

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 8990
Course Title Dissertation Writing Workshop
Transcript Abbreviation Diss Writing Wkshp
Course Description Since the dissertation is often your first effort to construct a complex, original, and extended argument, interpretation and/or analysis, this writing workshop will assist you in developing concrete strategies for tackling this major task, hold you accountable for making progress on the dissertation, and contribute to the creation of an intellectual community among Comp Studies graduate students.
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Satisfactory/Unsatisfactory
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Doctoral Course
Intended Rank Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- To support you in developing concrete strategies increasing writing productivity and enjoyment
- To support you in building and following through on accountability structures related to your research, writing, and personal goals
- To support the cultivation of an intellectual and social community among students in the course
- To cultivate academic and non-academic audiences and communicate complex ideas to both specialists and broad publics clearly and persuasively in order to engage in professional contexts.
- Articulate a research trajectory that addresses varied and distinct professional contexts
- Gain knowledge of varied possible interdisciplinary or disciplinary applications or homes for your research and their unique demands

Content Topic List Sought Concurrence

- Dissertation, Writing, Career, Professional Development, Planning, Time Management, Network, Support
- No

Attachments

- CS 8990 Dissertation Writing Workshop.pdf: syllabus

(Syllabus. Owner: Vu,Elizabeth A)

Comments

- Part of a graduate program revision (part 8 of 8 new courses) *(by Vu,Elizabeth A on 10/15/2019 12:13 PM)*
- The College is ASC, not the Graduate School. Please change. I cannot change that field for you. *(by Vankeerbergen,Bernadette Chantal on 10/15/2019 08:44 AM)*

(by Vankeerbergen,Bernadette Chantal on 10/15/2019 08:44 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/11/2019 03:09 PM	Submitted for Approval
Approved	Shank,Barry	10/11/2019 07:28 PM	Unit Approval
Approved	Heysel,Garett Robert	10/11/2019 09:18 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/15/2019 08:44 AM	ASCCAO Approval
Submitted	Vu,Elizabeth A	10/15/2019 12:13 PM	Submitted for Approval
Approved	Shank,Barry	10/15/2019 12:30 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2019 10:12 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/22/2019 10:12 PM	ASCCAO Approval

COMPSTD 8990
Autumn 2019
“Dissertation Writing Workshop”
2 Credits, Seminar
Thursday 10:15-12:15

Classroom: Hagerty 451

Instructor: xxx

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

The course is required of all PhD students who are post-candidacy and must be taken every semester until the dissertation defense and graduation. Since the dissertation is often your first effort to construct a complex, original, and extended argument, interpretation and/or analysis, this writing workshop will assist you in developing concrete strategies for tackling this major task, hold you accountable for making progress on the dissertation, and contribute to the creation of an intellectual community among Comparative Studies graduate students. As this course will focus on strategies that will support your success as faculty or other employment, we will be engaging in weekly ‘homework’ activities designed for this purpose. As OSU is an institutional partner with the National Center for Faculty Development and Diversity (<https://www.facultydiversity.org>), we will also be deriving homework experiments from those used in the Dissertation Success Curriculum. From week 4, each class will include a reflection on the homework, our ‘accountability check-ins,’ as well as group engagement with the writing that has been submitted (at least 7 days before peer review session).

Required Texts

Romand Coles, *Visionary Pragmatism: Radical and Ecological Democracy in Neoliberal Times*. Duke University Press, 2016.

Susan Basalla & Maggie Debelius, “So What Are You Going to Do with That?” *Finding Careers Outside Academia*. 3rd Edition. University of Chicago Press, 2015

Joli Jensen, *Write No Matter What: Advice for Academics*. University of Chicago Press, 2017.

Books available at OSU Bookstore.

Course Objectives/Learning Outcomes

This writing workshop has six main goals:

- To support you in developing concrete strategies increasing writing productivity and enjoyment
- To support you in building and following through on accountability structures related to your research, writing, and personal goals
- To support the cultivation of an intellectual and social community among students in the course

- To cultivate academic and non-academic audiences and communicate complex ideas to both specialists and broad publics clearly and persuasively in order to engage in professional contexts.
- Articulate a research trajectory that addresses varied and distinct professional contexts
- Gain knowledge of varied possible interdisciplinary or disciplinary applications or homes for your research and their unique demands

Requirements and Assignments

a) Attendance and Participation 40%

- Discuss readings
- For some sessions, students will read an essay on some aspect of professionalization. These essays will be posted on CARMEN and each session students will read an essay or chapter about techniques for completing the dissertation and be prepared to discuss this in the workshop. Complete reading before our class session. If you don't find it useful for your own experience, consider how it might be useful for your peers.
- Provide typed 300-word commentaries on work of peers to be turned in at beginning of class in hard copy

b) Dissertation Pages 40%

- 5 pages due each session
- 20-25-page section due once in term for workshop/feedback
- Once each term, each student will also submit ~25 pages for peer review and comments by group. Students will read and comment on each other's work at each session. Students who are not the primary respondent for the submitted writing will read carefully and comment thoughtfully on each writing submission. Comments must be posted on the appropriate discussion board on the course Carmen site. Use the Guide to Reading and Responding to Interdisciplinary Scholarship on the Carmen Site to shape your comments.

c) Review/Feedback 20%

- Lead a peer review session once in the term where you provide detailed editing comments directly on text on assigned week focusing on questions author has identified as critical and/or argument/interpretation, structure, organization, method. Leave style comments out for now.

d) "Practice of the Profession" Workshops

All students enrolled in the Seminar should attend the "Practice of the Profession" workshops held at The Barnett Center each year, a series of professionalization workshops for graduate students led by faculty and members of UCAT/UTIL and The Humanities Center. The workshops are scheduled throughout the academic year. The workshops have been organized by the following Departments: African American and African Studies, Comparative Studies, East Asian Languages and Literature, French and Italian, Germanic Languages and Literatures, Near Asian Languages and Cultures, Slavic

and East European Languages and Cultures, Spanish and Portuguese, Women's, Gender, and Sexuality Studies. Workshops include:

- "Positioning Yourself on the Job Market"
- "Assembling the Teaching Portfolio"
- "Positioning Your Research & Finding Your Audience"
- "Funding Opportunities: Grants & Fellowships"
- "Research Statements"
- "Publishing in Journals"
- "CVs and Resumes for Careers Inside & Outside the Academy"
- "Choosing Your Service Carefully"

Grading

This workshop is graded on S/U basis. An S grade requires that you satisfy your writing contract, participate actively and productively in the discussion of your colleagues' work, show evidence of careful attention to the nuances of interdisciplinary scholarship, show evidence of thinking deeply about the purpose and value of your work. An S grade requires at least 80% completion in each category of requirements.

Class Attendance Policy

Attendance is *mandatory*. More than 2 absences will result in a 10% deduction in Attendance and Participation requirement.

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Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that

they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younk Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity:

The Ohio State University 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. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. 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.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's

ideas.” It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

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Course Outline

- Week 1** Course Organization and Writing “Contracts”
Initial Backward Planning, SMART Goal Setting
Introduction to Strategic Planning
Establishing Calendar for Peer-review Sessions
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- Week 2** **Discussion of Alternative Careers (1): Co-creating Knowledge**
- Read: Romand Coles, *Visionary Pragmatism: Radical and Ecological Democracy in Neoliberal Times*.
- Formulating a Strategic Plan for your Research
-
- Week 3** **Discussion of Alternative Careers (2): Questions of Audience**
- Read: Susan Basalla & Maggie Debelius, “*So What Are You Going to Do with That?*”: *Finding Careers Outside Academia*.
- Reviewing our Strategic Plans
- Schedule a meeting with your Advisor and one other trusted person to discuss your Strategic Plan
-
- Week 4** **Discussion of Alternative Careers (3): Writing for the Public**
- Read: Joli Jensen, “Writing for the Public”
- Accountability Check in
Peer Review Session (1)
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- Week 5** **Learning how to hold a Weekly Planning Meeting**
- Joli Jensen, “Demystifying Academic Writing”
- Accountability Check in
Peer Review Session (2)
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- Week 6** **Time Management and Tracking Use of Time**
- Joli Jensen, “Securing Time,” “Securing Space,” “Securing Energy”

Accountability Check in
Peer Review Session (3)

Week 7 **Assess your Progress and Making Adjustments**

Joli Jensen, “Challenging Writing Myths” and “The Magnum Opus Myth”

Accountability Check in
Peer Review Session (4)

Week 8 **Overcoming Fear**

Joli Jensen, “The Impostor Syndrome” and “The Hostile Reader Fear”

Accountability Check in
Peer Review Session (5)

Week 9 **Maintaining Momentum**

Joli Jensen, “Follow the Lilt,” “Beginnings and Endings,” “Finding the Lost Trail”

Accountability Check in
Peer Review Session (6)

Week 10 **Reflecting on Professional Intentions/Desires**

Joli Jensen, “Effective Feedback” and “Handling Revisions and Rejections”

Creating Revised Strategic Plans

Accountability check in
Peer Review Session (7)

Week 11 **Overcoming Academic Perfectionism**

Joli Jensen, “Letting Go of the Dream

Strategic Plan Review

Arrange meetings with Advisor and one other trusted person to discuss your Strategic Plan

Accountability Check in
Peer Review Session (8)

Week 12**Building a Web of Support**

Joli Jensen, “Building Writing Support,” “Creating Faculty Writing Groups”

Reviewing and Recommitting to Weekly Planning Meetings

Accountability Check in
Peer Review Session (9)

Week 13**Committing to Self-Care**

Joli Jensen, “Overcoming Isolation”

Accountability Check in
Peer Review Session (10)

Week 14**Creating an Extended Network of Mentors for Long-term Success**

Reflections on Mentoring throughout the Semester

Accountability Check in
Peer Review Session (11)

Week 15**Final Class: Reflections on our Learning Community**

Accountability Check in
Peer Review Session (12)