

**Course Syllabus: Spring 2018**  
**ENG 6826 Professionalization in**  
**Texts and Technology**  
**Mondays 4:30-6:00pm**  
**Colbourn Hall 401**

**Instructor Contact**  
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***\*Note to Students:** The instructor understands this is a zero-credit hour class. The course is designed such that all academic activities will require the student to commit less than 45 hours of work over the 15-week semester. There will be 14 hours or less of in-class activities and 29 hours or less of out of class activities.*

**Course goals and description:** In providing a series of workshops including panels discussions, lectures, and hands-on activities, this course will assist students in professionalizing as part of their graduate development.

- bolster research- and teaching-related knowledge vital to both graduate student work and future faculty or professional appointments
- provide students tools to succeed in the program their community of scholars
- guide students in establishing themselves as impactful scholars

**Course requirements:** Given the discussion-based nature of this seminar, students be active participants in class sessions. This is the second half of our year-long sequence and the program requirement is that you attend 50% of sessions across the year. At the end of this course, attendance will be calculated for the year, and any “incomplete” grades for Fall2017 6826 will be updated. You must have attended at least 7 sessions across the year in order to receive a “satisfactory” score for both Fall and Spring sessions of 6826.

**Texts:** Academic articles and other readings as assigned

**Sessions** (*Subject to Change*):

January 15	CV/Resume Peer Review Bring along your latest draft of your CV or resume for a peer-review session with Texts & Technology colleagues.
January 29	Networking Handshakes, business card exchanges, cigars and mixed drinks, hyper- masculine power plays, hangovers, and success. Let’s figure out ways in which networking gets beyond its historical image and does real work for us.
February 12	Academic and Professional Conferences Conferences give us a chance to share ideas and make connections. We’ll talk strategies for making the most of them.
February 26	Syllabus/ Instructional Design Whether in the academic classroom or in other professional contexts, effective instructional design is key to effective teaching.

T&T Milestones Workshops – Spring 2018 Beaver

	We'll go beyond UCF syllabus requirements in this discussion. <i>Guest Speaker: John Raible (UCF Instructional Design)</i>
March 19	Dissertation / Prospectus Best Practices The prospectus and dissertation are the culmination of your graduate experience, but are both an end and also a beginning. <i>Guest Speaker: Nicholas DeArmas (T&amp;T)</i>
April 2	Seeking Funding & the IRB For many of us, internal and external funding will build and sustain research programs. We'll hear the ORC research staff perspective, including about the Institutional Review Board process, and discuss the role of funding in diverse and effective research.. <i>Guest Speaker: Jennifer Parham (UCF Graduate College)</i>
April 16	Establishing Scholarly Visibility/ E-portfolio workshop A Ph.D. marks out really just one thing: your abilities as a scholar. If it used to be sufficient to publish articles or books, it is no longer. Making a name for one's self requires careful diversification. Let's talk visibility and share strategies for building an e-portfolio.
April 23	[final exam period] – content TBD

**Grading and evaluation:** This course is graded Satisfactory/Unsatisfactory. Students will be evaluated based on consistency and quality of participation.

**Course Accessibility Statement:**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning. Helpful information is found at SAS: Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu). You are welcome to talk to me (with or without a Student Accessibility Services (SAS) accommodation letter) at any point in the semester about concerns, but it is best if we talk at least one week prior to the need for any modification.

**Teach Act Statement:**

Any materials used in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. The instructor receives no royalty payments for any materials used in this course.

**Syllabus Subject to Change:**

I anticipate that I will follow the schedule outlined here, but I may adjust based on your interests and what decisions we make together in class. All changes will be clearly announced in person and online. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.