

FACULTY MENTOR PROGRAM SEMINAR

Imagination, a function of the soul, has the capacity to extend us beyond the confines of our skin, situation, and condition so we can choose our responses. It enables us to re-imagine our lives, rewrite ourselves, and create guiding myths for our times
– Gloria Anzaldúa



Community Studies 199 • 5 Units

Class Hours • Tuesdays and Thursdays ♦ 2:00-3:45 PM ♦ Crown 105

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Course Description

This course is designed to compliment student participation in the Faculty Mentor Program. Conducted in a workshop format, the Faculty Mentor Program seminar has two overlapping objectives: To introduce students to the graduate school application process and to guide undergraduate research fellows through the process of constructing a faculty mentored research project. The seminar, designed as a writing intensive introduction to academic research and writing, includes the following topics: advanced library research skills; designing and implementing a research project; collaborative group-work through peer-editing; and writing a research proposal and research paper. Also included are sessions on graduate school selection, the graduate school application, and academic life. Participation and student evaluation will be based on the successful completion of the following:

- Weekly seminar attendance (students will be allowed only **one** unexcused absence)
- Active participation in a research project supervised by a faculty member
- Meetings with a library mentor
- Meetings with the FMP writing tutor
- Development of a Research Journal
- Participation in co-curricular assigned activities
- Timely completion of weekly assignments including the development of a Research Journal and the **six** major assignments of the quarter:

Grade Breakdown:

Assignment #1 Conventions of Your Academic Discipline or Field (10%) – DUE Jan 23rd

Assignment #2 Research Proposal (20 %) – DUE Feb 8th

Assignment #3 Annotated Bibliography (10%)—DUE Feb 20th

Assignment #4 Literature Review (10%) – DUE Feb. 27th

Assignment #5 Oral Presentation (10%) – DUE Mar 6th-13th

Assignment #6 Research Paper (12 pages) (40%) – DUE March 23

The grade you receive on each of the assignments above will reflect your seminar attendance, participation in a faculty mentored research project, meetings with library mentor/writing tutor, and development of your research journal

Course Schedule

**Jan. 4 Faculty Mentor Program Orientation and Introductions
(Meet at the EOP Office in the ARC Center)**

A discussion of the goals, objectives and programmatic structure of FMP. Faculty mentor matching will be explored, as well as expectations for utilizing campus resources, including advising and graduate school planning. There will also be introductions of new FMP students as well as affiliated staff who will be working with FMP this year.

Assignments due January 9th:

Research Journal: You will receive a Research Journal (composition notebook) during the first day of class. In this journal describe your research question, what it is you will be exploring in this program and the disciplinary lens or lenses through which you will be working.

AFTER TODAY PLEASE BRING YOUR RESEARCH JOURNAL, SYLLABUS, CLASS NOTES, AND ASSIGNED WEEKLY READINGS TO EVERY CLASS

Schedule a meeting with your faculty mentor

**Jan. 9 Orientation to Library Research
(Meet at McHenry Library, RM 350)
*Guest Speaker: Annette Marines (Confirmed)***

During the first 20 minutes, your seminar instructor will review the course syllabus

In preparation for the “Conventions of Your Academic Discipline/Field Assignment” Students will learn about the library’s various collections, basic research tools, and how to ask questions at the reference desk. This includes learning about academic journals and other tools needed for researching their academic disciplines.

Jan. 11 Understanding Your Discipline: What is a Discipline? What is a Field? What is Interdisciplinary Work?

Guest Speaker: Gina Dent and Marianne Bueno
(Meet in our regular classroom @ Crown 105)

Thinking about the conventions of your academic discipline or field. An important shift in our work as scholars is effectively learning the norms of your chosen discipline, i.e.: writing and articulation of ideas in seminar or conferences. These “conventions” become the backbone of your research methods and practices as a graduate student. This panel will talk about their experiences in learning the conventions of their respective disciplines and will share strategies that will be helpful in your own journey of honing these important research skills.

Assignments Due Jan.16: In your Research Journal, write a 3-page response/reflection on today’s presentation. What did you learn about your work or discipline? What did today’s presentations on disciplinary conventions make you think about in relation to your own work?

Read: In preparation for the next class read “How to Get the Mentoring You Want” available at:

<http://www.rackham.umich.edu/StudentInfo/Publications/StudentMentoring/contents.html>

Bring 3 Questions: In your Research Journal write down 3 questions about mentorship to ask during our next session. The questions can be from the reading above and/or your own experience. Be prepared to read your questions, as they will guide our discussion during the next class session.

“Conventions of Your Academic Discipline or Field” Due Jan 23:

Your instructor will hand out the “Conventions of Your Academic Discipline/Field Assignment” assignment and review expectations

Jan. 16 Thinking about Mentorship: Roles, Responsibilities & Possibilities

Your instructor will handout and review the faculty-student contract agreement stipulating the roles and expectations FMP has for students and faculty participants

This session will explore our notions of mentoring and negotiating expectations with faculty, librarians and advisors. Discussion will focus on preparing for the faculty/student and librarian/student mentor relationship, strategies that may be helpful to negotiating your research contract with faculty mentors, and a question and answer session with former FMP students

Jan. 18 Former FMP Student Panel Discussion

Former FMP students will share their experiences with the mentoring process. They will share helpful strategies for negotiating your research with your faculty mentor

Guest Speakers:
Beverly Parker

Assignment Due Jan 23:

Attend the FMP Retreat Friday-Sunday. During the retreat, there will be intellectually stimulating presentations and discussions. Take your Research Journal with you and document your experiences at the retreat; you can write about interesting people, conversations; what you learned about being a scholar; what you learned about yourself as a scholar and about yourself as part of a community (cohort) of scholars.

Jan. 23 Developing a Research Proposal

This session will attempt to answer the basic question, “What is a research question?” We will focus on the process of conceptualizing a proposal for research and introduce students to the basic components of a research proposal. The session will cover the basic elements in organizing a plan of research and ways in which students can begin to think about a research project and their work as Faculty Mentor Scholars

At the end of this class your instructor will hand out and review the Research Proposal Assignment handout

“Conventions of Your Academic Discipline or Field” assignment due and research journal assignment from Jan 18th
NOTE THAT WE WILL NOT ACCEPT LATE ASSIGNMENTS

Assignments Due Jan. 30:

Timeline-In your Research Journal, begin the process of developing a timeline for your research project. You will first need to identify the parts of your project, and then attach due dates to each HINT: use our syllabus as we are guiding you through this process

Handwrite the first draft of your Research proposal in your Research Journal

Schedule a meeting with the FMP writing tutor. You should come to the meeting with the writing tutor with a draft of your research proposal

Jan. 25 Writing a Research Proposal

This session will focus on the process of writing a research proposal. The second part of the course will include in-class writing of your research proposal in your Research Journal

Assignment:

Schedule a meeting with the FMP writing tutor. You should come to the meeting with the writing tutor with a draft of your research proposal

Jan. 30**Second Library Session: Working with on-line databases**

Guest Speaker: Annette Marines McHenry Library Room 350

Assignment:

PRINT OUT and READ from McHenry Library webpage "Complete List of How to Guides" AND read "How to do a Literature Review" guide in preparation for next assignment

Feb. 1**Graduate Student Life**

Guest Speakers: Stephanie Milton and other current graduate students TBA

Understanding the REAL LIFE of graduate students is important! This panel will explore their decision making process and their experiences as graduate students. A guiding question for this panel discussion is a movement away from thinking about "surviving" and "making it through" graduate school to strategies for engaging academia in a wholesome manner

Assignment Due Feb. 8:

In lieu of a Midterm Exam, you will turn in the Final Draft of your research proposal at the beginning of class, Thursday Feb.8.

NOTE THAT WE WILL NOT ACCEPT LATE RESEARCH PROPOSALS

Feb. 6**Research and Writing Dialogue Groups: The Ins and Outs of Collaborative Work**

The process of communication is key to the research process. Learning to talk with others about your research will help you to formulate and focus your research interests, questions, and plans. Research dialogue groups are designed to provide you with the opportunity to share your ideas. Through dialogue you can flesh out ideas, discuss potential problems and clarify your theoretical understanding, thus simplifying the writing process.

Participation in a Research Dialogue group will also help you learn how to listen. Because dialogue is a dual process of talking and listening, the dialogue group work intends to have you practice the art of listening and providing constructive feedback. Most of the group work you do is designed around peer-editing exercises that along with dialogue and listening are invaluable academic skills.

Feb. 8**Critical Reading Techniques and Working with the Literature**

Guest Speaker: Larry Trujillo (Confirmed)

Research reading and close reading can be a change from the fast pace of reading for a 10-week course. This session will examine this change and the strategies that are helpful in reading texts and keeping track of important information and sources. We will also focus on the importance of reading and preparing a review of the literature in your research field/area. Strategies on organizing your research and keeping track of your reading will be discussed.

Research Proposal Due at the beginning of class!

NOTE THAT WE WILL NOT ACCEPT LATE RESEARCH PROPOSALS

Feb. 13 Preparing the Annotated Bibliography

By now you should be well on your way with identifying sources for your research project. During the first half of this session, the seminar instructor will review the expectations for the “Annotated Bibliography” assignment. Examples of annotated bibliographies from diverse disciplines will be explored and discussed. During the second half of the class, students will be given an opportunity to practice annotating sources in class.

Assignment: Work on your annotated bibliography due Feb. 20th. Schedule an appointment with you library mentor and faculty mentor to discuss your annotated bibliography.

Feb. 15 Life in the Academy: Beyond Survival

Shattering the Silence FILM (Reserved)

Documentary on the lives of faculty of color in the nation’s leading universities

Assignment Due Feb. 20:

In your Research Journal, write a three to four page response to the film above. Include in your reflection/response a set of three questions emerging for you from viewing *Shattering the Silence*

Feb. 20 Writing and Organizing the Literature Review

This session will focus on the importance of reading and preparing a review of the literature related to your research area. Strategies on organizing your research and keeping track of your reading will be discussed. These strategies are intended to serve you as you organize your own literature review

Annotated Bibliography Due!

NOTE THAT WE WILL NOT ACCEPT LATE ANNOTATED BIBLIOGRAPHIES

Feb. 22 Graduate School: An Introductory Conversation

Guest Speaker: April Goral (Confirmed)
(@ Crown 105)

Assignments:

Selected readings on the writing process

Reading Response: In your Research Journal, take notes on the readings assigned and write three questions in response to the assigned reading

Feb. 27

The Academic Writing Process

Guest Speaker: Aida Hurtado (Confirmed)

Faculty member will talk about their academic writing process; writing strategies; and developing your intellectual written voice

During the second half of the session we will form a talking circle to discuss our relationship with our writing. The circle will be guided by the guest speaker and the questions you bring with you in response to the assigned readings

Literature Review Due!

NOTE THAT WE WILL NOT ACCEPT LATE LITERATURE REVIEWS

Assignments: read handout for Mar 6th on preparing presentations

Mar. 1

Preparing Research Presentations

This session will discuss how to develop an oral presentation from work in progress. Academic culture encourages dialogue and debate. Conferences, colloquia and academic meetings are key locations for scholars to engage on the cutting edge issues related to research. This session will focus on the process of preparing for public presentations that include the exchange of ideas, sharing of preliminary findings on an on-going project, and presenting on research findings and conclusions.

Instructor will have students sign-up for a specific presentation day & time at the end of class

Assignments:

Prepare your presentation; you will be asked to turn in your presentation preparation materials, including your outline, notes, slides, etc. as these will be used in determining your presentation grade

Write your final research paper due March 23. Make an appointment to see your FMP writing tutor to review your final or pre-final draft

Mar. 6

Research Presentations I

Mar. 8

Research Presentations II

Mar. 13

Research Presentations III

LUNCH will be provided

Mar. 15 WRITING DAY

No class, last-minute individual meetings with FMP Writing Tutor and your Faculty Mentor

Mar. 23 PORTFOLIO DUE BY 4:00 PM @EOP front desk

PORTFOLIO to include:

Research Journal

Defining the Conventions of Your Discipline

Research Proposal

Annotated Bibliography

Literature Review

Research Paper (12 page minimum, double spaced, 12 point font, 1 in. margins all around)

Defining the Conventions of Your Discipline or Field Due January 23, 2007

*The completed assignment must be 3-5 single-spaced pages in length
(No late assignments will be accepted)*

This assignment will have you define the conventions of your discipline through library research and through discussions with your Faculty Mentor. The goal of this assignment is to prepare you to further develop your research interests, construct a solid research proposal and strong graduate school application. When developing a research project and/or proposal, you will need to demonstrate your familiarity with the range of debates, thinkers, and ideas of your chosen discipline. You will also need to describe how your research interests are informed by and add to existing debates in your discipline. Additionally, when completing your graduate school applications you will need to convey that you know about the faculty of that program and why you think you would benefit from working with them. More importantly, this assignment will help you clarify whether or not your research interests and your chosen discipline are a good fit.

The paper should 1) summarize the major debates and works of the discipline; and 2) include a statement describing why you have chosen your particular Faculty Mentor. This statement should demonstrate that you have some familiarity with their research interests. The following guidelines will assist you in completing the assignment successfully. I encourage you to begin working on this assignment as soon as possible.

- Identify the Major Debates & Works of the Discipline
 1. schedule an interview meeting with your FM for suggestions; try to complete this meeting before meeting with your library mentor
 2. schedule a meeting with your library mentor (be prepared with a research topic and the discipline(s) of interest to you)
 3. research possible graduate programs (at least 3) to see how disciplines are represented and described

- Faculty Mentor Information – you should obtain the following information about your Faculty Mentor:
 1. Current Research interests
 2. Any Publications (books, journal articles, etc)
 3. Describe how their research would support your current research interests.

Annotated Bibliography

Due Feb. 20th

(No late assignments will be accepted)

It is highly recommended that you consult your library mentor and UCSC's library website for support in completing this assignment on time and accurately. By now, you should have scheduled an appointment with your library mentor and faculty mentor to discuss your annotated bibliography

The purpose of this assignment is to help you further develop your research and analytical skills. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis and informed library research. In graduate school, these skills are critical. As you begin to identify the resources you'll need to prepare your final research project, you will need a way to organize and manage your information. An annotated bibliography provides a means to capture the essential details of works you are considering for your research and its relevance to your topic.

You will have to write about a paragraph of notes for each bibliographic entry. We have included a list of questions you can use to guide you through the critical reading and note-taking process this assignment requires. The questions also encourage you to think about each entry in relation to your own work or interests. To write your paragraph, select three of the questions on this list or pose three questions of your own.

The completed assignment must include at least 10 sources. The majority of these must be from scholarly journals or texts. Web pages/sites can be included as a source if they are part of a scholarly study, report, project etc, yet they will not count as one of the ten required minimum sources. Each bibliographic entry must conform to the *style guide* of your particular discipline (be sure to consult with your Faculty Mentor and/or library mentor about this). Below are the links to some of the primary style manuals available on line:

Assignment #3 Continued

Guiding Questions:

1. What is the author's main argument? Is the argument easily identifiable? What evidence does the author use to argue her/his point? What methodology does the author use to gather evidence? Is the author successful in proving his or her argument?
2. What are the underlying assumptions in this argument/thesis?
3. How is the narrative presented? Is the narrative written in a clear and logical way? Or is it hard to read? If so why? Is there anything about the author's narrative style that you may implement in your own writing?
4. What are the implications of the author's thesis/argument for your own work?
5. What are the larger implications of the topic/theme written about? How do the specific topic/themes of the entry fit into a larger national/transnational perspective? What do the specific topic/themes tell us about larger social, historical, political, economic, and cultural patterns?
6. Does the author privilege certain perspectives, points of view, and epistemologies?
7. Does the author leave out or fail to consider certain people, perspectives, points of view, and epistemologies?
8. Compare and contrast the entry methodologically. What do you find useful, interesting, different or similar to your own research methods?
7. Consider how the entry is structured, what are the parts of the piece? In what order are they presented? Where do you find the thesis? Can you create a visual map of the piece?

Engaged Critical Reading Strategies
Yolanda Venegas
Preparing to Read and Reading for Comprehension

STEP 1) Prepare to read: get an overview of the reading: gut the reading by doing the following:

- Write down the title and list any subheadings
- Read the introduction and write down key sentences, phrases, strong language, or words in quotes that tell you what the piece is going to be about. In other words, read the introduction and the conclusion looking for the piece's central idea, the author's thesis
- Read the first and last sentence in each paragraph to get a sense of the main idea and how the piece is organized, how the thesis is supported or how the central idea is developed

STEP 2) Read for General Comprehension

- Read through the entire piece using a combination of note-taking and underlining skills to note the important points and the specifics that explain and support them
- If you don't understand a section, mark it up with a question mark or some symbol that tells you to re-read it later and continue to the next paragraph or section
- Don't hesitate to mark-up the margins of your reading with notes that help you summarize main points or ideas and/or help you figure out how the piece is organized, its structure
- If you can identify sections, if the piece can be divided into sections, write a brief summary of each section in your Reading Notes
- When you are finished reading the piece, write a one-paragraph summary of it. Be sure to include the author's thesis, main point/s, and if applicable the intended focus or position
- If you can include in your summary a chart, or short outline of how the piece is organized, outline its structure

STEP 3) Read Critically and Analytically

For some pieces you will be able to read for comprehension and do it critically and analytically. For other pieces, philosophy and highly theoretical work, you may have to read in layers or shifts until you can truly process the main ideas and integrate them in a way that makes sense to you. Read the first time just for general comprehension and read a second (3rd? 4th?) time critically and analytically. What is critical is that you know how long it takes you to read, comprehend, and critically analyze each kind of reading, time yourself! How long does it take you to read Plato?

How long does it take you to read Plato critically?

A critical reading asks questions such as:

- What are the social, political, economic, implications of what the author is arguing or proposing?
- What are the underlying assumptions in this argument/thesis?
- Can you recognize the author's biases, or perspective? How does the author disclose her values?
- Who is the audience? Who is she/he writing for?
- Is there a call in the piece? If so what is it? Do you agree or disagree with it?
- Does the author privilege certain perspectives, points of view, epistemologies?
- Does the author leave out or fail to consider certain people, perspectives, points of view, and epistemologies?

-To get at the above questions look out for strong language, words/phrases like "we must, never, always." Note words in quotes. Note words of phrases that are repeated

Literature Review **Due February 27**

*The completed assignment must be from 5-7 single-spaced pages in length
(No late assignments will be accepted)*

One of the last steps in organizing your research is writing a literature review. You have already completed a mini survey of your discipline and annotated bibliography. You will be expected to use your annotated bibliography to complete this assignment. Be sure to consult your Faculty and Library Mentors.

The following are a few guidelines to assist you in completing this assignment successfully.

The Literature Review should:

1. Provide a context for your proposed study and demonstrate why your study is important and timely
2. Clarify the relationship between the proposed study and previous work conducted on the topic
3. Convince the reader how your study is distinct and different from previous studies (at this stage of your career it doesn't have to be ground breaking or cutting edge)
4. Demonstrate your knowledge about the work of others (different from a laundry list of authors or studies).

Faculty Mentor Program Seminar Talking Circle Guidelines

These are the talking circle guidelines. It is every person's **responsibility** to adhere to these guidelines and encourage others to observe them so that we can maintain as productive a space as possible for participation and learning. Read them carefully and be aware of them as we move through the program.

Listening: In order for the talking circle to be successful we need to work towards

Learning to listen, really cultivating the practice of listening with our inner ear

Listening without judgment

understanding, not necessarily agreeing

being confident and supporting each other

bringing our whole selves to class

Take risks by trusting each other with our views, thoughts, and experiences.

Be open

to examining our beliefs, assumptions, and expectations

to new or differing viewpoints

to changing our own perspective

Respect each other's ideas, viewpoints, and feelings by:

giving each person our full attention as they speak

not interrupting whomever is speaking-even if you disagree

if you strongly disagree, do it respectfully, remember ideas (even ones you don't agree with have a history, they come from somewhere) so don't blame or judge the individual

not making stereotypical assumptions

understanding one's right to be silent

not taking things personally

knowing we all have valuable ideas to contribute from our different backgrounds

Confidentiality, what is said in the talking circle stays in it

as part of this circle you agree to maintain confidentiality about everything said.

If you feel you must share a story you heard with a friend, relative, etc. you agree to ask permission from the storyteller first

A basic premise guiding us through this talking circle is that each one of us is a gifted individual with a valuable and unique viewpoint that will enhance the learning experience for everyone. In participating in this talking circle you are agreeing to: Listening attentively, to maintaining Confidentiality, and work towards developing trust in what you and others in your circle say and need to say.

Sample Talking Circle Topics:

1) What do you need as a student?

Possible follow-up example: What do I need to do to get _____?

2) How you know what your life's work is?

Possible follow-up example: How do you figure out what your life's work is?

Faculty Mentor Program Seminar Rules

These are the seminar rules. It is every person's **responsibility** to adhere to these guidelines and encourage others to observe them so that we can maintain as productive a space as possible for participation and learning. Read them carefully and be aware of them as we move through the quarter. If you decide to stay in the seminar after we review these rules you are making a commitment to abide by them.

PLEASE DO NOT:

Use or bring cell phones or laptops into class

Read outside material while in class

Study for your "hard" class while in this class

Monopolize the class discussion—beware of allowing space for others to participate

Be disrespectful to your instructor by speaking during the lecture, or otherwise being disruptive.

PLEASE DO:

Take risks by trusting each other with our views, thoughts, and experiences.

Be open

to examining our beliefs, assumptions, and expectations

to new or differing viewpoints

to changing our own perspective

Respect each other's ideas, viewpoints, and feelings by:

giving each person our full attention as they speak (no side-talking, no reading, hissing, chuckling, etc.)

not interrupting whomever is speaking—even if you disagree

if you strongly disagree, do it respectfully, remember ideas (even ones you don't agree with have a history, they come from somewhere) so don't blame or judge the individual

don't jump on class-mates if they slip and say something that offends you—try to find a way to make the slip an opportunity for everyone to learn

*being mindful of hijacking or monopolizing the discussion

listening without judgment

not making stereotypical assumptions

understanding one's right to be silent

not taking things personally

knowing we all have valuable ideas to contribute from our different backgrounds

In order for the class to be successful we need to work towards

understanding, not necessarily agreeing

being confident and supporting each other

bringing our whole selves to class

A basic premise guiding us through this course is that each one of you is a gifted individual with a valuable and unique viewpoint that will enhance the course for everyone. In taking this course you are agreeing to be open to explore and critically analyze your own socialization process through an examination of race, class, gender, and sexuality. A guiding premise is that because of the way we are socialized, we are all sexist, racist and homophobic. Some of us are consciously working hard to change this, yet we are all at different stages/places in our work to come to consciousness and undo our own racism/sexism/and other isms