Mondays, 1:30-4:30
Location: HDB 103 (Conference Room)
Instructor: Dr. Emily Myers

Course Description:

While graduate school helps doctoral students develop their research and teaching abilities, these skills are only a subset of the skills doctoral candidates will need to be successful after graduate school. This course is designed to explicitly address the larger set of duties students need to be prepared for as they become mature researchers, with specific reference to how these skills apply to the speech, language, and hearing sciences. Among the topics that we will discuss are how to build an independent research program, how to perform service duties such as reviewing journal articles and grants, and how to prepare for conference presentations. We will also touch on the academic job search, work-life balance issues, negotiating authorship, and the responsible conduct of research. Much of our time will be devoted to the development of grant writing abilities, including finding a sponsor, developing a research question, honing a grant proposal, and responding to grant reviews. As a final project, each student will develop a grant proposal in the format of the NIH's F31/F32 grant mechanism, which may be suitable for submission to the NIH at a later date.

Academic Integrity:
A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one’s own, the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.

Course Organization:
The primary (and rather substantial) goal of the course is for students to learn about the grant writing and getting process, as they prepare a grant proposal in
the format of the National Research Service Award (NRS A) mechanism. This
goal will occupy approximately 2/3rds of the course time. The remaining third will
be devoted to other professional development topics (see below). After the first
week, there is a writing assignment due every week. These writing assignments
are the slow assembly of the final grant proposal. While the number of
assignments may seem onerous, keep in mind that the total size of the research
plan in this type of proposal is about six pages. Other writing assignments (the
5-year plan, the Personal Statement, and the Review Workshop) will help you
build your portfolio as you begin to plan for the next steps beyond graduate
school.

**Calendar/Assignments:**

*Note that this calendar is subject to change. Please pay attention to class
announcements and postings on Husky CT for changes to the syllabus.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Professional Development Topic</th>
<th>Grant Topic</th>
<th>Reading or Resource/Assignment</th>
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</thead>
<tbody>
<tr>
<td>1: 1/27</td>
<td>Career paths for the PhD in Language Sciences</td>
<td>Why write a grant? Funding mechanisms, choosing a good grant topic, choosing a funding agency</td>
<td>Fischer &amp; Zigmund</td>
</tr>
<tr>
<td>2: 2/3</td>
<td>Planning ahead: developing a 5-year career plan (Guest: Alexis Johns)</td>
<td>Specific Aims</td>
<td>Grant search &amp; pitch email to PO NRSA Program Announcement</td>
</tr>
<tr>
<td>3: 2/10</td>
<td>5-year plan Workshop Academic and Industry Job Searches</td>
<td>Significance</td>
<td>5-year plan Specific Aims for Hall, Earle, Le grants</td>
</tr>
<tr>
<td>4: 2/17</td>
<td>CV/Resume Workshop</td>
<td>Specific Aims Workshop</td>
<td>Specific Aims: first draft CV AND Resume</td>
</tr>
<tr>
<td>5: 2/24</td>
<td>Academic job search: (Guest: Christopher Heffner)</td>
<td></td>
<td>Specific Aims: Second Draft</td>
</tr>
<tr>
<td>6: 3/2</td>
<td>Work/life balance and time management</td>
<td>Approach, power, pilot data</td>
<td>Productivity Diary</td>
</tr>
<tr>
<td>7: 3/9</td>
<td>Networking and collaboration</td>
<td>Significance and Approach Workshop</td>
<td>Report on productivity hack week. Significance and Approach: first draft</td>
</tr>
</tbody>
</table>
### Assessments:

Throughout the semester, students will be graded on weekly writing assignments and on participation in group discussion and exercises. The grade assigned to the final project will reflect not only the quality of the final grant proposal, but also will take into account the degree to which suggestions from the review process and workshops were incorporated into the proposal.

<table>
<thead>
<tr>
<th>Weekly Writing Assignments</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

### Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

### Student Code

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#) Review and become familiar with these expectations. In particular,
make sure you have read the section that applies to you on Academic Integrity:

- **Academic Integrity in Undergraduate Education and Research**
- **Academic Integrity in Graduate Education and Research**

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- **Plagiarism: How to Recognize it and How to Avoid It**
- **University of Connecticut Libraries’ Student Instruction** (includes research, citing and writing resources)

**Copyright**

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, **The Core Rules of Netiquette**.

**Adding or Dropping a Course**

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the **Student Administration System**.
- Non-degree students should refer to **Non-Degree Add/Drop Information** located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- **Graduate Catalog**

**Academic Calendar**

The University’s **Academic Calendar** contains important semester dates.
Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

<table>
<thead>
<tr>
<th>Software Requirements and Technical Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Word processing software</td>
</tr>
<tr>
<td>● Adobe Acrobat Reader</td>
</tr>
<tr>
<td>● Internet access</td>
</tr>
<tr>
<td>● Access to a PC or Mac computer on which you can install freeware software for acoustic analysis, Praat.</td>
</tr>
</tbody>
</table>

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center. Students also have 24x7 Support with access to live chat, phone and support documents.