

INST800 - The Engaged Intellectual: An Introduction to Academic and Research Work



Course Description

“The Engaged Intellectual” is a required, 3-credit course for doctoral students in the College of Information Studies. The course is run as an engaging seminar that is intended for first year Ph.D. students. Students will explore a series of issues and topics that confront academic and professional life during and after the Ph.D. process, including (but not limited to) research, teaching, service, and public engagement. Students will also learn the process of acquiring knowledge and experiences to navigate various topics including mentoring, collaborating, networking, and building relationships with scholars, practitioners, and policy makers. One premise of the course is that academic and professional life is much more than a recipe for undertaking rote analytical procedures. Instead, academic pursuit is intimately linked to one’s beliefs about knowledge, scholarly community, and the impact one wants to make on the world. By the end of the semester, students will have a better understanding on what paths are available after Ph.D. and what opportunities and challenges are associated with these paths. Students will also be able to reflect on their own interests and construct a future map of their professional trajectory. The course will ask students to reflect on their identities as individuals, colleagues, researchers, teachers, and public intellectuals, both now and in the future.

After successfully completing this course you will be able to:

- Develop a personal philosophy about professional life which includes trajectories in research, teaching, service, and/or public engagement;
- Explain the challenges and opportunities of professional life that scholars may encounter in various paths after a doctoral degree in information studies;
- Explain how the process of research, including theory and methodology, reflects and informs your evolving development as scholars and professionals;
- Describe how the process of teaching and mentoring shapes your evolving development as effective teachers and mentors in various paths after attaining a doctoral degree in information studies;
- Reflect on the significance of service and public engagement in advancing the field of information studies;
- Assess and reflect on your own academic writing.

**Dr. Mega
Subramaniam**

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301-405-3406
PTX2109E

Preferred Pronoun:
she/her/hers

Class Meets:
Wednesdays – 2 to 4.45
pm
Hornbake Building South
Wing (HBK) 2116

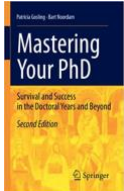
Office Hours
By appointment

**Course
Communication**
Via Canvas and Canvas
messaging system
elms.umd.edu

Required Text



Calarco, J. M. (2020). *A field guide to grad school: Uncovering the hidden curriculum*. Princeton University Press. ISBN # 9780691201092



Gosling, P. and Lambertus, D.N. (2011). *Mastering Your PhD. Survival and Success in the Doctoral Years and Beyond*. Online version FREE [here](#).

Other readings are assigned at the end of the syllabus. Take note – the topics that we discuss are current and evolving, so as I find recent readings, I may ask you to read additional pieces. These typically are short pieces.

Policies and Resources for Graduate Courses at UMD

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please see the University's website for graduate course-related policies at: <https://gradschool.umd.edu/course-related-policies>

Attendance and Extension

Regular participation is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness or family or personal emergencies, the policy in this class is as follows: For every medically necessary delayed assignment submission, a reasonable effort should be made to notify me in advance of the due date. The notification (preferably in the form of a message through Canvas) must identify the assignment that will be delayed and the reason for the delay and acknowledging that the information provided is accurate. Take note that there are grades/points dedicated to class participation every week. You can miss ONE class session throughout the semester without a penalty. However, if you miss an additional session, you will be asked to do an additional assignment/task that makes up for the missed participation. No make-up tasks will be given for missing more than two sessions. If you know you will be missing a class session, please discuss this with the instructor.

Timeliness is extremely important in graduate work, and extensions will only be available during personal or family emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If

an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.

Course Guidelines

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors, note taking assistance](#) and more is available from the [Counseling Center](#).

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as [CARE to Stop Violence](#) (located on the Ground Floor of the Health Center) at 301-741-3442 or the [Counseling Center](#) (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the [Office of Civil Rights and Sexual Misconduct's](#) website at ocrsm.umd.edu.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of [Veteran Student life](#) and the [Counseling Center](#). Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the [Student Feedback on Course Experiences](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

Emergency Preparedness

Please check the University's inclement weather number (**301-405-SNOW [7669]**), which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus and procedures for delayed openings and campus closings is available at <http://www.umd.edu/emergencypreparedness/>.

Course Method

Most of the class sessions will be a discussion or engagement activities that promote discussions around the readings for that week and will be led by a student leader and/or the instructor. Students will be polled for discussion points of interest once the course starts.

In order to engage various learning styles, this course will utilize several assessment methods to measure the achievement of learning objectives. It is essential that every student read the course readings, participate in class discussions actively, and complete all the assignments. Based on critical examination of course readings and class discussions, each student should develop an analytical stance concerning the issues in the course. Students are expected to question, challenge, argue, and discuss issues and topics brought forward in this course.

Grades

Students' grades will be determined through performance on class participation, blog reflections and responses, leading class sessions, professional development attendance and reflection, and the portfolio development.

Learning Assessments	#	Points Each	Category Total
Class participation	12	25	300
Leading a session	1	100	100
Blog 1-2 reflections & responses	2	25	50
Blog 3 reflections & responses	1	50	50
Professional development attendance and reflection	1	200	200
Electronic Portfolio (Website) – For First Year review	1	300	300
Total Points:			1000

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative.

The grade range that will be used to determine the final grade for this class is:

Letter grade	Range
A	94 - 100
A-	90 – 93.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9

C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
D-	60 – 62.0
F	0 – 59.9

Course Schedule

WEEK/ DATES	TOPIC	READINGS (SEE END OF THE SYLLABUS FOR COMPLETE CITATIONS)	ASSIGNMENT S DUE
1 AUG 30	COURSE OVERVIEW & INTRODUCTIONS (MEGA LEADS)		
2 SEPT 6	THE SPECTRUM OF RESEARCH AT THE ISCHOOLS (MEGA LEADS)	Dillon, A. (2012) Peck, E. (2019) Olson & Grudin (2009) Wiggins & Sawyer (2012)	
3 SEPT 13	THE PATHS TO A PHD (LEAD: TBD)	Lloyd-Williams, P. (2012) Mowbray, S. & Halse. C. (2010) The Economist (2016)	
4 SEPT 20	PHD ACADEMIC JARGONS AND YOUR ACADEMIC COMMUNITY (LEAD: TBD)	Calarco – Chapter 3 Gosling and Lambertus – Chapter 9 and 10 INFO Doc Program Handbook (2023)	Choice of PD Due: Sept 18
5 SEPT 27 (MEGA NOT AVAILABLE, CLASS ENDS AT 3.30)	RESEARCH MENTORING (GUEST/LEAD: DRS. JOEL CHAN, ANA NDUMU, BETH ST. JEAN)	Calarco – Chapter 2 Gosling and Lambertus – Chapter 8 INFO Statement of Mentoring Expectations (2023) Langin (2019) NASEM (2019)	Blog Reflection 1 Due: Sept 27
6 OCT 4 (VIRTUAL CLASS, MEGA AT CONFERENCE)	CRAFTING A RESEARCH AGENDA (LEAD: TBD) (GUEST: DRS. KATIE SHILTON, AMANDA LAZAR, AND KATRINA FENLON)	Calarco – Chapter 6 Calarco, J. (2021) Busl, G. and Capdevielle, M. (2012). Toor, R. (2008).	
7 OCT 11	DOING RESEARCH- WRITING AND TALKING ABOUT IT (LEAD: TBD) (GUEST: DRS. POLLY O’ROURKE, JEN GOLBECK, JASON BARON)	Gosling and Lambertus – Chapter 4, 6, 7, 15, and 19 Calarco – Chapter 7 & 8 Sword, H. (2017)	

WEEK/DATE	TOPIC	READINGS (SEE END OF THE SYLLABUS FOR COMPLETE CITATIONS)	ASSIGNMENT S DUE
8 OCT 18	DOING RESEARCH ETHICALLY AND LEVERAGING RESEARCH SUPPORT AT INFO (LEAD: TBD) (GUEST: LUIS CORTEZ, DR. SUSAN WINTER)	Cohen, J. (2018) Kafka, A.C. (2019) Logue, J. (2016) Sadowski, J., Viljoen, S., & Whittaker, M. (2021). UMD INFO Research Guide	
9 OCT 25	WHAT MATTERS? RESEARCH IMPACTS – SCHOLARLY AND COMMUNITY IMPACT (LEAD: TBD) (GUEST: DR. SHEENA ERETE, DR. VANESSA FRIAS-MARTINEZ, ANDY FELLOWS)	Coburn, C. & Penuel, W. (2016). Farrell, C., Harrison, C. & Coburn, C. (2019).	
10 NOV 1	TEACHING IN INFORMATION SCIENCE (LEAD: TBD) (GUEST: TJ RAINSFORD, DR. CARO WILLIAMS-PIERCE, PAM DUFFY)	Benekos, P. (2016). Elmqvist, N. (2018). McMurtrie, B. (2018, June 28). TLTC (2023)	Blog Reflection 2 Due: Oct 30
11 NOV 8	SERVICE IN INFORMATION SCIENCE (LEAD: TBD)	Babcock, L., Peyser, B., Westerlund, L. & Weingart, L. (2022). Elmqvist, N. (2014). Lampe, C. (2016). Pfeifer, H. (2016).	
12 NOV 15	LIFE AFTER PH.D PART 1 – ACADEMIC CAREER FOCUS (LEAD: TBD) GUEST: DR. TRAVIS WAGNER, DR. PRIYA KUMAR, TBD	Das, S. (2017) Das, S. (2019) Mason, R. (2022) Nagpal, R. (2013) Sinche, M. (2016) Walsh, P.M. (2023)	Blog Reflection 3 Due: Nov 13
THANKSGIVING BREAK			
14 NOV 29	LIFE AFTER PH.D PART 2 – NON ACADEMIC CAREER FOCUS (LEAD: TBD) GUEST: DR. KELLY HOFFMAN, DR. GAGAN JINDAL, TBD)	Hayter, C. & Parker, M. (2019). Turk-Bicakci, L., Berger, A. & Haxton, C. (2014). Zagorulya, M. (2015).	

WEEK/DATE	TOPIC	READINGS (SEE END OF THE SYLLABUS FOR COMPLETE CITATIONS)	ASSIGNMENT S DUE
15 DEC 6	WORK LIFE BALANCE (LEAD: TBD)	Calarco – Chapter 12 Ahn, S.J., Cripe, E., Welles, B., McGregor, S., Pearce, K., Usher, N. & Vitak, J. (2021). Lee, D. (2014) Terras, M. (2012) Vitak, J. (2017)	Prof Dev Reflection Due: Dec 4
16 DEC 13 (FINALS WEEK)	ONLINE PORTFOLIO		Final Paper Due: Dec 13

Note: This is a tentative schedule, and subject to change as necessary. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

CLASS PARTICIPATION

This is a highly interactive course and is conducted in a discussion format that varies from week to week. The syllabus is built upon 13 weeks of active discussion. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. In order to receive an excused absence, please notify me in advance of the class meeting (see attendance policy above). Points are assigned for 12 weeks of active discussion, which means you can miss one class due to illness, religious observances, and other reasons in line with university policies. See attendance section for more information.

Please bring copies of all readings to class every day (print or digital), along with your notes on them. Students must complete all assigned readings prior to the start of class to effectively participate in class. Effective participation can look like: (1) Asking open-ended questions to seek clarity or prompt discussion; (2) Quoting or paraphrasing a reading to make a point; (3) Collaborating on small-group activities; (4) Providing your analysis of an issue or reading or responding to a colleague's; and (5) Giving context colleagues may need on a particular point of discussion. It is not necessary to master every point of every reading to effectively participate. Indeed, it is sometimes most helpful to arrive to class with questions in mind. If you show up and participate in a way that evidences your active engagement with those readings, you will receive 25 points for the day.

LEADING A CLASS SESSION

Each of you will be responsible to lead ONE session throughout the semester, which you will co-plan with me. First, you will plan how you are going to lead the session, and then you will meet with me synchronously via Zoom or in-person at least two weeks before the session to share your session plan and obtain feedback. Please send me a Canvas message to set up the meeting. Please also indicate in your session plan what role you and I will play. In the weeks that I have indicated that we will have guests (during the first 90 minutes of the session), you will plan the questions that we will be asking these guests and include that in the session plan. You will assume that everyone has completed the readings. The sessions should be interactive and allow everyone to participate and share their thoughts and questions that they have. There will be an opportunity for you to pick the topics of the sessions that you want to lead in the Google survey that I will send you prior to the beginning of the semester. You **DO NOT** need to be an expert in the topic – we are going to be co-learning together. However, let's be creative to maximize learning– think site visits across campus, pedagogical techniques that are engaging, activities that make us forget that we are learning, etc.

BLOG REFLECTIONS

Reflections Due: Oct 9, Oct 30, and Nov 13, 2023

These blog reflections document the growth and variations in your thinking of your scholarly endeavors as you read, discuss, and interact with your peers/INFO faculty/guest speakers and the readings. These blog reflections are meant to promote and enrich interactions between reading and writing, as well as triangulate the activities of reading, writing, and classroom participation. They are also intended to foster greater intellectual exchange among you, me, and your peers. Finally, they may also serve as an incubator for class discussions. You may share some of the new knowledge that you have received about the academy (or another career path), something that surprised you in our class discussions and sharing, something that you want to learn more about, any growth or ideas on the academic pieces that we read/discuss (research, teaching, service, public intellectual, etc.), areas that you will need to personally improve and why, what puzzles/impresses you, etc. These blog reflections can be posted as a text post in the Blog Reflection discussion board on the course website (the general guidance in terms of length is about 500 words for

each posting) or a vlog (5-10 minutes for each posting), AND you should also respond to at least two of your classmates' postings (these responses are due a week after the reflections are due).

Here are some ideas for how to use the blog (list is adapted with modification from my friend and colleague Kari Kraus):

- Isn't it cool the way that academic author X reaches large, mainstream audiences?
- Aargh, I just can't get my head around this week's reading. How come reading A says this, and reading B says that, and in our class, we talked about something completely different?
- Does "jargonterm" mean P or Q — or something else entirely?
- Wow, Reading Z really reminds me of last week's Reading S (or entirely dismantles Reading K).
- Hey, Author X sounds a lot like Author Y, whom we just read in my other class . . .
- I could use some feedback on this idea I've been wrestling with...

*****Special instructions for blog post 3:** For this reflection, you have a specific prompt that everyone will follow. Identify a faculty member, scholar, or someone (in industry, government, non-profit) that you want to be like when you grow up. Download their CV, and examine their research, teaching, service, and/or public intellectual work. This may include where they have published, what experiences they had when they were a doctoral student, what service with which they have engaged themselves. You are welcome to interview or e-mail him/her/they some questions (if you like, not required). After doing this, I would like you to map out what activities you need to be engaged in (in the next five years) if you want to become like this person (that you have chosen) when you grow up. This can be in the form of a write-up, concept map, diagram, or a vlog. These blog postings will serve as basis for our discussion in Week 12 and 14.

PROFESSIONAL DEVELOPMENT

Professional development can be completed any time before Dec 4, 2023, and the reflections are due one week after your professional development experience (date varies depending on your chosen experience)

Professional development is an important element in the career of a scholar. As a member of local, state, regional, and/or national/professional organizations, scholars have the opportunity to participate in conferences, meetings, and workshops; receive print and online journals and newsletters; contribute to online discussions and listservs; mentor or be mentored by other professionals; and build and sustain valuable research and teaching networks. Through ongoing engagement in such activities, a scholar models a commitment to lifelong learning.

To demonstrate the value of ongoing professional development and to enable you to begin building professional networks, you will be expected to participate in and reflect upon at least ONE professional development meeting. For this assignment, please avoid professional development sessions that are internally offered by the UMD INFO. The professional development meeting should be at least 5-8 hours long. There are many professional development activities that you can attend that are free or have a minimal fee, but you are welcome to attend any paid professional development sessions that are relevant to your field of interest. Here are examples of professional development meetings that are offered in the Fall:

- [Northeast Digital Equity Summit](#) (free, virtual)
- [CSCW Conference](#) (paid, hybrid)
- TerrapinSTRONG symposium (free, in person at UMD)

There are also typically many FREE conferences offered by centers and other colleges at the University of Maryland System. We will start populating a spreadsheet with this information as we receive them.

The requirement is to attend and reflect on ONE professional development activity. However, you are very welcome to attend more than one, if you like to. Once you have decided on a professional development meeting/conference to participate in, please send a message via Canvas to me to seek approval for attending your choice of professional development before registering. You must inform me of your choice of professional development activity by **September 18, 2023**. I recommend registering for the professional development activity as soon as you decide, to take advantage of early bird registration discounts (if available).

Following participation in the professional development activity, you are to reflect on your experience by responding to the following questions (approximately 250-300 words for each question):

1. What did you find to be the most valuable aspect of the professional development experience?
2. What did you find to be the least valuable aspect of the professional development experience?
3. How might your experience contribute to your effectiveness as a potential academic faculty or other career path that you would like to pursue?
4. Who are the professionals that you were able to connect or network with? How do you intend to sustain the networks that you have built?

Submit via Canvas.

ONLINE PORTFOLIO

Due: December 13, 2023 at 11.59 PM EST

As per the [Doctoral Handbook](#) (p. 18), you will participate in a first-year review at the end of Spring 2024. The Handbook states, *“During the Spring semester, the student prepares a portfolio for the review. The materials assembled for the review are meant to represent a self-evaluation of the student’s progress made during the first year”*. As the final deliverable for this course, I would like you to create a website with a start of this portfolio. But more than that, I would like this website to be host for a living electronic portfolio/web presence that you will continue to update till the moment that you are ready for the job market. More information about the IT set up/webpace for the website will be forthcoming.

You should discuss with your advisor on what materials that you will need to assemble for the first-year review. But, here are the materials that I would like you to gather, create, and include on your website:

- A home page that says who you are, what your research interests are, and why your work is important. The landing page will include a diagram that demonstrates the intersection of the disciplines that your work lies or theoretical paradigms that you will be drawing from. The home page can include links to your professional social media page such as LinkedIn, Google Scholar, etc.
- A page that includes a short research statement and examples of your work (publication or presentation list, can include classwork and published work).
- Link to your CV.
- A page that includes brief details about projects that you are working on (on your own, as part of your GAsip) or courses that you are teaching or TA-ing and the roles that you are playing in this work.
- A page that outlines courses that you are planning to take to fulfill your coursework and a schedule for completion of coursework
- (if applicable) A page that has information on public intellectual work that you do, volunteer work, etc. You are welcome to weave this into the pages above.

You will share the portfolio as a link on our Canvas site and invite your peers to provide feedback. Every student must provide feedback to at least two of their peers (this will be count as 25 points of the total).

REQUIRED READINGS (Readings not available as direct link, are available via course reserve link on Canvas)

WEEK 2

Dillon, A. (2012). What it means to be an iSchool. *Journal of Education for Library and Information Science*, 53:4, 267-273. Available: via Course Reserves in the course website

Olson, G.M. & Grudin, J. (2009). The information school phenomenon. *Interactions* 16(2):15-19. Available: via Course Reserves in the course website

Peck, E. (2019). The fear of publicly not knowing. Available at: <https://medium.com/bucknell-hci/the-fear-of-publicly-not-knowing-239e1b7a39f3>

Wiggins, A. & Sawyer, S. (2012). Intellectual diversity and the faculty composition of iSchools. *Journal of the American Society for Information Science and Technology* 63(1): 8-21. Available: via Course Reserves in the course website

WEEK 3

Lloyd-Williams, P. (2012). Taking it back to the office: A practitioner perspective of the value of a PhD. *Teaching Public Administration* 30, no. 1 54-58. Available: via Course Reserves in the course website

Mowbray, S. & Halse, C. (2010). The purpose of the PhD: Theorising the skills acquired by students. *Higher Education Research & Development* 29, no. 6 653-664. Available: via Course Reserves in the course website

The Economist. (2016). Why doing a PhD is often a waste of time. Available at: <https://medium.economist.com/why-doing-a-phd-is-often-a-waste-of-time-349206f9addb>

WEEK 4

Calarco, J. M. (2020). [Chapter 3] A field guide to grad school: Uncovering the hidden curriculum. Princeton University Press.

Gosling, P. and Lambertus, D.N. (2011). [Chapter 9 & 10] Mastering Your PhD. Survival and Success in the Doctoral Years and Beyond.

INFO handbook of the PhD in Information Studies Program. (2023). Available at: <https://ischool.umd.edu/wp-content/uploads/Doctoral-Program-Handbook-2023-2024-Final-with-Fillable-DGOA-Forms.pdf>

WEEK 5

Calarco, J. M. (2020). [Chapter 2] A field guide to grad school: Uncovering the hidden curriculum. Princeton University Press.

Gosling, P. and Lambertus, D.N. (2011). [Chapter 8] Mastering Your PhD. Survival and Success in the Doctoral Years and Beyond.

INFO Statement of Mentoring Expectations (2023). Available at: https://ischool.umd.edu/wp-content/uploads/INST-Statement-of-Expectations-for-PhD-Mentoring_v1.0_2023-02-03.pdf

NASEM. (2019). The Science of Effective Mentoring in STEMM. [Podcasts – Season 2, Episode 1, 2, 4 and 7]. Listen to the following podcasts: Finding a mentor, Setting expectations and boundaries, building trust and addressing power, Acknowledging identity in mentorship. All podcasts available: <https://www.nationalacademies.org/our-work/the-science-of-effective-mentoring-in-stemm>

Langin, K. (2019, April 5). *What matters in a Ph.D. adviser? Here's what the research says*. Available at: <https://www.sciencemag.org/careers/2019/04/what-matters-phd-adviser-here-s-what-research-says>

WEEK 6

Calarco, J. M. (2020). [Chapter 6] A field guide to grad school: Uncovering the hidden curriculum. Princeton University Press.

Busl, G. & Capdevielle, M. (2012). “The elevator pitch: Presenting your research in conversation.” University of Notre Dame Graduate School. Available here: https://graduateschool.nd.edu/assets/76988/elevator_pitch_8_28_2012.pdf

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