

# Course Syllabus

## Course Information

**Course Prefix and Number: CP 8022**

**Course Name: PhD Seminar in Research & Pedagogy**

**Instructor: Andris, Clio**

## Course Description

This series brings doctoral students in planning together to conceptualize and share ongoing research with their peers and to critically assess the professional skills required of faculty at the university level and other careers focused on research. To this end, the seminar meetings will consist of student summaries of assigned materials, critical feedback from peers and the instructor, and critical review of student research. Three areas of research and academic professional skills are addressed through the seminar, including course development and delivery; grant proposal writing and budget management; and manuscript development and peer review. Over the course of this term, we will be focused on manuscript development and peer review.

## Course Learning Outcomes

1. To learn about the process of drafting a manuscript and the academic peer review process;
2. To critically review academic manuscripts, including peer review of each other's work;
3. To advance the research trajectory of students in the doctoral program, including critical assessment of dissertation proposals in development.

The course will meet about six times over the course of the semester and will be structured as a seminar.

## Required Course Materials

Any materials for the course will be distributed directly via email and/or posted to the course Canvas site.

## Grading Policy

This course is graded on a Satisfactory (S) / Unsatisfactory (U) basis.

- A grade of Satisfactory (S) indicates that the student has made acceptable progress in their research toward degree completion, consistent with the number of thesis credit hours for which the student is enrolled for the semester.
- A grade of Unsatisfactory (U) indicates that the student did not meet the expectations for satisfactory performance during the term.

### Attendance Policy

This course does not include scheduled class meetings. Students conduct independent research under the supervision of a thesis advisor. The frequency and format of student-advisor contact are determined by mutual agreement.

### Academic Honesty/Integrity Statement

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the student [Code of Conduct](#) and the [Academic Honor Code](#), especially [Appendix A: Graduate Addendum to the Academic Honor Code](#).

A Teaching Assistant (TA) at Georgia Tech holds a dual role, serving both as a student and an instructional team member. Because of this, TAs are held to the same standards of academic integrity that govern all students at the Institute. These expectations extend to every aspect of their TA responsibilities, including, but not limited to, grading, handling course materials, supporting instruction, and interacting with students. Any breach of academic integrity while fulfilling TA duties is subject to the same institutional policies, procedures, and consequences that apply to students in their academic work.

### Core IMPACTS

Not applicable.

### Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

### Expectations for Graduate Teaching Assistants

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student

body. [The Student-Faculty Expectations](#) articulates some basic expectations that students have of instructors and that instructors have of students. In addition, a TA must meet the employment performance expectations and conduct outlined in the [Graduate Student Employment Manual](#). In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech.