

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: COMPARATIVE STUDIES	COLLEGE: ARTS AND LETTERS
COURSE PREFIX AND NUMBER: CST 7910	CURRENT COURSE TITLE: ADVANCED RESEARCH AND STUDY
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: 3 TO: VARIABLE (1 -9) CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: <p style="font-size: small;">*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

Faculty contact, email and complete phone number:
 MARK SCROGGINS, mscroggi@fau.edu, 561-297-3561

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____	Date: _____ _____ _____ _____ _____	ATTACHMENT CHECKLIST ♦ Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦ Written consent from all departments affected by changes
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Email this form and syllabus to diamond@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

SAMPLE SYLLABUS: CST 7910, ADVANCED RESEARCH

(1 – 9 Credit hours)

Fall 2012: MEETING TIME AND PLACE

Professor Mark Scroggins, Department of English

Office: CU 357

Phone: 297-3561

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Office hours: XXXX

DESCRIPTION

CST 7910, Advanced Research, is designed to help comparative studies PhD students prepare a proposal for their dissertations and to acquaint them with the academic labor involved in writing a doctoral dissertation. This is an S/U course, and may be taken for variable credit.

RECOMMENDED READINGS (*Accessible via Blackboard at <http://blackboard.fau.edu/>*)

Irene L. Clark, “Entering the Conversation: Graduate Thesis Proposals as Genre,” *Profession* (2005)

Gregory Colón Semenza, *Graduate Study for the 21st Century: How to Build an Academic Career in the Humanities* (2005)

-Introduction

-Chapter 1: “The Culture of a Graduate Program” (selection 10-16, 28-30)

-Chapter 3: “Organization and Time Management” (selection 46-47, 58-60)

-Chapter 8: “The Dissertation” (selection 159-163)

-Sample Dissertation Prospectus (280-283) and Sample Conference Abstract (284-286)

Robert L. Peters, *Getting What You Came For: The Smart Student’s Guide to Earning an MA or a PhD* (1997)

-Chapter 13: “Playing Politics: Building a Reputation”

-Chapter 15: “Choosing and Managing Your Thesis Committee”

-Chapter 16: “The Thesis Topic: Finding It”

-Chapter 17: “The Thesis Proposal”

COURSE REQUIREMENTS

This is an S/U course; you will earn a passing grade by attending all the class sessions, by thoughtful contributions to the course discussions, by providing revision feedback on your colleagues’ work, and by turning in a draft of your dissertation proposal at the end of the semester.

GRADING SCALE

83-100: S

82 and below: U

COURSE OBJECTIVES

By the end of this course, students will have gained an understanding of the process of writing a doctoral dissertation in the field of Comparative Studies, and will have produced a fairly finished draft of their dissertation proposal.

SCHEDULE

WEEKS 1-3

Introduction to the course; students will exchange and discuss their comprehensive reading lists, acquainting each other with their fields of study, their potential dissertation topics, and the critical and theoretical issues at stake in those proposed topics. We will spend some time looking at sample completed doctoral dissertations, both from FAU and from other institutions, and discuss the intellectual and structural expectations of the dissertation form.

Reading:

Chapter 1, “The Culture of a Graduate Program,” and Chapter 3, “Organization and Time Management,”
Graduate Study

WEEKS 4-6

Building on our explorations of the dissertation as form, we will discuss (and examine numerous examples of) the dissertation proposal: its form, its rhetorical structure, its function in relation to the dissertation-as-written.

Reading:

Irene L. Clark, “Entering the Conversation: Graduate Thesis Proposals as Genre,” *Profession* (2005)
Chapter 16: “The Thesis Topic: Finding It,” *Getting What You Came For*
Chapter 17: “The Thesis Proposal,” *Getting What You Came For*
selection from “The Dissertation,” and Sample Dissertation Prospectus, *Graduate Study*

WEEKS 7-10

Students will exchange, discuss, and provide written revision suggestions on each others’ dissertation proposals.

WEEKS 10-14

Depending on how much we have accomplished in the previous block of time, we may spend some additional time in workshop-style discussion of dissertation proposals; but the central focus of these weeks will be on the process of writing and completing the dissertation.

Reading:

Chapter 13: “Playing Politics: Building a Reputation,” and Chapter 15: “Choosing and Managing Your Thesis Committee,” *Getting What You Came For*

A Note on Plagiarism:

Please consult the University Honor Code for specific discussion of issues of academic integrity: http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf. The Honor Code defines plagiarism as “The presentation of words or ideas from any other source as one’s own”; this includes, but is not limited to, turning in under your own name papers you’ve obtained from the internet or other sources, and quoting or paraphrasing without acknowledgement the ideas of others. Any instance of plagiarism will result in a “U” for the course.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Disability Policy Statement:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD), SU 133 (561-297-3880). I will make all efforts possible to accommodate note- and test-taking for students with disabilities, but you need to confer with me at the beginning of the semester.