and Application,**” which are due

Week 11 -- Oct. 31
Responsible Scholarship I
IRB Website
- Jocelyn Isley -- Interim IRB Administrator

Week 12 -- Nov. 7
Responsible Scholarship II

Readings:
Smith (2003): “APA: Five Principles for Research Ethics”:
<http://www.apa.org/monitor/jan03/principles.aspx>
“AEJMC Code of Ethics”: <http://www.aejmc.org/home/about/code-of-ethics/>

In-class review of “J-901 Responsible Research Handbook

Week 13 -- Nov. 14
Practical use for your research – among students and professionals
- Hyunjin Seo

Week 14 -- Nov. 21 No Class – Thanksgiving Break

Week 15 -- Nov. 28
Responsible Scholarship – Discussion of Research Issues
(**Completion of KU IRB; CITI Certification is due**)

Week 16 -- Dec. 5
Academic Portfolio Reviews
Final Thoughts

Dec. 12

Final portfolios are due

Other potential topics

- Jobs after/beyond academia (research centers; consulting; government research; post-docs; etc.)
- Collaborative research (interdisciplinary; international)
- Turning research into actual change (classroom use; professional use)