

Department Name and Number _____

Recommended SCNS Course Identification

Prefix ____ Level ____ Course Number ____ Lab Code ____

Full Course Title _____

Transcript Title (please limit to 21 characters) _____

Effective Term and Year _____ Rotating Topic yes no

Amount of Credit ____ Contact Hour: Base ____ or Headcount ____ S/U Only yes no

Repeatable Credit yes no If yes, ____ total repeatable credit allowed

Variable Credit yes no If yes, ____ minimum and ____ maximum credits per semester

Course Description (50 words or less)

Prerequisites	Co-requisites
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Degree Type (mark all that apply) Baccalaureate Graduate Professional Other _____

Category of Instruction Introductory Intermediate Advanced

Rationale and place in curriculum

Department Contact	Name	Phone	Email
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College Contact	Name	Phone	Email
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All UCC1 forms and each UCC2 form that proposes a change in the course description or credit hours must include this checklist in addition to a complete syllabus. Check the box if the attached syllabus includes the indicated information.

Syllabus MUST contain the following information:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- A topical outline (at least tentative) of subjects to be covered
- Required and recommended textbooks
- Methods by which students will be evaluated and their grades determined
- Policy related to class attendance
- Policy related to make-up exams or other work
- Statement related to accommodations for students with disabilities
- Information on current UF grading policies for assigning grade points

It is recommended that syllabi contain the following information:

1. Critical dates for exams and other work
2. Class demeanor expected by the professor (e.g., tardiness, cell phone usage)
3. UF's honesty policy
4. Contact information for university counseling and mental health services

The University's complete Syllabus Policy can be found at:

<http://www.aa.ufl.edu/policy/SyllabiPolicy.pdf>

Sisk,Michael J

From: Osborne,Edward Wayne
Sent: Monday, January 13, 2014 8:47 AM
To: Sisk,Michael J
Cc: Barrick,R Kirby; Raulerson,Becky; Brodeur,Cheri A; Carter,Hannah S; Dyer,James E; Harder,Amy M; Hartmann,Marta M; Irani,Tracy Anne; Israel,Glenn D; Rumble, Joy N; Lamm,Alexa J; Perry,Marian Linda; Monaghan,Paul F; Myers,Brian E; Roberts, Grady; Galindo,Sebastian; Sanagorski,Laura Anne; Stedman,Nicole LaMee Perez; Stofer, Kathryn; Telg,Ricky W; Thoron,Andrew C; Andenoro,Anthony Clyde
Subject: RE: Request For External Consultation: Department of Agricultural Education and Communication

Michael,

Sorry for my delayed reply. The proposed course has elements that are similar to several of our courses, but we don't feel that significant overlap exists. However, we would request that you replace "Communicating" in the title, since that's a mainstay area of expertise in our department. Perhaps "Research and Grant Writing in Academia" or something similar would work for you.

Ed

Ed Osborne
Professor and Chair
Dept. of Agricultural Education and Communication
University of Florida
305 Rolfs Hall, PO Box 110540
Gainesville, FL 32611-0540
Office: 352-273-2613
ewo@ufl.edu

From: Sisk,Michael J
Sent: Tuesday, January 07, 2014 7:58 AM
To: Osborne,Edward Wayne
Cc: Migliaccio, Kati W
Subject: FW: Request For External Consultation: Department of Agricultural Education and Communication

Dr. Osborne,

Hopefully the Spring 2014 semester beginning yesterday went as smoothly as it could go. I just wanted to check in with AEC Dept to see if had a chance to review the e-mail request below. Thanks for your time.

Mike
SWSD

From: Sisk,Michael J
Sent: Tuesday, December 17, 2013 4:57 PM
To: Osborne,Edward Wayne
Cc: Migliaccio, Kati W
Subject: Request For External Consultation: Department of Agricultural Education and Communication

Dr. Osborne,

The Soil and Water Science Department is working on requesting a real course number for a new course that was taught for the first time in Spring 2013 and will be offered again in Spring 2014. The College of Agricultural and Life Sciences curriculum committee requested that we get external consultations from other departments/units that offer communication courses to ensure there is no overlap. One of those units identified was the Department of Agricultural Education and Communication. Please review the course syllabus and let us know if there is any overlap or issues you see that would prevent us from moving forward with our request for real course number. It may be pushing it b/c of winter break beginning, but if you could let us know by January 3rd that would be great.

Thanks for your time.

Mike
SWSD

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Michael J Sisk, Academic Support Services, Coordinator 1
Soil and Water Science Department, University of Florida IFAS
2181 McCarty Hall A, P.O. Box 110290, Gainesville, FL 32611-0290
352-294-3152, Fax: 352-392-3399
mjsisk@ufl.edu, <http://soils.ifas.ufl.edu>



December 9, 2013

Dear CALS Curriculum Committee:

Dr. Yuncong Li and I are very excited about our new course “Communicating in Academia” and have applied for a course number. In preparing this course, we consulted with many individuals including the CALS Dean’s office, our departments, students, and other faculty. We met with Drs. Mark Rieger and Al Wysocki who encouraged us to apply for a distance learning grant provided by CALS. This led to us receiving these funds and creating the course that was first taught in the Spring of 2012 through Sakai. Our course is truly unique as it offers key materials for navigating the written requirements of academia with student focused assignments and weekly chat sessions.

As we started developing this course, we looked for courses with similar content with the assistance of Dr. Mark Rieger. The only course identified was Dr. Michael Kane’s ALS 5934. We spent some time with Dr. Kane and discovered there were some key differences between our courses which actually made them more complementary rather than similar. Thus, we agreed the Dr. Kane’s class would be in the fall with our class following in the spring. This would give students the opportunity to capitalize on the benefits of both.

The differences between the courses are outlined in the following table:

	ALS5934	New Course
Title	Graduate Professional Development	Communicating in Academia -Guide for Graduate Students
Objective	<ol style="list-style-type: none"> 1. Utilize available university information, support, and guidance resources to enhance their academic and professional success. 2. Discuss diverse issues important to their graduate educational experience and professional development. 3. Developed a well-organized and effective curriculum vitae or resume. 4. Prepare and deliver more effective presentations. 	<p>Those successfully completing this course will be able to:</p> <ol style="list-style-type: none"> 1. Define plagiarism and identify plagiarism 2. Identify graduate research proposal elements required by the student’s department and advisor 3. Identify keywords associated with a research topic 4. Create a writing schedule depicting how a thesis or dissertation can be completed to meet deadlines 5. Create a manuscript outline and identify key components

		<ol style="list-style-type: none"> 6. Create figures and tables using professional practices 7. Identify appropriate journals for publishing research 8. Create an academic CV 9. Locate grant proposal announcement, identify key components to a good proposal 10. Identify key elements of a good presentation
Different topics	<ol style="list-style-type: none"> 1. Overview of Graduate Professional Development 2012 On-Line 2. Strategies to Enhance Your Graduate Experience and Professional Development 3. Preparing to Teach Your First Class 4. Conflict Resolution in an Academic Environment 5. History & Future of the Land Grant University 6. Effective Leadership 7. Responsible Conduct of Research & Science 8. Going From a Thesis/Dissertation to a Published Article 9. Getting the Most From Your Graduate Experience (panel) 10. Intellectual Property Protection and Technology Transfer 11. The Patent Process – Faculty Perspectives 12. Giving Professional Presentations: Evaluating The Do’s & Don’ts 13. Interviewing Techniques 14. Employing Graduates 15. Job Offers: Considering Benefits, Salary, Family Leave 	<ol style="list-style-type: none"> 1. Introduction to course and Sakai. Review of UF library and its resources. 2. Ethics and scientific publication 3. Common writing challenges 4. Graduate research proposal – key elements 5. Thesis/dissertation: purpose, formats, planned writing, expectations 6. Manuscript writing – structure, writing order, referencing 7. Manuscript writing – Objectives 8. Manuscript writing – Figures and Tables 9. Refereed journal process 10. CVs 11. Grant proposal writing 12. Succeeding as a graduate student Part I 13. Succeeding as a graduate student Part II
Similar lectures	<ol style="list-style-type: none"> 1. Resume and Curriculum Vitae Development 2. Preparing Professional Presentations: An Overview 3. Giving Professional Presentations: Evaluating The Do’s & Don’ts 	<ol style="list-style-type: none"> 1. CVs 2. How to Give Effective Presentations
Format	<ol style="list-style-type: none"> 1. Saki-lectures 2. Seminars are presented by 15 	<ol style="list-style-type: none"> 1. Saki-lectures 2. All lectures are delivered by Drs.

	persons.	Migliaccio and Li
Student interaction	With each topic, students are required to complete an assigned reading, or in some cases, view a video vignette and then post a response to a discussion question.	Interaction with students consists of homework with instructor feedback. In addition, two live chat sessions a week using video software are held.
Grading	Final grading of Satisfactory/Unsatisfactory (S/U) will be based on total points achieved through: 1) submission of critiques of the online video presentations; 2) submission of brief responses to short readings or topical discussion questions; and 3) submission of an effective resume or curriculum vitae with a well-written and compelling application cover letter for a specific position.	3 credit course with a letter grade. Grade is partitioned such that participation in chats is 15%, homework assignments are 70%, and the creative project is 15% of the total grade. Assignments are based on each weeks lecture and designed to allow students to further develop materials required within their academic program or that would enhance their graduate products. Assignments are graded weekly with follow-up discussion in the chat session.
Grade	2 credits with S/U	3 credits with letter grade
Textbook	No	Yes
Required class project	No	Yes; Required to use skills acquired in the class and discipline specific topics.

Dr. Kane’s class provides a classical overview of topics of interest to those entering the academic profession. Our course more specifically focuses on writing and how to effectively communicate as an academic. We believe both are very useful to graduate students.

Twenty-seven graduate students took our course last spring with excellent reviews. We strongly feel this course is needed based on this teaching experience and interactions with our graduate students. We want our graduate students to be great communicators so that scientific results are accurately conveyed. Dr. Li and I feel this course helps to provide this skill as formal coursework on this topic is currently lacking. The element of being distance education adds to its effectiveness as we can reach a larger audience.

Sincerely,



Kati Migliaccio, PhD PE
 Associate Professor klwhite@ufl.edu
 Agricultural and Biological Engineering

Sisk,Michael J

From: Leary,James Daniel
Sent: Thursday, January 16, 2014 2:21 PM
To: Sisk,Michael J
Cc: Migliaccio, Kati W; Li,Yuncong; Snyder,Robin Iris; Turner,R Elaine; Fant,James T
Subject: FW: Graduate-level writing class

Hello Mike!

I just spoke to Ed Osborne about the title issue. I know he was reluctant, but said he was willing to let the title stand as approved by the College of Engineering with "Communicating" in the title, stating that they had no claim to the term "communicating". I hope this will help you get this course approved.

Best regard,
Jim

James D. Leary, Ph.D., P.E.
Undergraduate Coordinator
Biological Engineering
115 Rogers Hall
PO Box 110570
Gainesville, FL 32611-0570
PH: 352-392-1864 x 115
FX: 352-392-4092

From: Leary,James Daniel
Sent: Sunday, December 15, 2013 2:32 PM
To: Greer,Creed C,III
Subject: RE: Graduate-level writing class

Hello Creed!

Thanks for getting back to me with those comments. No need to officially fill out a form, but thanks! Your email comments will be sufficient for the COE Curriculum Committee. Thanks again! Wishing you the best for the holiday!

Sincerely,
Jim

From: Greer,Creed C,III
Sent: Friday, December 13, 2013 4:10 PM
To: Leary,James Daniel
Subject: RE: Graduate-level writing class

Hi Jim:

I would be happy to fill out the form. We do have a 5000-level writing class under review in the UCC, but I think our courses are significantly different.

I hope you don't mind if I put this on my schedule for next week.

All the best,
Creed

From: Leary, James Daniel
Sent: Friday, December 13, 2013 9:49 AM
To: Greer, Creed C, III
Subject: Graduate-level writing class

Hello Creed,

Dr. Kati Migliaccio is in the process of acquiring a course number for her class, *Communicating in Academia* (syllabus and UCC1 form attached). This was tabled at our last College of Engineering Curriculum Committee Meeting to determine if it already duplicated any other graduate-level writing classes. Angela Lindner said to contact you as a source who might know if this is a duplication of any other such graduate course. Please let me know either way. Thank you for your time!

Best regards,
Jim Leary

James D. Leary, Ph.D., P.E.
Undergraduate Coordinator
Biological Engineering
115 Rogers Hall
PO Box 110570
Gainesville, FL 32611-0570
PH: 352-392-1864 x 115
FX: 352-392-4092

Sisk,Michael J

From: Kane,Michael E
Sent: Friday, December 06, 2013 5:49 PM
To: Sisk,Michael J
Subject: RE: Request For Real Course Number: SWS_5XXX_Communicating_In_Academia

Absolutely no objections. I have seen the syllabus from last year.

Mike Kane

Dr. Michael E. Kane
Distinguished Teacher Scholar & Professor
Environmental Horticulture Department
University of Florida
P.O. Box 110675
Gainesville, FL 32611-0675
Office 352-273-4500
Cell: 352-359-3565
Fax: 352-392-1413
Email: micropro@ufl.edu

[Plant Restoration, Conservation, and Propagation Biotechnology](#)



From: Sisk,Michael J
Sent: Friday, December 06, 2013 1:43 PM
To: Kane,Michael E
Subject: FW: Request For Real Course Number: SWS_5XXX_Communicating_In_Academia

Dr. Kane,

I know this the CALS Curriculum Committee is going to request external consultation from Environmental Horticulture since we are trying to get a real course number for the Communicating in Academia . I know you teach ALS 5934 – Graduate Professional Development Seminar so that is why think they are going to need something. Dr. Migliaccio and Dr. Li are working on a justification memo now and have advised to me that you all are confident they are different, actually the courses are complementary and that you all already compared topics and agree both courses are different. Would you be able to respond (via e-mail will be fine) if you have any objections to us getting a real course number for Communicating in Academia.

Thanks for your time.

Mike
SWSD

From: Sisk,Michael J
Sent: Friday, December 06, 2013 12:26 PM
To: Teplitski,Max; Li,Yuncong; Migliaccio, Kati W
Subject: Request For Real Course Number: SWS_5XXX_Communicating_In_Academia

Good Afternoon,

The Soil and Water Science Department request for a real course number for Communicating in Academia is going to the CALS Curriculum Committee meeting on December 13th at 2:00 pm. I received a call from the Dean's Office yesterday requesting an additional document justifying our request and what sets this course apart from other courses of this nature at UF, obviously I will need your all's help to draft this memo, get signatures, and then send over to Dean's Office before next Friday. I know this request probably isn't coming at an opportune time, but the Dean's Office believes it is vital to have this justification document for the full committee to review next Friday.

The only course I know of that they may be thinking a conflict might show up between the courses is the ALS 5934 – Graduate Professional Development - Dr. Mike Kane in Environmental Horticulture, this course already has a perm course number:

- a. <http://hort.ifas.ufl.edu/faculty/kane/als5934/>

Thanks for your assistance.

Mike
SWSD

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Michael J Sisk, Academic Support Services, Coordinator 1
Soil and Water Science Department, University of Florida IFAS
2181 McCarty Hall A, P.O. Box 110290, Gainesville, FL 32611-0290
352-294-3152, Fax: 352-392-3399
mjsisk@ufl.edu, <http://soils.ifas.ufl.edu>



Sisk,Michael J

From: Sisk,Michael J
Sent: Tuesday, December 17, 2013 4:58 PM
To: Osborne,Edward Wayne
Cc: Migliaccio, Kati W
Subject: Request For External Consultation: Department of Agricultural Education and Communication
Attachments: SWS_5XXX_Communicating_In_Academia_12_17_13.pdf; Com_. in acad. justification letter Migliaccio.pdf

Dr. Osborne,

The Soil and Water Science Department is working on requesting a real course number for a new course that was taught for the first time in Spring 2013 and will be offered again in Spring 2014. The College of Agricultural and Life Sciences curriculum committee requested that we get external consultations from other departments/units that offer communication courses to ensure there is no overlap. One of those units identified was the Department of Agricultural Education and Communication. Please review the course syllabus and let us know if there is any overlap or issues you see that would prevent us from moving forward with our request for real course number. It may be pushing it b/c of winter break beginning, but if you could let us know by January 3rd that would be great.

Thanks for your time.

Mike
SWSD

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Michael J Sisk, Academic Support Services, Coordinator 1
Soil and Water Science Department, University of Florida IFAS
2181 McCarty Hall A, P.O. Box 110290, Gainesville, FL 32611-0290
352-294-3152, Fax: 352-392-3399
mjsisk@ufl.edu, <http://soils.ifas.ufl.edu>



Sisk,Michael J

From: Sisk,Michael J
Sent: Tuesday, December 17, 2013 4:56 PM
To: Greer,Creed C,III
Cc: Migliaccio, Kati W
Subject: External Consultation Request From UF Writing Program
Attachments: SWS_5XXX_Communicating_In_Academia_12_17_13.pdf; Com_. in acad. justification letter Migliaccio.pdf

Dr. Greer,

The Soil and Water Science Department is working on requesting a real course number for a new course that was taught for the first time in Spring 2013. The College of Agricultural and Life Sciences curriculum committee requested that we get external consultations from other departments/units that offer communication courses to ensure there is no overlap. One of those units identified was the UF Writing Program. Please review the course syllabus and let us know if there is any overlap or issues you see that would prevent us from moving forward with our request for real course number. It may be pushing it b/c of winter break beginning, but if you could let us know by January 3rd that would be great.

Thanks for your time.

Mike
SWSD

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Michael J Sisk, Academic Support Services, Coordinator 1
Soil and Water Science Department, University of Florida IFAS
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352-294-3152, Fax: 352-392-3399
mjsisk@ufl.edu, <http://soils.ifas.ufl.edu>



Sisk,Michael J

From: Greer,Creed C,III
Sent: Tuesday, January 07, 2014 10:41 AM
To: Sisk,Michael J
Subject: RE: External Consultation Request From UF Writing Program

Dear Dr. Sisk:

Thank you for consulting with us about potential duplication/overlap with UWP courses.

SWS 5XXX overlaps in minor part with our ENC 5319, specifically on these three objectives:

- Create a manuscript outline and identify key components
- Create figures and tables using professional practices
- Identify appropriate journals for publishing research

However, SWS 5XXX appears to be a professionalization course in which students learn about various writing tasks, whereas our course is a skills course in which students develop the ability to write full-length academic papers. Thus, the primary requirement of ENC 5319 is a publishable manuscript, whereas SWS 5XXX does not require a significant writing project.

Therefore, we do not object to the creation of this new course.

Sincerely,
Creed Greer

Creed Greer, Director
University Writing Program
University of Florida
302 Tigert Hall
P.O. Box 112020
Gainesville, Florida 32601
352-846-1138
www.writing.ufl.edu

From: Sisk,Michael J
Sent: Tuesday, January 07, 2014 7:58 AM
To: Greer,Creed C,III
Cc: Migliaccio, Kati W
Subject: FW: External Consultation Request From UF Writing Program

Dr. Greer,

Hopefully the Spring 2014 semester beginning yesterday went as smoothly as it could go. I just wanted to check in with you all to see if had a chance to review the e-mail request below. Thanks for your time.

Mike
SWSD

From: Sisk, Michael J
Sent: Tuesday, December 17, 2013 4:55 PM
To: Greer, Creed C, III
Cc: Migliaccio, Kati W
Subject: External Consultation Request From UF Writing Program

Dr. Greer,

The Soil and Water Science Department is working on requesting a real course number for a new course that was taught for the first time in Spring 2013. The College of Agricultural and Life Sciences curriculum committee requested that we get external consultations from other departments/units that offer communication courses to ensure there is no overlap. One of those units identified was the UF Writing Program. Please review the course syllabus and let us know if there is any overlap or issues you see that would prevent us from moving forward with our request for real course number. It may be pushing it b/c of winter break beginning, but if you could let us know by January 3rd that would be great.

Thanks for your time.

Mike
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Michael J Sisk, Academic Support Services, Coordinator 1
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352-294-3152, Fax: 352-392-3399
mjsisk@ufl.edu, <http://soils.ifas.ufl.edu>



Communicating in Academia -Guide for Graduate Students Syllabus

Kati Migliaccio and Yuncong Li

SWS 5XXX

COMMUNICATING IN ACADEMIA

- 1. Catalog Description:** 3 credits. Spring 2014, Distance Education with chat sessions. This course is designed to teach graduate students about academic writing, specifically focused on research proposals, theses, dissertations, manuscripts, grant proposals, and CVs. The course was developed to teach students about aspects of academic writing that are not normally part of graduate curriculum but are necessary to succeed.
- 2. Pre-requisites and Co-requisites:** None.
- 3. Course Objectives:**
Those successfully completing this course will be able to:
 - Define plagiarism and identify plagiarism
 - Identify graduate research proposal elements required by the student's department and advisor
 - Identify keywords associated with a research topic
 - Create a writing schedule depicting how a thesis or dissertation can be completed to meet deadlines
 - Create a manuscript outline and identify key components
 - Create figures and tables using professional practices
 - Identify appropriate journals for publishing research
 - Create an academic CV
 - Locate grant proposal announcement, identify key components to a good proposal
 - Identify key elements of a good presentation
 - Better prepare students for the process of job interview

4. Instructors:

Dr. Kati Migliaccio
Telephone: 305-246-7001 x 288
E-mail: klwhite@ufl.edu
Web site: <http://trec.ifas.ufl.edu/kwm/>

Dr. Yuncong Li
Telephone: 305-246-7001 x 282
E-mail address: yunli@ufl.edu
Web site: <http://trec.ifas.ufl.edu/yuncong/>

Office Location: UF Tropical Research and Education Center

Drs. Migliaccio and Li will return email and phone messages within 48 hours of receiving them. Do not expect messages to be returned over the weekend.

5. Training Location: Sakai (<https://lss.at.ufl.edu/>)

A valid UF login is needed in order to register for this training. This course is offered through Sakai and therefore requires internet access. Internet speeds vary, wireless and DSL will likely result in slow video downloads. To check the speed of your connection, try speedtest.net. A speed rating of A or B should be sufficient. Internet connections with speeds graded as C or less are likely to be slow.

Be aware that participation is part of each student's grade. Participation will consist of scheduled chat sessions (the times for these sessions will be established on the first week of class) and potential designated Sakai discussion.

6. Material and Supply Fees: To be determined

7. Textbooks and Software Required:

Katz, M.J. 2009. *From Research to Manuscript*. 2nd ed. Cleveland, OH: Springer.

Hacker, D. and N. Sommers. 2010. *A Writer's Reference*. 7th ed. Boston, MA: Bedford Books of St. Martin's Press.

8. Recommended Reading: (The list and readings will be modified based on availability of e-version of these books. The request of purchasing has been submitted to the UF library)

Luellen, W. 2001. *Fine-Tuning Your Writing* Madison, WI: Wise Owl Publishing Company.

Day, R.A. and B. Gastel. 2006. *How to Write and Publish a Scientific Paper*, 6th ed. Westport, CT: Greenwood Press. (UF has e-book for 5th edition)

Cahn, S. 2008. *From Student to Scholar*. New York, NY: Columbia University Press.

Ogden, T.E. and I.A. Goldber. 2002. *Research Proposals, A Guide to Success*. 3rd ed. San Diego, CA: Academic Press.

Malmfors, B., P. Garnsworthy, and M. Grossman. 2005. *Writing and Presenting Scientific Papers*. 2nd ed. Nottingham, United Kingdom: Nottingham University Press.

Alley, M. 2003. *The Craft Scientific Presentations*. New York, NY: Springer. (UF has e-book and please check if any new version)

9. Attendance and Expectations: Students are expected to complete the presentations and course assignments using Sakai. All late homework and assignments will receive a letter grade (10 pt) deduction for each 12 hrs late. Homework assignments will be submitted in Sakai. Graded assignments will also be returned using the Sakai system. **It is the student's responsibility to check for assignments each week. Weekly assignments are provided in the syllabus and also in Sakai and are typically released on Mondays at 8 am.**

Chat sessions will be scheduled weekly and all students are expected to participate (High Speed Internet Access & Web-Cams Are Required for Chat Sessions). Chat sessions will be held outside of the Sakai course framework using Adobe Connect or a similar service. Any absences must be approved by the instructor via email correspondence or a grade of 0 will be given for participation on that date. However, if the absence is due to technical difficult there will be an optional makeup

opportunity. **Thus, students will need access to a computer with a web camera and audio to take this course.** Chat sessions will be scheduled after course registration to best accommodate everyone's schedule. At least two sections of chat will occur each week. **Students may attend either or both chat sessions. Chat sessions may be replaced with discussions in Sakai at the instructors' discretion. Students will be notified in advance of any such change.**

Any work that is submitted should be the product of the student. Any assignments that are not the individual students work will be given a 0 grade and further disciplinary action per UF policy.

While this course is a distance education course, it should be treated and considered as a regularly offered course and will require the same amount of time that any other 3 credit graduate course would require. Lecture lengths are posted in the course outline. Chat sessions are expected to be 1 to 1.5 hours in length each week. Assignments range in difficulty but will require several hours of work to complete each week. The creative project should be given due attention as it represents 15% of the course grade.

Requirements for class attendance are consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#attendance> .

10. Grading: Participation in chats 15%, homework assignments 70%, creative project 15%

11. Grading Scale: A=90-100%, B = 80-89, C = 70-79%, D = 60-69%, E<60%

11a. Grades and Grade Points For information on current UF policies for assigning grade points see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

12. Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

13. Honesty Policy – Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

14. Course Outline: Course outline

Class	Activities
Intro	<p>Reading: None.</p> <p>Lecture: Introduction to course and Sakai. Review of UF library and its resources.</p> <p>Assignment test: Introduction using the discussions option in Sakai</p>
1	<p>Reading: Fanelli, D. 2009. How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. PLoS ONE 4(5): e5738. doi:10.1371/journal.pone.0005738</p> <p>Benos et al., 2005. Ethics and Scientific publication. Advan in Physiol Edu 29:59-74</p> <p>Rowe et al. 2009. Funding food science and nutrition research: financial conflicts and scientific integrity. Nutrition Reviews 67(5):264-272</p> <p>Lecture: Ethics and scientific publication (Drs. Migliaccio and Li) (48 min)</p> <p>Assignment: Assess knowledge of plagiarism and their ability to differentiate between appropriate and plagiarized text.</p>
2	<p>Reading: Part I, Ch 1 and 2 in Katz.</p> <p>Lecture: Common writing challenges (Drs. Migliaccio and Li) (36 min)</p> <p>Assignment: Review a journal article of their choice (related to their research), the student must read and identify grammar mistakes, punctuation mistakes, and poor word choices. DO NOT SELECT YOUR ADVISOR'S PAPER.</p>
3	<p>Reading: Ch 1, 2 and Epilogue in Cahn</p> <p>Lecture: Graduate research proposal – key elements (Drs. Migliaccio and Li) (33 min)</p> <p>Assignment: Identify departmental requirements for a proposal; ask advisor or other committee members for any addition requirements she/he might have. Submit departmental requirements (copy of doc) and outline of proposal that</p>

	includes these elements. Identify 15 'key words' for your topic.
4	<p>Reading: Graduate handbook for your department and UF – sections regarding thesis and dissertation writing.</p> <p>Lecture: Thesis/dissertation: purpose, formats, planned writing, expectations (Drs. Migliaccio and Li) (24 min)</p> <p>Assignment: Provide a chapter outline of your thesis/dissertation with a timetable for completing each chapter.</p>
5	<p>Reading: Part II, Ch 1 Katz</p> <p>Lecture: Manuscript writing – structure, writing order, referencing (Drs. Migliaccio and Li) (29 min)</p> <p>Assignment: Provide a manuscript outline based on the tips and elements presented in this lesson.</p>
6	<p>Reading: Part II, Ch 2 Katz</p> <p>Lecture: Manuscript writing – Objectives (Drs. Migliaccio and Li) (26 min)</p>
7	<p>Reading: Part I, Ch 4 – 5 Katz</p> <p>Lecture: Manuscript writing – Figures and Tables (Drs. Migliaccio and Li)</p> <p>Assignment: Make a figure and a table following good practices using your research data</p> <p>Creative project: Discussion of creative projects and grading</p>
SPRING BREAK	
8	<p>Reading: Part III, Ch 1 and 2 Katz ; Amin and Mabe, 2000. Impact factors: use and abuse. Perspectives in Publishing.</p> <p>Lecture: Refereed journal process (Drs. Migliaccio and Li) (26 min)</p> <p>Assignment: Identify 4 potential journals for publishing your research; include ranking factors, page charges, and other characteristics. Identify at least one reference in each journal related to your research.</p>
9	<p>Lecture: CVs (Drs. Migliaccio and Li) (32 min)</p> <p>Assignment: Submit draft CV</p>
10	<p>Reading: Part I, Ch 1-10 in Ogden & Goldberg</p> <p>Lecture: Grant proposal writing (Dr. Eric McLamore)</p> <p>Assignment: Find 2 announcements in your field.</p> <p>Creative project: Deadline for creative project idea submittal. This is required and those who do not submit will receive a 20 point deduction in their final grade for the creative project.</p>
11	<p>Reading: Ch 2, 3, 4, and 5 in Alley</p> <p>Lecture: How to Give Effective Presentations (Dr. Li) (37 min)</p> <p>Assignment: Presentation evaluation</p>
12	<p>Reading: Ch 3-10 in Cahn</p> <p>Lecture: Succeeding as a graduate student Part I (Drs. Li and Migliaccio)</p> <p>Assignment: Graduate student/advisor characteristics</p>

13	Lecture: Succeeding as a graduate student Part II (Drs. Li and Migliaccio) Assignment: Preparing for an academic career
14	Creative project: A creative project, related to each student's research, will be submitted. Examples include research videos, website, BLOG, or other. The project should result in something the student can use when showcasing their research for continuing their education or applying for a job. All projects must be approved by Drs. Migliaccio or Li. The final creative project is worth 15% of the course grade which corresponds to 200 points.

15. Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

16. UF Counseling Services – Resources are available on-campus for students having personal problems or lacking clear career and academic goals. The resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, Personal and Career Counseling.
- SHCC mental Health, Student Health Care Center, 392-1171, Personal and Counseling.
- Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161, sexual assault counseling.
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

17. Software Use – All faculty, staff and student of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

18. Each online distance learning program has a process for, and will make every attempt to resolve, student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

