

First Year Prosem 2019-2020
Syllabus, fall semester

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I am really looking forward to this time together with you. This is the first time I have taught a prosem, but it is an experience I have thought a lot about. I still have vivid memories of being a doctoral student. I have been the advisor to 30 doctoral students and have served on many more doctoral committees. I was a member of the Spencer Mentor Network, and I currently mentor pre- and postdocs for the National Academy of Education. Finally, I currently serve as the chair of Educational Studies. In each of these contexts, I have thought about the learning and development of doctoral students and the learning and development of faculty working with doctoral students (which, by the way, is one of my favorite parts of being a professor).

The following are some ideas for how we might spend our time together this year:

- Demystify doctoral education (generally and in a context-specific way)
- Learn about the work of the larger professional community you are joining
- Explore intersections among your coursework, teaching, and research
- Consider who and how you are ‘becoming’ in the course of your PhD program
- Meet and learn about the work of SOE faculty
- Meet and learn about the work of SOE students
- Identify resources that will enhance your experiences in your PhD program
- Consider how you are advancing your own scholarly agenda
- Discuss time management
- Discuss optimizing working with your advisor
- Share and give feedback on materials for annual review
- Find resources for funding (e.g., summer funding, funding for research)
- Discuss becoming members of larger professional communities
- Discuss current issues and topics of interest to cohort members

You will notice that I wrote, “The following are *some* ideas.” This is because I want to enlist your participation in identifying additional foci and activity. This prosem is *our* prosem. We will strive together to create a context in which we are all comfortable raising questions, identifying areas for growth, and pursuing topics of interest.

We meet seven times in the fall from 4:00-6:00 p.m. on the following Wednesdays: 9/11, 9/25, 10/9, 10/23, 11/6, 11/13, and 12/11. There will be a special session exclusively for you to talk with Dr. Bettina Love on Friday, 9/27 at 10:00 before her 12:30 presentation. In addition, first-year PhDs are expected to participate in the ES colloquia because this is an outstanding opportunity to learn about the scholarship of the faculty with whom you will study. The fall colloquia are scheduled from 12:00-1:00 on Thursdays, 9/26, 10/24, and 12/12. The focus of this year's series will be on contemporary educational policy and its reach into schools and communities (see the full schedule in the attachment to this syllabus). Finally, there will be four research-integrity training sessions, each of which entail a two-hour session focused on ethical issues in the conduct of research. Session 1, which will address *Ethical Treatment of Human Subjects* is scheduled for Wed., October 16th from 4:00-6:00 p.m. in Room 4212, as well as Friday, October 18th from 8:00-10:00 a.m. in the Brownlee conference room #2327. You would only attend one of these two sessions. Session 2, which will address *Disseminating Findings* is scheduled for Wed., October 30th from

4:00-6:00 p.m. in Room 4212, and Friday, November 1 from 8:00-10:00 a.m. in the Brownlee conference room #2327.

One of our activities together will be the preparation of the materials for your annual portfolio review, as described in the *Educational Studies Doctoral Modules*: (see <https://umich.instructure.com/courses/108188/modules>). Among other artifacts, the portfolio includes:

- A description of “the problems in education or education research that drive your work”
- Your reflection on “the ways in which your experience over the current year have shaped your progress,”
- An outline of your goals for the following year, and
- A sample of writing with a reflection that situates the writing in your overall goals.

In addition, we will engage in reading and responding to various literatures. Some of these will be shared readings and some we will jigsaw (for more coverage, to accommodate individual interests, and to have the experience of reading for the purpose of teaching others). Details for assignments, along with relevant readings, will be posted on our Canvas site (EDUC 898 001 FA 2019).

Finally, we will work on developing and /or honing a number of practical skills, including: managing significant amounts of reading, strategies for writing, managing time, evaluating and prioritizing learning opportunities, and presenting your ideas to prospective funders and potential research partners. I have labeled this part of our time together, *productive habits*. I will also ask that you respond to readings in a variety of ways; for example, drawing a “mind map,” engaging in a “conversation” with the author, analyzing and evaluating the argument that the author has made, summarizing the reading in an outline, and using an approach of your choosing.

Prosem is evaluated as satisfactory (S) or unsatisfactory (U)*. Satisfactory engagement includes: attending class, actively participating, and turning in assignments in a timely fashion so that they advance all of our learning. Please let me know if you will need to miss class for some urgent reason before class. You can text me at 734.604.1495. I will let you know if you are falling short of “S” participation so that we can take corrective measures.

There will be a formal opportunity for you to evaluate my facilitation of prosem at the end of each semester, but I welcome your ideas about how to enhance this experience at any time. You may use email, the Canvas discussion space, or just drop by my office. I will also provide a way for you to provide anonymous feedback during the term.

First-year Prosem Schedule 2019-2020

* If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of the course, the assignments, the in-class activities, and the manner in which the course is usually taught may be modified to facilitate your participation and development. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

Regular class meetings and additional events for first-year doctoral students

This is a “living” syllabus; we will make changes as time proceeds and our needs and interests become clearer

Date/Time/Location	Topic/Presenter	Reading, writing, other preparation
9/11 4-6 p.m. 4212	<ul style="list-style-type: none"> • Orientation to seminar • Orientation to Canvas site for doctoral students • Developing norms for working together productively 	<p>For our next session, please prepare a presentation regarding your assigned manuscript taken from the Centennial Special Issue of <i>Educational Researcher</i> in which former presidents reflect on 100 years of education research. We will discuss the features of the presentation.</p> <p>Be thinking about the conversation you want to have with Dr. Love.</p>
9/25 4-6 p.m. 4212	<ul style="list-style-type: none"> • What is this field, <i>Education Research</i> that you are entering? • Productive Habits: Time management • Preparing for our discussion with Dr. Love 	<p>For our next session, please read Lagemann (1999), <i>An Auspicious Moment for Education Research?</i> (guiding questions will be provided)</p>
9/26 12-1 p.m. Tribute Room	<p>Prof. Brian Rowan Educational Studies University of Michigan Teaching Before and After the Common Core: Notes from a Video Study</p>	
9/27 10-11 a.m.	<p>Small-group conversation with Dr. Bettina Love</p>	
9/28 12:30-2 p.m. Rackham Auditorium	<p>Dr. Bettina Love’s presentation: “We Gon’ Be Alright, But That Ain’t Alright: Abolitionist Teaching</p>	
10/9 4-6 p.m. 4212	<ul style="list-style-type: none"> • Debriefing Drs. Rowan and Love’s presentations • Debriefing Lagemann’s piece • Productive habits: Strategic reading 	<p>Please read Bryk (2014) or Snow (2014) (guiding questions will be provided)</p>
10/16 4-6 p.m. 4212	<p>Research Integrity Training: Ethical Treatment of Human Subjects</p>	
10/18 8-10 a.m. Brownlee	<p>Research Integrity Training: Ethical Treatment of Human Subjects (repeat)</p>	

10/23 4-6 p.m. Hatcher Graduate Library	Karen Downing, Education Librarian, Workshop on Library and Information Resources	Please read Artiles (2019), Orfield (2014), McCarthy (2018), or Tienda (2017)
10/24 12-1 p.m. Tribute Room	Prof. Chris Weiland Educational Studies University of Michigan and Dr. Meghan McCormick, from MDRC Factors that Sustain the Prekindergarten Boost: Practice and Policy implications	
10/30 4-6 p.m. 4212	Research Integrity Training: Disseminating findings	
11/1 8-10 a.m. Brownlee	Research Integrity Training: Disseminating findings (repeat)	
11/6 4-6 p.m. 4212	<ul style="list-style-type: none"> • Debriefing Brown lectures • Productive habits: Strategic writing • Debriefing Dr. Weiland and McCormick's presentation 	<p>Please read Gutierrez (2016), or King (2017), or Schneider (2015)</p> <p>Please read National Research Council (2002). Features of Education and Education Research.</p>
11/13 4-6 p.m. 4212	<ul style="list-style-type: none"> • Debriefing presidential addresses • Emergent thoughts regarding your trajectory 	Please read Neuman (2009) The heart of the matter: Passionate thought and Scholarly Learning
12/11 6-8 p.m. 305 Sumac Lane	Dinner at Annemarie's home	
12/12 12-1p.m. Tribute Room	Prof. Paula Winke and Xiaowan Zhang Dept. of Linguistics and Languages Michigan State University What "less than 1 grade level behind" means for English language learners in the state of Michigan: Investigating the third-grade retention law	

Readings

- Artiles, A. J. (2019). Reenvisioning equity research: Disability identification disparities as a case in point. *Educational Researcher*, 48(6), 325-335.
- Bryk, A. (2014). Accelerating how we learn to improve. *Educational Researcher*, 44(9), 467-477.
- Gutierrez, K. D. (2016). Designing resilient ecologies: Social design experiments and a new social imagination. *Educational Researcher*, 45(3), 187-196.
- King, J. (2017). Morally engaged research/ers dismantling epistemological nihilism in the age of impunity. *Educational Researcher*, 46(5), 211-222.
- Lagemann, E. C. (1999). An Auspicious Moment for Education Research. In *Issues in education research: Problems and possibilities*. Ellen Condliffe Lagemann and Lee S. Schulman for the National Academy of Education. Commission on the Improvement of Education Research.
- McCarthy, T. (2018). So that any child may succeed: Indigenous pathways toward justice and the promise of Brown. *Educational Researcher*, 47(5), 271-283.
- National Research Council (2002). Features of Education and Education Research. In *Scientific research in education*. Committee on Scientific Principles for Education Research. Shavelson, R.J. and Towne, L. Editors. Center for Education. Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.
- Neumann, A. (2009) The heart of the matter: Passionate thought and Scholarly Learning. In A. Neumann (Ed.), *Professing to Learn*. Baltimore: Johns Hopkins University Press.
- Orfield, G. (2014). A new civil rights agenda for American education. *Educational Researcher*, 43(6), 273-292.
- Schneider, B. (2015). The college ambition program: A realistic transition strategy for traditionally disadvantaged students. *Educational Researcher*, 44(7), 394-403.
- Snow, C. (2014). Rigor and realism: Doing educational science in the real world. *Educational Researcher*, 44(9), 460-466.
- Tienda, M. (2017). Public education and the social contract: Restoring the promise in an age of diversity and division. *Educational Researcher*, 46(6), 271-283.