

COMS 859: PROFESSIONALIZATION SEMINAR IN COMMUNICATION STUDIES
Fall 2026

Instructor:	Dr. Cameron W. Piercy
Email:	cpiercy@ku.edu
Class Info:	Tuesday's, 1:00 – 3:45pm, BA 401
Office Hours:	Monday, 1:00 – 2:30; Thursday 1:00 – 2:30; and by appointment

COURSE DESCRIPTION

Welcome to COMS 859: Introduction to Graduate Studies in Communication. This class introduces graduate students to the history and structure of the communication discipline and to departmental areas of study and research, discusses the research and publication process, and provides graduate students with tools to effectively engage the academy. The course is designed to help students navigate the often hidden norms and practices that students face as they enter the graduate program.

INSTRUCTIONAL MODE AND CREDIT HOURS

This is an in-person course that fulfills [3 credit hours](#); Consistent with KU policy and the federal definition of a credit hour, this means you should expect to spend at least 9 hours a week on this course over the semester.

COURSE LEARNING OUTCOMES

By the end of the semester, students should be able to:

- Situate their research interests within our department and the communication discipline
- Read and constructively critique scholarly work
- Write scholarly work targeted at an educated, but general, audience
- Develop a plan for reaching career goals

READINGS

There is one recommended reading for this course:

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2016-2026). *Theories of Human Communication* (11th edition or newer). Waveland Press.

Additional readings are available through KU's library or (if not available through the library) posted to Canvas.

COURSE ASSIGNMENTS AND REQUIREMENTS

Participation (20%)

Graduate seminars depend on active participation. The more students engage with course readings, discussions, and activities, the more everyone benefits from the experience. Participation credit reflects preparation, curiosity, engagement in class activities, and contributions to our learning community.

Preparation and Demonstrated Curiosity (10%)

Most weeks by Monday at 1:00 p.m., students should post at least one question to Canvas that they would like to discuss during class that week. Because there is never enough time to discuss every reading in detail, these questions will help organize class discussion. Questions should be related to the week's topic and generally demonstrate engagement with the assigned readings. The course schedule indicates which weeks require discussion questions.

Class Activities (10%)

Throughout the semester students will participate in a variety of in-class and out-of-class professional development activities. Additional information will be provided throughout the semester. Activities include but are not limited to:

- **Article Review.** Providing constructive feedback is a core scholarly skill. Students will review works in progress and, as a class, discuss how to develop feedback that is rigorous, respectful, and useful to authors.
- **Academic Spaces and Resources.** Graduate school requires developing productive routines and making effective use of institutional resources. Students will explore campus spaces, library resources, and other environments that might support their scholarship, writing, and professional development.
- **Social Support Map.** Research consistently demonstrates the importance of mentoring and support networks in graduate education. Students will complete a mentoring and support map and reflect on the people, relationships, and resources that can help sustain them throughout graduate school.
- **AI Contract Development.** Because communication scholars increasingly work alongside AI systems, we will collaboratively develop a class AI use agreement. Through discussion and negotiation, students will establish shared expectations for the ethical, transparent, and productive use of AI tools in graduate-level scholarship.

Academic Journal Audit (10%, 2 audits @ 5% each)

Students will create an analysis of a communication research journal. Students will create a brief, creative, and visual handout (one page, front and back) and deliver a short (10 minute maximum) presentation to the class. The goal is to help students understand how journals differ in audience, topical focus, methodological preferences, and publication expectations. Students should gain a stronger understanding of where to find literature relevant to their interests, where they might submit future work, and how to evaluate journals within the discipline.

Research Community Analysis (15%)

Communication scholarship is organized into scholarly communities that share common questions, theoretical traditions, methodological approaches, and professional networks. To better understand the discipline and identify their place within it, students will conduct an analysis of a communication research community related to their emerging interests.

Part 1: Draft Research Community Overview (5%)

Students will create a concise overview of a communication research community. This document should function as a "field guide" for someone seeking to understand the area and should identify key journals, influential scholars, common theoretical perspectives, dominant methodological approaches, major conferences or professional associations (including interest groups or divisions), and important contemporary debates. Students should also identify questions or areas of uncertainty that emerged during their initial investigation, which they will in for Part 2.

Part 2: Faculty Feedback Conversation (5%)

Students will share their draft overview with a KU Communication Studies faculty member whose expertise is relevant to the selected research community. The purpose of this conversation is not to evaluate the student's knowledge, but to provide feedback on the accuracy, completeness, and interpretation of the overview. Students should use the meeting as an opportunity to learn about the history of the area, influential scholars and works they may have overlooked, emerging trends, and pathways for becoming involved in the community.

Part 3: Research Community Report (5%)

Drawing on their initial research and faculty feedback, students will revise their understanding of the community and submit a final report. The report should creatively describe the community's central questions, assumptions, theories, methods, and professional networks, while also reflecting on what the student learned through the feedback process. The report should include a discussion how the student's own interests align with the community and identifying opportunities for future engagement and contribution. Finally, the report should include three to five distinct research questions that connect the student's interest to the knowledge they have gained about the community.

Genre Analysis Assignments (35%)

Academic scholarship is communicated through recognizable genres, each with its own conventions, assumptions, and expectations. This three-part assignment sequence is designed to help students become more effective readers, writers, and producers of scholarly work by making those conventions explicit. These assignments are cumulative. Students begin by analyzing published journal articles, then develop practical writing templates based on their observations, and finally examine a completed thesis or dissertation as a model for large-scale scholarly research. Taken together, these assignments are intended to demystify scholarly writing, help students recognize the conventions of different research traditions, and provide practical tools for developing their own academic writing and research projects.

Genre Analysis I: Review Diverse Scholarship (5% per Genre, 15% total)

Students will compare articles faculty share representing different methodological traditions and analyze how authors structure arguments, establish authority, use evidence, and communicate scholarly contributions. Students will complete three analyses corresponding with faculty visits to class focused on rhetorical, qualitative, and quantitative genres.

Genre Analysis II: Create a Style Template (10%)

Students will extend this analysis by examining additional articles and developing practical writing templates for future use. Students will identify common organizational patterns, expectations, and best practices associated with different forms of communication scholarship.

Genre Analysis III: Synthesize a Thesis/Dissertation (10%)

Students will shift attention from the journal article to the thesis or dissertation. MA students will analyze a master's thesis and PhD students will analyze a dissertation completed within the discipline. The goal is to better understand how substantial scholarly work is organized, how theory and evidence are integrated across larger projects, and what practical lessons can be applied to future thesis or dissertation work. Particular attention should be paid to the structure, scope, and genre conventions of the project, as well as aspects of the work that students found surprising, effective, or informative.

Professional Development Plan: Current and Aspirational CV (20%)

Students will create two complementary documents designed to support their professional development throughout graduate school. First, students will develop an academic curriculum vitae (CV) that serves as a living professional document and foundation for tracking accomplishments during their time in the program. Second, students will create an aspirational CV that reflects the professional record they hope to have upon graduation. The aspirational CV should include the publications, conference presentations, grants, teaching experiences, service activities, and other accomplishments students hope to achieve during their time at KU.

GRADING

This course is designed to support exploration, professional development, and scholarly growth. As a result, evaluation will focus primarily on the completion of assigned work and meaningful engagement

with course activities rather than fine-grained judgments of performance. Most assignments are intended to help students develop professional skills, reflect on their goals, and become more familiar with the communication discipline. Students should therefore focus on producing thoughtful work, engaging with feedback, and participating fully throughout the semester.

Assignments will be evaluated as follows:

- **Complete:** The assignment satisfies the stated requirements and was submitted on time.
- **Revise and Resubmit:** The assignment is missing key components or does not yet meet the expectations outlined in the assignment description. Students will have an opportunity to revise the work and resubmit.
- **Incomplete:** The assignment was not submitted or substantial components were not completed.

Because graduate education is a developmental process, qualitative feedback will be emphasized throughout the semester. Written comments, discussion, and individual conversations are intended to help students strengthen their scholarly thinking, writing, and professional preparation.

Revision Policy

Students may revise and resubmit any assignment that receives a "Revise and Resubmit" evaluation. Revised work should address the feedback provided and be resubmitted within one week of receiving comments. The goal of revision is to encourage experimentation, reflection, and growth rather than to penalize students for work completed in progress.

Late Work

Graduate school is professional preparation, and deadlines matter. At the same time, life occasionally intervenes. Students who anticipate difficulty meeting a deadline should communicate with me as early as possible. In most circumstances, reasonable extensions can be arranged. Work submitted after a deadline without prior communication may receive a reduced completion credit or require revision before being counted as complete.

Grade Consultations. Consultations about grades are welcome to clarify course standards and procedures and to provide guidance that might improve future performance. Students must wait 24 hours after a grade is posted to discuss a grade with me and have 7 business days after a grade has been assigned to contest a grade. This must be done in writing. After 7 business days, all grades are considered final. Assigned grades will *not* be changed unless clear and significant procedural errors have occurred.

Student Survey of Teaching. Suggestions and constructive criticism are encouraged throughout the course. You will be asked to complete an end-of-semester, online Student Survey of Teaching, which could inform modifications to this course (and other courses that I teach) in the future.

COURSE POLICIES AND UNIVERSITY RESOURCES

Attendance. While attendance is not directly part of students' grades, in-person attendance is necessary for your success. Basically, students cannot participate in class discussion if they are not in class. Thus, attendance is strongly encouraged.

University Excused Absences. A University Excused Absence is one for which a student cannot be penalized and shall receive an accommodation for completing the missed work. These absences include religious observances, required military service, illness or injury, personal verifiable mental health or medical crisis or that of a relative or friend, unforeseen life event or compelling circumstances beyond the student's control (divorce, birth or adoption of a child, death, loss of employment, sexual assault, domestic violence), academic field trips, participation in university activities at the request of university

authorities, jury duty or officially mandated court appearances, and professional association or conference presentation. The University Excused Absence policy is available [here](#).

As noted in the University policy, instructors may ask students to provide documentation to verify that an event qualifies as a University Excused Absence. I accept documentation that clearly includes the name of the student or close family member/friend and a date/timestamp to demonstrate that the absence on a given date fits one of the categories covered by the University Excused Absence policy. I completely understand if students do not want to provide the documentation with details about their situation directly to me, since documents can include very personal information. Thus I encourage students to provide documentation to the [Student Support and Case Management Office](#) who can work with the student to verify the information and simply let me (and other the student's other instructors) know that the situation on certain dates has been verified.

There are many understandable reasons for a student to miss class that do not fit into a category of verifiable University Excused Absences. If a student is feeling sick but not ill enough to go to the doctor, a clinic only provides a letter saying that student visited but not that the student was actually sick, a student needs a personal day or wants to meet with one of their own students for office hours during class time, etc. Remember that students can miss up to two class periods without these absences affecting their grades, so there is flexibility built into the schedule. In sum, please stay home if you are sick or need a personal day. Missing more than two classes will, however, begin to affect students' participation grades unless they can document University Excused Absences.

What to Do if a Class is Missed. Students who miss class for any reason are responsible for catching up with the material. They are encouraged to reach out to a classmate for notes or general announcements, and to reach out to me about any remaining questions.

Late Work. Students are expected to complete the assignments on the dates listed in the schedule. If a student needs an extension for any reason, that student should contact me at least 24-hours before the due date (or as soon as possible in the event of an emergency), and I will generally grant an extension. That said, the assignments are spaced out throughout the semester to help students break up their required work. Assignment extensions can be quite stressful because they condense the assignment due dates. Instead, I encourage students to turn in assignments on time (if the document at least meets the requirements of the assignment) then revise based on my feedback to increase the assignment grade.

Email Etiquette. I encourage students to email with any questions they have. I try to respond within 48 hours during the week and by Monday evening if students email me over the weekend. If I have not responded in that time frame, please feel free to email me again. Please keep three things in mind:

- Check the syllabus and all course handouts before emailing. If an answer is in the course documents, I will direct students back to those documents.
- I encourage students to explain their reasons clearly and respectfully for emailing.
- Finally, if you have a question for me, current event to share, etc., please use email rather than sending a note through Canvas. Feel free to use Canvas comments to let me know about things that come up when turning in specific assignments (e.g., the formatting of a paper looks odd on Canvas).

In Class Conduct. I want to build a classroom climate that is comfortable for everyone. At KU, administrators, faculty, and staff are committed to the creation and maintenance of "inclusive learning" spaces. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

In our classroom, all students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship status, nationality and other diverse identities that we each bring to class.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views but also understand that you are doing so in a learning environment in which we all are expected to engage respectfully and with regard to the dignity of all others.

Additionally, in class, be sure to:

- Only use technology when its use is in service of the course content
- Be on time to class to avoid causing a distraction and to show respect for your classmates' time
- Avoid unnecessary disruption during class (e.g., having private conversations, using social media, doing work for other classes, making/receiving phone calls or texts that are not emergencies, etc.)

Violation of any of these guidelines will result in a warning to the student and a decreased participation grade. If the conduct continues, the student will be asked to leave class.

Canvas. This course uses Canvas as a space to post course readings, assignments, grades, and course announcements. Students should check Canvas regularly and turn on announcement notifications to ensure that they are up to date on course material. Please see the following for more information:

<http://canvas.ku.edu>

Seeking assistance. Students should not hesitate to seek assistance. Assistance is best sought before, rather than after, assignments. Students will be required to think and write in ways that may be unfamiliar. Training in advanced methods is not required, but some may feel apprehensive about their understanding of course readings. If something in class or the readings is unclear, please feel comfortable to ask ANY question in class or to schedule an office hours visit.

Accommodations. The Student Access Center (SAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted SAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at www.access.ku.edu. Please contact me privately about your needs in this course.

Academic Misconduct. For the assignments in this course, students will produce original work and use other researchers' work as a foundation for their arguments. These assignments must be original, must not use online AI programs to develop their writing assignments (see more below), and must acknowledge all sources (including those covered in class). Using any material that was written by someone else and submitting as though it was your own is unacceptable, even if it is accidental. Students also are not permitted to submit the same work to multiple courses. Work submitted should represent students' original work created specifically for this class. Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in this course and/or dismissal from the University. For more, please see KU's Writing Center for [details about crediting sources](#), and KU's [academic misconduct policy and procedures](#).

Use of AI. In class we will collaboratively develop our own policy for utilization of AI during the semester. Until we develop the policy, every class assignment must include a statement about AI use (or non-use). The prototypical format will be "*The [model + version] was used for [specific purpose(s)]. All ideas and arguments are my own.*"

Recording and Intellectual Property. Course materials prepared by the instructor, together with the content of all lectures, activities, and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio record lectures, on the condition that these audio recordings are only used as a study aid by the individual making the recording and must not be shared, sold, or published publicly. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, audience, or entity in any form.

Additional Resource and Policy Information for Students. The University of Kansas has a variety of resources to support your success on campus. In addition to the links below, visit the [Student Resources website](#) (KU Student Affairs) for additional policies and resources.

- [Graduate Studies Hub](#)
- [Change of Grade Policy](#) and [USRR, Section 3: Change of Grade](#)
- [Code of Student Rights and Responsibilities](#)
- [Academic Misconduct \(USRR 2.7.1\)](#)
- KU Policy on [Commercial Notetaking](#)
- [Mandatory Reporting](#) (Civil Rights & Title IX)
- [Nondiscrimination, Equal Opportunity, and Affirmative Action](#)
- [Racial and Ethnic Harassment Policy](#)
- [Sexual Harassment](#)
- [KU weapons policy](#)
- [Counseling and Psychological Services](#)
- [Kansas Board of Regents Statement on Freedom of Expression](#)
- [Student Support and Case Management](#)

Finding Support: If you tell me you are having trouble, I will NOT judge you or think less of you. In fact, I hope you will extend me the same grace. Here are my thoughts about supporting one another:

- You never owe me personal information about your health (mental or physical), or anything else. However, you are always welcome to talk to me about things that you might be going through.
- If I cannot help you, I know about many resources on and off campus and I will do my best to direct you to resources for assistance.
- If you need extra help, please *just ask!* I will listen and will work with you.

KU is a large campus, and it can be hard to identify the right office quickly. If you're unsure where to begin, use KU's "Report It" directory to find the appropriate reporting path: <https://reportit.ku.edu/>.

Here are some helpful common resources:

- Accessibility/accommodations: Student Access Center: <https://access.ku.edu/>
- Harassment, discrimination, sexual misconduct, or retaliation: Office of Civil Rights & Title IX: <https://civilrights.ku.edu/>
- Mental health support: Counseling & Psychological Services (CAPS): <https://caps.ku.edu/>
- Confidential, informal support navigating conflict or concerns: KU Ombuds Office: <https://ombuds.ku.edu/>

Syllabus and Course Schedule Changes. The syllabus and course schedule are subject to change with sufficient notice to students.

COURSE SCHEDULE

Week	Date	Topic	Readings/Activities	Assignments
1	Aug. 25	Course Introduction and Organizing the Communication Discipline	Course syllabus (posted to Canvas under the “Syllabus” link) Skim NCA’s Data about the Discipline page, which has data about doctoral/masters/undergraduate/community college programs, academic job listings, and other information collected by NCA staff. You do not need to read every report! But do skim the reports with the topics that are most interesting to you. Skim the list of divisions/interest groups for NCA and ICA, two of the largest communication professional organizations (and the regional communication organizations, if you’d like, though this is optional: CSCA, ECA, SSCA, WSCA). We will talk more later in the semester about what these professional organizations do. For now, focus on how they organize the communication discipline.	
2	Sept. 1	Overview of the Field	Craig, R. T. (1999). Communication theory as a field. <i>Communication Theory</i>, 9(2), 119–161. https://doi.org/10.1111/j.1468-2885.1999.tb00166.x Huang, L., & Xu, K. (2026). The field of communication is becoming less disruptive: Analyses of citation data over four decades. <i>Annals of the International Communication Association</i>. Advance online publication. https://doi.org/10.1093/anncom/wlag008 Zelizer, B. (2016). Communication in the fan of disciplines. <i>Communication Theory</i>, 26, 213–235. https://doi.org/10.1111/comt.12094	Discussion Question(s) Monday at 1:00 p.m.
3	Sept. 8	Topics and Challenges	Chan, C. H., & Grill, C. (2020). The highs in communication research: Research topics with high supply, high popularity, and high prestige in high-impact journals. <i>Communication Research</i>, 49, 599-626. https://doi.org/10.1177/0093650220944790 Scharp, K. M., & Thomas, L. J. (2019). Disrupting the humanities and social science binary: Framing communication studies as a transformative discipline. <i>Review of Communication</i>, 19, 147–163. https://doi.org/10.1080/15358593.2019.1595702 Xu, S., Jitkajornwanich, K., David, P., Park, H. J., Zhao, Y., Adu, J., & Chumthong, T. (2024). A longitudinal examination of collaboration diversity among communication scholars: 1990–2023. <i>Journal of Communication</i>, 74(6), 466-480. https://doi.org/10.1093/joc/jqae037	Discussion Question(s) Monday at 1:00 p.m. Journal Audit 1
4	Sept. 15	Theory and Communication	Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Foundations of communication theory. In <i>Theories of human communication</i> (11th ed., pp. 3-23). Waveland Press. Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Frameworks for organizing theories. In <i>Theories of human communication</i> (11th ed., pp. 25-47). Waveland Press. Krippendorff, K. (2009). <i>An alternative paradigm</i>. In <i>On communicating: Otherness, meaning, and information</i> (pp. 11-36). Routledge.	Discussion Question(s) Monday at 1:00 p.m. Journal Audit 2

5	Sept. 22	Communication Paradigms	Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995–2004. <i>Journal of communication</i>, 54(4), 589-615. Weick, K. E. (1989). Theory construction as disciplined imagination. <i>Academy of Management Review</i>, 14(4), 516-531. Zarefsky, D. (2009). Knowledge claims in rhetorical criticism. <i>Journal of Communication</i>, 59(1), 96-108. https://doi.org/10.1111/j.1460-2466.2008.00405.x	Discussion Question(s) Monday at 1:00 p.m. Professional Development: Current CV Due Journal Audit 3
6	Sept. 29	Faculty Visits (Rhetorical)	1:15 – 2:15: Meggie Mapes 2:30 – 3:30: Dorthy Pennington	Genre Analysis I (a) Due Journal Audit 4
7	Oct. 6	Writing Resources	<u>Late Start: Class begins at 2:00 p.m.</u> Weaver, C. G. (1985). Writing for publication: Barriers and bridges. <i>Bulletin of the Medical Library Association</i>, 73, 213–214. Resources: Resources for Communication Studies' graduate students from KU libraries University of Wisconsin-Madison's Reverse Outlines: A Writer's Technique for Examining Organization: https://writing.wisc.edu/handbook/process/reverseoutlines/ Iowa State University libraries How to Conduct a Literature Review (starts here, but read: Let's Get Started!; Developing a Search Strategy; What Literature to Search; Extending your Searching with Citation Chains; Forward Citation Chains; Keeping up with the Literature; Managing your References) What is inclusive citation and why does it matter? (2023, Sept. 20). <i>Northeastern University</i>. https://librarynews.northeastern.edu/?p=276055 (especially, read the PDF titled “What is inclusive citation?” at the link on the page) Scholarly Communication Toolkit. (2024, May 22). <i>Association of College & Research Libraries</i>. https://acrl.libguides.com/scholcomm/toolkit/impact (Summarizes ways to assess the impact/strength of scholarly journals. Can skip the peer review section because we will discuss peer review specifically in a few weeks.) Skim list of journals from NCA and ICA (two professional communication organizations). A few resources for diversifying your sources: Diversifying Your Citations (from University of Washington libraries), People of Color also Know Stuff, Women Also Know Stuff, #CommunicationSoWhite syllabus	Discussion Question(s) Monday at 1:00 p.m. Before class: Academic Spaces Selfie In class: AI Policy Development Journal Audit 5
8	Oct. 13	Faculty Visits (Qualitative)	1:15 – 2:15: Dr. Piercy 2:30 – 3:30 Dr. Roscoe, Dr. Gist-Mackey	Genre Analysis I (b) Due Journal Audit 6 Research Community Overview: Part 1 Draft
9	Oct. 20	No Class (Fall Break)		

10	Oct. 27	Conferences	The Professor is In “Surviving Your First Conference”: https://theprofessorisin.com/2020/01/09/surviving-your-first-conference-tips-for-anxious-newbies/ Turner, K., Boyes, C., Bennion, E., & Newman, J. (2022). How to conference [Preprint]. <i>Political Science Education and the Profession</i>. https://doi.org/10.33774/apsa-2022-vkccz Activity 1: Go to a professional organization’s site (e.g., NCA, ICA, CSCA, RSA), find an interest group that you may be interested in submitting to, and read about the different conference submission types Activity 2: Learn about Concur (<u>must</u> use this site to request and book travel to receive travel funds) and the KU financial services portal (must use this site to receive reimbursement for travel): • Work through this “First Time Users” page to set up your profile (note that our department does not distribute p-cards to faculty or graduate students, so you will need to use a personal credit card to book travel, then get reimbursed) • Creating a travel request through Concur: https://travel.ku.edu/sites/travel/files/documents/Training%20Videos/Create%20and%20Submit%20a%20Travel%20Request.mp4 • Booking a flight through Concur: https://travel.ku.edu/sites/travel/files/documents/Training%20Videos/Book%20a%20Flight.mp4 • Booking a hotel through Concur: https://travel.ku.edu/sites/travel/files/documents/Training%20Videos/Book%20a%20Hotel.mp4 Financial services portal (go here to submit receipts and process reimbursement, I will show you how to do this in class): https://services.ku.edu/TDClient/631/Portal/Home/	Discussion Question(s) Monday at 1:00 p.m. Journal Audit 7
11	Nov. 3	Faculty Visits (Quantitative)	1:15 – 2:15: Dr. Wozidlo, Dr. Zhang 2:30 – 3:30: Dr. Tell (Rhetorical)	Genre Analysis I (c) Journal Audit 8
12	Nov. 10	Academic Writing	Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), <i>The compleat academic: A practical guide for the beginning social scientist</i> (2nd ed., pp. 185-219). American Psychological Association. Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. <i>Human Resource Development Review</i>, 15(4), 404-428. https://doi.org/10.1177/1534484316671606 Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. <i>MIS Quarterly</i>, 26(2), xiii-xxiii. Kearns, H. (2021, December 21). Researchers are too critical – we need to give ourselves (and others) a break. <i>Inside Higher Education</i>. https://www.timeshighereducation.com/campus/researchers-are-too-critical-we-need-give-ourselves-and-others-break Pinker, S. (2014). Why academics stink at writing. <i>The Chronicle of Higher Education</i>. (posted to Canvas)	Genre Analysis II: Style Template Due Journal Audit 9

13	Nov. 17	NCA Break		Professional Development Plan: Ideal/Aspirational CV Due Research Community Analysis: Part 2 interview (Ideal Deadline)
14	Nov. 24	Peer Review	Brummett, B. (2003). Double binds in publishing rhetorical studies. <i>Communication Studies</i>, 54, 364–369. Bengston, V. L., & MacDermid-Wadsworth, S. M. (2019). How to review a journal article: Suggestions for first-time reviewers and reminders for seasoned experts. <i>National Council on Family Relations</i>. https://www.ncfr.org/jmf/jmf-reviewers/reviewer-guidelines (see link or PDF posted to Canvas) Curtin, P. A., Russial, J., & Tefertiller, A. (2018). Reviewers' perceptions of the peer review process in journalism and mass communication. <i>Journalism & Mass Communication Quarterly</i>, 95, 278-299. https://doi.org/10.1177/1077699017736031 Piercy article from 1st submission ☐ reviews ☐ publication (posted to Canvas for students to skim)	Discussion Question(s) Monday at 1:00 p.m. Journal Audit 10 In class: Peer Review of 2 Papers
15	Dec. 1	Building your Team	Buell, C. (2004). Models of mentoring in communication. <i>Communication Education</i>, 53(1), 56–73. https://doi.org/10.1080/0363452032000135779 Mansson, D. H., & Myers, S. A. (2013). Mentoring support and relational uncertainty in the advisor–advisee relationship. <i>NACADA Journal</i>, 33(1), 54–60. https://doi.org/10.12930/nacada-13-208 Rackham Graduate School, University of Michigan, Graduate Student Mentoring Guide: A guide for students: https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf Vaughn, V., Saint, S., & Chopra, V. (2017). Mentee missteps: Tales from the academic trenches. <i>JAMA</i>. https://jamanetwork.com/journals/jama/fullarticle/2600471 Read over the following sections of the KU COMS Graduate Studies Handbook. • First, everyone: read pages 20-39 • MA students: read 6-9 • PhD students: read 10-15	Discussion Question(s) Monday at 1:00 p.m. Journal Audit make-up In class: Social Support Mapping
16	Dec. 8	Sharing Day	Celebration and Presentations	Discussion Question(s) Monday at 1:00 p.m. Research Community Report Due Genre Analysis III: Dissertation/Thesis