COLLEGE OF INFORMATION STUDIES
Fall 2018

INST800:   **The Engaged Intellectual: An Introduction to Research and Academic Work**
Tuesdays – 2 to 4.45 pm (HBK 4113)

INSTRUCTOR:
Dr. Mega Subramaniam
2109E Patuxent Building
University of Maryland, College Park
(301) 405-3406
mmsubram@umd.edu (Best way to reach me)
Follow me on Twitter - @mmsubram

ONLINE COURSE SPACE: https://myelms.umd.edu/login

COURSE DESCRIPTION

"The Engaged Intellectual" is a required, 3-credit course for doctoral students in the College of Information Studies. The course is run as an intensive seminar that is intended for first year PhD students. Students will explore a series of issues and topics that confront academics, including research, teaching, service, academic life, and the university as an institution. One premise of the course is that "research" is much more than a recipe for undertaking rote analytical procedures. Instead, research is intimately linked to one's beliefs about knowledge, scholarly community, and the impact one wants to make on the world.

By the end of the semester, students will have a better understanding of what tenure-track and professional faculty do and how they work in the academy. The course will ask students to reflect on their identities as individuals, colleagues, researchers, teachers, and public intellectuals, both now and in the future.

COURSE GOALS AND OBJECTIVES

By the end of the semester, students should be able to:
*   Demonstrate an understanding of the demands and requirements of faculty life in the research university;
*   Develop a personal philosophy about academic life including research, teaching, service, and public engagement;
*   Explicate how the process of research, including theory and methodology, reflects and informs their evolving development as scholars and professionals;
*   Assess and revise their own formal, academic writing;
*   Describe the role of the university within a wider cultural and political context.

READINGS

Required Texts
- Pausch, Randy (2008). *The Last Lecture*. New York: Hyperion.
- Sword, Helen. (2017). *Air & Light & Time & Space: How Successful Academics Write*. Cambridge: Harvard University Press.

Others as assigned. As a courtesy, readings listed in the syllabus without a direct link are available through the *Course Reserves* link in Canvas. If you have issues retrieving the articles via Canvas, you must procure the readings on your own.

COURSE METHOD

In order to engage various learning styles, this course will utilize various assessment methods to measure the achievement of learning objectives. It is essential that every student read the course readings, participate in class discussions actively, and complete all the assignments. Based on critical examination of course readings and class discussions, each student should develop an analytical stance concerning the issues in the course. The students are expected to question, challenge, argue, and discuss issues and topics brought forward in this course.

CLASSROOM ENVIRONMENT

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

ATTENDANCE POLICY

Regular participation/attendance in this class is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness or family or personal emergencies, the policy in this class is as follows:

1. For every medically necessary delayed assignment submission or missed class, a reasonable effort should be made to notify the instructor in advance of the class. The notification (preferably in the form of a message through Canvas) must identify the assignment that will be delayed or the date that you will miss class and the reason for the delay, and acknowledging that the information provided is accurate.

2. If a student is delayed or absent more than TWO times consecutively, the instructor will require documentation signed by a health care professional.

EXTENSIONS

Timeliness is extremely important in graduate work, and extensions will only be available during personal or family emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late.

STUDENTS WITH DISABILITIES

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301.314.7682, or adsfrontdesk@umd.edu. More information is available from the Counseling Center.

After receiving an Accommodations Letter from ADS, as a student you are expected to meet with each course instructor, in person to provide them with a copy of the Accommodations Letter and to obtain their signature on the Acknowledgement of Student Request form. You and your instructors will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding the implementation of certain ADS approved accommodations agreed upon between you as the student and the individual course instructor must be documented on an Acknowledgment of Student Request Addendum, signed by the instructor, and submitted to ADS. You as the student are responsible for submitting the signed original forms to ADS and retaining a copy of the signed Acknowledgment of Student Request for your records.

LEARNING ASSISTANCE

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note taking and exam preparation skills. All their services are free to UMD students.

EMERGENCY PREPAREDNESS

Please check the University's inclement weather number **(301-405-SNOW [7669]),** which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus and procedures for delayed openings and campus closings is available at http://www.umd.edu/emergencypreparedness/.

ACADEMIC HONESTY

Work submitted in this course will be individual and original, in line with the University's

Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GRADING

Students' grade will be determined through performance on class participation, blog reflections and responses, professional development attendance and reflection, and final paper and presentation.

Class participation (25 points/class)	300 points
Blog reflections & responses (every 4 weeks – 50 points/reflection)	200 points
Professional development attendance and reflection	200 points
Final paper and presentation	300 points

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative.

Grade range that will be used to determine the final grade for this class is 95+ percentage will be an A; 90-94.9 percentage will be an A-; 85-89.9 percentage will be a B+; 80-84.9 percentage will be a B; and below 80 will be a B-.

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advance notice.

COURSE SCHEDULE (next page)

Weeks/Date	Topic(s)	Readings	Assignments Due
(1) Aug 28	Course overview Introductions	None	None
(2) Sept 4	The Information Science Academy: What Are You Getting Into?	• Bates, M. (2007). Defining the Information Disciplines in Encyclopedia Development. Available at: http://www.informationr.net/ir/12-4/colis/colis29.html • Dillon, A. (2012). What it Means to Be an iSchool. Available at: https://www.ischool.utexas.edu/~adillon/Journals/JELIS2012.pdf • Ito, J. "Antidisciplinary". Available at: https://joi.ito.com/weblog/2014/10/02/antidisciplinar.html	
(3) Sept 11	Research in The Academy	• Crotty, M. (1998). Introduction: The Foundations of Social Research. Available at: https://fasstasticmethodologygroup.files.wordpress.com/2009/09/crotty1998.pdf • Aboulafia, M. (2018). Higher Education's Real productivity problem. Available at: https://www.chronicle.com/article/Higher-Ed-s-Real/243867	Blog Reflection 1: September 11, 2018 Inform instructor on your choice of PD – September 15, 2018
(4) Sept 18	Putting together your research agenda (Priya Kumar, Jonathan Brier, Fiona Jardine, Andrea Julca)	• Randy Pausch's Last Lecture: Achieving Your Childhood Dreams (video & book). Video available at: https://www.youtube.com/watch?v=ji5_MqicxSo	
(5) Sept 25	Research mentoring	• Pfund et al. (2016). Defining attributes and metrics: of effective research mentoring relationships. (Available through Course Reserves) • Rockquemore, K. (2015). Why is it so hard to find mentors? Available at: https://www.insidehighered.com/advice/2015/09/09/essay-finding-good-mentoring-advice-academic-careers • Zackariasson, P. (2014). Mentorship in academia (Available through Course Reserves)	

Weeks/Date	Topic(s)	Readings	Assignments Due
(6) Oct 2	IRB (Guest speaker: Diane Travis) Research-practice partnerships	• Cohen, J. (2018). The $3million research breakdown. Available at: https://www.propublica.org/article/university-of-illinois-chicago-mani-pavuluri-3-million-research-breakdown • Logue, J. (2018). Spoiled milk. Available at: https://www.insidehighered.com/news/2016/04/04/u-maryland-chocolate-milk-research-investigation-released • Coburn, C. & Penuel, W. (2016). Research-practice partnerships in education: Outcomes, dynamics, and open questions. Available at: http://www.sesp.northwestern.edu/docs/publications/9114053015776805360e7f.pdf • Additional readings and materials will also supplied by guest speaker one week before the class.	
(7) Oct 9	Postdoctoral Study – Is it worth it? (Guest speakers: Beth Bonsignore*, Ana Ndumu, Daniel Greene)	• Cantwell, B & Taylor, B. (2015). Rise of the Science and Engineering Post doctorate and the Restructuring of Academic Research (Available through Course Reserves) • Sinche, M. (2016). To postdoc or not? Available at: https://www.insidehighered.com/advice/2016/08/23/should-you-pursue-postdoc-or-not-essayhttps://www.insidehighered.com/advice/2016/08/23/should-you-pursue-postdoc-or-not-essay	Blog Reflection 2: October 9, 2018
(8) Oct 16	Teaching Information Science (Guest speakers: Donal Heidenbald, Kate Izhak, Bill Kules*, Katy Lawley*)	• McMurtrie, B. (2018). Want to help professors become better teachers: Find them a mentor. Available at: https://www.chronicle.com/article/Want-to-Help-Professors-Become/243788 • Benekos (2016). "How to be a good teacher: Passion, person, and pedagogy" (Available through Course Reserves) • Niklas Elmqvist (2018). The myth of the infallible professor. Available at: https://sites.umiacs.umd.edu/elm/2018/01/22/the-myth-of-the-infallible-professor/ • Sword, Introduction and Chapter 1, 2, and 3 (Part 1 of the book)	

Weeks/Date	Topic(s)	Readings	Assignments Due
(9) Oct 23	Service in the Academy (Guest speakers: Paul Jaeger, Sandra Hughes-Hassell*, Wayne Lutters)	• Pfeifer, H. (2016). "How to be a Good Academic Citizen: The Role and Importance of Service in Academia" (Available through Course Reserves) • Sword, Chapter 4, 5, 6 (Part two of the book)	
(10) Oct 30	Balancing Research, Teaching, and Service – What do I want to be when I grow up?	• Sword, Chapter 7, 8, and 9 (Part three of the book) • This will be a rather unique set of readings that the instructor will be sharing one week before the class	
(11) Nov 6 Mega at CSCW	Academic Writing Workshop (Guest speaker: Fiona Jardine)	• Sword, Chapter 10, 11, and 12 (Part four of the book), and Conclusion Readings and materials will also supplied by guest speaker one week before the class.	Blog Reflection 3: November 6, 2018
(12) Nov 13	What do Assistant Professors do? What do other doc graduates do? Balancing Academic Life (Guest speakers: Amelia Gibson*, Abigail Phillips, Nikki Crenshaw, Beth Foss*)	• P. Guo (2014). Industry Versus Academia: A Junior Employee's Perspective. Available at: http://www.pgbovine.net/academia-industry-junior-employee.htm • C. Flaherty (2014). So Much to Do, So Little Time (*Inside Higher Ed*). Available at: https://www.insidehighered.com/news/2014/04/09/research-shows-professors-work-long-hours-and-spend-much-day-meetings • Nagpal, R. (2013). The Awesomest 7-year Postdoc or: How I Learned to Stop Worrying and Love the Tenure-Track Faculty Life". Available at: https://blogs.scientificamerican.com/guest-blog/the-awesomest-7-year-postdoc-or-how-i-learned-to-stop-worrying-and-love-the-tenure-track-faculty-life/	

Weeks/Date	Topic(s)	Readings	Assignments Due
(13) Nov 20 (via Webex)	The Public Intellectual Academic Labor (Guest speaker: Jen Golbeck, Kari Kraus)	• Sterne, J. (2014). How to Peer Review Something You Hate. Available at: http://sterneworks.org/ICAPeerReview.pdf • Niklas Elmqvist (2014). Mistakes Reviewers Make. Available at: https://sites.umiacs.umd.edu/elm/2016/02/01/mistakes-reviewers-make/ • Jennifer Golbeck (2013). The Curly Fry Conundrum: Why Social Media 'Likes' Say More than You Might Think (TEDTalk). Available at: https://www.ted.com/talks/jennifer_golbeck_the_curly_fry_conundrum_why_social_media_likes_say_more_than_you_might_think?language=en • Kari Kraus (2011). When Data Disappears (New York Times). Available at: http://www.nytimes.com/2011/08/07/opinion/sunday/when-data-disappears.html?_r=0	
(14) Nov 27	The Politics of Higher Education	• McGinnis & Schanzenbach (2015) College Tenure Has Reached Its Sell-By Date. Available at: http://archive.is/lZZxb • Movie – Starving the Beast (http://www.starvingthebeast.net/) (to be available via Course Reserves) • Kezar & Maxey (2013). The changing academic workforce. Available at: https://www.agb.org/trusteeship/2013/5/changing-academic-workforce • Olson, G. (2009). Exactly What is 'Shared Governance'? Available at: https://www.chronicle.com/article/Exactly-What-Is-Shared/47065	Blog Reflection 4: November 27, 2018
(15) Dec 4	Final Presentations		Final Paper: December 7, 2018 at 11.59 PM ET

CLASS PARTICIPATION

As you may have gathered by now, this is a highly interactive course and is conducted in a seminar format. You are expected to read all of the readings, to think through the issues raised in the readings, and to articulate your thoughts on the materials. Clearly, you need to attend class to participate in the discussions. The syllabus is built upon 13 weeks of active discussion, while other weeks are dedicated for course introduction, and final project presentations (which you must also attend). Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. *In order to receive an excused absence, the instructor should be notified in advance of the class meeting* (see attendance policy above). Points are assigned for 12 weeks of active discussion, which means you can miss one class due to illness, religious observances, and other reasons in line with university policies. However, if you miss more than one class during the weeks of active discussion, your participation during the Q&A sessions during the final presentations will be considered.

BLOG REFLECTIONS
Reflections Due:
September 11; October 9; November 6; and November 27 at 11.59 PM EST

These blog reflections essentially document the growth and variations in your thinking of the academy as you read, discuss, and interact with your peers/iSchool faculty/guest speakers and the readings. These blog reflections is meant to promote and enrich interactions between reading and writing, as well as triangulate the activities of reading, writing, and classroom participation. It is also intended to foster greater intellectual exchange among you, me, and your peers. Finally, it may also serve as an incubator for class assignments, such as the final reflective paper. You could share some of the new knowledge that you have received about the academy (or another career path), something that surprised you in our class discussions and sharing, something that you want to learn more about, any growth or ideas on the academic pieces that we read/discuss (research, teaching, service), areas that you will need to personally improve and why, what puzzles/impresses you about academy, etc. These blog reflections can be posted as a text post in the Blog Reflection discussion board on the course website on Canvas (the general guidance in terms of length is about 500 words for each posting) or a video blog (5-10 minutes for each posting), AND you should also respond to at least two of your classmates postings (these responses are due a week after the reflections are due).

Here are some ideas for how to use the blog (list is adapted with modification from my friend and colleague Kari Kraus):

- Isn't it cool the way that academic author X reaches large, mainstream audiences?
- Aargh, I just can't get my head around today's reading. How come reading A says this, and reading B says that, and in our class, we talked about something completely different?
- Does "jargonterm" mean P or Q — or something else entirely?
- Wow, Reading Z really reminds me of last week's Reading S (or entirely dismantles Reading K).

- Hey, Author X sounds a lot like Author Y, whom we just read in my other class . . .
- I could use some feedback on this idea I've been wrestling with…

PROFESSIONAL DEVELOPMENT
Professional development can be completed any time before Dec 3, 2018, and the reflections are due one week after your professional development experience

Professional development is an important element in the career of an academic. As a member of local, state, regional, and/or national/professional organizations, academics have the opportunity to participate in conferences, meetings, and workshops; receive print and online journals and newsletters; contribute to online discussions and listservs; mentor or be mentored by other academics; and build and sustain valuable research and teaching networks. Through ongoing engagement in such activities, an academic models a commitment to lifelong learning.

To demonstrate the value of ongoing professional development and to enable you to begin building professional networks, you will be expected to participate in and reflect upon at least ONE professional development meeting. For this assignment, please avoid professional development sessions that are internal offered by the iSchool or the University of Maryland (with the exception of the Conference on Inclusion and Diversity in Library and Information Science, and you can check with me if you have something internal that you have identified but attended by professionals across the region). The professional development meeting should be at least ONE day long. There are many professional development activities that you can attend that are free or have minimal fee, but you are welcome to attend any paid professional development sessions that is relevant to your field of interest. Here are examples of professional development meetings that are offered in MD/DC and nearby area in the Fall:
- Conference on Inclusion and Diversity in Library and Information Science, UMD – Nov 9, 2018
- CSCW, New York City (https://cscw.acm.org/2018/)- Nov 3-7, 2018
- CHASE 2018, Washington D.C (http://conferences.computer.org/chase2018/EventInformation.html)– Sept 26-28, 2018

The requirement is just to attend and reflect on ONE professional development activity. However, you are very welcome to attend more than one, if it is possible. Once you have decided on a professional development meeting/conference to participate in, please send a message via Canvas to the instructor to seek approval for attending your choice of professional development before registering. You must inform us your choice of professional development activity by **September 15, 2018**. I recommend registering for the professional development activity as soon as you decide, to take advantage of early bird registration discounts (if available).

Following participation in the professional development activity, you are to reflect on your experience by responding to the following questions (500 words for each question):

1. What did you find to be the most valuable aspect of the professional development experience?

2. What did you find to be the least valuable aspect of the professional development experience?

3. How might your experience contribute to your effectiveness as a potential academic faculty (research, teaching, and service) or other career paths that you would like to pursue?

4. Who are the professionals that you were able to connect or network with? How do you intend to sustain the networks that you have built?

5. How might participation in the professional development event contribute to your ability to be a leader in the field?

FINAL PAPER AND PRESENTATION

Final Paper: December 7, 2018 at 11.59 PM EST
Final Presentation: December 4, 2018 (During class time)

Final Paper
For your final assignment, write a 5-7 page double-spaced paper that reflects on the kind of scholar, teacher, and colleague you hope to become, drawing on class readings and discussions. It's an aspirational paper that asks you to develop a personal philosophy about academic life and the role of the intellectual both within and outside the university or in any other contexts that you intend to be engaged in (industry, government, etc). You can think of it as your own personal template for the "engaged intellectual."

One of the challenges of an assignment like this is that it can be hard to identify models or touchstones to emulate. You already know how to write academic papers and research articles (or are in the process of learning!), but that's not what this is. In some ways, it's the inverse of Randy Pausch's Last Lecture: A "First Lecture" that is prospective rather than retrospective, counterfactual rather than factual. This is not to say, however, that it lacks real-world value or purpose. Indeed, there are many academic genres, venues, and occasions that will require just this type of thinking. Here are a few that come to mind:

• **The job interview**. A common question you will get as a job candidate for an academic position is some variation on the following: "Where do you see yourself in 5-10 years?" or "What are your long-term career goals?"
• **The job talk**. While the bulk of a typical job talk will cover current research, most candidates spend a few minutes with closing slides discussing future work and how they see themselves contributing to the institution at which they're interviewing.
• **The personal statement**. Each time you go up for tenure and/or promotion or apply for an academic or research job, you'll most likely be tasked with writing a so-called "personal statement," which basically summarizes your academic achievements and explains or presents them through the lens of a particular research philosophy or personal set of intellectual values, goals, and commitments. The final section of a personal statement is usually prospective, opening a window onto future aspirations or endeavors.

- **Institutional vision statements and strategic planning documents**. Universities, like many other types of organizations, are in the business of long-term thinking. Throughout your career, you'll participate on various committees charged with setting university-, college-, and/or departmental-level priorities and figuring out how to make Big Things Happen. This is future-oriented work that fundamentally shapes the character of the institution and its mission.

In addition to providing a training ground for these kinds of routine academic genres, the paper is also (and primarily) a space for personal reflection. As academics, we're constantly flying by the seat of our pants, rushing to finish a paper by a midnight deadline or juggling family responsibilities while trying to be good colleagues, teachers, and collaborators. Given the constant scarcity of *time*, that most valuable of resources, it becomes all the more important to remind ourselves that while many aspects of our professional lives are out of our control, there is still some measure of self-determination. Use the final paper, then, as an opportunity to deliberately and thoughtfully articulate what kind of "engaged intellectual" you hope to be.

Here are some topics and themes you might consider taking up in your paper (note: this is not a checklist! Just potential questions you might want to address or think about):

- What are the epistemologies and theoretical perspectives that inform your research? Review Crotty's chart on page 5. How do you map across categories? In fairly traditional ways (e.g., objectivist epistemology combined with a post-positivistic theoretical perspective and experimental research methodologies), or do you want to strive for counter-intuitive or unusual combinations?
- Do you envision yourself as a metadisciplinary, interdisciplinary, or antidisciplinary researcher? Identify which one and elaborate on why.
- Are there correlations between your writing style and epistemological or theoretical positions? Or does being, say, antidisciplinary necessitate a different academic writing style than being interdisciplinary (or metadisciplinary) would?
- How do you anticipate integrating your research with your teaching?
- Taking a page from Randy Pausch, what are your own personal "brick walls" and how do you intend to surmount them?
- What is your teaching philosophy? Can it be encapsulated in a single maxim or phrase, or is there a more diffuse set of principles at work?
- What is your equivalent of Randy Pausch's "Being Captain Kirk" or "Being a Disney Imagineer"? What childhood dreams do you want to realize as a researcher or teacher?
- How do you define "academic impact" for yourself? Citation counts? A NYT bestselling book? Making a difference in the lives of your students or your community? Affecting public policy? Something else?

Don't feel like you need to focus all your attention on big, sweeping, epic ideas. That's a lot of pressure! You are more than welcome to get down to brass tacks and address the everyday routines of academic life: workflows, time management, collegial interactions, drafting articles, publishing, writing proposals, and so forth. You are welcome to discuss with the instructor on what you want to cover in the paper, if you are uncertain about your approach.

Final Presentation:
10-12 minutes long; 8-12 slides

You can derive ideas and bullet points for your slides directly from your essay. Don't think of the in-class presentation as an extension of your paper so much as a distillation of it to share with me and your classmates. There will, in other words, no doubt be a high degree of redundancy between your essay and your presentation.