The purpose of *Professional Development in the Humanities* is to provide guided instruction in helping you to explore professional goals in your chosen area of study. To this end, the course will involve several activities, including conducting research into your future profession, preparing documents of various sorts to both explore and prepare for your profession, and interacting with members of the class, as well as outside experts who work in your fields of study. Further, we will become familiar with national and regional organizations that you will likely become involved with in your careers. Finally, we will explore and produce materials relevant to graduate study in your different areas of expertise.

There will be four components to this course. We will move through these components as the semester evolves, however they will not necessarily always follow the order sketched below. Some of the assignments will be throughout the semester, others more short-term.

I. Exploring Your Profession
   - writing a preliminary professional goals statement
   - investigating an internship or teaching position
   - reading and analyzing job ads

II. Preparing for Your Profession
   - creating job application materials
   - planning, creating, and fine-tuning portfolios
   - understanding the expectations of your profession
   - preparing for job interviews

III. Taking Part in Your Profession
   - joining national and regional organizations
   - attending conferences, workshops, and in-service activities
   - writing proposals for conferences and other professional meetings
   - placing professional communication into secondary schools

IV. Strengthening Your Professional Self
   - seeking continuous improvement skills and knowledge
   - considering graduate school and other post-graduate learning
   - learning about leadership
   - placing your professional goals in a global perspective
Prepare job application materials: • cover letter and resume • portfolio (as appropriate to your stage and profession) • professional statement or teaching philosophy (30%)

Write a report about an internship/teaching experience and present to class (15%)

Write a book review for publication in a professional journal (20%)

Write a proposal for a conference or workshop presentation (15%)

Present your portfolio to the class (and maybe some expert visitors) (10%)

Attendance and Participation (see more details below under Evaluation (10%)


Books and other materials on reserve in the Van Pelt Library

Photocopies or printing of some readings and course projects or other materials

You will be evaluated in three ways. The first method of evaluation will be grades given on major and supplemental projects as you finish them throughout the semester. The percentages for each category of project are listed above in Required Assignments.

The second method will be self-evaluations after each project is completed. Once a project has been completed, I will ask you to evaluate your performance. I will provide guidance for these evaluations; they will, in large part, be based upon industry evaluation models and academic models predicated on the importance of reflection as an important component in learning.

The third measure will be your performance as a member of the class. To some extent, this will be covered by the evaluations mentioned above, but here I particularly will be looking at your attendance, participation, and professionalism. Some in-class presentations will fall under this area of evaluation, too. Examples of the criteria here are • active participation in discussions of topics and required readings • a sense that you are willing to contribute to the knowledge of the class • your ability to manage deadlines • and a sense of humor (there are other more important things in life, you know).

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