



# CCJ7921 Professional Development in Criminology, Spring 2022, Section 20172

Thursdays 9:35 am-12:35 pm, McCarty A—Room 1142

**Dr. Jodi Lane**  
**Professor**



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I try to respond within 48 hours



## Course Description



## Course Goals

- This course is designed to provide doctoral students with information and skills to do well in an academic career, focusing on aspects of research, teaching, and service. We will also briefly discuss other career options for people with a Ph.D. in Criminology.



## Course Objectives

- Prepare students to be successful academic scholars upon graduation.
- Teach students the important elements of a strong academic career in the field of criminology and criminal justice
- Teach students how to how to approach and manage the many demands on their time and do it well
- Teach students how to be an “appealing” job candidate and colleague
- Describe career options outside academia (“alt-ac” jobs)



## Office Hours

Thursdays

1-2 pm

Turl 3332 (please mask)

and/or Zoom and  
by appointment



## Student Objectives

- Establish a plan for your program of research
  - Describe how to develop and produce a strong dissertation project
  - Produce strong academic presentations
  - Produce an outline for a grant proposal
  - Describe process for developing a strong grant proposal
  - Develop a 5-year career plan
- Know how to sell oneself on the job market and develop a plan to do so
  - Prepare job application materials
- Understand and develop a productive writing process
- Describe and understand the publication process for journal articles and books
- Describe characteristics and activities of good college teachers and develop own teaching style



## Required Books & Readings

Karen Kelsky. (2015).  
*The Professor is In: The Essential Guide to Turning Your Ph.D. into a Job.*  
Crown  
ISBN: 978-0553419429  
(Kelsky)

William Zinsser. (2016).  
*On Writing Well: The Classic Guide To Writing Nonfiction.*  
New York: Harper Perennial.  
ISBN: 9780060891541  
(Zinsser)

Marybeth Gasman. (2021).  
*Candid Advice for New Faculty Members: A Guide to Getting Tenure and Advancing your Academic Career.*  
Myers Education Press.  
ISBN: 1975502213  
(Gasman)

Paul Silvia (2014).  
*Write It Up: Practical Strategies for Writing and Publishing Journal Articles.*  
APA Lifetools.  
ISBN: 9781433818141  
(Silvia)

Ken Bain. (2004).  
*What the Best College Teachers Do.*  
Harvard University Press.  
ISBN: 0674013255  
(Bain)

Other readings posted on Canvas—  
(journal and magazine articles, blog posts, etc.)

# GENERAL COURSE TOPICS

## *Developing a Program of Research*

- How do I get research ideas? How do I create a program of research/research agenda? How do I decide what I want my expertise to be? What career elements build my reputation in that area and how build those? How do I make a long-term plan for my work?



## *Dissertation Research and Working with Committees*

- How do I determine my dissertation topic? How do I choose a committee? How do I work with my dissertation committee in an efficient and productive way? How do I know what to do/design the scope of the project? How do I write and finish the dissertation?

## *Developing Yourself as an Academic Expert*

- What are the activities involved in being an expert? What do I need to do to build my reputation in the field? Professional organizations and service, conference presentations, networking, etc.

## *Making Yourself "Attractive" on the Job Market, Getting a Job, and Working Toward Tenure*

- How do I look for a job? What do I need to prepare in terms of materials? How do I sell myself? What do I do on a zoom interview? On campus interview? How do I negotiate when I get an offer? What if I don't want an academic job? What kinds of academic and alternative jobs are there? Which fits me?

## *Becoming a Good Writer/The Process of Writing*

- How do I get myself to write? How do I start? How do I keep going? How do I know when I'm done? How do I develop a routine? How do I become a better writer?

## *Being a Good Colleague*

- What do I need to know about collaborating on research projects? How do I know what service to do, for whom, and how much? How do I do my part? What makes me a good colleague?

## *Making Yourself a Good Teacher*

- What are the characteristics of a good teacher? How do I balance the need to be rigorous with student wants/needs? What are the goals of college teaching?

## *Work-Life Balance*

- How do I do all of this and still have a life of my own?

# GRADING AND COURSE REQUIREMENTS

*There are multiple assignments listed in the course schedule below*

- The assignments are focused on 1) learning through doing and 2) creating useful products that will help you in your own career.
- These are NOT busy work assignments. Please put forth your best effort, for yourself!
  - You are very lucky that our program gives you this preparation. Many don't. Take advantage of this help!
- I have listed a number of readings and assignments in the syllabus, but I may also assign others as we progress as they become relevant.

## *Class is Graded S/U*

- This means the course is graded satisfactory/unsatisfactory.
  - According to University Policy, "S" = a grade of "C" or better
    - This means you need to earn a 73% to get a C and therefore an S grade (because 70-72% = C-)
  - **I will grade you based on**
    - 1) Assignments (70%)
      - completion of assignments and
      - effort put into this work
    - 2) Attendance and participation (30%)
      - About 2% points per class period
        - 1 point for attendance
        - **1 point for adequate participation (sitting quietly is not enough, you must actively participate, with evidence you are prepared having read the material for the day and thought about it)**

## *Assignment Grading*

Not turned in	0
Partially completed	.5
Completed, very little effort evident	1
Completed, with some effort evident	2
Completed with a lot of effort evident	3



# COURSE & UNIVERSITY POLICIES

## University/College Policies

### Class Specific Policies

#### Attendance and Late Work

All work must be submitted by the due date and time, unless there is a university approved reason to submit it late.

#### UF Examples of Acceptable Reasons for Absences/Late Work/Makeup Quizzes:

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

**Important note: Masks are encouraged in all UF buildings at this time. Please see university COVID-19 updates at this link: <https://coronavirus.ufl.edu/university-updates/>**

#### College Policy on Incompletes

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course **with a passing grade**, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

#### University Policy on Course Evaluations

The university requests students provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. The university will notify you when the course evaluation period opens. The evaluations will be available via an email link from GatorEvals, in the Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

#### If You Need Accommodations:

The university and I am committed to ensuring all students are able to learn. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). It is important for students to share their accommodation letter with me, and discuss their access needs, as early as possible in the semester. There is link on the Canvas page to the DRC. (<https://disability.ufl.edu/>)

#### Academic Honesty is Critical for Learning in this Course

You and your fellow students are best able to learn if everyone does their own work and engages with the material. I do my best to make this course and its material interesting to encourage you to do so.

*You are to do the work in this course alone, not with each other, so you and I both know what you have learned. All of you are bright and can do it. Gators by definition are smart and capable!*

It is important that you know that UF students are bound by this Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. When you submit work you are implying: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. The minimum sanction in this course is a 0 for the assignment in which a student violates the code. A link to the honor code is on the Canvas course site. If you have any questions or concerns, please feel free to contact me.



# PROFESSIONAL DEVELOPMENT: DATES, TOPIC LIST, AND ACTIVITIES (SPRING 2022)

W	Dates	Lecture Topic	Assignments Due	Readings
<b>Developing a Program of Research</b>				
<b>1</b>	<b>1/6</b>	<ol style="list-style-type: none"> <li>1. Welcome to Class/Syllabus</li> <li>2. Why this is a good job</li> <li>3. Developing research ideas to build a career</li> <li>4. Time management (Randy Pausch Video)</li> </ol>	<ol style="list-style-type: none"> <li>1. List assignment (see assignment description sheet)</li> </ol>	<ol style="list-style-type: none"> <li>1. Gasman: Chapter 2</li> <li>2. Fiske (2004)</li> <li>3. Zinsser: Intro and Chapters 1 &amp; 2</li> <li>4. Kelsky: Chapter 3</li> <li>5. Cullen (2002)</li> <li>6. <u>5 Helpful Steps for Better PhD Stress Management</u></li> </ol>
<b>2</b>	<b>1/13</b>	<ol style="list-style-type: none"> <li>1. Developing an expertise</li> <li>2. Making a long-term plan for my work</li> </ol>	<ol style="list-style-type: none"> <li>1. Hourly time tracker – Jan 6-12 (Excel file on Canvas, print and complete for class)</li> <li>2. Take a walk with sole purpose of generating ideas (be prepared to discuss)</li> <li>3. List of research ideas for graduate school and beyond with notes on why/from where</li> <li>4. Cognitive map of ideas</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Zinsser: Chapters 3 &amp; 4</b></li> <li>2. Cullen &amp; Vose (2014)</li> <li>3. Worley (2011)</li> </ol>
<b>Dissertation Research and Working with Committees</b>				
<b>3</b>	<b>1/20</b>	<ol style="list-style-type: none"> <li>1. Studying for comprehensive exams</li> <li>2. Determining my dissertation topic, research questions, and designing scope of project</li> <li>3. Choosing and working with the committee</li> </ol>	<ol style="list-style-type: none"> <li>1. List of topics on which you would like to become/be known as an expert and paragraph about what piqued your interest/why</li> <li>2. 5-year degree plan (see example on Canvas)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Zinsser: Ch 5 &amp; 6</b></li> <li>2. Wolff (2011)</li> <li>3. Munson (2010)</li> <li>4. Hedge (2012)</li> <li>5. Kelsky: Chapters 55 &amp; 56 (Part 9)</li> </ol>
<b>4</b>	<b>1/27</b>	<ol style="list-style-type: none"> <li>1. Designing instruments and collecting data</li> <li>2. Writing and finishing the dissertation</li> <li>3. Managing the emotional and practical elements of writing the dissertation</li> </ol>	<ol style="list-style-type: none"> <li>1. Typed strategy for how you will or did organize your materials and approach studying for comps (on page to share)</li> <li>2. List of current or potential committee members and what they bring to your work</li> <li>3. Dissertation topic, research questions, possible research strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Zinsser: Ch 7 &amp; 8</b></li> <li>2. Hedge (2013)</li> <li>3. Hunter (2017)</li> <li>4. Lane (2015) ACJS Today</li> <li>5. Munson (2010)</li> <li>6. Whitaker (2020)</li> <li>7. Writing rituals</li> <li>8. Grad school diss site</li> </ol>

W	Dates	Lecture Topic	Assignments Due	Readings
<b>Developing Yourself as an Academic Expert</b>				
5	2/3	Building a scholarly reputation—How to Do It <ul style="list-style-type: none"> <li>• Publishing</li> <li>• Professional organizations/service</li> <li>• Networking, etc.</li> </ul> <p><b>Guest Speaker:</b> <i>Dr. Erika Brooke on writing process (9:35 am-10:25 am)</i></p>	1. List of 5(20 total) personal/realistic strategies for managing each of these dissertation related issues: stress/pressure, imposter syndrome, tasks, feeling stuck	1. <b>Zinsser: Ch 9 &amp; 10</b> 2. <b>Kelsky: Part 3 (Ch 14-20)</b> 3. <b>Silvia: Chapters Intro-Chapter 2</b> 4. How to Make the Most of an Academic Conference
<b>Developing Yourself as an Academic Expert</b>				
6	2/10	Publishing <ul style="list-style-type: none"> <li>• Journal articles</li> <li>• Books</li> <li>• Other products</li> <li>• Co-authoring</li> </ul> <p>Time Writing Activity in class</p>	1. Investigate academic organizations: Bring a list of academic organizations that are good for your career, including possible divisions/sections and service possibilities 2. Find at least 2 copies of manuscript submissions guidelines and email me links (will post) 3. Up to one page abstract of your dissertation (or plans if not started)	1. <b>Zinsser: Ch 11 &amp; 12</b> 2. <b>Silvia: Chapters 3-6</b> 3. Bem (2004) 4. Pratt (2014) 5. Sparks (2011) 6. Questions for book editors 7. 17 writers on overcoming rejection
<b>Making Yourself “Attractive” on the Job Market</b>				
7	2/17	<ul style="list-style-type: none"> <li>• Making yourself “attractive” on the job market: Building your materials</li> <li>• Characteristics of good presentations</li> </ul>	1. 10-minute timed writing assignment done at home (with highlights) 2. Bring a hard copy of 1) a faculty vita that you think is really good and 2) a faculty vita that you think is not good (outside UF) to discuss	1. <b>Zinsser: Ch 13 &amp; 14</b> 2. <b>Kelsky: Part 2 and Part 4 (Ch 4-13; 21-29)</b> 3. <b>Silvia: Chapters 7-10</b> 4. Gupta (2006) 5. Walker (2021) 6. McKenzie & Piquero 7. Willis (2017)

W	Dates	Lecture Topic	Assignments Due	Readings
8	2/24	<p>On the academic job market—packaging yourself for interviews</p> <ul style="list-style-type: none"> <li>• Looking for jobs/types academic jobs</li> <li>• Selling yourself</li> <li>• Zoom interviews</li> <li>• On-campus interviews</li> <li>• Negotiating the offer</li> </ul>	<ol style="list-style-type: none"> <li>1. Curriculum vitae draft</li> <li>2. 1 page research statement (for job app)</li> <li>3. 1 page teaching statement (for job app)</li> </ol>	<ol style="list-style-type: none"> <li>1. Zinsser: Ch 15 &amp; 16</li> <li>2. Kelsky: Parts 5-7 (Ch 30-50)</li> </ol>
9	3/3	<p>Alternative Jobs (non-academic)/ “alt-ac” jobs</p> <ul style="list-style-type: none"> <li>• What are they? What do you do?</li> <li>• How do you find one?</li> </ul> <p><b>Guest Speakers (Zoom):</b></p> <ol style="list-style-type: none"> <li>1) <i>Dr. Mike Baglivio</i>, VP Research and Development, Youth Opportunity Investments (9:35-10:45 am)</li> <li>2) <i>Dr. Kristin Tennyson</i>, Deputy Director, Office of Research and Data, US Sentencing Commission (11 am-12:30 pm)</li> </ol>	<ol style="list-style-type: none"> <li>1. 5-year plan for research projects, publishing post graduation</li> <li>2. List of things that are important to you in your next place of employment (in ranked order)</li> <li>3. List of challenges you think you will face while looking for a job</li> <li>4. Two current job ads or dept webpage printouts of places that might be your dream job (with paragraph about why each one)</li> </ol>	<ol style="list-style-type: none"> <li>1. Zinsser: Ch 17 &amp; 18</li> <li>2. Ahlin 2021</li> </ol>
10	3/10	<b>SPRING BREAK!</b>	<b>NONE</b>	<b>NONE</b>
11	3/17	ACJS (Las Vegas)	None	Zinsser: Ch 19 & 20

W	Dates	Lecture Topic	Assignments	Readings
<b>Becoming a Good Writer/The Process of Writing and Publishing</b>				
12	3/24	Becoming a good writer/the process of writing Grants Publishing for Tenure	<ol style="list-style-type: none"> <li>1. Watch a DCS alt-ac video of interest and summarize key points for the class (present) (10 minutes including discussion)</li> <li>2. Be prepared to discuss how you write (the process) and ask questions about issues you struggle with while writing</li> <li>3. Revised curriculum vitae</li> </ol>	<ol style="list-style-type: none"> <li>1. Zinsser: Ch 21 &amp; 22</li> <li>2. Gasman: Chapter 6</li> <li>3. Lane (2016)</li> <li>4. Guidelines for summarizing</li> <li>5. Recalibrate Expectations</li> <li>6. Lareau: Gift of Obscurity</li> <li>7. Tulley (2018)</li> </ol>
<b>Being a Good Colleague</b>				
13	3/31	<ul style="list-style-type: none"> <li>• Collaborating</li> <li>• Service: Departmental, college, university and academic organizations</li> <li>• Collegiality</li> <li>• Dos &amp; Don'ts</li> </ul>	<ol style="list-style-type: none"> <li>1. Find a set of tenure guidelines for a school you might join and bring to discuss with class (email me to upload)</li> </ol>	<ol style="list-style-type: none"> <li>1. Zinsser: Ch 23-25</li> <li>2. Gasman: Ch 7</li> </ol>
<b>Making Yourself a Good Teacher</b>				
14	4/7	<ul style="list-style-type: none"> <li>• Characteristics of a good teacher</li> <li>• Balancing class expectations and student requests</li> <li>• Goals of teaching</li> <li>• Advising students</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to a podcast episode of either <i>Lecture Breakers</i> or <i>Teaching in Higher ED</i> and write a one-page summary of the key points of the episode (with reference) and share the key points/take-aways with the class (10 min)</li> <li>2. Bring a 1-page summary of the key take-aways from the readings this week (be prepared to discuss)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bain: Ch 1-4</li> <li>2. Gasman: Ch 3</li> <li>3. UF Syllabus Guidelines</li> </ol>
<b>Work-Life Balance</b>				
15	4/14	<ul style="list-style-type: none"> <li>• Managing all of these expectations at once</li> <li>• Carving time for yourself (personal time, friends, family)</li> </ul>	<ol style="list-style-type: none"> <li>1. Bring a 1-page summary of the key take-aways from the readings this week (be prepared to discuss)</li> </ol>	<p><b>Bain: Ch 5-7</b> <b>Gasman: Ch 8</b> Dixon &amp; Tervanakto (2021)</p>
16	4/20	Reading Day (No Class)		