

FIMS 9800Y-001 (Fall 2022)
Introduction to Doctoral-Level Scholarship
Thursdays, 9:00-11:50 am (every second week)

Location: FNB 4130 (in-person)

Instructor: Melissa Adler, Associate Professor

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Office hours: Thursdays, 1:00-2:00, FNB 4136 or by appointment

Course Description

An introduction to the professional and intellectual challenges of doctoral work in the fields of information and media studies, including key skills (research, presentation, publication, peer review, ethics review, funding applications and thesis writing) and key resources (faculty and support personnel, library resources, university-wide communities and activities).

This course is a half credit weight course offered over two terms (fall and winter).

OBJECTIVES:

1. To expose students to the main areas of research in Information and Media Studies, and the Faculty members who work in those areas;
2. To introduce students to both the Faculty and the University-Wide resources for retrieving information suitable for doctoral-level research;
3. To introduce students to the traditions and practices of professional research dissemination, including research proposals, thesis writing, conference presentations, and submission for publication;
4. To introduce students to the techniques of presenting work for review: both peer review of scholarship, and ethics review of research practices involving human subjects;
5. To explore the challenges and career options facing FIMS doctoral students within a larger context of academic, professional, corporate, government, or public interest domains.

I have designed this course with the intention of experimenting with pedagogical methods. My hope is that we collectively gain some insights into different ways of teaching, learning, and knowing. Having a pass/fail course affords us some interesting opportunities to try different techniques, which you might find useful in your own teaching.

Course Timeline and Format

We will meet in-person every second week during the Fall and Winter semesters.

Enrollment Restrictions:

Enrollment in this course is restricted to graduate students in the Faculty of Information & Media Studies.

Course Materials

All reading materials will be available via OWL

Evaluation

The course is **pass/fail**, based on attendance and participation. Participation will involve the preparation of occasional assignments based on work done in other courses, a modest amount of reading, facilitation of discussion, reports back to the class on various aspects and issues raised during our discussion. Invited guests will be attending from week to week.

Attendance: Students are expected to attend every class in the course. Students who need to miss a class for whatever reason should inform me beforehand if possible. Students who miss more than 2 classes may be in danger of failing the course.

The following assignments/activities are required to pass the course:

- 1) **Discussion leader:** Each of you will lead a discussion of one week's readings. Submit a think-piece (~500 words) and two to three questions for discussion ahead of class.
- 2) **Syllabus redesign:** At the end of the semester, you'll be asked to redesign this course syllabus.
- 3) **Field notebook:** I will supply field notebooks that you will fill with notes about land and place over the course of the year. We'll begin to take notes in week two, and you'll bring these to class during the last two weeks to talk about land acknowledgements.
- 4) **Evocative objects:** Bring an object to class and tell us what it has to do with your pursuit of the PhD (get creative!). We'll do this all semester, and you'll sign up for a week to do yours.
- 5) **Research roundtables:** For the last class we'll have an informal roundtable on where you are at now with regard to your research projects and ideas.
- 6) **MIS:** For each of the starred articles below (not including the one's for which you are the discussion leader), you will select a "most important sentence" for discussion.

For the following exercises, be sure to bring your notes so that I can mark it as completed. These can be written or typed. You can have bullet points or full paragraphs. I want to see that you've thought carefully about the activities:

- 7) **Grants:** Find a granting agency or fellowship that you might want to apply to and share the information you found with the class.
- 8) **Associations:** Find a professional association that you might want to join. What conferences does it hold and where? What are the membership fees? Does it have special interest groups or opportunities/scholarships for students? Does it publish proceedings or a journal?
- 9) **Publishing:** Find a journal that you might want to publish in. Consider the following: Is it peer-reviewed? If so, what is the peer-review process like? What are the topics of the articles in the journal? What are the requirements? What is the journal's scope? Who are its readers? Why does this journal seem like a good match for your work?

Schedule:

September 15: Introductions

September 29: Meet at the forks of the river (<i>Ivey Park, downtown</i>)
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*Todd, Zoe. "From Classroom to River's Edge: Tending to Reciprocal Duties Beyond the Academy." *aboriginal policy studies* 6, no. 1 (2016).

*Simpson, Leanne Betasamosake. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." *Decolonization: indigeneity, education & society* 3, no. 3 (2014).

More Than Words: <https://express.adobe.com/page/FSblzCQD2HCI5/>

October 13: How to read in graduate school, How to do the PhD, <i>panel of PhD students</i>
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*Edwards, Paul. "How to Read a Book." <https://pne.people.si.umich.edu/PDF/howtoread.pdf>

Grad Intranet: https://intranet.fims.uwo.ca/graduate/academic_programs/index.html

October 27: Writing a proposal, Ethics

TCPS: https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html

On the Art of Writing Proposals: <https://www.ssrc.org/publications/the-art-of-writing-proposals/>

*Zook M, Barocas S, boyd d, Crawford K, Keller E, Gangadharan SP, et al. (2017) Ten simple rules for responsible big data research. PLoS Computational Biology 13(3), <https://doi.org/10.1371/journal.pcbi.1005399>

(For your reference, not required): REB Handbook - Faculty of Arts and Humanities (and related disciplines)
https://www.uwo.ca/research/docs/ethics/nmreb_guidelines/REB_Handbook-Faculty_of_Arts_and_Humanities_and_related_disciplines_Jul_2022.pdf

November 10: Grants, fellowships, scholarships

SSHRC: <https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/fellowships/doctoral-doctorat-eng.aspx>

>Find a granting agency or fellowship that you might want to apply to and share the information you found with the class.

November 24: Associations & conferences, *faculty panel*

>Find a professional association that you might want to join. Consider the following: What conferences does it hold and where? What are the membership fees? Does it have special interest groups or opportunities/scholarships for students? Does it publish proceedings or a journal?

December 8: Publishing & peer review

>Find a journal in which you might want to publish. Consider the following: Is it peer-reviewed? If so, what is the peer-review process like? What are the topics of the articles in the journal? What are the requirements? What is the journal's scope? Who are its readers? Why does this journal seem like a good match for your work?

Winter term (dates to be determined):

CTL resources, Indigenous teaching bundles

Research creation, community research, *panel of students and faculty*

University governance, unions, EDID

Student government, committee work, *panel of PhD students*

Imposter syndrome, careers

Field notes, land acknowledgements; Remaining questions/concerns
Research roundtable

Notes from the Dean's Office: graduate course version F2022

Health/Wellness Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf