

ProSeminar: P20 Research & Careers in Education
(ELP 390C, 11105)

Fall 2021

Mondays 1-4p.m., SZB 3.222 (364)

Canvas Site: <https://utexas.instructure.com/courses/1316929>

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Office: SZB 310A

Office Hours: Mondays, 4-5pm. Sign up here: <https://calendly.com/schudde/30min> or email if you can't find a time that works for you.

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Syllabus current as of August 30, 2021 – this syllabus is a “living” document that may be updated over time (Please see Canvas for most up-to-date information)

COURSE DESCRIPTION

This pro-seminar is not a conventional organized course. Instead, it helps you adjust to and enjoy becoming a graduate student. We have designed this pro-seminar to build a learning community among students and faculty to explore issues related to careers and research in educational policy, with opportunities for collaboration, planning, academic research, relevant practical experiences, and site visits. The goal of the pro-seminar is to develop the skillset you, as students, will require for successful professional presentations, writing, and analyses. The course will also set the foundation for students to successfully complete the process of becoming a Ph.D. through curricular and career enhancement opportunities. You will identify your burning questions and consider disciplinary, theoretical, and methodological grounding for those questions.

Course Objectives

Content Competencies

- Obtain overview and foundational knowledge about PK-20 education career pathways.
- Link theories and frameworks to an integrative and comprehensive approach to PK-20 education and career transitions.
- Identify problems and make recommendations designed to improve outcomes and foster transformation within the PK-20 educational context.
- Gain knowledge about identifying and engaging stakeholders across the educational spectrum.

Doctoral Competencies

- Build skills in academic research, writing and analysis. Students are welcome to bring literature reviews and annotated bibliographies developed for other courses to workshop at designated times.

- Refine professional presentation skills (i.e., those necessary to present at regional and national conference presentations).
- Become conversant in APA conventions.
- Create alignment and collaboration within professional collegial teams to achieve specific goals.
- Integrate complex issues into concise, thorough, and accurate written and oral presentations.
- Effectively use technology to enhance and support communication, collaboration, and decision-making.
- Honestly and realistically assess self as a reflective scholar-practitioner and set professional effectiveness goals.

Students may vary in their competency levels relative to these outcomes. You can expect to acquire these abilities only if you honor all course policies, participate in classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

COURSE REQUIREMENTS

I: Developing an Academic Identity (10%)

- Semester Plan:** In the first few weeks of the semester, you will learn about and create your own plan to prioritize your tasks for the semester. Consider both:
 - What is *required* across your courses, and when will different products be due?
(Calendar)
 - Briefly reflect on your (1) personal and professional journey to date to describe (2) what *you aspire* to accomplish long-term in terms of your individual research agenda.
(Narrative)
That is, what do you need to learn/know to do the kinds of research you would like to do? You will detail your short-term goals for the semester, while looking ahead to your long-term goals for your larger professional/ research/ policy agenda. As the semester progresses, you will critically self-assess your progress in meeting the goals you laid out initially, as well as your writing and time-management habits mid-way through the course and at the end.
- Biography and Interests Statement:** At the start of the semester, we will review prior graduate student biographical statements and you will craft your own. You will post your graduate student profile, along with an optional photo, to the website.

II: Developing a Research Agenda (60%)

- Structured Abstract:** Using a template, students will develop a structured abstract of one article/book in their bibliography.
- Annotated Outline:** As you work towards your annotated bibliography, you will submit an outline to help you organize and format the articles you have been collecting for your annotated bibliography into a meaningful structure.

5. **Annotated Bibliography:** At the end of the semester, you will submit your full annotated bibliography. Choosing an area of interest, and with the guidance of COE librarian Janelle Hedstrom, students will begin ‘searching’ for articles around a guiding question/concern/area of interest. Ultimately, students will identify 10-20 peer-reviewed articles and/or seminal books that will inform their research over the course of their doctoral program. Time will be set aside weekly to reflect on and workshop our evolving annotated bibliographies.
 - a. *Students will bring 1-2 new articles on a weekly basis to workshop, e.g., how did these articles change your search criteria? Your assumptions about the field? Your nascent research questions?*
 - b. *You are strongly encouraged to build your own library in Endnote, Zotero, etc.*
 - c. *After identifying an initial research question in Week 1, students will revise their driving questions on a weekly basis, keeping a running record of each iteration as it evolves.*
6. **Nascent Research Agenda Memo:** Synthesizing the findings from your continually evolving annotated bibliography, you will craft a brief (2-3 page) memo that outlines your key topic of interest (**what**), the context in which it will be studied (**where**), and the key policy actors and/or clients of interest (**who**) leading into your newly refined research question(s). This will also allow you to situate your work and its potential contribution to the field (i.e., the gap that you will address). You will submit a draft early in the semester and a finalized memo towards the end of the semester.

III: Professional Development (30%)

7. **Curriculum Vitae:** Students will craft a version of their **academic CV**, inclusive of sections aligned to their scholarly development, writing, and professional presentations. Prior graduate student and faculty models will be shared.
8. **Talk/Lecture Write-Ups:** You will also be asked to attend at minimum **three talks or lectures** during the semester (e.g., ED Talks, PRC Brown Bags), in person or via Zoom, although the EPP Faculty highly encourage you to find at least one talk a week that is of interest to you. *Post and share your reflections with the class, following the suggested handout, onto the Canvas discussion board.* I will share relevant events with you; you are welcome to seek out your own, and to share what you find with your peers.
9. **Conference Presentation:** The presentation is meant as an opportunity for you to share the interesting projects you've been working on with the class, practice speaking about your work, and to receive one final round of feedback before your bibliographies are due. You will prepare a brief 5-minute PowerPoint presentation on your paper.
10. **Participation:** Even more than in other courses, your attendance and participation make the Pro-Seminar function. Students will come to class regularly and on time, barring health issues or crises. After conferring with our guest panelists, we decided that guest speakers will visit with us virtually. That allows us to meet via Zoom in a pooled class with both PHEL and EPP first-year doctoral students in a way that ensures the guests still

feel comfortable and safe. When something comes up, it is best to communicate with us as soon as you can. Given COVID-19, especially, we expect that there may be things that come up that make it difficult for you to attend class, complete assignments within designated time frames, or to fully participate. Please convey these concerns to us as soon as you can, and we will work with you to find alternatives or a solution. The course is interactive and covers a large amount of material that we believe is important for your continued success in the program. In addition, students are expected to come to class having closely read the assigned reading, completed any writing assignments, and prepared to participate in class discussion. Participation grades will be based partially on attendance, but primarily on your level of engagement in class (e.g., making insightful comments, asking probing questions, both in whole group and small group discussions).

Grades will be assigned as follows:

A = 94-100%	B+ = 87-89%	C+= 77-79%	D = 60-69%
A ⁻ = 90-93%	B = 84-86%	C = 74-76%	F = less than 60%
	B ⁻ = 80-83%	C ⁻ = 70-73%	

READINGS AND RESOURCES

Required texts

Available for purchase through UT Co-op or Amazon:

- American Psychological Association. (2019). *Publication Manual of the American Psychological Association*, 7th Ed. Washington, DC: Author.
- Graff, G. & Birkenstein, C. (2018). *They say, I say: The moves that matter in academic writing* (4th ed). New York: Norton. **(TSIS)**

Recommended texts

Full e-books available through UT library (links also provided through Canvas):

- Calarco, J. M. (2020). *Field guide to grad school*. Princeton University Press. **(FGGS)**
 - https://search.lib.utexas.edu/permalink/01UTAU_INST/9e1640/alma991058165349306011
- Booth, W. C. & Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4th ed.). Chicago, IL: University of Chicago.
 - https://search.lib.utexas.edu/permalink/01UTAU_INST/9e1640/alma991058205968606011

With the exception of the required texts, readings will be available on Canvas; we include direct links to journal websites whenever possible to allow access to articles via the UT Library system.

Other resources

- National Center for Faculty Diversity and Development: (UT subscription, free to you) <https://www.facultydiversity.org/>
- Chronicle of Higher Education: (UT subscription, free to you) <https://www-chronicle-com.ezproxy.lib.utexas.edu/>

- Get a Life, PhD:
<http://getalifephd.blogspot.com/>
- The Professor is In:
<http://theprofessorisin.com/>

CLASS & UNIVERSITY POLICIES

Land Acknowledgment

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Classroom Safety and COVID-19

To help preserve our in person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Face masks are strongly recommended for vaccinated and unvaccinated individuals.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated. Vaccination is strongly encouraged.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free. If you have symptoms or have had an exposure to COVID-19, please do not come to class in person. You should communicate with the instructor as soon as possible and alternate arrangements will be made on a case by case basis. If you have symptoms, you should get tested as soon as possible.
- Visit protect.utexas.edu for more information

Late Assignments

Assignments build upon one another, and it is essential to complete them on time in order to receive feedback for the next iteration. Short assignments will not receive credit (zero credit) if turned in late, and grades for late final assignments turned will drop one letter grade for each day beyond the due date, except in emergencies. As always, please communicate with us if you anticipate needing to turn in work late or are experiencing a crisis.

Grading

Grades are based on adherence to assignment guidelines, clarity, and depth of analysis. I will share specific criteria for each written assignment with the assignment. There are plenty of built-in opportunities for feedback on your writing. In addition, I encourage you to make time to

discuss your projects with me during office hours. For assistance with writing, I encourage you to seek out [Graduate Writing Services](#).

Feedback on Your Work

I give extensive comments on your assignments and expect students to review the feedback and incorporate it into future assignments. If you are not sure what the feedback or comments mean, feel free to email or meet with me to discuss it. It is not okay to ignore feedback. If you choose *not* to incorporate a comment, you need to justify it (e.g., as you would in a revise-and-resubmit to a journal). I use the “*speed grader*” function on Canvas to provide feedback. After I have graded, you will be able to see the comments we have provided. If you do not see these comments, contact me.

Feedback on Instruction

During this course, I will request your feedback on your learning in informal as well as formal ways, including anonymous surveys about how different strategies help or hinder your learning. Your responses allow me to know your reactions to class assignments and whether work should be modified. Please respond in a timely manner so that we together, we can create an environment effective for teaching and learning. In addition, if something simply is not working for you, please contact me directly so that we can tackle any issues before they become issues!

Accommodations for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Academic Integrity

Each student is expected to abide by the University of Texas Honor Code, which reads: “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and

community.” All students are expected to appropriately cite resources they have used. Any evidence of scholastic dishonesty will be reported to the appropriate authorities. According to the University of Texas: Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act. (Section 11-802 of Institutional Rules on Student Services and Activities. For further information, please visit the Office of Student Conduct and Academic Integrity <http://deanofstudents.utexas.edu/conduct/>).

Title IX Reporting

Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence, and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu

Email

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available [online](#). In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least 4 days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

CARE Counseling

CARE is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. College of Education CARE Counselor Danie White's office is in Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862; if you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available on Tues & Fri 1 – 2 PM. Check-in at the Student Division in SZB 216; all services are confidential. None of your information will be shared without your written consent. Come and see us we are here to listen.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Additional Resources

UT has numerous resources to aid and support for your learning.

- Vick Center for Strategic Advising and Career Counseling: <https://ugs.utexas.edu/vick>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>
- Graduate Writing Services: <http://www.utexas.edu/ugs/slc/grad>.

TENTATIVE COURSE SCHEDULE

	Date	Topic	
1	Aug 30	<i>Introductions and the Hidden Curriculum</i> <i>Virtual Meeting</i>	Pre-Read: <ul style="list-style-type: none"> • Lovitts, B. E. (2005). Being a course-taker is not enough: A theoretical perspective on the transition to independent research. <i>Studies in Higher Education</i>, 30(2), 137-154. • FGGS: Introduction & Chapter 3: Deciphering Academic Jargon • TSIS: Preface and Introduction
2	Sep 6	NO CLASS-LABOR DAY	
3	Sep 13	<i>Imposter Syndrome, Race, Gender, & Diversity</i>	Read <ul style="list-style-type: none"> ○ Parkman, A. (2016). The imposter phenomenon in higher education: Incidence and impact. <i>Journal of Higher Education Theory and Practice</i>, 16(1), 51. ○ Revuluri, S. (2018) How to overcome imposter syndrome. <i>Chronicle of Higher Education</i> ○ Hester, U. (2019) Resistance strategies for Black graduate students. <i>Diverse Issues in Higher Education</i> Assignments Due <ul style="list-style-type: none"> • <i>Identify preliminary area of interest for literature search</i> • <i>Draft bio (by Sept. 13)</i> • <i>Join the National Center for Faculty Diversity and Development (by Sept. 16)</i> • <i>Create your graduate student profile for the College of Education website (by Sept. 16)</i>
4	Sep 20	<i>Identifying, Curating, and Synthesizing the Relevant Research</i> <i>Virtual Guest Speaker: Janelle Hedstrom</i>	Read <ul style="list-style-type: none"> • FGGS: Chapter 4: Reading and Writing about Other People's Research • TSIS: Chapters 1, 2, and 3: <i>They Say, Her Point Is, As He Himself Puts it</i> • Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational researcher</i>, 34(6), 3-1 Assignments Due <ul style="list-style-type: none"> • Begin to develop annotated bibliography: from this point forward, bring 2-4 new articles in your area to discuss each week

5	Sep 27	Creating and Using Semester Plans/Time Management	<p>Read:</p> <ul style="list-style-type: none"> • FGGS: Chapter 5: <i>Staying on Track in Your Program</i> • View Webinar: Every Semester Needs a Plan <p>Assignments Due</p> <ul style="list-style-type: none"> • Submit Semester Plan (Draft to class on Sept. 27, Final due on Sept. 30)
6	Oct 4	<p>Working with advisors and mentors</p> <p><i>Virtual Faculty Panel #1: Dr. Woulfin, Dr. Childs, Dr. Garces</i></p>	<p>Read</p> <ul style="list-style-type: none"> • Kearns, H., & Gardiner, M. (2011). The care and maintenance of your adviser. <i>Nature</i>, 469(7331), 570-570 • FGGS: Chapter 2: Building Your Team
7	Oct 11	Developing a “Researchable” Question And Situating Yourself in the Field	<p>Read</p> <ul style="list-style-type: none"> • TSIS: Chapters 4, 5, 6, and 7 • Booth, W. C. & Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). Chicago, IL: University of Chicago. Ch. 3-4 <p>Assignments Due</p> <ul style="list-style-type: none"> • Submit Structured Abstract (Draft to class on Oct. 11, Final due Oct 14)
8	Oct 18	The CV: What it is, how to frame your body of work	<p>Read</p> <ul style="list-style-type: none"> • FGGS: Browse <i>Appendices A-C</i> • Looser, D. (2015) Me and my shadow CV. • Kelsky, K, (2012). Dr. Karen’s rules of the academic CV. <i>The Professor Is In</i>. <p>Assignments Due</p> <ul style="list-style-type: none"> • Submit Academic CV (Draft to class on Oct 18, Final due Oct 21.
9	Oct 25	<p>Career Interests: Potential Pathways and Possibilities</p> <p><i>Virtual ELP Alumni Panel: Joanna Sanchez, Andrene Castro, Matt Giani, Yughi Kim, Melissa Taylor</i></p>	<p>Read</p> <ul style="list-style-type: none"> • FGGS: Chapter 11: Navigating the Job Market • Goldsmith, Komlos, Gold. (2001) Landing an Academic Job. In <i>The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure</i>, 66-131 and 282-285. Chicago: University of Chicago Press. <p>Assignments Due</p> <ul style="list-style-type: none"> • Submit Nascent Research Agenda Memo (Initial Draft to class on Oct 25, Final due Oct 28

10	Nov 1	Using Theory and Conceptual Frameworks	<p>Read</p> <ul style="list-style-type: none"> • Creswell, J. W. (2003) Use of theory. In <i>Research design (2nd Ed.)</i> Thousand Oaks: Sage. • Maxwell, J. (2013). Conceptual framework: What do you think is going on? In Maxwell, J. <i>Qualitative research design: An interactive approach (3rd or 4th ed.)</i>. Thousand Oaks, CA: Sage. • Ravitch, S. M. & Riggan, J. M. (2017). Introduction to conceptual frameworks. In Reason & Rigor: How conceptual frameworks guide research (2nd ed., pp. 1-20). Thousand Oaks, CA: Sage. <p>Assignments Due</p> <ul style="list-style-type: none"> • Submit Annotated Outline (Draft to class on Nov 1, Final due Nov 4)
11	Nov 8	<p>The Art of Writing Proposals (or research statements, or fellowship applications)</p> <p>Guest: UWC (in person)</p>	<p>Read</p> <ul style="list-style-type: none"> • FGGS: Chapter 6: Doing Research and Finding Funding • SSRC, The Art of Writing Proposals • TSIS: Chapter 8 and 11: As a Result, What I Really Want to Say Is • Watch UT Writing Center Video <p>Assignments Due</p> <ul style="list-style-type: none"> • Submit Lectures 1-2 writeup
12	Nov 15	<p>Methodology and Methods Course-Taking Sequences</p> <p>Virtual Faculty Panel: Dr. Flores, Dr. Holme, Dr. Green, Dr. Schudde</p>	<p>Read</p> <ul style="list-style-type: none"> • TSIS: Chapter 18: Analyze This • Bem (2003). Writing an Empirical Article. A version of this appears in: Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds) (2003). <i>The Compleat Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition</i>. Washington, DC: American Psychological Association.
13	Nov 22	Small Group Check in (No class)	

14	Nov 29	<p><i>Demystifying the Publishing Process: How Peer Review Works</i></p> <p><i>Virtual Guest Panel: EPP/PHEL "Senior" Doc Students (Eliza Epstein, Jeremy Horne, Evelyn Ambriz, Ibrahim Bicak)</i></p>	<p>Read</p> <ul style="list-style-type: none"> • FGGS: Chapter 7: Writing about Your Research & Chapter 8: Publishing and Promoting Your Work • Berk, J. B., Harvey, C. R., & Hirshleifer, D. (2017). How to write an effective referee report and improve the scientific review process. <i>Journal of Economic Perspectives</i>, 31(1), 231-44. <p>Assignments Due:</p> <ul style="list-style-type: none"> • <i>Submit Revised Nascent Research Agenda Memo (Draft to class Nov 29, Final due Dec 2)</i>
15	Dec 6	<p><i>Presenting our Research Agenda</i></p>	<p><i>Conference Presentation Day!</i></p> <ul style="list-style-type: none"> • <i>Introduce yourself, your nascent agenda, key prior research/theories</i> • <i>5 min present, 5 min Q&A</i> <p>Read:</p> <ul style="list-style-type: none"> • FGGS: Chapter 9: Talking about Your Research <p>Assignments Due</p> <ul style="list-style-type: none"> • <i>Submit Annotated Bibliography (due Dec 9)</i> • <i>Submit Lecture 3 writeup</i> • <i>Presentation</i>