

ANTHROPOLOGY 9001
Professional Development
COURSE OUTLINE
Winter 2021

Class day/time: Thursdays 9:30am – 12:30pm

Classroom: Zoom – link available on course OWL site

Instructor: Lisa Hodgetts

Office hours: Tues-Fri by appointment. I'll send you a zoom link.

Email: lisa.hodgetts@uwo.ca

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 you identify and strengthen your marketable skills and learn to present yourself 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. As a group, we will decide which ones to focus on developing this term. The course emphasizes peer and participatory learning and includes a series of collaborative and individual exercises that will not only serve to enrich your skills, but also provide you with concrete experiences to add to your CV. For 2021, the capstone project for the course will involve developing virtual anthropology outreach activities for use in primary and/or high school settings, and/or developing online anti-racism resources for the anthropology department website.

You can find a more detailed description of the individual assignments and expectations for each week on the course OWL site, which will be published before our first class.

Learning Outcomes:

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

- 1) describe and implement a range of strategies to improve your work efficiency and productivity
- 2) write and present for a range of audiences more effectively than you did previously
- 3) effectively and quickly incorporate constructive feedback into your writing and presentations
- 4) provide constructive, specific, actionable feedback to peers
- 5) implement backwards design principles in planning learning experiences for diverse learners
- 6) identify steps you can take to improve your chances on the job market and begin implementing them
- 7) market yourself more effectively to a range of prospective employers both within and outside of academia

Course Materials:

There are very few assigned readings in this course. Week 4 is an exception. Those readings are linked in the syllabus on OWL and on the Weekly Lesson page for that week (also in OWL). Otherwise, our focus will be on learning by doing rather than learning by reading.

Evaluation:

Your final grade will be based on the following assignments:

Developing your academic persona – Youtube/website/LinkedIn (Feb. 4)	10 %
Popular writing assignment/book review (Feb. 25)	10 %
Special Topics course outline (March 18)	15 %
Job application package (April 8)	15 %
Outreach Project (April 15)	30 %
Participation	20 %

Your grade in this course will be based on a series of short assignments and your participation. The first four assignments listed above involve individual written work (details will be posted on OWL early in the semester). The outreach project involves developing a specific product for a particular audience (individually or as part of a team), and a written reflection on the process with specific attention to transferrable job skills you gained in the process. If you opt to collaborate with others, everyone will receive the same grade on the group project, and an individual grade for the written reflection (which will be written individually). 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 syllabus and the Weekly Lesson pages 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, agreed upon by everyone, and posted on OWL.

We can incorporate additional topics if there is interest among the group. Some potential topics not currently in the syllabus include:

- Tips and tricks for literature searching
- Citation management
- Academic publishing
- Publication metrics and altmetrics

No doubt you can think of others!

Review the outline carefully and think about whether there are topics that you would like to add, or swap for existing ones.

We will discuss potential changes in our first meeting.

Week 1. Introduction January 14

Topics:

- Introduction to course objectives, structure and assignments.
- Service learning
- Managing your time and yourself

Before class:

Complete the time management self-test here:

https://www.uwo.ca/sdc/learning/selfhelp/assess_your_skills/time_management_selfassessment.html

Mini-assignments for the coming week (We'll revisit these in class and adjust if needed):

- 1) Track your time this week. What do you do when? When are you most productive?
- 2) Digital detox for at least half a day this week (Can you do a full day? Longer?)

Week 2. Establishing your scholarly persona January 21

- We're all familiar with academic presentations and publications as a means to establish a scholarly record. What other options are open to you, especially when you're starting out?
- Establishing a scholarly e-persona

Week 3. Writing for a popular audience; Constructive feedback January 28

Topics:

- Popular audience venues for Anthropologists – what opportunities are out there?
- How to grab your reader’s attention and hold onto it
- What are we trying to do when we give feedback?
- What makes feedback constructive?

Bring:

- A draft of your scholarly persona submission so we can workshop them

Week 4. Academic publishing; open access

February 4

Scholarly persona submission due (Feedback deadline Feb 4; Submit until Feb 8)

Topics:

- Academic publishing
- Open Access

Week 5. Workshop session: Popular writing (OR book review) Feb 11

If there’s something else you want to write for this assignment I’m open to suggestions! It can be for a popular or academic audience but it should be relatively short. Let me know if you have an idea - let’s talk about it.

Bring:

A complete draft of your popular article (or book review, or whatever else you choose to write)

In class:

- We’ll workshop your writing assignments
- What makes a good presentation?

Reading Week – no class February 18

Sleep. Eat. Relax. Recharge. 😊

Week 6. Presenting February 25

Popular/Academic Writing Assignment due (Feedback deadline Feb 25; Submit until Feb 29)

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 thesis research project, a past research project, or any other complex topic that you can convey in an engaging and accessible way. You'll present it in class.

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 the 2019 Canadian national finalists:
<https://cags.ca/prizes/3mt/2019-three-minute-thesis/>

In class:

Presentations and constructive peer feedback

Week 7. Teaching March 4

Prepare:

Pick a topic for your special topics course!

Topics:

- Backwards course design
- Writing effective learning outcomes
- Active learning techniques

Week 8. Workshop session: Course outlines March 11

Prepare:

A 4 to 5 minute presentation about your course. Sell us on why we should all take it! Be sure to illustrate the links between your learning outcomes and assessments so we can see how you've implemented backwards design principles.

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.

Week 9. CVs and cover letters March 18

Course outlines DUE (Feedback deadline Mar 18; Submit until Mar 22)

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.

Topics:

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

Week 10. Outreach activities March 25

No class meeting.

This is dedicated time to work on the outreach activities ahead of next week's workshop. I'm happy to meet with anyone who wants feedback on their ideas or drafts.

Week 11. Outreach activities: Workshop April 1

In class:

- Present the outreach projects – group feedback.

Week 12. Looking back; moving forward April 8

CVs and cover letters DUE (Feedback deadline Apr 8; Submit until Apr 12)

Things we'll discuss:

- Reflections on the outreach projects. Pay particular attention to the skills you acquired that you could present to employers.
- Goal setting. Is it something you do? 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. You're not locking yourself in, you're just imagining a possible future.

Final assignment deadline April 15

Outreach project materials and written reflections DUE. (Feedback deadline Apr 15; Submit until Apr 19)

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 want this course to help you develop skills and experience that you would like to develop. The topics we will cover and the nature of the assignments (including their weighting) are open to negotiation. Let me know if you'd like to change something. Changes will be made by consensus.

Late Assignments

It's not fair to other students in the class if you have extra time to complete an assignment. Late assignments will therefore be penalized by 5% per day late. Sometimes (and especially this year!) there are extenuating circumstances that

make it impossible to complete work on time. I'm flexible and accommodating – I only ask that you speak to me before the deadline to make arrangements.

Academic Policies

Please familiarize yourself with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation.

These policies are outlined here:

<https://westerncalendar.uwo.ca/academicPolicies.cfm?SelectedCalendar=Live&ArcHiveID>

Accessibility at Western

Please contact me 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/>