

ANTHROPOLOGY 9001A
PROFESSIONAL DEVELOPMENT
FALL 2016

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Office: SSC 3423
Office hrs: Tues-Fri by appointment

Class time: Thurs 9:30am–12:30pm
Classroom: SSC 3315



Course description

Anthropologists develop a suite of valuable transferrable skills that can be effectively applied in a wide range of job settings. This course aims to help students identify and strengthen their marketable skills and learn to present themselves effectively to prospective employers both within and outside of academia. These skills include time management, oral communication, grant writing, teaching, leadership, research, project management, editing, interpersonal skills, and an appreciation of ethical and civic responsibility. The course emphasizes peer and participatory learning and includes a series of collaborative and individual exercises that will not only serve to enrich students' skills, but also provide them with concrete experiences to add to their CVs. For 2016, the group projects will likely include: 1) designing and implementing a full day anthropology workshop for the Thames Valley District School Board's (TVDSB) gifted itinerant program and 2) gathering advice from senior graduate students (and alumni) in our department to develop the content of a "Tips for Grad Students" page for the departmental website. I will finalize project details with our partners at TVDSB in early September, and we may have to adjust the class schedule accordingly.

Course philosophy and structure

This course aims to foster a community of practice in which everyone in the class shares information and experiences with the group, facilitating personal and professional development. We will also engage in service learning activities that will extend that community of practice beyond the classroom. Class format will vary from week to week and will include, among other things, a mix of brainstorming sessions, guest speakers, group discussions, student presentations, and workshop sessions.

Learning outcomes

By the end of the course you should be able to:

- describe a range of strategies to improve your work efficiency and productivity
- utilize a range of online tools to search for and manage research articles
- write and present for a range of audiences more effectively than you did previously

- effectively and quickly incorporate constructive feedback into your writing and presentations
- provide constructive, specific, actionable feedback to peers
- implement backwards design principles in planning learning experiences for diverse learners
- identify steps you can take to improve your chances on the job market and begin implementing them
- market yourself more effectively to a range of prospective employers both within and outside of academia

Assessment

Your final grade will be based on the following assignments:

Grant application with budget (Oct. 27)

Special Topics course outline (Nov. 10)

Job application package (Nov. 24)

The 3 assignments above will be equally weighted to total: 40 %

Gifted Itinerant Program (service learning project) (Nov. 17/Dec. 8) 25 %

Tips for Grad Students Web Page (service learning project) (Dec. 8) 15 %

Participation 20 %

Your grade in this course will be based on a series of short assignments and your participation. The first three assignments listed above involve individual written work (details will be posted on OWL early in the semester). The service learning projects involve group collaboration to develop a specific product for a particular audience, and an individual written reflection on the process (with specific attention to transferrable job skills obtained). Everyone will receive the same grade on the group project, and an individual grade for the written reflection. The two components will be averaged to obtain each student’s project grade. Participation accounts for a substantial part of your grade and is a measure of the strength of your contributions during group discussions (in terms of both quality and quantity) and the quality of your in-class presentations, feedback on peers’ work, and any in class activities or short written assignments that are not assessed individually. Being prepared for class (check the course outline and the “for next week” tab in OWL for instructions) will help you do well in this aspect of the course.

Class schedule

This schedule is a living document, open to negotiation over the course of the semester so that course content can respond to students’ needs and interests. Any changes will be discussed in class and posted on OWL.

1. Introduction September 8

- Introduction to course objectives, structure and assignments.
- Service learning
- Time and self-management
- Cultivating a professional persona

Readings:

- <http://www.studentlife.utoronto.ca/asc/procrastination> (READ: 19 Basic Time Management Principles)
- <http://lsc.cornell.edu/wp-content/uploads/2015/10/Creating-a-Daily-To-Do-List.pdf>
- <http://www.apa.org/gradpsych/2013/03/hours.aspx>
- <http://gradschool.about.com/od/procrastination/qt/timertrick.htm>

- <http://learningfundamentals.com.au/blog/developing-razor-sharp-focus-with-zen-habits-blogger-leo-babauta/>
- <https://youtu.be/wrjg1qpSTZo> (advice from Western grad students – watch the video)

FOR FUTURE REFERENCE (Be aware of the very useful links on these pages):

- http://www.sdc.uwo.ca/learning/information_for/graduate_students.html
- <http://gradpath.uwo.ca/index.html>

Mini-assignments for the coming week:

- 1) Track your time this week. What do you do when?
- 2) Digital detox for at least half a day this week (Can you do a full day? Longer?)
- 3) Ask a senior grad student or a faculty member about their time management strategies – be ready to share with the group

2. Writing for different audiences

September 15

Guest speaker: Mel Gollan-Wills – TVDSB Secondary School Gifted Itinerant Program coordinator

Topic: Introduction to Gifted Itinerant Program workshops

Readings:

Writing strategies:

- <http://www.jstor.org/stable/pdfplus/3448190.pdf?acceptTC=true&jpdConfirm=true> Where do you fall on the planner-reviser spectrum? What could you do to streamline your writing process?

Making life easy for your reader:

- <http://telstar.ote.cmu.edu/writingtutor/audience.html>
Work through the tutorial quickly. (Skip page 6)

Structuring a social science paper:

- <http://pages.ucsd.edu/~keferree/Writing%20a%20Good%20Social%20Science%20Paper.htm>

Writing strong thesis statements:

- <http://writing2.richmond.edu/writing/wweb/thesisexercise.html>
Work through the tutorial.

In preparation for this class:

- Dig out an old essay you've written, preferably a reasonably short one.
- Identify the thesis statement.
- Read <http://www.dissertationdoctor.com/articles/TaraGray.pdf> and complete the first component of Step 7 ("list your key sentences—and headings—so that they provide an after-the-fact outline"). Be ready to share your thoughts on the article as a whole

We will workshop your texts in class.

3. Teaching**September 22**

In preparation for this class:

Write/update your CV – make an academic one and a non-academic one. We will not be working with them this week, but you will need them in weeks to come. Please e-mail them to me before class. There will be a Q & A on CV writing at the beginning of class to address any questions that may arise as you prepare them.

Come up with a topic for your special topics course

Guest speaker: Karyn Olsen, Western Teaching Support Centre

Topics: Backwards course design, writing effective learning outcomes, active learning techniques

4. Finding and managing references, metrics, open access**September 29**

Guest speaker: Kristin Hoffman, Associate Librarian, Weldon Library

Hands-on session.

Topics: Literature searching, citation management, altmetrics, open access.

Readings (on OWL):

Kansa, E. S. W. Kansa and L. Goldstein

2013 On Ethics, Sustainability and Open Access in Archaeology. *SAA Archaeological Record* 13(4):15-22.

Bollwerk, E.

2015 Co-creation's Role in Digital Public Archaeology. *Advances in Archaeological Practice* 3(3):223-234.

In preparation for class: Begin building reference list for your SSHRC/NSERC application using a reference managing software of your choice

5. Grant writing**October 6**

Reading:

- Tips for grads and postdocs applying for a SSHRC grant:
<http://www.universityaffairs.ca/career-advice/career-advice-article/tips-for-grads-and-postdocs-applying-for-a-sshrc-grant/>
- On the art of writing grant proposals:
<http://www.ssrc.org/publications/view/the-art-of-writing-proposals/>
- Nuts and bolts of proposal writing (read all the tabs: theory, research question, research design, background & history, budgeting, concepts & terminology):
<http://iis.berkeley.edu/node/424>

Bring:

1) An annotated bibliography, with at least 3 references related to each of the following aspects of your grant proposal:

- background to your topic (previous related research)
- theoretical framework
- method

2) A draft of the first sentence of your proposal, which should encapsulate your project and its contribution to your field. (What are you going to do, how are you going to do it, and why is it important? All in one sentence. Nobody said grant writing was easy!!)

3) A first draft of your research objectives/questions (usually 3-5)

4) Bullet point notes on your theoretical approach

5) Bullet point notes on your research methods

6. Workshop session: Grant proposals

October 13

Bring:

A complete draft of your SSHRC proposal for peer review.

In class:

What makes feedback constructive?

What makes a good presentation?

7. Presenting

October 20

Guest speaker: Follow up visit from Mel Gollan-Wills to address any questions about the workshop for the Gifted Itinerant Program

Prepare:

A 5 minute presentation on a topic of your choice. You're welcome to use powerpoint if you wish, but it's not required.

In class:

Presentations and constructive peer feedback

8. Study break

October 27

Grant Proposals DUE

NO CLASS: Breathe, recharge, catch up . . .

9. Workshop session: Course outlines

November 3

Student presentations: Sell your course! Present your course to the group and demonstrate a novel teaching strategy.

Bring:

A draft of your course outline – at a minimum it must include a course description, learning outcomes, grade breakdown, list of assignments and a list of topics with some representative readings (the full reading list is optional at this stage). We will workshop them in class.

10. CVs and cover letters

November 10

Course outlines DUE

Topics: Academic vs. non-academic CVs

Tailoring your CV and letter to a position.

Bring:

- A job ad for a position that would make effective use of your broad range of experience (it can be either an academic or a non-academic one)
- A draft of your cover letter and CV – tailored to that job.

11. ITINERANT GIFTED: ANTHROPOLOGY WORKSHOP

November 17

Today's the big day!

12. Workshop session: Website mock-up

November 24

CVs and cover letters DUE

Special guest: Christine Wall

Bring your drafts of all the website elements and we will put together a mockup of the page and discuss the technical possibilities/limitations with Christine.

13. Looking back; moving forward

December 1

Topic: Reflections on the two group projects. Pay particular attention to the skills you acquired that you could present to employers.

In preparation for class: Write up a short Google doc (1-2 paragraphs) on where you hope to be career-wise in 5-10 years and what you need to do in the interim to put you in the strongest possible position to get that dream job. It's OK if you're undecided about your career path right now -- just outline the things you're considering and how you're going to keep those job doors open. Please post them in our Google folder by 9am on November 30. Read everyone's before class.

Final version of website mock-up and written reflections on the service learning projects are due on December 8.

Questions and Concerns

I'm here to help. Please ask if expectations are ever unclear, if you are struggling with course material, or you have questions or concerns related to the course. I'll do my very best to clear things up.

Late Assignments

It is not fair to other students in the class if you have extra time to complete an assignment. Late assignments will therefore be penalized at 10% per day late. Sometimes there are extenuating circumstances that make it impossible to complete work on time – in such cases please speak to me in advance of the deadline to make arrangements.

Statement on Scholastic Offences

Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: Scholastic Discipline for Graduate Students, available at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Health and Wellness at Western

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://www.uwo.ca/health/mental_wellbeing/education/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

Accessibility at Western

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

For Western's commitment to Accessibility, visit:

<http://wss.uwo.ca/Student%20Services%20Organizational%20Units/Accessibility%20at%20Western/index.html>