

INST 800

The Engaged Intellectual: An Introduction to Research and Academic Work

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Office Hours: By appointment
Meeting Time: Wednesdays 10am-12:45pm
Meeting Place: HBK 4113

Overview

This 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.

In this seminar, students will explore a series of issues that confront academics who work in research universities. The course is an "Introduction to Research", but the process of research is more than a recipe of 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.

In this course, students will examine academic life with a particular focus on what it means to undertake research, teaching, and service. By the conclusion of the course, students will have a better understanding of what tenure-track faculty do and how they work in the academy. Students will also explicate how they intend to structure their own professional careers.

Students will read, analyze, and discuss several issues in this semester. First, students will explore and debate what it means to conduct quality research, write for academic audiences, and contribute knowledge in the academy. Second, students will examine the debates around theory, research quality, and constructions of knowledge. Third, students will consider teaching, service, and their roles as academics in the field of Information Studies. The course will ask students to consider and define their identities as individuals, researchers, and teachers. Students will explicate how they see themselves as developing scholars, both at the present time and in their professional future.

Goals

By the end of the semester, students will:

1. Understand the demands and requirements of faculty life in the research university;
2. Develop a personal philosophy about academic life including research, teaching, and service;
3. Explicate how the process of research, including theory and methodology, reflect and inform their evolving development as scholars;
4. Have an opportunity to develop stronger skills in formal, academic writing.

Academic Integrity

The University has approved a **Code of Academic Integrity** which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures (<http://www.president.umd.edu/policies/docs/III-100A.pdf>). Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well.

Religious Observance

Please inform me of any intended absences for religious observance that conflict with due dates well in advance. <http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Course Requirements and Evaluation

The course is an intensive seminar for first year PhD students. Students will write frequently throughout the semester, engage in class discussion, and lead the discussion at various points in the course. In addition, completion of all the readings and participation in each class discussion is required.

Students will be graded on the following elements:

1. **Class Participation (20%)** – Small group discussion will occur at every class meeting. Students are expected to contribute actively, ask questions, and participate frequently in these classes.
2. **Class Discussion Leadership (20%)** – At the beginning of the semester, students will divide and take leadership of the course readings and weeks. In a given week, the lead student is charged with guiding the group discussion, developing question prompts, and coordinating the class.
3. **Weekly Blog Posts and Comments (20%)** – Each week, students will contribute a short post to the class blog. Students should do the following with their posts: (a) respond to an idea or concept in the readings that is personally salient (with specific quotes/references to the text), (b) identify concepts that are confusing to you, attempt to explain the concept and why it is confusing, or (c) at various points in the semester, I may assign particular prompts and assignments for the blog. Students should also comment or provide feedback on at least 1 classmate's blog each week.
4. **Final Paper (40%)** – At the conclusion of the course, students will develop and write a 5-7 page paper that is designed to expand on the ideas discussed throughout the semester. All papers must be correctly formatted in APA format (<http://bit.ly/PWz1Aq>). No Abstracts are required in these paper assignments.
 - a. Final Paper: This class has been about academic work, research, and the engaged intellectual. Develop a template for how you define the engaged intellectual. Using this template, outline how you see yourself as a developing researcher. Describe how you define yourself as an academic, your research interests, and future aspirations. Be sure to clarify your position by way of the readings employed in the course and link our conceptual discussions to concrete examples in your own life.

Readings and Materials

Required Books

Crotty, M. (1998). *The foundations of social research*. Thousand Oaks, CA: Sage.

Graff, Gerald, & Birkenstein, Cathy. (2009). *"They say, I say:" The moves that matter in academic writing* (2nd ed.). New York: Norton.

O'Meara, K., Terosky, A. L., and Neumann, A. (2008). ASHE Higher Education Report, Special Issue: Faculty Careers and Work Lives: A Professional Growth Perspective. **** You can download PDF chapters of the entire book via the UMD Library.**

Sword, Helen. (2012). *Stylish academic writing*. Cambridge: Harvard University Press.

Articles for Class (access through university libraries or instructor)

* See the course schedule below for the articles. You can access them through the university library or ask me for a copy.

TENTATIVE COURSE SCHEDULE

Week	Topic & Readings	Assignments Due
Week 1 9/4/2013	<p>Course Introductions, Syllabus, Discussion Leadership Signup</p> <p>Readings:</p> <p>Graff & Birkenstein: "I Take Your Point": Entering Class Discussions</p>	
Week 2 9/11/2013	<p>Information Science: What are You Getting Into?</p> <p>Bates, M. (1999). The invisible substrate of information science. <i>Journal of the American Society for Information Science</i>, 50(12), 1043-1050.</p> <p>Dillon, A. (2012). What it means to be an iSchool. <i>Journal of Education for Library and Information Science</i>, 53(4), 267-273.</p> <p>Jaeger, P. T., Golbeck, J., Druin, A., & Fleischmann, K. R. (2010). The first workshop on the future of iSchool doctoral education – Findings, challenges, and aspirations. <i>Journal of Education for Library and Information Science</i>, 51, 201-208</p>	* Bring a copy of your PhD Handbook to class, we will use it in discussion
Getting to (Academic) Work		
Week 3 9/18/2013	<p>Writing in this Class</p> <p>Graff & Birkenstein: Ch. 1, 2, and 3</p> <p>Munger, M. C. (2010). 10 tips for how to write less badly. <i>Chronicle of Higher Education</i>. http://chronicle.com/article/10-Tips-on-How-to-Write-Less/124268/</p>	
Week 4 9/25/2013	<p>Ontology and Epistemology</p> <p>Readings:</p> <p>Crotty: Ch. 1</p> <p>Writing Readings:</p> <p>Graff & Birkenstein: Ch. 4</p> <p>Sword: Ch. 1, 2, and 3</p>	
Week 5	Positivism & Constructionism	

10/2/2013	<p>Readings: Crotty: Ch. 2 and 3</p> <p>Writing Readings: Graff & Birkenstein: Ch. 5</p> <p>Sword: Ch. 4</p>	
<p>Week 6 10/9/2013</p>	<p>Interpretivism</p> <p>Readings: Crotty: Ch. 4</p> <p>Budd, J. M. (1995). An epistemological foundation for library and information science. <i>The Library Quarterly</i>, 65(3), 295-318.</p> <p>Writing Readings: Graff & Birkenstein: Ch. 6</p> <p>Sword: Ch. 5</p>	
<p>Week 7 10/16/2013</p>	<p>On Theory</p> <p>Readings:</p> <p>Pettigrew, K. W., & Mckechnie, L. (2002). The use of theory in information science research. <i>Journal of the American Society for Information Science and Technology</i>, 52(1), 62-73.</p> <p>Sutton, R. I., & Staw, B. M. (1995). What theory is not. <i>Administrative Science Quarterly</i>, 40(3), 371-384.</p> <p>Writing Readings: Graff & Birkenstein: Ch. 7</p> <p>Sword: Ch. 6</p>	
<p>Week 8 10/23/2013</p>	<p>Conceptualizing Research</p> <p>Readings: Boote, D.N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational Researcher</i>, 34(6), 3-15.</p> <p>Bryman, A. (2007). The research question in social research: What is its role? <i>International Journal of Social Research Methodology</i>, 10 (1), 5-20.</p>	

	<p>Writing Readings:</p> <p>Graff & Birkenstein: Ch. 8</p> <p>Sword: Ch. 7</p> <p>Webster, J., & Watson, R. (2002). Analyzing the past to prepare for the future: Writing a literature review. <i>MIS Quarterly</i>, 26(2).</p>	
<p>Week 9 10/30/2013</p>	<p>Positioning the Researcher</p> <p>Readings:</p> <p>Milner, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. <i>Educational Researcher</i>, 36(7), 388-400.</p> <p>Deutsch, N. L. (2004). Positionality and the pen: Reflections on the process of becoming a feminist researcher and writer. <i>Qualitative Inquiry</i>, 10(6), 885-902.</p> <p>Writing Readings:</p> <p>Graff & Birkenstein: Ch. 9</p> <p>Sword: Ch. 8</p>	
<p>Academic Life</p>		
<p>Week 10 11/6/2013</p>	<p>Teaching: Some Lessons about Teaching & Learning</p> <p>Readings:</p> <p>Mayer, R., and Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. <i>Educational Psychologist</i>, 38(1), 43-52.</p> <p>Johnson, D. W., and Johnson, R. T. (2011). An educational psychology success story: Social interdependence theory and cooperative learning. <i>Educational Researcher</i>, 38(5), 365-379.</p> <p>Hmelo Silver, C., Duncan, R. G., and Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark. <i>Educational Psychologist</i>, 42(2), 99-107.</p> <p>Writing Readings:</p>	

	<p>Graff & Birkenstein: Ch. 10</p> <p>Sword: Ch. 9</p>	
<p>Week 11 11/13/2013</p>	<p>Teaching: Experiences from the Field</p> <p>Readings:</p> <p>Agosti, D. E., Copeland, A. J., & Zach, L. (2013). Testing the benefits of blended education: Using social technology to foster collaboration and knowledge sharing in face-to-face LIS courses. <i>Journal of Education for Library and Information Science</i>, 54(2), 94-107.</p> <p>Haythornthwaite, C. (2006). Facilitating collaboration in online learning. <i>Journal of Asynchronous Learning Networks</i>, 10(1), 7-24.</p> <p>Gardner, S. K. (2010). Contrasting the socialization experiences of doctoral students in high-and low-completing departments: A qualitative analysis of disciplinary contexts at one institution. <i>Journal of Higher Education</i>, 81(1), 61-81.</p> <p>Writing Readings:</p> <p>Graff & Birkenstein: Ch. 12</p> <p>Sword: Ch. 10</p>	
<p>Week 12 11/20/2013</p>	<p>An Academic's Work</p> <p>Readings:</p> <p>O'Meara et al.: 2 Chapters entitled - "New Architects and Composers of Faculty Work" and "Faculty Appointments"</p> <p>Clawson, D. (2009). Tenure and the future of the university. <i>Science</i>, Vol. 324, 1147-1148.</p> <p>Writing Readings:</p> <p>Graff & Birkenstein: Ch. 13</p> <p>Sword: Ch. 11</p>	
<p>Thanksgiving Break</p>		
<p>Week 13 12/4/2013</p>	<p>An Academic's Work</p> <p>Readings:</p>	

	<p>O'Meara, et al.: 2 Chapters entitled "Faculty Work" and "Recent Reforms of Faculty Reward Systems"</p> <p>Writing Readings: Graff & Birkenstein: Ch. 14</p> <p>Sword: Ch. 12</p>	
<p>Week 14 12/11/2013</p>	<p>The Tenure Track</p> <p>Readings:</p> <p>The Awesomest 7-year Postdoc or: How I Learned to Stop Worrying and Love the Tenure-Track Faculty Life: http://blogs.scientificamerican.com/guest-blog/2013/07/21/the-awesomest-7-year-postdoc-or-how-i-learned-to-stop-worrying-and-love-the-tenure-track-faculty-life/</p> <p>A Mentoring Manifesto: http://www.insidehighered.com/advice/2013/08/12/essay-how-be-good-faculty-mentor-junior-professors</p> <p>Writing Readings: Sword: Ch. 13 and 14</p>	<p>Final Papers DUE</p>