

First Year Pro-seminar 2019-2020
Winter semester

Instructor: Annemarie Palincsar

Can be found in Room 4220

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For time together, please contact Terrie Priebe (terriep@umich.edu)

During the fall semester, we worked together to establish some shared knowledge regarding the field of “educational research”; we principally used texts derived from the *American Educational Research Association*, including presidential addresses, Brown lectures, and Wallace Foundation lectures. We explored how our field has changed over time, in terms of the foci of concern and orientations to the conduct of scholarship. This semester, informed by your feedback from last semester, we will:

- Continue to demystify doctoral education (generally and in a context-specific way)
- Explore intersections among your coursework, teaching, and research
- Consider who and how you are “becoming” in the course of your PhD program
- Consider how you are advancing your own scholarly agenda and developing scholarly networks
- Discuss the role of professional organizations, conferences, and journals in your preparation
- Share and give feedback on writing*, including materials for your annual review
- Find resources for funding (e.g., preparing funding proposals, seeking summer funding)

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.

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.

* I have purchased you each copies of Silvia, P. J. (2019). *How to write a lot*. Washington, DC: American Psychological Association. We will use this text to support the development of beneficial writing habits.

[†] 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.

The schedule of regular class meetings and additional events for first-year doctoral students follows:

Date/Time/Location	Presenter/Topic
1/8 4-6 p.m. Room 2334	Class Session 1: Setting the stage for this semester and focus on working effectively with mentors
1/16 12-1 p.m. Tribute Room	Prof. Don Peurach, Network-Based School Improvement: Understanding and Supporting New Dynamics among Education Policy, Research, and Practice
1/22 4-6 p.m. Room 2334	Class Session 2: Professional networking; the multiple means by which this is accomplished
2/5 4-6 p.m. Room 2334	Class Session 3: Productive academic writing: Applying the APA guidelines for quality academic writing to our own writing
2/12 4-6 p.m. Room 2334 or 2/14 8-10 a.m. Room	Research Integrity Training (Module 3)
2/19 4-6 p.m. Room 2334	Class Session 4: Toward defining a productive space for your scholarship
2/26 4-6 p.m. Room 2334 or 2/28 8-10 a.m. Room	Research Integrity Training: (Module 4)
2/27 12-1 p.m. Tribute Room	Prof. Chandra Alston and Prof. Deborah Ball, The Imperative and Challenges of Preparing and Supporting a Quality Diverse Teaching Force
3/4 4-6 p.m. Room 2334	Class: Session 5: Writing grant proposals
3/18 4-6 p.m. Room 2334	Class: Session 6: Writing grant proposals
3/26 12-1 p.m. Tribute Room	Prof. Camille Wilson, Urban School Closure and Community Loss
4/1 4-6 p.m. Room 2334	Class: Session 7: Preparing your portfolio entry
4/15 4-6 p.m. Room 2334	Class: Session 8: Recap of year 1; goal setting for the summer
4/23 12-1 p.m. Tribute Room	Jonah Edelman, The Role of Researchers in Influencing Policy
5/14 12-1 p.m. Tribute Room	Mark Rosenbaum, Milliken v. Bradley and Today's Fight for the Right to Literacy: Connecting the Dots

