

## **Graduate Forum** Fall 2016

Taught by: Gwynn Shanks, PhD  
Office hours: Available on an individual basis  
Location: Macgowan 2310B  
Time/day: Select Thursdays, 12-1:50 PM  
Sep. 29, Oct. 13, 27, Nov. 10, Dec. 1

### **Course Description:**

Graduate Forum is a two-credit course designed to introduce students to the professional aspects of both graduate school and a career in academia. Throughout the quarter, students will discuss areas of the field like:

- Course work,
- Individual research,
- Teaching,
- Conferences,
- Publishing,
- And applying for outside funding.

The course is not exhaustive. Rather, it aims to introduce students to resources available to them through UCLA and in Los Angeles, and offers a designated time for sharing strategies for navigating one's time as a graduate student, planning ahead for the job market, and an academic career.

### **Course Objectives:**

1. Review UCLA resources for graduate students: including health care, mental health, writing resources, funding, and classes.
2. Introduce and/or expand upon students' knowledge of: conferences, publishing, and applying for funding.
3. Begin to create a timeline for students' time in graduate school: what conferences to apply for and when, what grants to apply for and when, and how to successfully transform a course essay into a publication.

### **Course Requirements:**

Graduate Forum includes three assignments. For Assignment One and Two, you can choose between two different options. You should feel free to choose the option that seems most useful to you.

#### *Assignment One:*

##### *Option #1*

Find a graduate student or national/international conference to which you would like to apply (You can choose a conference posting that has already passed, if you'd like.) Carefully read the Call for Papers and draft an abstract that responds to the call. In class, we will workshop each

abstract, noting what is successful and what could be improved upon. **Due in class on October 27<sup>th</sup>.**

#### Option #2

Find a grant or fellowship to which you would like to apply. Draft a proposal that responds to the focus of the grant/fellowship. In class, we will workshop each proposal, noting what is successful and what could be improved upon. **Due in class on December 1<sup>st</sup>.**

#### *Assignment Two:*

##### Option #1

Spend time looking over past undergraduate syllabi from TFT. From the topics covered in past classes, draft a document that lists what you would feel comfortable teaching right now and what you would need to research. From the list of things you could teach now, create an outline for a sample 30-minute lecture. **Due in class on November 10<sup>th</sup>.**

##### Option #2

Spend time looking over past undergraduate syllabi from TFT. Choose a topic previously covered in past class that you know nothing about. Research that topic and outline a 30-minute sample lecture. In class, you will deliver a five to seven-minute excerpt from your larger lecture and receive feedback from the class. **Due in class on November 10<sup>th</sup>.**

#### *Assignment Three:*

Create a two-year timeline for yourself. The timeline can take what form is most useful for you (a calendar, a list of bullet points, etc.). The timeline is a chance for you to clearly articulate your personal goals for graduate school, and is an easy and practical way to keep track of approaching deadlines (CFP deadlines, special journals issues to which you'd like to submit an essay, funding deadlines, etc.). **Due in class on December 1<sup>st</sup>.**

#### **Readings:**

Throughout the quarter, you will be asked to do a few short readings. These readings will ground each of our sessions and introduce, or reacquaint, you to a variety of publications that address the various aspects of our profession. Readings listed under CLASS ONE, for example, should be completed before our class time.

The URL to online readings is included in the Calendar section of the syllabus.

#### **Grades:**

Your grade for Graduate Forum will be an S (Satisfactory) or a U (Unsatisfactory). An S in the class depends upon regular attendance and completing the two assignments.

#### **Calendar**

##### **CLASS ONE**

Thursday, September 29

### *Navigating Graduate School*

Introduction to Graduate Forum and discussion on utilizing and navigating the resources and expectations of:

- Graduate courses
- Advisors
- Teaching
- Individual research

Readings:

- Kyle Vitale, “How to Hope in Graduate School,” *The Chronicle of Higher Education*, [http://www.chronicle.com/article/How-to-Hope-in-Graduate-School/236396?cid=rc\\_right](http://www.chronicle.com/article/How-to-Hope-in-Graduate-School/236396?cid=rc_right).
- David Shorter, “Welcome to Graduate School,” *The Chronicle of Higher Education*, <http://www.chronicle.com/article/Welcome-to-Graduate-School/148775/>.

Before Class:

- Bring any and all questions you have about grad school/UCLA/LA to our first session.

### **CLASS TWO**

Thursday, October 13

*Thinking Ahead: Professional Profiles and Publication Timeline*

Discussion of:

- Creating and maintaining online professional profiles
- Planning publication(s) while in graduate school

Readings:

- Karen Kelsky, “Graduate School is a Means to a Job,” *The Chronicle of Higher Education*, <http://www.chronicle.com/article/Graduate-School-Is-a-Means-to/131316/>.

Handout:

- Packet of sample conference abstracts

### **CLASS THREE**

Thursday, October 27

*Conferences: Abstract to Presentation*

Discussion of:

- applying to, attending, and presenting at graduate student, national, and international conferences.
- In class we will workshop students’ abstracts.

Readings:

- Karen Kelsey, “How-to(sday): How to Write a Paper or Conference Proposal Abstract,” *The Professor Is In*, <http://theprofessorisin.com/2011/07/12/how-today-how-to-write-a-paper-abstract/>.

Handout:

- Packet of past TFT undergraduate syllabi, including the 101 series, History of the American Musical, Chicano Theater, and Play Analysis, amongst others.

**Due in class: Completed abstract.**

## **CLASS FOUR**

Thursday, November 10

*Teaching*

Discussion of:

- Teaching resources and training available through TFT and UCLA.
- Teaching expectations.

In Class:

- Optional five to seven minute teaching demo.

Handout:

- Packet of successful grant and fellowship applications.

## **CLASS FIVE**

Thursday, December 1

*Finding Funding: Grants and Fellowships*

Discussion of:

- Grants and fellowships available at UCLA, through conferences, and through national funding organizations.
- How to write a successful application.
- In class we will workshop students' proposals.

**Due in class: Completed grant and/or fellowship proposal.**

### **Additional Information:**

*Plagiarism:*

UCLA's rules on Academic Integrity must be followed; students will be held accountable for any violations of schools policy. Students should make sure they are familiar with the Student Guide to Academic Integrity: <http://www.deanofstudents.ucla.edu/integriy.html>.

*Accommodating Students With Disabilities*

Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at [\(310\) 825-1501](tel:3108251501) or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit [www.cae.ucla.edu](http://www.cae.ucla.edu).