

Proseminar

HDFS 6890

AUTUMN 2016

*TUES 2:10 PM
TO 3:05 PM*

241 CAMPBELL HALL

*THE OHIO
STATE UNIVERSITY*



Official Course Description: This 1-credit course exposes graduate students to issues in graduate study field of Human Development and Family Science and the current research, teaching and outreach interests of the existing HDFS faculty.

Unofficial Course Description: The transition to graduate school can be intimidating. Like any field, we have our jargon (What is an impact factor? What is an SEI? Does candidacy include running for office?) It might seem like there is a secret book that the older graduate students had that you haven't seen yet. This course is designed to help you gain some of the "secret" knowledge that older graduate students and the faculty have, that they may not realize you do not. Now, the next time someone says they are preparing for candidacy, you will be able to say "how are you taking the exam?". The next time you hear a graduate teaching associate talk about their SEI, you won't be thinking "Super Excellent Idea?".

We are going to discuss several topics that graduate students commonly wonder about, from conference presentations to networking to the advisor/graduate student relationship. This is a forum where no question is "stupid" and you should feel comfortable asking anything. We will accomplish our course goals and learning objectives through readings, and in class activities on Carmen wiki.

Welcome to graduate school, welcome to Columbus, and O-H-I-O!!

Your professor:

Dr. Claire Kamp Dush

Office: 151E Campbell Hall

Phone: 247-2126

Email: kamp-dush.1@osu.edu

Email is the preferred way to reach me.

Office hours: by appointment

What's in this syllabus

Course goals/objectives	2
Course details	3
Readings schedule	3-5
Course requirements	5
Policies and resources	6



THE OHIO STATE
UNIVERSITY

Factoid



Classes began at the Ohio Agricultural and Mechanical College on September 17, 1873. Twenty-four students met at the old Neil farm just two miles north of Columbus. In 1878 the college's name was changed to The Ohio State University. In that same year the first class of six men graduated, and in 1879, the university graduated its first woman.

Source: <http://www.osu.edu/news/history.php>

Course Goals

Learning Objectives

Students will understand HS, the programs and department.

Describe the history of HS

Understand where each program fits in HS

Students will be introduced to life as an academic.

Demonstrate knowledge of major milestones of graduate school.

Identify professional organizations and conferences.

Students will understand how to find funding and scholarships.

Describe different types of graduate student funding.

Identify ways to get research funded.

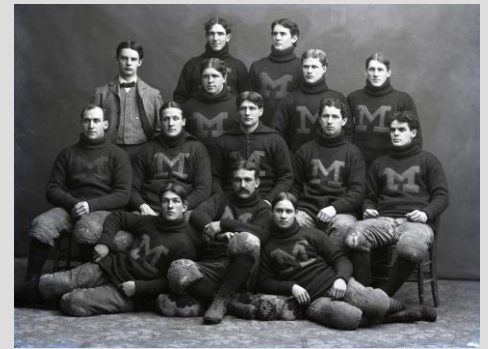
Students will identify goals for the future.

Create goals for the next few years.

Reflect on the role of teaching and research in achieving goals.



1897 Ohio State Football Team



1897 Michigan Football Team

The ongoing rivalry between The Ohio State University and the University of Michigan, known as "The Game", was established the first time the teams went head-to-head in 1897. Michigan won a 34-0. Since that game, an enduring battle of athleticism has grown to form one of college football's greatest rivalries. The pendulum swings of victory and defeat between the two teams has created high anticipation for each year's matchup. The game was voted the greatest North American sports rivalry by ESPN. Buckeyes often call Michigan "that team up North" and former coach Woody Hayes hated "that team up North" to the extent that he'd rather push his car across the state line before getting gasoline rather than contribute to the Michigan economy. He also said that he was Notre Dame's best recruiter as he would steer failed recruits Notre Dame's way rather than see them at Michigan.

Overall Record
Ohio State: 48-58-6
Michigan: 58-48-6

Ohio State students jump in Mirror Lake around midnight on the Thursday night prior to The Game.

Course website: <https://carmen.osu.edu>

course details

Required Books (available at bookstores and Amazon):

Publish and Prosper: A Strategy Guide for Students and Researchers by Nathaniel Lambert

Referred to as “PEP” Available through the [ebrary](#)

How to Write a Lot by Paul Silva

Sense of Style by Steven Pinker

Available through the [ebrary](#)

Optional Book: *The Professor Is In: The Essential Guide to Turning Your PhD Into a Job* by Karen Kelsky

Week	Readings
Week 1: August 23rd Introductions	
Week 2: August 30th How do I take a graduate class? How do I know what classes to take? What is a GIS?	<p><u>How to read for Grad School</u> by Miriam E. Sweeney</p> <p><u>Sink or Swim?</u> By Beth Azar</p> <p>Review the GIS's at Ohio State:</p> <p>http://www.gradsch.osu.edu/graduate-interdisciplinary-specializations.html</p> <p><u>Your Dissertation Begins in Your First Semester</u> by Rebecca Schuman</p> <p>Review the HDFS graduate handbook</p>
Week 3: September 6th What is a professional organization? Which ones should I be in? How do I network within an organization? What is a conference and what happens at them? What is a conference presentation? How do I submit to a conference? How do I get travel paid for?	<p><u>Why Join a Professional Association</u> by Kelly A. Cherwin</p> <p><u>Getting Involved in Professional Organizations: A Gateway to Career Advancement</u> by Daniel Dodgen, Raymond D. Fowler, and Carol Williams-Nickelson</p> <p>Review the document on Carmen “Professional Organizations Relevant to HDFS”</p> <p><u>Getting Ready for Conferences</u> by Mark Sample</p> <p><u>Presenting Your Research</u> by Lindsey L. Cohen, Laurie Greco, and Sarah Martin</p> <p><u>How to Navigate a National Convention</u> by Stephen M. Fiore</p> <p><u>How to get the Most Out of a Conference</u> by Jennifer Thorpe and Todd Ward</p> <p>Review the requirements for the <u>Ray Travel Award</u></p>
Week 4: September 13th How do I find funding? What are the different types of funding? What is a fellowship? What is a graduate research assistantship? What is a graduate teaching assistantship? How does funding work over the summer?	<p>Review <u>Financing a Graduate Degree</u></p> <p><u>How to Win a Graduate Fellowship</u> by Michael Kiparsky</p> <p><u>Gaining Teaching Experience in Graduate School</u> by Elizabeth Simpson and Krisztina Varga</p> <p>PEP Chapter 18: Teach Better in Less Time</p>
Week 5: September 20th What is a publication? What different kinds are there? How do you decide what journal to submit to? What does peer-review mean? What should I do if I	<p><u>A Graduate Student's Guide to Determining Authorship Credit and Authorship Order</u> by APA Science Student Council</p> <p><u>Publishing Your Research</u> by Alan E. Kazdin</p>

get an email soliciting my work? Are all publications created equally? How do you decide who is an author? How is the authorship order decided?

Week 6: September 27th

What is a grant? What kinds of grants are there for graduate students? Are there scholarships for graduate students?

Week 7: October 4th

What is a CV? What goes on a CV? What does not go on a CV?

Week 8: October 11th

What is an annual report? What goes in an annual report? What is service? How much service, and what kinds, should I do?

Week 9: October 18th

How does the advisor/graduate student relationship work? How do I distinguish what I research from my advisor? What *should* I research?

Week 10: October 25th

When and what should I teach? How do I stop teaching from taking over my time?

Week 11: November 1st

How do I balance graduate work and my personal life?

Week 12: November 8th

Micro-aggressions, micro-resistance, and implicit bias in the academy

[Publishing in Graduate School: Tips for New Graduate Students](#) by Kris Preacher

[From Finding an Advisor to Creating Hypotheses: The Dos and Don'ts of Beginning a Thesis](#) by Sarah Hovind

[In Search of Funding](#) by Laura M. Morett

[Grant Proposals \(or Give me the money!\)](#) by the UNC Writing Center

[Grant-Writing Tips for Graduate Students](#) by Lisa Patrick Bentley

Review <http://ehe.osu.edu/scholarships/>

[Creating and Maintaining Your CV](#) by Natalie Houston

[Dr. Karen's Rules of the Academic CV](#) by Karen Kelsky

[How to Build Your C.V.](#) by Karen Kelsky

[The Rhetoric of the CV](#) by Joshua R. Eyler

Please bring a copy of your CV to class.

Review example annual reports

[At Your Service](#) by Female Science Professor

[Teaching, Research, Sucker—I Mean—Service](#) By Gene C. Fant Jr. – Please skim the comments as well.

[Let's Give Service a Real Role](#) by Sarah Lang

PEP Chapter 2: Choose a Topic that Gets You Out of Bed in the Morning

PEP Chapter 15: The Graduate Student Guide for Being a Great Apprentice, Seeking Mentorship, and Becoming a Mentor

[How to Be a Good Mentee](#) by Tess Neal

[Passion and Strategy: Necessary Ingredients for Choosing a Thesis Topic](#) by Melissa J. Schlechter

Review <http://www.gradsch.osu.edu/appendix-f.html>

Optional: Chapters 55 and 56 from *The Professor is In* by Karen Kelsky

[Gaining Teaching Experience in Graduate School](#) by Elizabeth Simpson and Krisztina Varga

PEP Chapter 18: Teach Better in Less Time

PEP Chapter 10: Feed the Flame: Avoid Burnout

[The Master Jugglers](#) by Chysalis L. Wright

[Micro-Aggressions, Micro-Resistance, and Ally Development in the Academy](#)

Facilitators: Dr. Cynthia Ganote, Dr. Floyd Cheung, Dr. Tasha Souza

Week 13: November 15th
What should I spend the majority of my time doing?

Take at least two of the implicit bias tests through [Project Implicit](#) at Harvard

[APAGS Resource Guide for Ethnic Minority Graduate Students](#) by the American Psychological Association of Graduate Students Committee on Ethnic Minority Affairs

PEP Chapter 3: Set Concrete Production Goals that Will Motivate and Inspire You

How to Write a Lot by Paul Silva

[Writing and Procrastination](#) by Kerry Ann Roquemore

[How We Write: Understanding Scholarly](#)

[Writing through Metaphor](#) by Michelle Boyd

Week 14: November 22nd
Why writing matters Part 1

Sense of Style Chapter 1: Good Writing

Sense of Style Chapter 2: A Window Onto the World

[Plagiarism Severity Meter](#) by the Visual Communication Guy

[Avoiding and Detecting Plagiarism](#) by CUNY

Week 15: November 29th
Why writing matters Part 2

Sense of Style Chapter 3: The Curse of Knowledge

Sense of Style Chapter 4: The Web, The Tree, and The String

Sense of Style Chapter 5: Arcs of Coherence

Week 16: December 6th
Looking ahead

[Getting Hired](#) by Jeffry Valla

[If I Could Turn Back Time](#) by Christina Costanzo Mendat

[Some Modest Advice for Graduate Students](#) by Stephen C. Stearns

Optional: [The Professor Is In: The Essential Guide to Turning Your PhD into a Job](#) by Karen Kelsky

Course Requirements

This class will be a mix of lecture and discussion. That said, your participation during our class period will enhance the class experience not only for yourself, but for your classmates as well. In all likelihood, if you are confused about a point, so is one of your classmates. I want to encourage you to ask questions, make comments, and interrupt me whenever you are confused or need clarification. As this is a graduate course, I expect you to come to class prepared, having read the assigned readings.

Grades

This class is graded satisfactory (S) or unsatisfactory (U).

Policies

Disabilities Statement: ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; <http://www.ods.ohio-state.edu/>. Students are expected to follow Americans with Disabilities Act Guidelines for access to technology.

Academic Misconduct – The Ohio State University 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.” Example of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), and copying the work of another student. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course. I am obligated by University rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct).

http://studentaffairs.osu.edu/resource_cas.asp

Grievances and Solving Problems - According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order.” Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Help & Resources

If you are feeling lost or overwhelmed. . .

1. Make an appointment with me

I am more than happy to meet with you. You are welcome to email me, and we can find a time for us to meet. As the graduate studies chair, I am here to answer any question, and I believe there is no such thing as a stupid, or insignificant, question.

2. Visit one of the OSU Health and Wellness Resources for Students

Ohio State has a rich set of resources for students who need a little help with a range of issues. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. There is the [Student Wellness Center](#), the [Wilce Student Health Center](#), and the [Counseling and Consultation Service \(292-5766\)](#), which provides students with up to 10 free sessions per academic year. If you are struggling this semester, come talk to me sooner rather than later.



Factoid



More than 75 years after he raced at the 1936 Berlin Olympics, Jesse Owens is still seen as a national hero, having become the first person ever to win four gold medals at one time in Olympic track history. With his victories at the 1936 Berlin Summer Games, his fame was quickly established. These feats soon became legendary, however, because they were accomplished in front of Germany's Nazi dictator, Adolf Hitler, who was loudly proclaiming to the world the superiority of the Aryan race. Almost overnight, Owens, an African American who had grown up in Cleveland, Ohio and studied at The Ohio State University, became an international celebrity for putting a chink in Hitler's propaganda machine

Source: <http://library.osu.edu/projects/jesse-owens/>