Course overview and objectives

The course has two key objectives. The first is to introduce students to the College’s faculty members and their research interests and activities. The second is to provide students training in areas central to success in the program. As part of this, the course will cover big-picture issues related to career planning and management, skills for performing well in classes, and strategies for navigating the program in a successful and timely manner. Also, substantial attention will be devoted to mastering the principles of effective social scientific writing.

This class will be most beneficial to students who are in their first year in the College at either the M.A. or Ph.D. level.

Reading material

Most of the reading for this course will come from PDFs that are made available on the course website or accessed through normal computer searches. There also is one required book that is available at the FSU Bookstore or online book sites:


The organization of course meetings

Our typical class meeting will have two parts. First, we will have a roughly 1-hour visit from a College faculty member. This faculty member will have selected one of their studies/scholarly works to be the focus of our discussion. All students will read this work and be prepared to discuss it and ask questions. Additionally, for each faculty visit, we will have 1-2 student discussion leaders. The discussion will resemble an interview—leaders will come prepared with questions to get a discussion started about such things as what initially drew the faculty member to this area of research, how this work fits within their broader research agenda, and what unique challenges emerged in doing this work.

After this visit, we will take a short break, and the rest of class will consist of a training session/workshop on the skills, strategies, and habits that will contribute to your success in the program and to your overall professional development.

Course requirements and grades

This course will have a total of 100 possible points that span five different types of
assignments.

1. Article summaries (20 points). For each visit from a faculty member, you will read one of their articles/scholarly works. As part of this, you should take notes over what you read (we will discuss an approach to taking notes), and these notes will be turned in on the day of that visit. You must bring a hard copy to class to turn in on that day. Your notes will receive a score of 2.00 for excellent, 1.00 for fair, or 0.00 for less than fair. These are submitted electronically through Canvas prior to each class meeting. (More details coming on that).

2. “Take away” notes/ideas (10 points). These are for any reading assignment that is not a faculty member article/chapter being read for that faculty member’s visit. For each reading assignment, you will take at least 1 page of notes in which you describe the overall main points or ideas that you take from that assignment, along with three bullet-pointed issues or questions to raise in our class meeting. The exact content of your notes—the themes and ideas that you emphasize—are absolutely open to your discretion and should reflect your interests and experiences. This must be submitted electronically through Canvas prior to each class meeting. (More details coming on that).

3. Attendance/participation (10 points). Each student is expected to attend class, read the assigned material, and contribute to class discussion. Students can earn up to 10 points on the basis of making frequent contributions to the class discussion that reflect an engagement of the course material, including the reading material.

4. Faculty visits (20 points). Each student will serve as a discussion leader for one faculty visit during the semester. Your job will be to come prepared with detailed knowledge of that week’s reading assignment that allows you to keep an informed dialogue going in which the faculty member can discuss the big-picture basics or finer nuances of this work.

5. Writing assignments (30 points). You will have three different writing assignments over the course of the semester in which you will implement the strategies for successful writing that we discuss. Each will be worth 10 points. Both assignments will be discussed in detail at least two weeks prior to being due.

6. Elements of Style/Dreyer’s English presentation (10 points). As part of our emphasis on effective writing, each of you will ask to provide a short presentation on tips for effective writing that are found in Benjamin Dreyer’s Dreyer’s English. We will discuss this in more detail as we approach that part of the schedule.

Other policies and issues

♦ Changes in the reading and schedule may occasionally be made. Notice of changes will be made during class (or on the Canvas course website) and students are responsible for getting this information.

♦ University attendance policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

♦ The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the
Academic Honor Policy and for living up to their pledge to “... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy.)

♦ Students with disabilities needing academic accommodation should:
  (1) register with and provide documentation to the Student Disability Resource Center; and
  (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/
SCHEDULE

August 28
Discussion of the course, discussion of preliminary issues

September 4
Faculty visit (practice session): Carter Hay
Professional development: Career planning
Reading:
  ▪ Faculty article: Hay, Carter, Alex Widdowson, and Brae Campion Young. 2018. “Self-control stability and change for incarcerated juvenile offenders.” *Journal of Criminal Justice*.

September 11
Faculty visit: Young-An Kim
Professional development: Improving performance/time management
Reading:
  ▪ 7 habits of highly successful people (briefly summarized):
    [https://www.stephencovey.com/7habits/7habits.php](https://www.stephencovey.com/7habits/7habits.php)
  ▪ Two different time management techniques:
    ▪ Excerpt from David Allen’s *Getting Things Done: The Art of Stress Free Productivity*.
    ▪ “The pomodoro technique: Is it right for you?”
      [http://www.lifehack.org/articles/productivity/the-pomodoro-technique-is-it-right-for-you.html](http://www.lifehack.org/articles/productivity/the-pomodoro-technique-is-it-right-for-you.html)

September 18
Faculty visit: Brian Stults
Professional development: Time management (continued)
Reading:
  • Tracy, Brian. 2007. *Eat That Frog! 21 great ways to stop procrastinating and get more done in less time*.

Writing assignment #1 submitted electronically by 5:00 p.m.

September 25
Faculty visit: Dan Mears
Professional development: Doing well in classes/ *The Elements of Style* and *Dreyer’s English*
Reading:
  ▪ Faculty article: Mears and Cochran. 2018. “Progressively tougher sanctioning and recidivism: Assessing the effects of different types of sanctions.” *Journal of Research in Crime and Delinquency*.
- Strunk and White. 2000. Introduction (pp. xiii-xviii), but then browse the first 2 chapters, looking for rules that stick out to you.

**October 2**
- Faculty visit: None scheduled
- Professional development: *Dreyer's English/library research/being a productive writer*
- Reading:
  - *Dreyer’s English*: Introduction and Chapters 1-3.
  - Pp. 11-28 from *How to Write a Lot* by Paul Silvia.

**October 9**
- Faculty visit: Bill Bales
- Professional development: Writing good sentences
- Reading:
  - *Dreyer’s English*: Chapters 6, 9, and 10
  - Writing Handout: “Sentence Patterns” and “Fragments and Run-ons”

**October 16**
- Faculty visit: Jillian Turanovic
- Professional development: Writing good paragraphs/transitions
- Reading:
  - Writing Handout: “Paragraph Development” and “Transitions”

**October 23**
- Faculty visit: Brendan Lantz
- Professional Development: Organizing the sections of a paper/writing a good introduction
- Reading:
  - Short reading assignment on introduction sections TBD—more on that later

**October 30**
- Faculty visit: Sylwia Piatkowska
- Professional development: Writing literature reviews
- Reading:
  - Faculty article: TBD
  - Short reading assignment on lit reviews TBD—more on that later

**November 6**
- Faculty visit: Jennifer Copp
- Professional development: Grammar and punctuation
- Reading:
- Faculty article: TBD
- Writing Handout: “Commas” and “Semi-colons, colons, and dashes”

Writing assignment #2 submitted by 5:00 p.m. on Friday of this week (Nov 8)

**November 13**
No class—ASC

**November 20**
Faculty visit: Kyle McLean
Professional development: plagiarism
Reading:
  - Faculty article: TBD
  - Writing Handout: “Plagiarism”

**November 27**
No class—Thanksgiving

**December 4**
Faculty visit: Tom Blomberg
Professional development: Revising/editing/proofreading
Reading:
  - Faculty article: TBD
  - Writing Handout: “Revising drafts” and “Proofreading and editing”

**December 9**
Writing assignment #3 submitted electronically by 5:00 p.m.