

Term Information

Effective Term Spring 2024
Previous Value Spring 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding 100% DL

What is the rationale for the proposed change(s)?

The faculty member is planning to offer this course online

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7910
Course Title	Prospectus Writing & Professional Development
Transcript Abbreviation	Prosp & Prof Dev
Course Description	Seminar dedicated to researching and writing Dissertation Prospectus. Also review of professional development skills: grant writing, building a resume and planning a career, how to write and present a conference paper, book reviews.
Semester Credit Hours/Units	Fixed: 3

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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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	Prereq: Grad standing.
Exclusions	
Previous Value	Not open to students with credit for 795.02.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will research and write their dissertation prospectus.
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Funding sources• Research• Conferences and other professional activities. Work on writing conference papers• Grant applications• Articles• Prospectus writing• Book reviews
Previous Value	<ul style="list-style-type: none">• <i>Funding sources</i>• <i>Research</i>• <i>Conferences and other professional activities. Work on writing conference papers</i>• <i>Grant applications</i>• <i>Job application materials</i>• <i>Articles</i>• <i>Prospectus writing</i>• <i>Book reviews</i>
Sought Concurrence	No

COURSE CHANGE REQUEST
7910 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/28/2023

Attachments

- 7910 DL Syllabus (Formatted).docx: Syllabus - DL
(Syllabus. Owner: Getson, Jennifer L.)
- HIST 7910 Syllabus SP24.doc: Syllabus - In-Person
(Syllabus. Owner: Getson, Jennifer L.)
- History 7910 DL Cover Sheet.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	11/13/2023 11:23 AM	Submitted for Approval
Approved	Soland, Birgitte	11/13/2023 11:26 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/28/2023 12:39 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/28/2023 12:39 PM	ASCCAO Approval



Syllabus

History/7910

Prospectus Writing and Professional Development

Spring 2024

3 Credit Hours

Online, Synchronous by Zoom

Thursday, 5:30pm – 8:15pm

Course overview

Instructor

- Stephanie Smith
- Smith.4858@osu.edu
- 614-292-6216
- Course Zoom Link
- Thursday at 12:30pm to 2:00pm by Carmen Chat, or by appointment

Note: My preferred method of contact is email.

Course description

This seminar is dedicated to researching and writing your dissertation prospectus. We also will discuss professional development skills, including grant writing, building a resume and planning a career, writing and presenting a conference paper, and book reviews. By the end of this course, you will have produced a dissertation prospectus that you will present to your committee at the time of your generals.



A prospectus is a detailed plan of your intellectual journey: from prospectus to the archives, from your research to your dissertation, from the dissertation to articles and book. Your prospectus will engage your analytical, imaginative, and literary skills, not to mention discipline and endurance. Your journey can be both exhilarating and daunting.

In preparing your prospectus, you'll draw particularly on three specific sorts of support:

- First, as you have surely discovered, your fellow students are a valuable source of insight and support. In this course, you will help each other launch your projects.
- Second, I will read your drafts, offer advice, and encourage you. But, since I am a Latin American historian and most of you are not, my advice will be more structural, practical, and stylistic than substantive.
- Third, your advisor and members of your dissertation committee are the experts to whom you will turn for substantive advice about archives, resources, and the feasibility of your project. Throughout the semester, you must keep in close touch with your advisor and committee. If you encounter difficulties, let me know, but otherwise I'll assume that your advisor and committee members are offering advice and providing feedback on a regular basis.

A prospectus that succeeds in persuading others of the worth of a project depends on the same ingredients that make for "good writing" generally. For that reason, we will focus throughout the semester on the craft of historical writing, as well as on the practicalities of launching a research project. As we do so, we will think about such matters as the interplay between analysis and narrative structure; the creation of characters that readers believe in and care about; the development of a personal voice; the importance of a reliable narrator (whose truth claims readers will be inclined to accept); the question of audience; the role of the imagination; and the relationship between self and subject. As necessary, we also will think about such matters as grammar, style, and organization.



Please keep in mind that eventually you will use your dissertation prospectus as the basis for grant proposals. History 7910 is not a course on grant-writing, but we will further develop the peculiar art of writing grant proposals—an art that asks you to address non-specialists as well as specialists. Most grants are judged by committees whose members know little about your topic. As a grant-writer, you must deftly tell them all they need to know while, at the same time, signaling your expertise to the known-to-you specialists who will write your letters of recommendation and the unknown-to-you specialists who may serve on the fellowship committee.

A dissertation prospectus is not an end in itself, but a means to an end. It is always a work-in-progress. Don't be surprised or disappointed if your doctoral committee is enthusiastic about your project and yet suggests fundamental changes in your approach. And don't be surprised if you eventually cast much of the prospectus aside, as you dive more deeply into the primary sources and begin to write. This semester you are producing preliminary guidelines that pose questions, suggest sources, and construct strategies. In the long term, these questions, sources, and strategies may change, but without this first attempt, there would be no "long term."

How this online course works

Mode of delivery

This course is 100% online and synchronous. There is one weekly required session where you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course will closely follow the structure and experience of an in-person graduate seminar, except the weekly meeting will take place on Zoom rather than in-person.

Credit hours and work expectations



This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Course materials and technologies

Textbooks

Recommended (optional)

- Wayne C. Booth, et al, eds., *The Craft of Research* (4th edition, 2016).
- Steven Pinker, *The Sense of Style* (2014).
- William Strunk and E.B. White, *The Elements of Style* (Classic edition, 2018).
- William Germano, *From Dissertation to Book* (2nd edition, 2013).

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](http://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills



- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service



If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

This class is graded Satisfactory/Unsatisfactory. A satisfactory grade will entail the following:

- Attending every class
- Active class participation and discussion
- Submission of a dissertation prospectus (approx. 20 pages)

Attendance & Discussion

Attendance is required for every class and will be taken at the beginning of class. You are responsible for attending each and every class since your grade will be adversely affected by any absences. If it is imperative you miss class, this must be discussed with me in advance. This graduate course requires active class participation and discussion by every student. Part of your evaluation will be based upon engagement with the other students over the readings and other assigned materials during each class period. To participate well in class, you will need to keep up with the reading material.

*** Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to analyze complex issues and express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

The Prospectus

A dissertation prospectus of approximately 20 pages will be due to me by 11:59pm on Wednesday, April 24.



This list covers the major categories of a prospectus, but feel free to blend, compress, or omit sections to fit your needs and your committee's preferences. For example, you may want separate sections on method and theory, or you might decide to merge your discussion of methods and sources.

1. Title. A descriptive title that succinctly, accurately, and pleasingly describes the topic and the period covered. Don't underestimate the importance of your title.
2. Abstract. A short paragraph summarizing the proposal.
3. Topic, Questions, and Significance. What you are writing about? (This is your topic.) What is not known about it? (This is your question.) Why do you want to know this unknown? (This is your significance.) To put this another way: I am writing about (my topic), because I am trying to show you who/how/why (my question and my hypothesis about what I think the answers may be), in order to persuade you to think differently about issues of large import (my significance).
4. Historiography. This usually entails (a) an overview of the secondary literature on the general subject within which your topic falls (this may include relevant research in historical fields other than your own and in disciplines other than history), and (b) the historiography of your specific topic. This section should be clear about what has been done, what needs to be done, and why. You may want to point to models for what you hope to do, while at the same time making clear how your work will extend or challenge what has gone before.
5. Method and Theory. Here, you outline the research strategies, methods, and theoretical constructs that will help you answer the questions asked in the previous section. (You may want to address some of these issues in the historiography section by including therein relevant theoretical works or by discussing the methodologies and theoretical concerns that have guided previous works in your field.) "Methods" might include such matters as



statistical analysis, oral history, ethnography, archival research, readings of visual images, and material objects. “Theories” might include Marxism, psychoanalysis, structuralism, post-structuralism, feminism, post-colonial studies, queer theory, and the new historicism and other schools of literary criticism. In this section, you might also talk about the conversations you seek to join, for your choices will affect how you address method and theory. Do you see yourself as speaking mainly to an audience of specialists? As building bridges among subfields and/or disciplines? As addressing policy makers, activists, or various publics?

6. Sources. First, what sorts of evidence will you use? Legal records, censuses, interviews, diaries, letters, material artifacts, music, folklore? How rich are these sources and what special problems do they present? (You will probably want to discuss here how the sources have been used in the past.) Will you use an extensive and coherent body of papers or will you be piecing together documents, artifacts, and clues from many places? Second, what have you concluded about access? Are your archives closed in August or shut everyday for two-hour lunches? Do your archives charge fees? If you are doing interviews, how will you choose your interviewees and evaluate the co-produced, retrospective evidence that oral history provides? Do you need to begin now to submit Freedom of Information Act requests? Do you need to locate papers hidden away in attics? If so, how?

For those who will not need to utilize archival materials, please discuss the various ways in which you will access your sources. Will you use published sources? And if so, what are they? Will you need to travel to obtain particular published sources?

And for everyone, are there possible online sources you can use?

7. Organization and chapters. Will you proceed topically or chronologically? Provide titles of chapters with a brief explanation of the contents of each.



8. Timetable. How much time will you allot to (a) research, (b) writing, and (c) polishing? This might seem like the most straightforward part of a prospectus, but I advise you to consider the timetable thoroughly. If you write a brilliant prospectus that takes 10 years to complete, you will not be doing yourself a favor. A dissertation is the end of doctoral training, but it is rarely the end of research and writing. Since you will be working further on the topic to produce articles and possibly a book, you do not need to cover everything between reaching ABD status and acquiring your PhD—indeed, you cannot cover everything. In short, be practical and realistic.

9. Research plan. How, in practical terms, will you go about your research? Will you use a data-management program or take notes by hand? How will you manage the travel involved? What will you do first? What might you postpone (for the book) if you run out of time? You might not include most of these in your final prospectus, but they are worth considering now.

10. Funding Sources. What sources for grants and fellowships from within and without the university appear most promising? What is the schedule for applications? Have you applied yet?

11. Bibliography. Aim for 2-3 pages of bibliography. List primary sources in sufficient detail (don't just give archival numbers) and fairly exhaustively (it is fine to group items into a general category, but be sure to cover all general categories). Organize by archive; separate out primary sources in print and/or online. List selected secondary sources, and consider organizing by topics.

Constructive critiques of your fellow scholars' work:

A lead commentator/writing partner will be assigned for each of the prospectus sections. After the author of a paper briefly introduces their work to the seminar, the commentator will present the critique, invite the author to respond, and lead the discussion involving the entire class.

Each commentator/writing partner also will write a short, double-spaced critique of the paper they are evaluating. The commentator/writing



partner will give a copy of their critique to their critique partner and Professor Smith during class.

The comments should address the following topics:

- a. Briefly explain the subject matter of the paper and identify the central argument(s) that the author is making.
- b. Identify strengths in terms of the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, the use of sources, and the clarity and fluency of the prose.
- c. Offer constructive advice to improve the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.

**Of course, all students still are required to read each paper, and to participate actively in the class discussions of all papers.

Your final prospectus will bring together the various components of your semester's work. When you turn in your final prospectus, you should incorporate the suggestions from your previous writings completed throughout the semester.

EVALUATION

Your prospectus is the first of a genre that is basic to success in academia: the research proposal. In this genre, evaluation is key. Right now, you need to convince your committee that you have a strong enough project to begin (or complete) your writing. For the rest of your academic career, you will need to convince funding committees that your research is viable and worthwhile.

These are some of the criteria commonly used in evaluations:



- Is the proposal cast in a form that can be readily understood by non-specialists?
- Is the proposal coherent and error-free?
- Is the question/hypothesis clear?
- Is the question/hypothesis original and important?
- Can the question/hypothesis be answered by the proposed research?
- Does the proposal suggest that its author is sufficiently grounded in the existing literature on the topic?
- Are the stated methods and theories appropriate?
- Is the research feasible? Can it be accomplished in the time proposed?
- In the final analysis, is the proposal compelling?

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

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.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health



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. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.



Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

WEEK 1. THURS., 11 JANUARY: INTRODUCTION

Discussion of syllabus and course. We also will arrange writing/critique partners.

WEEK 2. THURS., 18 JANUARY: THE TASK AHEAD & DISSERTATION OVERVIEW IDEAS

We will talk about the dissertation in general and the prospectus in particular. We also will talk about possible project ideas—please be prepared to discuss your thoughts in class. Think of this as your “elevator” talk at a conference. If asked, how would you discuss your topic with a new colleague in a few sentences. What is your main argument?

- PREP: This website has quite a few helpful resources:
<http://writingcenter.unc.edu/handouts/dissertations/>
- PREP: Please ask a senior colleague (graduate student) in your field for a copy of their prospectus. Please read the prospectus before class.
- PREP: Talk with your dissertation advisor; research possible primary sources of your project; consider secondary literature.
- PREP: By noon on Tuesday, please upload to Carmen a 1-page discussion of your dissertation overview to share with the class.

WEEK 3. THURS., 25 JANUARY: TOPIC, QUESTIONS, AND SIGNIFICANCE

Please write a 3-page draft that describes your topic, questions, and significance of your project. Stress the question of importance. Aim to say not only why your research will make readers think differently about your topic, but also what deeper insight or wisdom you hope to impart.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to read the first paragraph aloud, *as if you were presenting it at a conference* as a prologue to a longer paper.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class.

DO NOT provide a tally of pros and cons. DO integrate the points that you find especially valuable into your own comments. In the first paragraph,



describe specifically what you found most interesting or effective in your partner's draft. In the second paragraph, offer suggestions for improvement-- think about how you would approach the work differently, and try to help the author make the writing more convincing and compelling. Additionally, please also offer detailed editorial suggestions on your partner's paper.

WEEK 4. THURS., 1 FEBRUARY: HISTORIOGRAPHY

Please write a 2 to 3-page draft of your historiography.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your historiography section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 5. THURS., 8 FEBRUARY: METHOD AND THEORY

Please write a 2 to 3-page draft of your method and theory section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your method and theory sections with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 6. THURS., 15 FEBRUARY: SOURCES

Please write a 2-page draft of your sources section. Will you utilize archival documents? What are possible online sites that could be helpful? What about published sources?

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss and share your sources section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.



WEEK 7. THURS., 22 FEBRUARY: ORGANIZATION, CHAPTERS

Please write a 2 to 3-page draft of your organization and chapters section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your organization and chapters section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 8. THURS., 29 FEBRUARY: TIMETABLE AND RESEARCH PLAN

Please write a 1 to 2-page draft of your timetable and nuts and bolts section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your timetable and nuts and bolts section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 9. THURS., 7 MARCH: FUNDING SOURCES

Please write a 2 to 3-page draft of your sources section.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your funding sources section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 10. THURS., 14 MARCH: SPRING BREAK!

WEEK 11. THURS., 21 MARCH: WORK WEEK

Please make an appointment to meet with me during this week.

WEEK 12. THURS., 28 MARCH: BIBLIOGRAPHY



Please write a 2 to 3-page draft of your bibliography.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your bibliography section and abstract with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 13. THURS., 4 APRIL: THE ABSTRACT

Please write a 1 paragraph abstract of your dissertation topic.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your bibliography section and abstract with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 14. THURS., 11 APRIL: DISCUSSION OF YOUR FINAL PROSPECTUS

(Group A presents, but everyone attends)

- PREP FOR THOSE PRESENTING TODAY: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Be prepared to present your final prospectus to the class. Also, read each prospectus and be prepared to offer a brief critique, as well as suggestions, for each colleague's paper.

WEEK 15. THURS., 18 APRIL: DISCUSSION OF YOUR FINAL PROSPECTUS

(Group B presents, but everyone attends)

- PREP FOR THOSE PRESENTING TODAY: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Be prepared to present your final prospectus to the class. Also, read each prospectus and be prepared to offer a brief critique, as well as suggestions, for each colleague's paper.



THE OHIO STATE UNIVERSITY

College of Arts & Sciences
Department/Center/Institute/Program

If you haven't uploaded your final prospectus during the previous two weeks, please email me your final revised prospectus by 11:59pm on WEDNESDAY, APRIL 24. Please also give a copy to your advisor.

HISTORY 7910
Prospectus Writing and Professional Development, Spring 2024
Thursday 5:30-8:15pm, Dulles Hall 264

Instructor: Stephanie Smith
Professor, History

Office: Dulles Hall, Room 340

Office Hours: Thursday at 12:30pm to 2:00pm or by appointment

Phone: 614 292-6216

Email: smith.4858@osu.edu

Course Description:

This seminar is dedicated to researching and writing your dissertation prospectus. We also will discuss professional development skills, including grant writing, building a resume and planning a career, writing and presenting a conference paper, and book reviews. By the end of this course, you will have produced a dissertation prospectus that you will present to your committee at the time of your generals.

A prospectus is a detailed plan of your intellectual journey: from prospectus to the archives, from your research to your dissertation, from the dissertation to articles and book. Your prospectus will engage your analytical, imaginative, and literary skills, not to mention discipline and endurance. Your journey can be both exhilarating and daunting.

In preparing your prospectus, you'll draw particularly on three specific sorts of support:

- **First**, as you have surely discovered, your fellow students are a valuable source of insight and support. In this course, you will help each other launch your projects.
- **Second**, I will read your drafts, offer advice, and encourage you. But, since I am a Latin American historian and most of you are not, my advice will be more structural, practical, and stylistic than substantive.
- **Third**, your advisor and members of your dissertation committee are the experts to whom you will turn for substantive advice about archives, resources, and the feasibility of your project. Throughout the semester, *you must keep in close touch* with your advisor and committee. If you encounter difficulties, let me know, but otherwise I'll assume that your advisor and committee members are offering advice and providing feedback on a regular basis.

A prospectus that succeeds in persuading others of the worth of a project depends on the same ingredients that make for "good writing" generally. For that reason, we will focus throughout the semester on the craft of historical writing, as well as on the practicalities of launching a research project. As we do so, we will think about such matters as the interplay between analysis and narrative structure; the creation of characters that readers believe in and care about; the development of a personal voice; the importance of a reliable narrator (whose truth claims readers will be inclined to accept); the question of audience; the role of the imagination; and the relationship between self and subject. As necessary, we also will think about such matters as grammar, style, and organization.

Please keep in mind that eventually you will use your dissertation prospectus as the basis for grant proposals. History 7910 is not a course on grant-writing, but we will further develop the peculiar art of writing grant proposals—an art that asks you to address non-specialists as well as specialists. Most grants are judged by committees whose members know little about your topic. As a grant-writer, you must deftly tell them all they need to know while, at the same time, signaling your expertise to the known-to-you specialists who will write your letters of recommendation and the unknown-to-you specialists who may serve on the fellowship committee.

A dissertation prospectus is not an end in itself, but a means to an end. It is always a work-in-progress. Don't be surprised or disappointed if your doctoral committee is enthusiastic about your project and yet suggests fundamental changes in your approach. And don't be surprised if you eventually cast much of the prospectus aside, as you dive more deeply into the primary sources and begin to write. This semester you are producing preliminary guidelines that pose questions, suggest sources, and construct strategies. In the long term, these questions, sources, and strategies may change, but without this first attempt, there would be no "long term."

Recommended books:

- Wayne C. Booth, et al, eds., *The Craft of Research* (4th edition, 2016).
- Steven Pinker, *The Sense of Style* (2014).
- William Strunk and E.B. White, *The Elements of Style* (Classic edition, 2018).
- William Germano, *From Dissertation to Book* (2nd edition, 2013).

Grading: Satisfactory/Unsatisfactory

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of each student.

Ohio State's Academic Integrity Policy:

"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/>.

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 work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. See the OSU Center for the Study and Teaching of Writing for information on plagiarism and writing handouts: <https://cstw.osu.edu/writing-resources/paper-content-and-organization/plagiarism>

Religious Accommodations: It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student’s responsibility to ensure that all course assignments are completed.

Statement on Title IX:

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.

Accessibility accommodations for students with disabilities:

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.

PLEASE TAKE CARE OF YOURSELF (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 are or someone you know is 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. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 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.

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."

Study and Paper Tips:

- ☺ Do the assigned readings **before** you come to class. Overall, keep up with the readings.
- ☺ When writing your paper, keep several things in mind.
 1. Strive for good overall paper organization:
 - a. Begin with an introduction, where you state your thesis/argument and briefly tell the reader what your paper will cover. Here you will include the title and author of the book(s) you will discuss.
 - b. Your introduction is followed by the body of the paper, where you will present the body of your evidence through the development of supporting arguments. Remember that your paragraphs should begin with topic sentences.
 - c. Finally, your paper should have a conclusion, in which you once again explain the significance of your question and argument.
 2. Also strive for good paragraph organization. Begin with a clear topic sentence, which is usually short. Follow with material that either supports or elaborates upon the idea of the topic sentence.
 3. Make sure that your paper has a clear progression of ideas from one paragraph to the next.
 4. Avoid lengthy quotes. These take up valuable space that is better spent on your own analysis.
 5. Avoid contractions, such as don't and isn't, in your paper.
 6. Minimize use of the passive voice. For example: "The war was begun by peasants" should be "Peasants began the war." Passive voice makes your writing weak.
 7. Once again, avoid plagiarism of any kind.
 8. Double-check to make sure that your paper is free of spelling errors, improper grammar, or incorrect punctuation.
 9. Make sure that you use footnotes properly.

Attendance/Participation:

Attendance is required for every class and will be taken at the beginning of class. You are responsible for attending each and every class since your grade will be adversely affected by any absences. This graduate course requires active class participation and discussion by every student. Part of your evaluation will be based upon engagement with the other students over the readings and other assigned materials during each class period. To participate well in class, you will need to keep up with the reading material.

*** Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to analyze complex issues and express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

Email and Office Hours:

Offices Hours are Thursday at 12:30pm to 2:00pm. If these times don't work for you, please email me to set up an appointment for another time.

Papers:

Please distribute the papers via Carmen to all members of the class by **noon on Tuesday** (or earlier) for our Thursday class. The papers should have 1-inch margins and 12-point type.

The Prospectus

A dissertation prospectus of approximately 20 pages will be due to me by 11:59pm on Wednesday, April 24.

This list covers the major categories of a prospectus, but feel free to blend, compress, or omit sections to fit your needs and your committee's preferences. For example, you may want separate sections on method and theory, or you might decide to merge your discussion of methods and sources.

1. Title. A descriptive title that succinctly, accurately, and pleasingly describes the topic and the period covered. Don't underestimate the importance of your title.

2. Abstract. A short paragraph summarizing the proposal.

3. Topic, Questions, and Significance. What you are writing about? (This is your topic.) What is not known about it? (This is your question.) Why do you want to know this unknown? (This is your significance.) To put this another way: I am writing about (my topic), because I am trying to show you who/how/why (my question *and* my hypothesis about what I think the answers may be), in order to persuade you to think differently about issues of large import (my significance).

4. Historiography. This usually entails (a) an overview of the secondary literature on the *general subject* within which your topic falls (this may include relevant research in historical fields other than your own and in disciplines other than history), and (b) the historiography of your *specific topic*. This section should be clear about what has been done, what needs to be done, and why. You may want to point to models for what you hope to do, while at the same time making clear how your work will extend or challenge what has gone before.

5. Method and Theory. Here, you outline the research strategies, methods, and theoretical constructs that will help you answer the questions asked in the previous section. (You may want to address some of these issues in the historiography section by including therein relevant theoretical works or by discussing the methodologies and theoretical concerns that have guided previous works in your field.) “Methods” might include such matters as statistical analysis, oral history, ethnography, archival research, readings of visual images, and material objects. “Theories” might include Marxism, psychoanalysis, structuralism, post-structuralism, feminism, post-colonial studies, queer theory, and the new historicism and other schools of literary criticism. In this section, you might also talk about the conversations you seek to join, for your choices will affect how you address method and theory. Do you see yourself as speaking mainly to an audience of specialists? As building bridges among subfields and/or disciplines? As addressing policy makers, activists, or various publics?

6. Sources. First, what sorts of evidence will you use? Legal records, censuses, interviews, diaries, letters, material artifacts, music, folklore? How rich are these sources and what special problems do they present? (You will probably want to discuss here how the sources have been used in the past.) Will you use an extensive and coherent body of papers or will you be piecing together documents, artifacts, and clues from many places? Second, what have you concluded about access? Are your archives closed in August or shut everyday for two-hour lunches? Do your archives charge fees? If you are doing interviews, how will you choose your interviewees and evaluate the co-produced, retrospective evidence that oral history provides? Do you need to begin now to submit Freedom of Information Act requests? Do you need to locate papers hidden away in attics? If so, how?

For those who will not need to utilize archival materials, please discuss the various ways in which you will access your sources. Will you use published sources? And if so, what are they? Will you need to travel to obtain particular published sources?

And for everyone, are there possible online sources you can use?

7. Organization and chapters. Will you proceed topically or chronologically? Provide titles of chapters with a *brief* explanation of the contents of each.

8. Timetable. How much time will you allot to (a) research, (b) writing, and (c) polishing? This might seem like the most straightforward part of a prospectus, but I advise you to consider the timetable thoroughly. If you write a brilliant prospectus that takes 10 years to complete, you will not be doing yourself a favor. A dissertation is the end of doctoral training, but it is rarely the end of research and writing. Since you will be working further on the topic to produce articles and possibly a book, you do not need to cover everything between reaching ABD status and acquiring your PhD—indeed, you *cannot* cover everything. In short, be practical and realistic.

9. Research plan. How, in practical terms, will you go about your research? Will you use a data-management program or take notes by hand? How will you manage the travel involved? What will you do first? What might you postpone (for the book) if you run out of time? You might not include most of these in your final prospectus, but they are worth considering now.

10. Funding Sources. What sources for grants and fellowships from within and without the university appear most promising? What is the schedule for applications? Have you applied yet?

11. Bibliography. Aim for 2-3 pages of bibliography. List primary sources in sufficient detail (don't just give archival numbers) and fairly exhaustively (it is fine to group items into a general category, but be sure to cover all general categories). Organize by archive; separate out primary sources in print and/or online. List *selected* secondary sources, and consider organizing by topics.

Constructive critiques of your fellow scholars' work:

A lead commentator/writing partner will be assigned for each of the prospectus sections. After the author of a paper briefly introduces their work to the seminar, the commentator will present the critique, invite the author to respond, and lead the discussion involving the entire class.

Each commentator/writing partner also will write a short, double-spaced critique of the paper they are evaluating. The commentator/writing partner will give a copy of their critique to their critique partner and Professor Smith during class.

The comments should address the following topics:

- a. Briefly explain the subject matter of the paper and identify the central argument(s) that the author is making.
- b. Identify strengths in terms of the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, the use of sources, and the clarity and fluency of the prose.
- c. Offer constructive advice to improve the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.

****Of course, all students still are required to read each paper, and to participate actively in the class discussions of all papers.**

Your final prospectus will bring together the various components of your semester's work. When you turn in your final prospectus, you should incorporate the suggestions from your previous writings completed throughout the semester.

COURSE SCHEDULE

WEEK 1. THURS., 11 JANUARY: INTRODUCTION

Discussion of syllabus and course. We also will arrange writing/critique partners.

WEEK 2. THURS., 18 JANUARY: THE TASK AHEAD & DISSERTATION OVERVIEW IDEAS

We will talk about the dissertation in general and the prospectus in particular. We also will talk about possible project ideas—please be prepared to discuss your thoughts in class. Think of this as your “elevator” talk at a conference. If asked, how would you discuss your topic with a new colleague in a few sentences. What is your main argument?

- PREP: This website has quite a few helpful resources: <http://writingcenter.unc.edu/handouts/dissertations/>
- PREP: Please ask a senior colleague (graduate student) in your field for a copy of their prospectus. Please read the prospectus before class.
- PREP: Talk with your dissertation advisor; research possible primary sources of your project; consider secondary literature.
- PREP: By noon on Tuesday, please upload to Carmen a 1-page discussion of your dissertation overview to share with the class.

WEEK 3. THURS., 25 JANUARY: TOPIC, QUESTIONS, AND SIGNIFICANCE

Please write a 3-page draft that describes your topic, questions, and significance of your project. Stress the question of importance. Aim to say not only why your research will make readers think differently about your topic, but also what deeper insight or wisdom you hope to impart.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to read the first paragraph aloud, *as if you were presenting it at a conference* as a prologue to a longer paper.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class.

DO NOT provide a tally of pros and cons. DO integrate the points that you find especially valuable into your own comments. In the first paragraph, describe specifically what you found most interesting or effective in your partner’s draft. In the second paragraph, offer suggestions for improvement--think about how you would approach the work differently, and try to help the author make the writing more convincing and compelling. Additionally, please also offer detailed editorial suggestions on your partner’s paper.

WEEK 4. THURS., 1 FEBRUARY: HISTORIOGRAPHY

Please bring to class a 2 to 3-page draft of your historiography.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your historiography section with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 5. THURS., 8 FEBRUARY: METHOD AND THEORY

Please bring to class a 2 to 3-page draft of your method and theory section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your method and theory sections with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 6. THURS., 15 FEBRUARY: SOURCES

Please bring to class a 2-page draft of your sources section. Will you utilize archival documents? What are possible online sites that could be helpful? What about published sources?

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss and share your sources section with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 7. THURS., 22 FEBRUARY: ORGANIZATION, CHAPTERS

Please bring to class a 2 to 3-page draft of your organization and chapters section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your organization and chapters section with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 8. THURS., 29 FEBRUARY: TIMETABLE AND RESEARCH PLAN

Please bring to class a 1 to 2-page draft of your timetable and nuts and bolts section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your timetable and nuts and bolts section with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 9. THURS., 7 MARCH: FUNDING SOURCES

Please bring to class a 2 to 3-page draft of your funding sources.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your timetable and nuts and bolts section with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 10. THURS., 14 MARCH: SPRING BREAK!

WEEK 11. THURS., 21 MARCH: WORK WEEK

Please make an appointment to meet with me during this week.

WEEK 12. THURS., 6 APRIL: BIBLIOGRAPHY

Please bring to class a 2 to 3-page draft of your bibliography.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your bibliography section and abstract with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 13. THURS., 4 APRIL: ABSTRACT

Please bring to class a 2 to 3-page draft of your abstract.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your bibliography section and abstract with the class.
- PREP FOR CRITIQUE PARTNERS: Please bring 2 copies of your critique—one for your critique partner and one for me—to class. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 14. THURS., 11 APRIL: DISCUSSION OF YOUR FINAL PROSPECTUS

(Group A presents, but everyone attends)

- PREP FOR THOSE PRESENTING TODAY: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Be prepared to present your final prospectus to the class. Also, read each prospectus and be prepared to offer a brief critique, as well as suggestions, for each colleague's paper.

WEEK 15. THURS., 18 APRIL: DISCUSSION OF YOUR FINAL PROSPECTUS

(Group B presents, but everyone attends)

- PREP FOR THOSE PRESENTING TODAY: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Be prepared to present your final prospectus to the class. Also, read each prospectus and be prepared to offer a brief critique, as well as suggestions, for each colleague's paper.

If you haven't uploaded your final prospectus during the previous two weeks, please email me your final revised prospectus by 11:59pm on WEDNESDAY, APRIL 24. Please also give a copy to your advisor.

EVALUATION

Your prospectus is the first of a genre that is basic to success in academia: the research proposal. In this genre, evaluation is key. Right now, you need to convince your committee that you have a strong enough project to begin (or complete) your writing. For the rest of your academic career, you will need to convince funding committees that your research is viable and worthwhile.

These are some of the criteria commonly used in evaluations:

- Is the proposal cast in a form that can be readily understood by non-specialists?
- Is the proposal coherent and error-free?
- Is the question/hypothesis clear?
- Is the question/hypothesis original and important?
- Can the question/hypothesis be answered by the proposed research?
- Does the proposal suggest that its author is sufficiently grounded in the existing literature on the topic?
- Are the stated methods and theories appropriate?
- Is the research feasible? Can it be accomplished in the time proposed?
- In the final analysis, is the proposal compelling?

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.