

Geology/Geophysics 9580A/9680A Course Outline

Course Information: Graduate Seminar, Winter 2020

Lectures: Tuesdays from 12:30 – 2:30, BGS 1053

Grad Seminar Talk: Fridays from 2:30 -3:30, BGS 1053

List of Prerequisites:

Instructor: Dr. Cindy Mora-Stock; WSC G23

Email: cmorasto [at] uwo.ca

Contact Policies: Emails should go through the OWL platform. Include the “GradSem” keyword at the beginning of the subject line in your email. Allow a 48hrs response delay; these 48hrs don’t include weekends.

Office Hours: Wed. 15:00 – 16:00, or make appointment via OWL email.

Aim of the Course: This is a required course for all new M.Sc. and Ph.D. students in the Department of Earth Sciences. The objectives of the course are to develop: i) strong research skills, ii) a strong ability to present information orally, iii) familiarity with grant proposal writing, and iv) scientific learning skills through teamwork exercises.

SURVEY: Please answer the survey [here](#)

Tentative Schedule, Course Contents and Outcomes:

Some topics might change in order to accommodate the help from Faculty and Staff at Western.

Any change in the Schedule will be announced with at least two weeks in advance in Class and via OWL.

The course has attendance to the weekly departmental colloquiums, held on Friday’s at 14:30hrs (3:30 pm) in Room BGS1053 -unless otherwise stated-. See Colloquium calendar for details. (Not indicated in this schedule)

Jan. 7.: Introductions; Outline; what do YOU want to learn from this course; 'All work and no play... ': Mental Health in Grad School. Resources.

A pre-course survey will be available to gather students concerns and topics they would like to cover in this course. If topics are not covered already in the schedule, the instructor will make the best effort to include them in the weeks 11 to 14 (Mar. 17. to Apr. 7).

Jan. 14.: Scientific Method; Scientific Writing (Proposal, Thesis, Publication); IMRAD model; Writer's Block.

The student is expected to learn the structure of scientific publications; grammar according to each section; different approaches for different publication schemes.

The student is expected to write a research proposal and submit it to peer and instructor review.

Jan. 21.: Professional Identity I: why identity matters; leader character and competencies

Class will be given by Prof. Burns Cheadle from Dept. of Earth Sciences. The student is expected to learn to interpret how trends in work as a professional geoscientist will strain professional identity; to construct a plan to assess and develop leader character; to evaluate need to learn and integrate general professional competencies for optimal effectiveness.

Jan. 28.: Professional Identity II: transformation through critical reflection; developing a design thinking mindset

Class will be given by Prof. Burns Cheadle from Dept. of Earth Sciences. Reframe responses to academic, personal challenges as opportunities to critique perspective and construct a more useful frame of reference; examine human-centered design as a complementary mindset for discovery thinking.

Feb. 4.: Presenting in front of people: Know your audience; Good Presentation; Public Speaking; Interview Skills.

Feb. 11.: Interview Skills; Self- and Peer evaluation; Constructive Criticism

Learn structure of presentations, scholar presentations and poster presentations; language formal & informal, tips for best presentations schemes. Know your audience (tv/radio interview, job interview, scholar presentation, thesis presentation, congress/workshop presentations).
The Inner Critic, Evaluating yourself and others; Constructive criticism.

Feb. 18.: Reading Week

Feb. 25.: Mock Interviews

The student will experience a formal interview for a Job at a company own by one of the Faculty/Staff members.

Mar. 3.: Teamwork: Constructive Criticism and applications to previous topics

Feedback on experience, Self Reflection and Constructive criticism towards Interview and Reading other people's work

The student is expected to generate constructive review of their peer classmates' written research proposal, hand it on time, and get feedback on its own work. Also, it is expected to give feedback from interview experience and overall work.

Mar. 10.: Equity Training; Intercultural Interview

Class will be given by Center for Teaching and Learning.

The student is expected to learn strategies to improve their relationships with students, peers and supervisors across cultures. Through activities, the student will take ownership of the process of navigating cultural differences and avoiding intercultural conflict.

Mar. 17.: Teamwork: Putting pieces together

The students will present, debate, and discuss on a published paper in a controversial topic, using the skills learned and explained in the course.

Mar. 24.: Teamwork: Presentations rehearsal

The student will prepare a Three-Minutes presentation (Three-Minute-Thesis Format) to be evaluated on the Departmental Colloquium on Fri. Mar. 27th. In this class, the student gets the opportunity to test it and get feedback in class from the instructor and classmates.

Mar. 31.: Self- and Peer evaluation, Details and Comments.

Feedback from last week's presentation run.

Space for other topics not included yet.

Apr. 7.: Self-check from Critical Reflection & Character; Feedback in class from Students.

Review of journal written through the semester, sharing of experiences.

Space for other topics not included yet.

Methods of Evaluation

The main goal of this course is for the student to be able to write their thesis proposal for their MSc or PhD program. As well, this course will help with resources on how to write such proposal, how to write their scientific publications, and how to present in public either in a peer conference or at a work interview.

Therefore, the grading of this course will depend highly on the student's participation as well as in its own work.

The overall course grade will be calculated as listed below:

(1) Proposal Draft and Presentation + Peer Review

- **15% First Draft of Research Proposal: February 3rd**
This will be a complete draft of your proposal. It will be submitted for peer review and instructor review.
- **20% Final Draft of Research Proposal: March 7th**
Use the input from peers and instructor to improve your research proposal. This revised manuscript will be graded
- 20% Oral Presentation at Departmental Colloquium: March 27th**
You will present your proposal to the Department at the colloquium. The format will be like three-Minutes-Thesis presentation scheme.
- **5% Peer Review on Classmates proposal: February 14th**
You will review and edit a classmate proposal. You must provide comments throughout and a summary (Max. 1 page, Front Arial 12pt) that includes constructive criticisms.

(2) Mock Interviews

- **15% Mock Interviews: February 25th (check OWL for exact date)**
Participate in a mock interview for a company own by one of the Faculty/Staff members. You will be graded on your professionalism and preparation.

(3) Teamwork and Participation

- **15% Teamwork and Group Assignments**
For some classes there will be work in teams as part of the learning experience working in Earth Sciences. These might be, but not restricted to, reading and commenting on a controversial publication, debate in teams, presenting a paper in poster form, participating in in-class group activities.
- **5% Direct Participation**
Direct participation means attendance to classes, on-time delivery of assignments, participation in OWL course page forum, participation of in-class presentations, debates, and ungraded quizzes, etc.
- **5% Attendance to Departmental Colloquium (Fridays, BGS1053 14:30hrs -unless otherwise stated-)**
On-time attendance for the Colloquium Talks.
Except for Fri. March 27th -mandatory attendance as assignment is due-, there are at least 11 talks this semester. You are expected to attend at least 9 of them.

Course Materials

This course has no specific study book. All materials, readings, and resources will be mentioned and posted in OWL. Students should check OWL (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Students are responsible for checking OWL on a regular basis.

Some ungraded quizzes and feedback will be done using Personal Response Systems (“Clickers”) or electronic devices to access virtual clickers (like Kahoot). The devices will be used in service of the educational objectives of the course, students’ privacy will be protected with respect to data gathered from the responses, and this data will not be used for research purposes without the express written permission of the student. See Guidelines for Students on the Use of Personal Response Systems at the end of this outline.

Classroom Etiquette

Students are referred to read

https://www.uwo.ca/international/iesc/student_life/academic_life/inside_the_classroom.html

While you can have drinks in closed lid containers, please refrain from eating smelly food during the class.

Accommodation and Accessibility

Please contact the course instructor if you require lecture or printed material in an alternate format, or if any other arrangements can make this course more accessible to you.

If you are a student that requires accommodation through Accessible Education, you must connect with them as soon as possible. Accessible Education is located on the 4th floor of the Western Student Services Building (WSSB). WSSB is on the west side of campus between the University Community Centre (UCC) and the Weldon Library.

Illness and serious circumstances

If you are unable to meet a course requirement due to illness or other serious circumstances, you must seek approval for the absence as soon as possible. Approval can be granted either through a self-reporting of absence or via the Dean's Office/Academic Counselling unit of your Home Faculty. If you are a Science student, the Academic Counselling Office of the Faculty of Science is located at NCB 280, and can be contacted at scibmsac@uwo.ca.

For further information, please consult the university's policy on academic consideration for student absences: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf and https://www.uwo.ca/sci/counselling/procedures/academic_consideration_for_absences/index.html

Academic Policies

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy, <http://www.uwo.ca/its/identity/activatenonstudent.html>, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Support Services

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Student Accessibility Services (SAS) at 661-2147 if you have any questions regarding accommodations.

The policy on Accommodation for Students with Disabilities can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

The policy on Accommodation for Religious Holidays can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_religious.pdf

Learning-skills counsellors at the Student Development Centre (<http://www.sdc.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.health.uwo.ca/mental_health) for a complete list of options about how to obtain help.

Additional student-run support services are offered by the USC, <http://westernusc.ca/services>.

GUIDELINES FOR STUDENTS ON THE USE OF PERSONAL RESPONSE SYSTEMS (“CLICKERS”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.