Second Year Doctoral Proseminar  
Fall 2010 – Winter 2011  
ED898-002  

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Course description and objectives  
This professional development seminar is designed to support second-year doctoral students as you continue your growth as a scholar in education. The course will provide the opportunity to practice professional skills and will support your engagement with the language and work of educational research and practice.  

The objectives of the course are to:  
- Address practical and academic issues that arise for students in the second year of doctoral study. Such topics include learning to write, considering career trajectories, engaging in professional presentations, going to conferences, working with colleagues, and generally "being a professional."  
- Enhance awareness and acquisition of knowledge, skills, and abilities associated with educational researchers.  
- Support the continued development of ideas and themes from the first-year cohort experiences.  
- Provide opportunities for students and faculty to interact in meaningful ways and to develop a community of intellectual respect.  

Course logistics  
Fridays 9:15-11:00  
2218 SEB  
Currently scheduled for the following dates:  
1) September 10  
2) September 24  
3) October 8  
4) October 22  
5) November 12  
6) November 19  
7) December 3  
8) January 7  
9) January 14  
10) January 21  
11) February 4  
12) February 18  
13) March 18  
14) April 15  

Note: If your field has a conference that conflicts with one of these dates, please let Betsy know as soon as possible. Some dates can be juggled, especially if identified early.  

Course requirements  
Active participation in class activities and discussions.  
Completion of brief assignments.  
Continued development of a professional portfolio.  
Book reports.
**General structure**
In general, we will begin each class with a brief pre-write, to give you opportunities to write and share your writing with colleagues. We'll then move to a chance to check in—how have the last week or two gone? Are any issues arising that it would be helpful to discuss with the group? Does anyone have any information, insight, or announcements to share? When appropriate, we'll also discuss the ES colloquia or other talks. Around 9:30 or 9:40, we'll move into our substantive work for the day. This might include a visitor (e.g., from Sweetland Writing Center, or an assistant professor from the SOE). Or, it might include further whole-group discussion, small-group work, or a mix, with "just us" (e.g., exchanging CVs or writing samples for commentary). We'll close with a look ahead to the upcoming class session or the next few weeks.

**Possible readings for the book reports**
APA styles book
Possible topics for class sessions
The following possible topics will be discussed and ranked during the first class session. The substance of the course will be made up of some of the most prominent topics highly ranked by students, as well as topics included by the professor. Please complete the SurveyMonkey survey at http://www.surveymonkey.com/s/X9VSVVL to indicate your preferences. (Due Monday, 9/13, 5PM; please don’t complete this until after the first class session.)

- preparing for your unit’s annual review (e.g., writing your professional statement; refining your CV; updating your five-year plan)
- being an advisee, colleague, student, mentor, friend, apprentice—all the roles of grad students
- learning about opportunities for grants, scholarships, and fellowships (Rackham, SOE, other)
- becoming a better writer (e.g., finding support; starting and maintaining a writing group; avoiding plagiarism; making your writing intelligible; reading great writing)
- preparing an "elevator talk"
- preparing and giving a conference presentation
- maintaining work/life balance (e.g., family, sleep, exercise, reading novels)
- meeting new faculty—what’s it like to be an assistant professor?
- working on the scholarly paper
- maintaining ethics in research (including but not limited to IRB, PEERS certification, self-study, etc.)
- finding apprenticeship opportunities
- taking a paper through the publication process (writing, submitting, waiting, getting reviews, revising, resubmitting, waiting, getting reviews, revising, resubmitting, waiting...)
- exploring career options (including academia, non-academic options, research and development, think-tanks, non-profits, K-12 school systems, etc.)
- developing and refining research questions
- reviewing the literature & building an argument for your study
- sharing research ideas and writing (including moving toward a scholarly paper)

Additional ideas generated by students:
- participating productively in academic discussions
- having faculty come and talk about their work
- having people who have finished the program come and talk about their work
- inviting "typical" cognate members
- exploring the process of doing reviews of manuscripts (becoming a reviewer)

Other resources addressing some of these topics—check some of these out! Let us know how they are!
- GSCO will do a workshop on lit reviews this Fall.
- Rackham has lots of good workshops this Fall (schedule is posted on CTools). Examples: lots about career options (e.g., non-tenure-track faculty 9/16; post-doc 10/6; preparing future faculty 10/6; career identity 11/30); giving a talk 10/6; imposter syndrome 10/21; writing habits & goals 11/10; maintaining balance 11/10.
- I’ve made an "opportunities" folder on CTools and will keep it updated.

Possible visitors & panels:
- panel of recent UM grads to discuss career options (or, explore penpal idea, instead?)
- Annemarie Palincsar + successful recipients to discuss grants, fellowships, funding. (Two days: one "just us" to research sources of $$; one panel to discuss preparing a competitive proposal.)
- Sweetland writing center and/or ELI: broader perspective on writing.
- panel of senior grad students (could discuss balance, identifying research directions, finding $$, anticipated career trajectories, etc.).
- limited interest: new faculty members to discuss life of a new tenure-track faculty member.
Tentative schedule

Week 1: September 10
Focus: Looking forward to the second year
Activities: Discuss syllabus, possible topics for class, and typical class structure. Check in—how was the summer? 10 minutes of writing: What are you going to be working to improve in your scholarship and/or your scholar role this year? How will you be working on it? Look at the various books to use for book reports; sign up for a book report book and a date. If there's time and inclination, complete the "possible topics" survey.

Week 2: September 24
Focus: Working on scholarly paper (and research directions more generally), Part 1
Assignment due: Complete the "possible topics" survey by September 13. Bring whatever you have for your scholarly paper at this point—research questions, research design, notes, imaginings, thoughts, worries. Also bring questions about the process of doing a scholarly paper and about moving toward a dissertation.

Week 3: October 8
Focus: Sources for funding for graduate students.
Activities: 10 minutes of writing. Check in. Any business. Share information about possible funding sources.
Assignment due: Investigate a source of funding for graduate students. Enter your info into the google document so all can share.

Week 4: October 22
Focus: Book reports, round 1
Assignment due: Book reports for Justin, Ander, Kitti, Emily M., Anthony, Sarah.

Week 5: November 12
Focus: Visitor from Sweetland—to be determined.
Activities: TBD.
Assignment due: TBD.

Week 6: November 19
Focus: Funding: Writing a successful proposal for a grant or fellowship.
Activities: Panel or speaker. Annemarie Palincsar, Sue Dynarski confirmed.
Assignment due:

Week 7: December 3 (note change of date)
Focus: Sharing your writing
Activities: Discuss feedback on drafts in class.
Assignment due: Read a peer's draft of a course paper (or portion thereof). Give focused feedback. TBD.

syllabus adapted from Mesa and Stone prosem syllabi
note: gray font indicates tentative plans.

Week 1 / 8: January 7
Focus: Working on scholarly paper (and research directions more generally), Part 2
Activities:
Assignment due: 500 word summary of your scholarly paper?

Week 2 / 9: January 14
Focus: Reviewing papers and taking a paper through the review process, Part 1
Activities: Use Betsy’s images paper as focus
Assignment due:

Week 3 / 10: January 21
Focus: Reviewing papers and taking a paper through the review process, Part 2
Activities:
Assignment due:

Week 4 / 11: February 4
Focus: Book reports, round 2
Assignment due: Book reports for Consuelo, Julie, Rohit, Emily H., Ingrid, Jean, Ibrahim.

Week 5 / 12: February 18
Focus: Showing yourself to your best advantage: CVs, research statements, and other self-promotion
Activities: Workshop for polishing your CV, research statement, and other aspects of the annual review portfolio. Also work on the elevator talk in preparation for conference season.
Assignment due: Turn in your CV to Betsy by 2/11.

Week 6 / 13: March 18
Focus: Conference presentations!
Activities: Listen to presentations and give feedback. Conduct mini-poster fair and give feedback.
Assignment due: Come prepared with your presentation or poster, if you have one. All: come prepared to give top-notch feedback. Help make UM shine!

Week 7 / 14: April 15
Focus: Wrapping up the school year
Activities: Recap of conferences. Recap of 2nd year: successes, struggles.
Assignment due: