

## ANTH/SOC\*6700 Professional Seminar Fall 2019 & Winter 2020

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**Course Description and Approach**-The professional seminar provides an opportunity to work on several academic and administrative matters related to studies at the graduate level. Overall, the intent is to foster professional skills development (academic and non-academic); develop and foster an intellectual culture in the graduate programs and department more generally; facilitate cohort building, mentoring and provide peer support; and contribute to the intergenerational transmission of knowledge (including incoming students learning from upper-year students). The format for the seminar will include a combination of workshops, guest speakers/panels, and discussions (including via Sharing Circles and Action Learning Sets).

**Learning Outcomes** - By the end of this course, successful students will be able to:

1. Orient your experiences to make the most of your graduate studies to further your personal goals within the discipline and/or society [**Lifelong Learning**].
2. Contribute to the intellectual culture of your graduate program, department and/or discipline [**Intellectual Culture**].
3. Develop a collegial graduate experience by engaging in peer support, intergenerational knowledge sharing, cohort building and mentoring [**Community Building**].
4. Create and mobilize knowledge in clear and accessible written, oral and visual forms with and for multiple audiences to affect social change [**Communication**].
5. Demonstrate ethical, accountable and socially responsible behaviour through scholarly interactions [**Professional Scholarly Practice**].

Therefore, successful completion of the ProSeminar will align with the following University Graduate Learning Outcomes:

- Communicating (i.e., Oral, Written, Reading, Integrative)
- Professional and Ethical Behaviour (e.g., Ethical Reasoning, Leadership, Personal Organisation/Time Management, Intellectual Independence)

**\*Required/Recommended Texts** (available for purchase at the University Bookstore or loan via ARES course reserve)

- \*Becker, Howard. 2007. *Writing for Social Scientists: How to start and finish your thesis, book or article*. 2nd Ed. Chicago: Chicago University Press. ISBN-13: 978-0-226-04132-2
- \*Graff, Gerald, Cathy Birkenstein and Russel Durst. 2018. *They Say / I Say: The Moves That Matter in Academic Writing with Readings* (4th Ed.) US: W.W. Norton & Company. ISBN 13: 9780393631685.
- Haggerty, Kevin and Aaron Doyle. 2015. *57 Ways to Screw Up in Grad School: Perverse Professional Lessons for Graduate Students*. The University of Chicago Press: Chicago. ISBN 9780226280905
- Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: Chicago University Press. ISBN 9780226816388

### Assessments<sup>1</sup> -

<i>Course Elements</i>	<i>Required Time<sup>2</sup> Commitment</i>	
	<i>Fall</i>	<i>Winter</i>
1. ProSeminars (including required sessions, action learning sets, sharing circles and oral/written/visual communication components, etc.) and Preparation (including self-assessment surveys)	20	20
2. Individualized Development Plan (IDP)	2	2
3. Individualized Prof. Development Activities (e.g., elective seminars plus sessions offered outside seminars)	35-45	35-45
4. Individualized Development Record and Critically Reflective Learning Dossier	3	3
<b>Total</b>	<b>60-70 hours</b>	<b>60-70 hours</b>

<sup>1</sup> Assessment breakdown and elements may change prior to the release of the official syllabus in September 2019. Note: This is a required pass/fail course, with a 65% minimum pass.

<sup>2</sup> Time commitment based on graduate course load expectations (i.e., approximately 12-15 hours per week for 12 weeks).