

SPANISH 260
Professionalization Seminar

Professor Santiago Morales

This is a collaborative seminar where faculty members of the department of Spanish and Portuguese along with graduate students address all kind of questions regarding higher education and the transition to professional status in the humanities.

Week 1. Intro: The Task of the Professor I

Presentación del programa y de las actividades del curso. Distribución de tareas.

1030 Anteater Instruction and Research Building, workshop a cargo del TLTC, "Effective Lecturing":

Interested participants should visit <http://www.tltc.uci.edu/workshops.html> to register for the workshop.

"Lecturing remains the most common teaching modality in higher education despite considerable evidence that there are more effective pedagogies for many situations and disciplines. In this workshop we'll discuss when lecturing makes sense, when it doesn't, and how to maximize its effectiveness with techniques of organization, presentation, and engagement."

Week 2. The Task of the Professor II: Teaching

Questions

¿Pero quién enseña a enseñar?

¿Cómo diseñar un buen syllabus?

¿Qué es un lesson plan?

¿Estudias o trabajas? ¿Enseñas o investigas?

Theory

"Developing Your Teaching Skills" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

"Do You have a Philosophy of Teaching?" from *The Chicago Guide to Your Academic Career*. John A. Goldsmith et al., 2001.

Praxis

Analiza esta clase (u otra clase de la Web que consideres interesante)

http://www.youtube.com/watch?v=4YY4CTSQ8nY&feature=list_related&playnext=1&list=SPD00D35CBC75941BD

Diseña un syllabus sobre las lecturas del MA, o sobre tu area de especialización (PhD Exam Readings) o bien, si estás trabajando en tu tesis, sobre tu disertación.

Recopilar syllabi de la Web y analizarlos en clase.

Week 3. The Task of the Graduate Student I: the MA Exam

Questions

¿Qué leemos para el MA Exam y por qué leemos lo que leemos?

http://www.humanities.uci.edu/spanishandportuguese/program/10_09_grad_reading.php

¿Para qué sirve el MA Exam, o, cómo ser aprendiz de todo y maestro de nada?

¿Qué manuales de literatura conoces?

¿Pero qué es un manual de literatura y para qué sirve?

¿Cómo leer críticamente el "canon"?

Theory

"Reading the Scholarly Literature" from *Writing Journal Articles in 12 Weeks. A Guide to Academic Publishing Success*. Wendy Laura Belcher (2009)

Praxis

Preguntas del MA Exam, a examen.

Discusión de un caso concreto: el MA Exam de Literatura Peninsular Moderna.

¿Qué cuentan los veteranos? (Invitar a estudiantes que hayan tomado el MA Exam para que compartan sus experiencias/exámenes)

Week 4. The Task of the Graduate Student II: the PhD Exam and the Dissertation

Questions

¿Cómo hacer una lista de lecturas?

¿Que es una lista diacrónica vs una sincrónica? ¿Por qué están organizadas así?

¿Cuál es la etiqueta a seguir? ¿Qué incluir en la justificación de la lista?

¿Cómo se relaciona esa justificación con las preguntas que los profesores podrán hacer?

¿Qué se espera del examen oral? ¿Cómo se amplia el escrito en el examen oral?

¿Cómo usar el Ph.D. exam para escribir el “prospectus” de la disertación?

Theory

"Choosing a Mentor" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

"Writing a Dissertation" from *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure*, 2001.

Praxis

Invitar estudiantes que han escrito recientemente prospectus.

Week 5. The Task of the Scholar I: Publish or Perish

Questions

¿Qué escribe el scholar? ¿Para qué y para quién escribe?

¿Cómo escribir un artículo académico y dónde publicarlo?

¿Pero qué es exactamente "un argumento"?

Theory

"Marketing Your Ideas Through Publications" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

"Making a Good Argument" from *Writing Journal Articles in 12 Weeks. A Guide to Academic Publishing Success*. Wendy Laura Belcher, 2009.

Praxis

Name at least three important peer-reviewed journals in your field

Share your own article and we all will discuss it.

Check and Discuss the MLA Periodical Directory

Week 6. The Task of the Scholar II: Talking, Criticizing, Editing

Questions

¿Cómo escribir un abstract?

¿Qué es y para qué sirve (escribir y dar) una conferencia?

¿Cómo escribir un "book review"?

¿Qué hacen los críticos literarios?

Theory

"Abstracts As a Tool for Success" from "Reading the Scholarly Literature" from Writing Journal Articles in 12 Weeks. A Guide to Academic Publishing Success. Wendy Laura Belcher, 2009.

"The Ten Minutes Talk" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

Dos guías:

<http://owl.english.purdue.edu/owl/resource/704/1/>

<http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/book-reviews>

Radiografía de la crítica literaria (Reportaje en Babelia):

http://www.elpais.com/elpaismedia/ultimahora/media/201111/25/cultura/20111125elpepucul_1_Pes_PDF.pdf

Praxis

Trae a la clase tu abstract de a) una conferencia que quieras solicitar b) un artículo/paper en el que estés trabajando c) tu disertación

Week 7. The Transition to Professional Status I: the MLA, the Cover Letter, the CV.

Questions

¿Cómo y cuándo debo solicitar trabajo?

¿Qué documentos debo escribir y solicitar?

¿Pero qué se entiende por una “autobiografía intelectual”?

¿Qué significa *networking*?

Theory

"Landing an Academic Job" from Goldsmith, John A, John Komlos, and Penny S. Gold. *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure*, 2001.

"Applying for, Negotiating, and Choosing a Job" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

"Application Materials" (source-book) from *Cracking the Academia Nut. A Guide to Preparing for Your Academic Career*. Margaret L. Newhouse, 1997.

"Preparing Your Curriculum Vitae and Dissertation Abstract" from *Cracking the Academia Nut. A Guide to Preparing your Academic Career*. Margaret L. Newhouse, 1997.

Praxis

Bring your own cover letter or CV and we all will discuss them.

Week 8. The Transition to Professional Status II: Job Interview, Campus Visit

Questions

¿Qué contar y qué no en una entrevista de trabajo?

¿Qué es un job talk?

¿Que significa "colega"?

Theory

"The One-Hour Talk", "The Job Interview" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

"Interviewing" from Vick, Julia M, Jennifer S. Furlong, and Mary M. Heiberger. *The Academic Job Search Handbook*. Philadelphia: University of Pennsylvania Press, 2008. Print.

Praxis

Invitar a un estudiante que esté en el mercado a dar su job talk.

¿Qué aprendemos de esta Mock Interview de los Monty Python?

https://www.youtube.com/watch?v=zP0sqRMzkwo&feature=player_embedded

Mock Interviews.

Week 9. *Goodfellowships*: Grants and Knowledge

Theory

"Developing Hour Grant-Writing Skills" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010.

Week 10. Good Night, and Good Luck

Questions

Do You Really Want to Be a College Professor?

¿Vives para trabajar o trabajas para vivir?

¿Por qué la mayoría de los departamentos de español son problemáticos?

¿De qué sirven las humanidades?

Theory

"Family, Gender, and the Personal Side of Academic Life" from Goldsmith, John A, John Komlos, and Penny S. Gold. *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure*, 2001 Print

"Ethical Behavior" from "Developing Your Teaching Skills" from *How to Succeed in Academics*. Linda L. McCabe and Edward R.B. McCabe, 2010. Print

"Dual Career Couples, Pregnant on the Job Market, and Related Concerns" from Vick, Julia M, Jennifer S. Furlong, and Mary M. Heiberger. *The Academic Job Search Handbook*. Philadelphia: University of Pennsylvania Press, 2008. Print.

“Does College Make you Smarter?”

<http://www.nytimes.com/roomfordebate/2011/01/24/does-college-make-you-smarter>

Praxis

“I am going to be a college professor”

<http://www.xtranormal.com/watch/7451115/-1>

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