

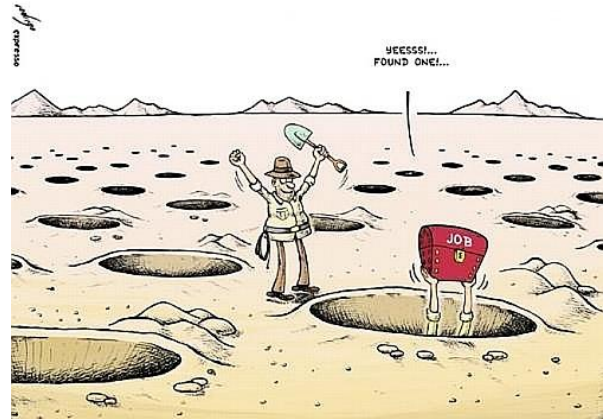


ANTHROPOLOGY 9001A
PROFESSIONAL DEVELOPMENT
FALL 2017

Instructor: Lisa Hodgetts
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Office: SSC 3423
Office hrs: Tues-Fri by appointment

Class time: Thurs 1:00 – 4:00 pm
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 2017, the group projects will include: 1) designing and implementing a full day anthropology workshop for the Thames Valley District School Board's (TVDSB) gifted itinerant program and 2) developing a series of displays (with accompanying social media) for the anthropology department's display case.

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. 19)

Special Topics course outline (Nov. 9)

Job application package (Dec. 7)

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

Gifted Itinerant Program (service learning project) (Nov. 23/Dec. 14) 25 %

Display case exhibits (service learning project) (Dec. 14) 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 7

Introduction to course objectives, structure and assignments.

Service learning

Time and self-management

Cultivating a professional persona

Readings:

- Time Management and Procrastination handout from U of T – see link in OWL
- <http://lsc.cornell.edu/wp-content/uploads/2015/10/Creating-a-Daily-To-Do-List.pdf>
- https://en.wikipedia.org/wiki/Pomodoro_Technique
- <http://www.apa.org/gradpsych/2013/03/hours.aspx>
- <http://learningfundamentals.com.au/blog/developing-razor-sharp-focus-with-zen-habits-blogger-leo-babauta/>
- http://anthropology.uwo.ca/graduate/advice_for_grad_students.html (advice from your fellow Anthro grad students)

- Complete the time management self-test here:
<http://universitycollege.illinoisstate.edu/downloads/Time%20Management%20Skills%20Test.pdf>

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

- http://grad.uwo.ca/current_students/living_well/index.html (you've likely already seen this one at orientation)
- 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 14

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/web/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. Finding and managing references, metrics, open access

September 21

Guest speaker: Courtney Waugh, Anthropology Subject 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

4. Grant Writing

September 28

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

5. Workshop session: Grant proposals**October 5**

Bring:

A complete draft of your SSHRC proposal for peer review.

In class:

What makes feedback constructive?

What makes a good presentation?

Fall Reading Week – no class**October 12**

6. Presenting**October 19**

Grant Proposals DUE

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

Prepare:

A 3 minute presentation on a topic of your choice (it doesn't have to be academic). It can be about how to do something, why everyone should love/do/try something, your research project, or any other complex topic that you can convey in an engaging and accessible way.

We'll use a format inspired by the Three Minute Thesis competition (3MT). You get: One take. One static slide. No props.

Here's a link to videos of this year's Canadian national finalists:

http://www.cags.ca/3mt/index_videos.php

In class:

Presentations and constructive peer feedback

7. Teaching**October 26**

In preparation for this class:

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

8. Workshop session: Course outlines**November 2**

Student presentations: Sell your course! You have 5 minutes to present your course to the group and demonstrate/explain a novel teaching strategy that you would use in one of the classes.

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.

9. Workshop session: Display Project and Gifted Workshop**November 9**

Course outlines DUE

In class:

Updates on the group service learning projects and a chance to work on them.

10. CVs and cover letters**November 16**

Topics:

- Academic vs. non-academic CVs
- Tailoring your CV and letter to a position

Bring:

- Job ads for one academic and one non-academic position that would make effective use of your broad range of experience
- A draft of your cover letter and CV for one of those positions.

11. ITINERANT GIFTED: ANTHROPOLOGY WORKSHOP**November 23**

Today's the big day!

12. Display Case: Test Installation**November 30**

In class:

- Gifted Workshop debrief
- Trial run of display case installation – peer feedback

13. Looking back; moving forward**December 7**

CVs and cover letters DUE

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: Take a peek at the Lululemon goalsetting worksheets here: http://info.lululemon.com/content/dam/lululemon/features/holiday/2015/VG_worksheet_2015.pdf and check out this blog: <http://www.ashleydalziel.com/goal-setting.html>

Set a 10 year career goal. This is your perfect dream job as you envision it right now. Establish 1-year and 5-year goals you'll need to achieve that goal. Remember to think big – and remember that you can revisit and change these plans whenever you like.

Final assignment deadline**December 14**

Final version of display and written reflections on the service learning projects DUE.

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

Western takes scholastic offences 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. Please review the appropriate policy document, particularly the definition of what constitutes a Scholastic Offence 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, all students receive free membership at Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year; see the web pages of the Faculty of Music <http://www.music.uwo.ca/>, and 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. 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://accessibility.uwo.ca/>