

SYLLABUS
Graduate Professional Development
Fall 2018

Time	Tuesdays 1:30p-2:45p	Place	COB 263
Instructor	Professor Christopher Kello	E-mail	ckello@ucmerced.edu
Office	SSM 262B	Office hours	Wednesdays 10a-12p

Course Description. This one-credit course is designed to provide graduate students from engineering, natural sciences, social sciences, and humanities and arts with training in academic professional development. Most graduate training is aimed at preparing students to contribute to scholarship in specific disciplinary and interdisciplinary areas of academia. This type of focused graduate training happens in courses, labs, seminars, fieldwork, and various other academic activities in each of the graduate programs on campus. These activities are designed primarily to foster the academic development of graduate students, although some professional development is often fostered as well. Professional development encompasses the skills and knowledge associated with being an academic scholar, as opposed to conducting research or teaching specific subjects in one's field. Students can acquire the skills and knowledge associated with becoming graduates, postdoctoral scholars, and professors through interactions with their more experienced peers and mentors. These interactions typically occur in classes, meetings, conferences, and various other professional contexts.

While professional development occurs through core training activities in academic programs, a recent Council of Graduate Schools report on professional development (Denecke, Feaster, & Stone, 2017) argued that graduate programs are often so focused on academic research skills that they can neglect professional skills such as verbal and oral communication, teaching and mentoring, teamwork, and finding a job after graduate school. The extent of formalized professional skills training typically varies across departments at universities, including here at UC Merced.

Course Goals: This course was created to ensure that general training in academic professional development is available to all graduate students at UC Merced. Because the course is available to students in all three schools—Engineering, Natural Sciences, and Social Sciences, Humanities, and Arts—it focuses on skills that apply to all graduate programs. The main areas covered will be 1) acclimating to the academic rigors of graduate school; 2) academic writing skills, including fellowship proposal writing, literature search and review, academic styles, and publishing; 3) preparing for the academic job market, including postdoctoral fellowships, team-based scholarly careers, and both teaching-intensive and research-intensive professorships; and 4) teaching or assisting in teaching undergraduate courses.

Learning Outcomes: By the end of each semester, students will be better prepared to do some number of the following: Write fellowship proposals and publish articles; write CVs and resumes; research and identify both academic and non-academic career opportunities; interview for internships, postdoctoral fellowships, and academic and non-academic jobs; manage time and stress in graduate school; lead and assist in classroom instruction; and give academic and professional presentations.

Course Requirements: The course is structured as a weekly seminar, and students will be graded based on attendance and exercises. Exercises will include drafting sections of fellowship proposals; formatting a CV and drafting a job application cover letter; drafting a syllabus, lesson plans and slides; and compiling and formatting reference lists.

To earn a passing grade (a B if a letter grade is chosen), students do not need to attend all seminars or complete all exercises. Instead a passing grade is earned with at least 10 of 15 seminars attended and 2/3rds of the exercises satisfactorily completed on time. If a student is taking the course for a letter grade, an A is earned with at least 12 of 15 seminars attended and 3/4ths of the exercises satisfactorily completed on time. These amounts of coursework are based on one course credit = 45 hours of work for the semester, including class instruction time, reading time, and time for exercises. There is no final exam or final paper.

Academic Integrity: Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Students are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. However, cooperation should not involve one student possessing work done by someone else. If copying is brought to the attention of the instructor, both the student who copied work from another student and the student who gave material to be copied may not receive credit for the associated class meeting or professional development exercise. Penalty for violation of the Academic Honesty Policy may also be extended to include failure of the course and University disciplinary action.

Accommodations for Students with Disabilities: The University of California Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

Tentative Schedule: Subject to change and updating.

8/28/2018	Introduction, overview
9/4/2018	Intro to graduate school, CVs
9/11/2018	Pre-doctoral fellowships 1
9/18/2018	Pre-doctoral fellowships 2
9/25/2018	Applying for academic jobs
10/2/2018	Applying for industry jobs (Career Services)
10/9/2018	Academic writing 1 (Writing Instructor)
10/16/2018	Academic writing 2 (Writing Instructor)
10/23/2018	The postdoctoral experience (Panel)
10/30/2018	Advisor/advisee relationships (Panel)
11/6/2018	Being an effective instructor (CETL)

11/13/2018 Being an effective instructor (CETL)
11/20/2018 Giving effective presentations (Belinda Braunstein)
11/27/2018 Leadership and teamwork in research (Steve Lerer)
12/4/2018 Open topic