Doctoral Research & Professional Development Seminar II: 3rd-year Ph.D.
Fall 2020 **-** Room 240/Zoom - Fridays 2-4 p.m. - Prof. M. Milkie

This course (SOC6511Y) supports students in the 3rd year of the PhD program at U of T Sociology. The course guides students as they build research, presentation, and *especially writing skills and practices* to support the production of independent scholarship. The course also offers workshops on topics relevant to sociology as a profession.

Learning objectives:
*Advance students' research skills and practices.
*Enhance students' conceptualizing, framing and writing skills & develop exceptional writing practices.
*Gain practical information about sociology as a profession relevant to advanced graduate students.
*Learn more about Post Ph.D. Pathways from our alumni, faculty and others who work in academia and beyond.

Requirements and notes:
1. Be present at each class meeting, and read the syllabus carefully to know what materials to provide/goals to set ahead of time.
2. A laptop or similar device, given that we will focus heavily on active writing blocks while online.
3. Look for ways to get involved in the intellectual life of the department no matter how busy you are. Be an active scholar by identifying area events or departmental talks you will attend or present at this fall. By the end of the term, you will have turned in evaluations of two events you attended (in lieu of formal class).
*By design, there are few readings or assignments for this course.

Evaluation:
This is a required credit/no credit course for Ph.D. students in sociology. Credit for this course will be determined by your participation. If you attend and participate fully, you will receive credit for the course.

Course schedule (tentative): Some sessions may include alumni and other guests.
*=to do/idea/material to bring to class

Sept. 18 (week 1): Introduction: Articulating your unique fields of expertise & establishing SMART writing goals
*identify/share your areas of research/teaching interests with the class; plans for intellectual connection
*identify/share conferences/deadlines to submit abstracts, extended abstracts, or papers for 2020-21.
*make a Browzine account through University of Toronto library and create "bookshelves."

Sept. 25 (week 2): Writing Workshop – Prof. Daniel Newman, Milestones & Pathways Program
*upload a one paragraph abstract for a project you are beginning/working on currently before class time. This could be a for a SSHRC proposal, a dissertation proposal, a revamped practicum paper, or a new project/paper to be developed for submission to a conference or journal, among other pieces of writing. We will workshop these with Prof. Newman during classtime.

*In writing the abstract, consider the SSHRC-MA language for proposed work: "Provide a brief summary (max 1800 char, including spaces) of your Outline of Proposed Research in *language the public can understand*."

Oct. 2 (week 3): Writing Workshop - Smart Goals
*arrive to class with and share a SMART goal for the in-class writing session; we will leave class with writing goals for completion before Oct. 9.

Oct. 8: SPECIAL DATE AND TIME—THURSDAY 12:30-2.30
Departmental Colloquia online with Cecilia Menjivar, UCLA, president-elect of ASA, with session following for grad students (in lieu of class October 16).

Oct. 9 (week 4): Writing Workshop
*arrive to class with and share a SMART goal for the in-class writing session; we will leave class with writing goals for completion before Oct. 23.

Oct. 16 (week 5): No formal class. Oct. 8, or at any time during fall term, attend and evaluate a research seminar or talk
*brief (1-3 paragraphs) evaluation of the event/talk should be posted to the course discussion board.

Oct. 23 (week 6): Writing Workshop – Prof. Daniel Newman, Milestones & Pathways Program
*arrive to class with and share a SMART writing goal for the in-class writing session; we will leave class with writing goals for completion before Oct. 30.

Oct. 30 (week 7): Writing Workshop
*arrive to class with and share a SMART writing goal for the in-class writing session; we will leave class with writing goals for completion before Nov. 6.

Nov. 6 (week 8): Writing Workshop
*arrive to class with and share a SMART writing goal for the in-class writing session; we will leave class with writing goals for completion before Nov. 13.

Nov. 13 (week 9): Writing Workshop
*arrive to class with and share a SMART writing goal for the in-class writing session; we will leave class with writing goals for completion before Nov. 20.

Nov. 20 (week 10): Writing Workshop
*arrive to class with and share a SMART writing goal for the in-class writing session; we will leave class with writing goals for completion before Dec. 4.

Nov. 27 (week 11): No formal class. At anytime during fall, attend and evaluate a second research seminar or talk
*brief evaluation report of second event due to be posted to the discussion board by Dec. 4.

Dec. 4 (week 12): Final Fall Writing workshop, Wrap Up & 2021 Goal-setting
*upload a 1-page SMART writing & professional goals for Winter, Spring & Summer 2021
*upload a CV before the beginning of class with areas of expertise listed

Academic Integrity

Copying, plagiarizing, falsifying medical or other certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Students are expected to cite sources in all written work and presentations. See this link for tips for how to use sources well: (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

According to Section B.I.1.(e) of the Code of Behaviour on Academic Matters it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

By enrolling in this course, you agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar. You are expected to be familiar with the *Code of Behaviour on Academic Matters* (http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters) and *Code of Student Conduct (*http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/codeofstudentconduct.htm) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Accessibility Services

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. Please see the University of Toronto Governing Council "Statement of Commitment Regarding Persons with Disabilities" at http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov012004.pdf.

Equity and Diversity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.

Additional information and reports on Equity and Diversity at the University of Toronto is available at http://equity.hrandequity.utoronto.ca.