# Graduate School Professional Development Activities Checklist

<table>
<thead>
<tr>
<th>Department and Discipline</th>
<th>Research</th>
<th>Teaching</th>
<th>Career</th>
<th>Ethics</th>
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</table>
| Early Stage (coursework: pre-doctoral) | - Learn about programs and resources  
- Synch to the professional development calendar  
- Develop a strategic plan with your academic adviser  
- Meet with your subject librarian | - Explore resources for internal and external grants and fellowships  
- Sign up for COS and register professional profile  
- Apply for grants and fellowships | - Explore Kaneb Center programs and resources  
- Attend TA Orientation  
- Begin working toward teaching certificates | - Explore Office of Research, Riley Center, and Center for Ethics and Culture  
- Complete Responsible Conduct of Research (RCR) training  
- Complete the required ethics workshop |
| Mid Stage (master’s research: candidacy exams) | - Assess your strategic plan  
- Meet departmental milestones  
- Develop a network within your department  
- Pursue leadership and service options  
- Join professional organizations and build your external network | - Participate in academic writing workshops  
- Attend and present at conferences  
- Apply for grants and fellowships  
- Volunteer as a journal reviewer | - Complete a mentored teaching experience  
- Take a summer teaching course  
- Arrange for teaching observation/consultation  
- Start building portfolio | - Reflect on the ethical dimensions related to your research  
- Attend ethics and compliance lectures |
| Late Stage (dissertation; job search) | - Request references and identify job opportunities  
- Mentor junior students  
- Meet all deadlines  
- Write and practice your job talk  
- Attend a dissertation defense  
- Report placement to Graduate School | - Form a dissertation reading/writing group  
- Build international and interdisciplinary network  
- Publish your research  
- Devise a 5-year research plan  
- Apply for dissertation fellowships  
- Identify funding sources for continued research | - Apply for advanced teaching certificate  
- Pursue “Instructor of Record” opportunities  
- Finalize portfolio  
- Develop teaching demonstration for academic interview | - Participate in an ethics class  
- Serve as a role model for junior graduate students on negotiating ethical issues in your research  
- Attend ethics and compliance lectures |

[graduateschool.nd.edu/professional_development](http://graduateschool.nd.edu/professional_development)
Professional Development

- Check out a list of upcoming workshops on the Graduate School’s website:

  www.nd.edu
Introductions
Before You Begin Reading...
• Never Read in Bed!

• Find a “Reading Spot” at Home and Stick to It
• Read Before Class
  • Goes without saying?!

• Make More Than One Pass
  • Reading articles and textbooks often requires more than one pass. It usually takes two, three, or even more readings to grasp difficult concepts.
• Think about what you need to gain from the reading
  • The author’s argument?
  • Information for your own argument?
  • Support for your own argument?

• Decide if you only need to scan, skim, or read the article:
  • Looking for one detail or the main idea? Scan.
  • Do you need to read quickly for key words and sentences to give a general idea? Skim.
  • Do you need to understand all or most of the text? Carefully read and reread.
Read the “Extraneous” Material

- Read the preface
  - The preface provides information about the author’s objective, the organizational plan of the book, how the book is different from others on the market, and the author’s background and qualifications.

- Read the introduction
  - The introduction lays the foundation for the rest of the text in the form of an overview and background information that will make it easier to digest information in the subsequent chapters.
• Preview the article or chapter
  • Look at title and section headings to gauge main idea and get a general idea of the content and the organization
During...
• Take Notes! (briefly while you are reading; extensively afterwards)
  • WRITE in your book
  • DON’T over-highlight (I prefer underlining, and ONLY underlining key ideas or arguments)
  • Put key words or phrases near paragraphs so you can easily find them again

• Develop Your Own Shorthand
  • A certain symbol for the author’s thesis, another for points relevant to your dissertation, etc.
Words or Phrases You Don’t Know

- It is not efficient to use dictionary or ask another person for help every time you don’t understand a word or phrase
  - Can you figure it out from context clues?
  - Is there a definition in the article or its footnotes, etc.?
  - Is it pivotal to understanding the author’s argument?
    - No. Move On.
    - Yes. Look it up.
• In a complicated article, you might need to stop after each paragraph and check to see if you understood what you just read. If you can’t sum it up, read the passage again.

• Paraphrase ideas or write down your thoughts after finishing a chapter or article section—or even after a complicated paragraph.
After...
• Paraphrase most important ideas

• Explain the main ideas to another person
• Ask yourself:
  • Why did the writer write this?
  • What is the writer’s methodology?
  • Theoretical thrust?
  • What are the main or most important ideas that the writer wants to communicate?
  • What are the major details related to these main ideas?
• Evaluate the author’s motivations, ideas, and examples
  • Do you agree or disagree? Why?
  • Would other scholars you have read agree or disagree? Why?

• Connect Scholars/Readings to One Another as Your Read
  • Scholarship is an ongoing conversation and typically texts assigned in a course are meant to be speaking to each other
• If you can’t do these things, you probably need to read some or all of the text a second or third time
Practice Activity #1

• Read Zack Shapiro’s “How to Translate ‘I Wish I could’ Into Actual Results”

• Get with a partner and answer these questions:
  1. What does Shapiro want to learn to do?
  2. What does he say is “the best way to learn something”?
  3. Why should you “Make an Intention Statement”?
  4. What does Shapiro paraphrase Plato as saying?
Practice Activity #2

- Read Sean Latham’s “Affordance and Emergence: Magazine as New Media”
- See if you can fill out the “Reading Worksheet”
Upcoming EAP Workshops

- “Email Etiquette”
  - Monday, February 11
  - 303 DeBartolo, 6:30

- “Forms and Structures for Clearer Writing”
  - Tuesday, February 19
  - 303 DeBartolo, 6:30
Bibliography

- “Reading Strategies for Graduate Students”
  By Meagan Kittle Autry
  http://www.meagankittleautry.com/2010/09/21/reading-strategies-for-graduate-students/

- “Reading: Improve Your Comprehension and Efficiency”
  By Tara Kuther, Ph.D.
  http://gradschool.about.com/cs/reading/a/read.html

- Building Understanding
  By Joan Baker-Gonzalez and Eileen K. Blau