

Geography 8109: Graduate Student Professionalization

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Rationale

This required graduate course provides an introduction to professional development within a learning community complementary to the rest of the Geography graduate curriculum.

Course goals

This class will orient students to the department, to the academic discipline of geography, and to the expectations of the Geography graduate program. Students will learn strategies to seek professionalization opportunities on an ongoing basis.

Course objectives

By the end of the semester, students will:

- Get to know the department, the university and key policies that affect them;
- Have explored a variety of components of academic success (e.g., publishing, external funding, peer networks, tenure) and success in teaching (e.g., course design and course feedback);
- Have had some exposure to the range of professional environments within which geographers work; and
- Learn how to document their academic accomplishments in a format most suitable for their goals.

Course evaluation

Successful completion of this course yields three (3) graduate pass/fail credits (S or U).

There are four components to course evaluation:

- Class attendance and attendance of all departmental colloquia;
- Written contributions to the Carmen discussion page;
- Facilitation and participation in class discussion; and
- Turning in a portfolio that is compliant with the format required for Spring Review.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Readings

Readings will come primarily from the following books:

Solem, M., & Foote, K. (Eds.). (2009). *Teaching College Geography: A Practical Guide for Graduate Students and Early Career Faculty*. Upper Saddle River, NJ: Pearson.

Solem, M., Foote, K., & Monk, J. (Eds.). (2009). *Aspiring Academics: A Resource Book for Graduate Students and Early Career Faculty*. Upper Saddle River, NJ: Pearson.

These are available for loan (return at the end of the semester!).

Additional readings for weeks that faculty visit are to be found on Carmen (see dates on schedule).

Carmen discussion board contributions

Students will be assigned to two groups. Each week by Wednesday at 5 pm, each member of one group will post a 200-300 word response to the readings on the corresponding Carmen Discussion topic. In these posts students may: write about an aspect of the day's reading that you don't understand, or something that jars you; formulate an insightful question or two about the reading and then attempt to answer your own questions; or respond to another student's post, building upon it, disagreeing with it, or re-thinking it.

Leading discussion

Students will be broken up into groups on the first day of class. Students will take a turn leading class discussion for the first hour of class (9-10 a.m.). Please plan some in-class activity and plan to facilitate discussion for one topic (students may tag team within their discussion groups to do this).

Four in-class activities

Students will have four homework assignments in preparation for in-class discussion.

1. **Bring in an exemplary CV** from someone outside of OSU. Each student should locate a CV from an academic they admire, and read/analyze carefully before class. *This should be someone you do not know yet!* **September 23.**
2. **Interview a faculty member.** Before class, each student should meet with one faculty member (not advisor or committee members). I will pass around an interview protocol beforehand including such topics as sustaining a research program, finding inspiration for research and teaching, work-life balance, etc. **November 4.**
3. **Draft teaching philosophy.** In class we will discuss strategies for developing a teaching philosophy. Students will prepare a draft philosophy for in-class discussion. **November 11.**
4. **Presentations.** Each student will make a 5-minute presentation of their research interests to the class that will be videotaped. Students will get to watch the video of their presentation. **December 2.**

Colloquium

Colloquium attendance is required. For the up-to-date schedule, see:

<http://geography.osu.edu/events>

Recommended optional readings

These books cover a wide variety of topics: general strategies for success, negotiating, developing and communicating ideas, teaching strategies, academic writing and publishing, time management, work-life balance, understanding the academy, etc.

College Teaching

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard.

Gross Davis, B. (2009). *Tools for Teaching, 2nd ed.*: Jossey-Bass.

McKeachie, W., & Svinicki, M. (2013). *McKeachie's Teaching Tips, 14 ed.*: Cengage.

Writing, Writing, Writing!

Belcher, W. L. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*: Sage.

Boice, R. (2000). *Advice for New Faculty Members*: Pearson.

Bolker, J. (1998). *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*: Owl Books.

Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*: American Psychological Association.

Work-Life Balance

Connelly, R., & Ghodsee, K. (2011). *Professor Mommy: Finding Work-Family Balance in Academia*: Rowan & Littlefield.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. London, UK: Simon & Schuster.

Diamond, S. (2010). *Getting More: How You Can Negotiate to Succeed in Work and Life*: Crown Business / Random House.

Ideas and Inspiration

Heath, C., & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Die*: Random House.

Wilson, E. O. (2013). *Letters to a Young Scientist*: Liveright.

Understanding the Academy and Your Place In It

Kennedy, D. (1997). *Academic Duty*: Harvard.

Toth, E. (2008). *Ms. Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*: University of Pennsylvania.

Course schedule (subject to change)

Session	Date	Topic	Group	Reading		Faculty visits
				AA	Teaching	
1	26-Aug	Introduction to the course				
2	2-Sep	Graduate Handbook	A			Life as an academic
3	9-Sep	Success in graduate school	B	1,3		
4	16-Sep	Work-life balance	C	4,8,9		Thinking about tenure
5	23-Sep	Sustaining a research program	A	5		
6	30-Sep	Publish or perish?	B	13		Inspiration for research
7	7-Oct	External funding	C	11		
	14-Oct	Autumn Break				
8	21-Oct	Ethics in research	A	9,12		Writing successful proposals
	28-Oct	No class - interviews				
9	4-Nov	Designing an effective course		6,7		Becoming an efficient teacher
10	11-Nov	Improving teaching skills	B		8	
11	18-Nov	Versatile PhD, career planning	C	2		Encouraging lifelong learners
	25-Nov	No class - Thanksgiving				
12	2-Dec	Lifelong learning			12	
	9-Dec	Portfolio due 5 pm				