

Linguistics 522: Spring 2012
Proseminar in Professional Issues in Language Science

Class Meetings: Mondays-Wednesdays, 8:30-9:45am, 234 Burrowes

Instructor:

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Office Hours by Appointment

There is no single path to professional development for academics in any given discipline. For students training to work across the disciplines, there are additional challenges to develop breadth without sacrificing expertise and to learn to negotiate the different cultures that have historically been associated with each of the component areas of study. This course will address issues of professional development with specific attention to the unique nature of cross-disciplinary research in the language sciences. We will discuss the writing of journal articles and grant proposals, we will attempt to demystify the grant and journal review process, talk about how to acquire skill in formal presentations at national and international conferences, how to develop collaborations here and abroad, how to seek mentoring advice yourself and how to provide mentoring advice to the students working with you. The seminar will also provide training in the responsible conduct of research in a broader range of research settings than typically encountered within disciplinary graduate programs. During the semester, other faculty and students will join us to share their special expertise on particular topics.

Readings. All readings will be available electronically on ANGEL. We will use ANGEL to post materials to share but please be sure to communicate with us by ordinary email as we don't check ANGEL mail that often.

A number of good texts are available on issues of professional development. *The Compleat Academic: A Career Guide*, by Darley, Zanna, & Roediger, Eds. (2003), is one of a number of advice books on how to succeed in academia. There are also many useful websites with that provide helpful information on professional development, diversity, and mentoring. We will share these resources over the course of the term and hope that together we can develop a central repository for these materials that can be available beyond the course.

Assignments and Grades

- 10% Active class participation, preparation and attendance
- 10% Exercise on writing a CV
- 30% Two writing assignments (15% each)
- 40% Two in-class presentations (20% each)
- 10% In-class exercise

1. *Active class participation, preparation and attendance.* Students will be expected to come to class prepared, to have done the reading, and to have questions and ideas that they are prepared to discuss.

2. *Students will be required to complete two writing assignments, two in-class presentations, and an in-class exercise.*

Writing assignment and Presentation 1: Blueprints for a career. Students will be required to research the history of a senior language science researcher's career using available library and online resources. They will be encouraged to select a researcher whose work has been published in a range of outlets across the language science disciplines. They will select three key papers, written at different points in the individual's career and write a paper of no longer than five single-spaced pages in which they briefly summarize the main lines of research and then identify how the work developed and changed over time. They will present their findings to the class with a focus on the diversity of pathways to a successful career.

Writing assignment 2. Mock review. Students will be given a mock proposal and asked to write an NIH or NSF-style review. Two class meetings will be scheduled in which the class functions as a study section/review panel. Prior to the mock panel, the class will be instructed on review criteria and procedures.

Presentation 2. Networking/plan for collaboration. In anticipation of attendance at a professional conference or visit to a senior colleague's research group, students will be required to craft a networking plan to optimize interactions that might lead to collaborative research projects. The plan will be discussed in class in a 5-10 minute presentation.

In-Class Exercise on Ethics in Research: Mock workshop on ethical conduct (2 class meetings): Students will be presented with a number of scenarios involving issues related to ethical conduct that are likely to arise during their professional careers. Each scenario will be discussed and students will present a plan of action to the class. Prior to participating in the workshop, all students will be required to pass Penn State's IRB CITI training, which is a requirement for everyone who conducts research with human participants.

Outline of Topics			
Week	Date	Topic	Readings/Presentations
1	January 09-11	Introduction Defining your work; Writing your CV	Valian (1985). Solving a work problem.
January 16 th - No class meeting. Martin Luther King Jr. Day			
2	January 20 (replaces class meeting of Wednesday January 18 th)	Session on professional development with Kara Morgan Short	On transitioning from graduate student to faculty member
3	January 23-25	Issues of inclusion and diversity	Janet van Hell Women in Cognitive Science (http://www.albany.edu/~lf503/wics/) Preparing yourself for positions in different types of departments
4	January 30- February 1	Blueprints for a Career I	In-class presentations
5	February 6-8	Blueprints for a Career II	In-class presentations
February 13 - No class meeting. I will be attending an NIH Study Section Meeting			
6	February 15	Writing Journal Articles I	Panel on Editorial Practices: Faculty with editorial experience across the disciplines Rena Torres Cacoullos Editor, <i>Language Variation and Change</i> http://journals.cambridge.org/action/displayJournal?jid=LVC Judith Kroll Newly appointed member, Editorial board, <i>Bilingualism: Language and Cognition</i> http://www.rairo-ita.org/action/displayJournal?jid=BIL
7	February 20	Writing Journal Articles II	John Lipski Editor, Georgetown University Press series on <i>Hispanic linguistics</i> . http://press.georgetown.edu/books/georgetown/Georgetown%20Studies%20oin%20Spanish%20Linguistics%20series Mock session: Reviewing journal articles

February 22: No class meeting. I will be in Baltimore			
8	February 27-29	Grant and fellowship applications	Mock review session on Fellowship Applications
March 05-07-No class meeting. Spring Break			
9	March 12-14	Writing grant and fellowship applications	Grant writing as a young scholar Karen Miller
10	March 19-21	Networking plans	Presentation to the class by current Miccio Travel Award Winners Colleen Balukas Joe Bauman Talking to your relatives and the media about your research Agre (2005). Networking on the Network.
11	March 26-28	Networking Plans	Each student gives a 5-10 minute presentation on their plan
12	April 02-04	Ethical Issues in Research	Discussion of Ethical Issues David Rosenbaum Keeping Your Nose Clean While Getting Your Hands Dirty
13	April 09-11	Ethical Issues in Research	In-class presentations
14	April 16-18	Writing job/postdoc Applications and Interviewing for Positions	Negotiating a job offer Susan Welch, Dean
15	April 23-25	Having a life!	How to be a successful scientist and having a life Ana Schwartz, UTEP (Via Skype)

Academic Integrity:

“Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by

others.” (University Faculty Senate Policy 49-20)

If you are not sure what constitutes academic dishonesty, ASK!! It is your responsibility to be familiar with the University's academic integrity policy and procedures, (see: www.psu.edu/dept/ufs/policies/47-00.html#49-20 and www.psu.edu/dept/oue/aappm/G-9.html). Also read about the Academic Integrity Procedure, linked within the Senate Policy document.

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights, and responsibilities, please visit the ODS website site at <http://www.equity.psu.edu/ods>. Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

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