Instructor: Dr. Linda Cullum (lcullum@mun.ca)  
Office: AA4049e; Ph: 864-8158  
Office Hours: Friday, 11-1:00 Or by appointment

**Course Description:**
This seminar is designed to support your professional development as a graduate student and sociologist, and will focus on collaborative learning in a modified workshop format. Teaching, research, writing and presenting your work are key components of academic life, and they bring transferable skills useful in any line of work. However, different skills and knowledge are required to do each well. Thus, this seminar has 3 goals: to identify and develop transferable skills and competencies that support your graduate work, and your academic/post academic work life; to practice those skills; to introduce you to the department, to faculty and their research. Some themes addressed are: surviving graduate school, ethical issues, knowledge mobilization, developing your writing skills, honing presentation skills, and learning about faculty research trajectories. These skills, knowledge, and the attitudes and behaviours that go along with them, are learned, require thought, reflection and practice. It is a learning process.

**Required Text:**

**Recommended Texts** (available on limited QEII reserve and shared with another class):

Articles are available Online or through QEII Electronic Journals. NOTE: Additional readings may be assigned throughout the semester. Any DVDs used constitute texts for analysis in this course.

**Evaluation:**
- Active Participation: 15%
- Imaging My Research: 10% Due Sept 20
- Seminar Series Critiques (2 out of 3): 20% (10% each) Due week after talk
- Abstract Writing: 10% Due Oct 18
- Class Presentation: 20% Sign up
- Final “Key Questions” Paper: 25% Due December 9/13
GRADING: See MUN Calendar: [http://www.mun.ca/regoff/calendar/sectionNo=REGS-0661#REGS-0676](http://www.mun.ca/regoff/calendar/sectionNo=REGS-0661#REGS-0676)

**Late submissions will be deducted 1 point for every day late in the first week, 2 points for every day late in the second week, and so on.**

a) **Academic Honesty and Plagiarism**
Cheating includes but is not limited to allowing another student to copy from your work, presenting someone else's work as your own including through failure to credit the source of ideas, consulting electronic devices such as mobile phones or MP3 players and/or interacting with others while a test is ongoing. Any submission in this course that is similar to another author’s work, beyond chance, will be treated as plagiarism. Information about procedures and penalties for academic misconduct is outlined in the University Calendar. See [http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748](http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748)

b) **Campus Supports** All provide online information; see MUN website.
*The Commons* (QEII library) access to print/electronic/technology resources.
*Counselling Centre* (UC-5000) from study strategies to assisting distressed students.
*Graduate Students Union* (GH-2007) grad student services for health/dental/academic.
*Writing Centre* (SN-2053) free assistance in becoming better writers/critical thinkers.
*Glenn Roy Blundon Centre* (UC-4007) academic support for students living with disabilities and those with documented temporary illnesses and injuries.

c) **Class Cancellations Policy**

d) **Classroom Etiquette**
If you are late to class, please enter quietly; if you are going to miss a class, please advise me by email if possible. There is to be no use of cell phones or social media during the class. Cell phones are to be turned off and left in bags.

e) **E-mail Policy**
Use ONLY MUN email in communication with me, as others may wind up in my junk folder. It is a good practice to check your MUN email on a regular basis as that is how I communicate with the class as a whole in terms of course changes.

f) **Special Accommodations**
If you have a special accommodation that will help and support you in this class, please let me know at the earliest opportunity in the term.
The course will proceed as follows:

**Week 1: September 6**

Coming Together

Introduction to the course and to each other.  
Identifying skills and knowledge I need.  
Review of course outline, discussion of reading and participation practices. Setting classroom standards – How do you want to work together?

Resources:

*University Affairs* [http://www.universityaffairs.ca/Careers.aspx](http://www.universityaffairs.ca/Careers.aspx) [Free!]

MUN Centre for Career Development and Experiential Learning: *Tools for Graduate Students*:  
[http://www.mun.ca/cdel/career_students/graduates.php](http://www.mun.ca/cdel/career_students/graduates.php) or  
[http://www.mun.ca/sgs/ccd.php](http://www.mun.ca/sgs/ccd.php) [great workshops]

**WEBSITE PROFILE:** Due September 13 (Handout)

Review the Sociology Grad student Profiles pages and compose your own for putting up on the website.

Reading:

*Sociology Grad Student Profiles:* [http://www.mun.ca/soc/Graduate_Students_-_Sociology.php](http://www.mun.ca/soc/Graduate_Students_-_Sociology.php)

**IMAGINING MY RESEARCH:** Due September 20

What is my research interest/focus? 2 well-written and clear pages on your proposed research topic. This will be the basis of your writing analysis, abstract, proposal writing, presentation and final paper assignments.

Reading:


**SEMINAR SERIES CRITIQUES:** Due In Class Week After Seminar Talk.

Reading:


The Writing Centre, Emily Carr University Blog. “Writing Critical Responses to Lectures”  
Week 2: September 13
Surviving Graduate School

Orientation to Department of Sociology. What does a grad student do?: Balancing course work with TA work. What are your expectations?

Managing Relations: Life in the Grad Room and with your Professors: Expectations and Responsibilities: https://www.mun.ca/sgs/responsibilities.pdf

Is That Really Me?: Posting Our Profiles

Readings:
How to Survive Your First Year of Graduate School, Pt1: http://www.universityaffairs.ca/how-to-survive-your-first-year-of-graduate-school-part-1.aspx

Working for your pay:
Tips for TAs, Pt1: http://www.universityaffairs.ca/tips-for-tas-part-one.aspx
Tips for TAs, Pt2: http://www.universityaffairs.ca/tips-for-tas-part-two.aspx

🚨 DUE: WEBSITE PROFILE (in print and electronically)

Week 3: September 20
Committing Sociology

In April 2013, Prime Minister Stephen Harper criticized the Liberal Leader Justin Trudeau for saying that it was important to look at the root causes of terrorism. “This is not a time to commit sociology,” Harper said. What does being a sociologist mean?

📚 Readings:

🚨 DUE: IMAGINING MY RESEARCH: Writing Assignment.
**Week 4: September 27**

*Writing For Different Goals/Audiences I*

Writing is a required skill in academic life, one that will serve you well in your work life too. While there are many different goals in writing, depending on the project, we will be learning about grant proposal writing first.

*Workshop on Writing:* Ginny Ryan, MUN Writing Centre (bring *Imaging My Research* proposal)

*Applying for grants, scholarships, fellowships:* “SHOW ME THE MONEY” WORKSHOP

Internal Grants: J.R. Smallwood and ISER, Linda Cullum

External Grants: SSHRC, CIHR, and others, Mark Stoddard, Stephanie Sodero et al.

*Reading:*


☞ **ASSIGNMENT: ABSTRACT WRITING SAMPLE, Due October 18**  See for help: [http://www.writing.utoronto.ca/advice/specific-types-of-writing/abstract](http://www.writing.utoronto.ca/advice/specific-types-of-writing/abstract)

**Week 5: October 4**

*Research Integrity and Ethics*

What is it and why does it matter? What are the key ideas for you? Case Studies for discussion.

*Reading:*

*MUN SGS Integrity and Ethics - Scholarly Essentials:* [http://www.mun.ca/sgs/current/essentials/](http://www.mun.ca/sgs/current/essentials/) (video and 7 pages)


*Recommended:*


**Week 6: October 11**

*Intellectual Property & Knowledge Mobilization*

What are these and why are they important?

*What is Intellectual Property?*

*Reading:*

School of Grad Studies: [http://www.mun.ca/sgs/current/essentials/intellectual_property.php](http://www.mun.ca/sgs/current/essentials/intellectual_property.php)
Research at Memorial: http://www.mun.ca/research/resources/policies.php

What is Knowledge Mobilization? Connecting research, policy and practice.

Reading:

Visitor: Liam Swiss on social media in Knowledge Mobilization.

Week 7: October 18  Writing for Different Goals/Audiences II
Communicating your work to wider audiences is important in academic life. Conference presentations are one way to undertake knowledge mobilization.

Writing Abstracts for Conference Applications

Reading:
http://owl.english.purdue.edu/owl/resource/752/01/
http://uss.tufts.edu/arc/HOW%20TO%20WRITE%20AN%20ABSTRACT%20for%20Tufts%20Sym.pdf (cut and paste this in)

📞 DUE: Abstract Writing Assignment

Writing Conference Papers

Reading:
Academic Conferences: Should I stay or Should I go? http://www.universityaffairs.ca/academic-conferences-should-i-stay-or-should-i-go.aspx
Dorothy Smith (1987) argued that the everyday/e very night world should be made a problematic to be investigated and understood. Relations of all sorts – social, political, economic, cultural and so on – may be seen using our “sociological imagination” (Mills, 1959). Sociology department members examine a wide range of issues and ideas, and this week we’ll begin to meet some of them and learn how they are inspired and focused in their work. This week – Quantitative Methods in the area of Immigration and Inequality and MUN Research Data Centre.

Reading:
MUN Research Website: http://www.mun.ca/research (esp accessing funding & sidebar on left)
MUN Research Data Centre: http://www.mun.ca/arts/research/rdc.php

Visitor: Lisa Kaida.

This week – Qualitative Research and collaborative projects, plus student research.

Reading:
VISITOR: Dr. Barbara Neis.

Student Research:

Reading:


Visitors: Stephanie Sodero and Chris Martin, PhD Candidates

**Week 10: November 8**  
**Developing Presentation Skills**

In this workshop day, we will learn how to use Prezi, an innovative presentation package. This will be hands-on learning, working on your 7 minute class presentation based on your 2 page research statement. **Bring Imaging My Research to this class.** The workshop will be led by a presenter from the QEII Library.

Reading:

**How to Give an Effective Conference Presentation:** http://www.universityaffairs.ca/how-to-give-an-effective-conference-paper.aspx

**Designing an Effective PowerPoint Presentation: Quick Guide (4 parts)**  
http://owl.english.purdue.edu/owl/resource/686/01/

Prezi: http://prezi.com

Visitor: Ms. Sandra Mills or Delegate, Training visit to QEII lab.

**Week 11: November 15**  
**Presentation Skills I**

Now you get to turn your two page research topic paper into a presentation! What will you say? How will you compose the presentation? How will you present it? Learning skills in critical feedback.

**DUE: Class Presentations**
Week 12: November 22

Presentation Skills II

Continuing with the individual 7 min presentations and critical feedback.

Ξ DUE: Class Presentations

Week 13: November 29

Pulling The Threads Through

Thinking outside the academy...where do I go to from here? Much academic training is useful outside the academy as well. The skills you develop here can be transferrable to other work sites.

📚 Reading:


Remembering my skills and knowledge list. Naming my learning and my challenges.

Narrative evaluation of the course flow and content.

Ξ Key Questions Paper Due: December 9, 2013 (hard copy)
### Active Participation

This grade encompasses meaningful contributions to class discussion; appropriate, thoughtful responses and constructive feedback to the ideas of others; evidence that you have prepared for class; clear articulation of ideas that advance class discussion and engagement with course materials.

<table>
<thead>
<tr>
<th>IMAGINING MY RESEARCH</th>
<th>Due September 20</th>
<th>10%</th>
</tr>
</thead>
</table>

This is an opportunity to begin articulating and revising your ideas about your proposed research topic. This does not have to be the final version of your research project, indeed, it is likely the initial stages of imagining your research. It is an essential step in moving into your project over the coming year.

This writing assignment serves many ends in this course. It will be the basis of our writing analysis, abstract writing, proposal writing, presentation content, and final paper assignments.

The goal is to produce 2 well-composed, informative pages on your proposed research topic. Your papers will be read and critique provided by Ginny Ryan in her Workshop on Writing with us on September 27. Thus your writing should be the strongest you can produce.

Remember good writing practices: correct punctuation and sentence structure; clear language (not jargon); Introduction, body and conclusion structure and so on.

Resources: [http://www.mun.ca/writingcentre/resources/](http://www.mun.ca/writingcentre/resources/)

### Seminar Series Critiques (2 out of 3 - 10% each)

Each term the Sociology department offers a seminar series with guest speakers from MUN, the department and from away. We will use these talks as the ground for critique, writing development and analysis.

A key skill in reflecting on talks, presentations and lectures is the capacity to attend to the speaker, recognize key points in the talk, and develop an academic critique of the content and presentation style. This observation, reflecting and writing exercise provides a basis for examining your own presentation style and content delivery. Your learning should be reflected in your critique and, most importantly, in your own presentation at the end of term.

In this assignment you must attend at least 2 Seminar Series presentations over the Fall term and write a critique (meaning both positive comments and areas for improvement, clarification and so on) on the presentation. The website: “Writing Critical Responses to Lectures,” (from
The Writing Centre Blog, Emily Carr University: http://blogs.eciad.ca/wc/?p=36) provides some helpful discussion of how to go about this critique.

This is a short assignment – 3 pages only – so you must watch your writing. Be clear, concise and thorough in your critique.

**Format:** Essay, APA Style, 12pt font, double spaced, 3 pages, cover page with title.

<table>
<thead>
<tr>
<th>Abstract Writing</th>
<th>Due: October 18</th>
<th>10%</th>
</tr>
</thead>
</table>

Usually students make many presentations during their grad program - in classes, at graduate student conferences or at larger more cosmopolitan academic meetings. There are a variety of different abstract styles, word limits, communication goals, depending on whether you are producing a journal abstract or a conference abstract. Often writers have to produce several versions before the abstract is sharp, clear and concisely communicates the research or talk theme.

In this assignment, you are to produce a conference abstract designed to capture the attention of conference proposal reviewers and get you a spot as a presenter at a high level academic conference.

Length: 250 words including title.

<table>
<thead>
<tr>
<th>Class Presentation</th>
<th>Due Date Presented</th>
<th>20%</th>
</tr>
</thead>
</table>

This presentation is a start on your final paper in which you will focus on an area of interest in line with your Master’s/PhD research. You must draw on the assignments, ethics discussion, and knowledge mobilization (along with the learnings from your other classes) to develop it.

**You must use technology in your presentation.** Be creative!

Some questions to consider:
- What does your research addresses and how will you accomplish it? Why are you doing this? What questions push your research? What is your hypothesis?
- What are some key debates/positions you will engage with, and what are some implications of various debates?
- How do these debates fit with your proposed research/writing? Do they overlap in some ways? Present different themes/concepts/ideas? What are your critiques? What focus and what impact do they have on the previous ideas?
- What do you see as the next stages in your research project? What will those steps bring to your project?
• Analysis of ideas, debates, concepts is essential in your presentation.

You will have to do some basic research to complete this assignment.

Time: 7 minute presentation
Requirements: You must hand in the written and visual components of your presentation (or email it to me) immediately after your presentation class.
Format: cover page, 12 font, double spaced, hard copy only.

<table>
<thead>
<tr>
<th>Final Paper: Key Questions</th>
<th>Due: December 9/13</th>
<th>25%</th>
</tr>
</thead>
</table>

Each student must submit a well-written paper that develops a fuller research statement or question and preliminary literature review for her/his proposed research, taking into account the writing analysis, research and ethics discussions, knowledge mobilization themes and presentation feedback in this course.

This paper should review and critically assess scholarly social sciences literature on some aspect of your thesis or major paper and include discussion of ethical approaches and how you will disseminate your findings. You can’t cover all issues so tackle the themes that are most important to address in your research work and be sure to argue in this paper for why these are key.

The paper should come to some conclusions about your topic, and describe some thoughts on the direction of future research for you in the area. You must use at least 10 sources.

Length: about 15 pages in length, plus references
Format: cover page, double spaced, 12-point font, hard copy submission only.
OTHER RESOURCES:


MUN Writing Centre (SN-2053)

MUN Workshops for Graduate Students: [http://www.mun.ca/sgs/ccd.php](http://www.mun.ca/sgs/ccd.php)

*Piled Higher and Deeper*: [http://www.phdcomics.com/about.php](http://www.phdcomics.com/about.php) (for a laugh!)

Purdue Online Writing Lab: [https://owl.english.purdue.edu](https://owl.english.purdue.edu)

Sociology on Facebook: [https://www.facebook.com/MUNSociology](https://www.facebook.com/MUNSociology)

Sociology Homepage: [http://www.mun.ca/soc/home/](http://www.mun.ca/soc/home/)


*University Affairs* [http://www.universityaffairs.ca/Careers.aspx](http://www.universityaffairs.ca/Careers.aspx)

University of Toronto, Writing Centre: [http://www.writing.utoronto.ca](http://www.writing.utoronto.ca) and specifically on writing: [http://www.writing.utoronto.ca/books/writing-for-graduate-students](http://www.writing.utoronto.ca/books/writing-for-graduate-students)