SYA 7933 SEMINAR IN PROFESSIONAL DEVELOPMENT IN SOCIOLOGY

FALL 2014

INSTRUCTOR: Barbara Zsembik, 3219 Turlington, zsembikATuflDOTedu, 294-7190

OFFICE HOURS: FRIDAYS 9-11 AM

**COURSE WEBSITE:**  http://lss.at.ufl.edu

REQUIRED TEXT: MILES & HUBERMAN

**ADDITIONAL RESOURCES:**  all other materials are available online for free

**COURSE DESCRIPTION:** not in the course catalog

**PREREQUISITE KNOWLEDGE AND SKILLS:**  none

PURPOSE OF COURSE: The purpose of this course is to orient graduate students to the profession of sociology. The early weeks of the course provide an orientation to the department, sociology graduate program, and the profession. The later weeks of the course provide opportunities to develop primary research interests and develop basic research skills.

Orientation to the department and sociology graduate program is centered on one-hour faculty visits to hear of each faculty member’s current research and advice for career success. We will join the criminology proseminar for these faculty visits, migrating between the two classrooms. Graduate students will be responsible for introducing the faculty visitor. I have assigned each of you to introduce a faculty member.

A small majority of the remaining proseminar time will be devoted to the profession and skill-building. These activities are distinct from the criminology proseminar and will occur in our regularly scheduled classroom.

Professor Lane and I are trying out this hybrid proseminar for the first time this year, so expect some missteps!

COURSE GOALS:

Demonstrate elementary understanding and application of research methods, including conducting empirical research with scientific integrity.
Demonstrate elementary understanding and application of a primary specialty sub-field in Sociology.

Demonstrate elementary competencies in applying sociological knowledge in critical thinking, analysis, and professional communication.

**COURSE LEARNING OBJECTIVES:**

Identify faculty research interests that align with student research interests.

Navigate the structure and content of the national professional association.

Navigate and summarize sociological research literatures.

Understand the structures of qualitative and quantitative research articles.

Describe current research foci and name key authors and journals in topic areas of research interests.

Develop a literature map and research product matrix that circumscribe a research topic.

Examine current research debates in sociology, including the sociology of science.

Understand professional ethics in sociology.

**HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE DOCTORAL PROGRAM IN SOCIOLOGY:** This course meets the outcome and assessment of the first Professional Behavior SLO: Demonstrate broad understanding and application of professional ethics, assessed by completing human subject research protection training. Completing the course serves as the assessment of the second Professional Behavior SLO: Demonstrate broad understanding and application of the role of the professional sociologist.

**TEACHING PHILOSOPHY:** My teaching philosophy of graduate professional development training builds from the premise that seminar members are early career professionals who are motivated to become competent sociologists. Early career
professionals invest in their mastery of critical skills in order to accomplish their career objectives, and shed concern with tests and grades as valid indicators of achievement.

**INSTRUCTIONAL METHODS:** I develop exposure and experience of early career professionals to research practices used by professional sociologists. I eschew student-oriented textbook and homework structures, instead using methods and materials produced and consumed by professional sociologists.

All assignments and activities require use of a research technique in data collection, data analysis, and technical or professional writing. Most assignments yield research products that can be used, in part or in whole, in meeting subsequent program requirement and in establishing a strong research record. Many assignments and activities are structured as group efforts, wherein some groups are constructed by me and others are formed by course members. Collaborative work, including teams formed voluntarily and teams created by administrators, are work arrangements more common than individualistic enterprises that are characterized in student-oriented graduate training.

**COURSE POLICIES:**

**ATTENDANCE POLICY:** Attendance is expected at all seminars.

**QUIZ/EXAM POLICY:** There are no quizzes or exams.

**MAKE-UP POLICY:** Assignments are due either by a particular date or when completed, therefore there are no make-up policies.

**ASSIGNMENT POLICY:** Assignments should be completed with integrity and for the purpose of building professional competencies. Ideally assignments with deadlines should be submitted on time, or requests for extension should be managed professionally. Assignments without deadlines should be submitted when completed; all assignments should be submitted before the final day of the term. Full credit is given for each assignment submitted.

**COURSE TECHNOLOGY:** Canvas e-learning is required. Access to and training in Web of Science and End Note Basic are provided by UF Libraries.
UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

**NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

**GETTING HELP:**

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Other resources are available at http://www.distance.ufl.edu/getting-help for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.
**GRADING POLICIES:** ALL ASSIGNMENTS ARE WORTH 1 POINT, EARNED WHEN THE ASSIGNMENT HAS BEEN SUBMITTED

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<th>Assignment</th>
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<td>FERPA certification</td>
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<td>Certification in Preventing Sexual Harassment</td>
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<td>Certification in Protecting Human Research Participants</td>
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<td>Access GIMS and verify accuracy of graduate record</td>
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<td>Reflection comments on ASA Guide to Ethics and case study</td>
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<td>Evaluate 1 faculty CV in terms of research career</td>
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<td>Create CV and peer-review CV of colleague</td>
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<td>Faculty visitor introduction</td>
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<td>Qualitative article outline and peer-review outline of colleague</td>
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<td>Quantitative article outline and peer-review outline of colleague</td>
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<td>Lead 2 class discussion with a colleague on Annual Review articles.</td>
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<td>Analytic memo 1 that describes parameters of research literature in Sociology on a primary research interest observed in the Web of Science.</td>
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<td>Analytic memo 2 that compares and contrasts the parameters of research literature in Sociology on a primary research interest observed in the Web of Science and in the</td>
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<td>Analytic memo 3 that describes parameters of research literature in social sciences (except sociology) on a primary research interested observed in Web of Science</td>
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<td>Analytic memo 4 that describes parameters of research literature in outside of social science on a primary research interest observed in the Web of Science.</td>
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<td>Analytic memo 5 that describes parameters of research literatures, and locates sociology’s place in field, on a primary research interest observed in the Web of Science.</td>
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<td>Analytic memo 6 and research product matrix that identifies 25 key articles and/or books central to primary research interests.</td>
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<td>Analytic memo 7 and single literature map that encompasses primary research interests.</td>
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<td>PowerPoint presentation of literature map and research product matrix</td>
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**GRADING SCALE:** A = 20 points

**FINAL EXAM:** There is no final exam

Disclaimer: [Include a statement that this syllabus is subject to change as the need arises.] This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.