

Graduate Student Professional Development Program

Graduate Division (Academic Services Unit) (http://grad.berkeley.edu/acapro/academic_services.shtml)

Program Office: 301/321 Sproul Hall, (510) 642-4456

Program Chair: Rosemary Joyce

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Program Website: Academic Services Unit, Graduate Division (http://grad.berkeley.edu/acapro/academic_services.shtml)

Overview

The Graduate Division's Graduate Student Professional Development Program (GSPDP) supports graduate students in the successful completion of their graduate programs and in preparing for future careers. The program currently offers courses in academic writing, teaching, and mentoring.

For further information regarding these courses, please see the program's website (http://grad.berkeley.edu/acapro/academic_services.shtml), or click on the Courses tab above.

GSPDP 301 Mentoring in Higher Education 1 Unit

Department: Grad Student Prof Development Pgm

Course level: Professional course for teachers or prospective teachers

Term course may be offered: Spring

Grading: Offered for satisfactory/unsatisfactory grade only.

Hours and format: 1 hours of seminar per week.

This seminar will introduce graduate students to the role of mentoring in U.S. higher education and help guide graduate students as they mentor undergraduates at Berkeley, work in the context of a mentoring relationship with their graduate advisers, and prepare for the mentoring they will do in future academic and non-academic careers. The course will consist of readings, face-to-face and online discussion, short assignments, and an applied component of mentoring.

Instructors: von Hoene, Soracco

GSPDP 302 Reading and Composition Pedagogy for Graduate Student Instructors 1 Unit

Department: Grad Student Prof Development Pgm

Course level: Professional course for teachers or prospective teachers

Terms course may be offered: Fall and spring

Grading: Offered for satisfactory/unsatisfactory grade only.

Hours and format: 2 hours of Seminar per week for 6 weeks.

This course prepares GSIs across the disciplines to teach effective Reading and Composition (R&C) courses. It is intended for experienced GSIs who have already satisfied the Graduate Council's 300-level pedagogy course requirement but who would benefit from specific preparation to teach R&C. Seminar readings, discussions, and assignments provide GSIs with an overview of pedagogical theories and concrete practices that will assist them in designing and teaching R&C courses.

Course may be repeated for credit. Course may be repeated for credit when topic changes. Instructor: Starr-Reid

GSPDP 320 Academic Writing for Graduate Students 2 Units

Department: Grad Student Prof Development Pgm

Course level: Professional course for teachers or prospective teachers

Term course may be offered: Fall

Grading: Offered for satisfactory/unsatisfactory grade only.

Hours and format: 2 hours of Seminar per week for 15 weeks.

Prerequisites: Graduate standing.

The purpose of this course is to provide graduate students with formal instruction in the genres and mechanics of academic writing at the graduate and professional level. Through presentations, readings, discussion, and weekly peer editing, graduate students will develop writing and editing skills necessary for their success as graduate students and future faculty.

Instructor: Soracco

GSPDP 375 Teaching and Learning in Higher Education 2 Units

Department: Grad Student Prof Development Pgm

Course level: Professional course for teachers or prospective teachers

Term course may be offered: Fall

Grading: Offered for satisfactory/unsatisfactory grade only.

Hours and format: 2 hours of Seminar per week for 15 weeks.

This seminar will introduce graduate students to the theory and practice of teaching and learning in higher education and will prepare new GSIs for the teaching they will do at Berkeley and for the teaching they may do in future careers. The course will provide an introduction to the research on how adults learn and will enable GSIs to select teaching methods that are appropriate to specific courses and educational contexts. The course brings together a cross-disciplinary group of graduate students who will discuss selected texts from the current literature on teaching and learning, experiment with and assess various teaching methods and their impact on learning, and develop professional skills that can be used throughout their careers.

Formerly known as Graduate Student Professional Development Program 303.