

## Term Information

Effective Term Autumn 2020

## General Information

Course Bulletin Listing/Subject Area Earth Sciences  
Fiscal Unit/Academic Org School of Earth Sciences - D0656  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2000  
Course Title Preparation for Thesis and Careers in the Earth Sciences  
Transcript Abbreviation Prep EarthSc Major  
Course Description In this course, student will be 1) exposed to the wide diversity of research in Earth Sciences and potential careers in the Earth Sciences and 2) prepared for the senior thesis, which is a requirement for Earth Sciences BS majors.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 40.0601  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### Course goals or learning objectives/outcomes

- Students will:
  - (1) identify areas of interest in the Earth Sciences
  - (2) understand potential career paths to begin building expertise in these paths
  - (3) complete an annotated bibliography as a first step to a senior thesis in Earth Sciences

### Content Topic List

- Discussion on careers and instruction on writing effective resumes.
- Discuss current resumes and how to build a resume over their career
- Alumni attend class and talk about their career choices and what prepared them for their career.
- Arts and Sciences Career Education; Discussion about building a network.
- Goals and benefits of doing a thesis.
- Faculty Introductions & Research
- Library Use and Literature Searches

### Sought Concurrence

No

## Attachments

- 2XXX\_undergradseminar\_v3.pdf: syllabus

*(Syllabus. Owner: Panero, Wendy R)*

## Comments

- This is a new course that will be a required part of the BS revision proposal (to be submitted 8/26). This course fills a critical need arising from our curriculum study process. *(by Panero, Wendy R on 08/26/2019 12:54 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Panero, Wendy R	08/26/2019 01:07 PM	Submitted for Approval
Approved	Panero, Wendy R	08/26/2019 01:08 PM	Unit Approval
Approved	Haddad, Deborah Moore	08/26/2019 01:20 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/26/2019 01:20 PM	ASCCAO Approval

## **2000: Preparation for Thesis and Careers in the Earth Sciences (1 credit hour)**

In this course, student will be exposed to the wide diversity of research in Earth Sciences and potential careers in the Earth Sciences and prepared for the senior thesis, which is a requirement for Earth Sciences BS majors. By the end of this course, students should be able to 1) identify areas of interest in the Earth Sciences, 2) understand potential career paths so the student can begin building expertise in these paths and 3) complete an annotated bibliography as a first step to a senior thesis in Earth Sciences.

Instructor:

Contact Information:

Meeting Time: 1-1.5 hours per week, to be determined

Week 1: Group icebreaking activities. Students will write a paragraph reflection in class on what Earth Sciences means and why they chose this field of study.

Assignment: Students will bring a job ad next week on something in Earth Sciences (or related) that interests them.

Week 2: Discussion on careers and instruction on writing effective resumes.

Assignment: Students write their own resumes and submit them 2 days before class so that the instructor can review them.

Week 3: Discuss current resumes and how to build a resume over their career; resumes will be evaluated by the instructor and peer review.

Assignment: Students edit resumes based on comments.

Week 4: Alumni attend class and talk about their career choices and what prepared them for their career. Outside of class, students will participate in mock interviews with alumni and receive feedback on their resume from alumni.

Week 5: Arts and Sciences Career Education; Discussion about building a network. Assignment: Students will prepare or update a LinkedIn Profile and a Handshake Profile.

Week 6: Goals and benefits of doing a thesis. Discuss how to find a thesis advisor. Former students will share experiences and lessons learned.

Week 7: Faculty Introductions & Research (~3 faculty); Discuss deciding on a topic.

Assignment: Students will submit 1-3 topics (with a brief explanation of each topic) that they are interested in for writing an annotated bibliography.

Week 8: Faculty Introductions & Research (~5 faculty).

Week 9: Connect with Library and Discuss Literature Search

Assignment: Students will choose one of the topics to focus on writing annotated bibliography.

Week 10: Faculty Intros & Research (~3 faculty); Assignment: Submit Draft of Annotated Bibliography

Week 11: Faculty Intros & Research (~3 faculty); Assignment: Submit Revised Draft of Annotated Bibliography

Week 12: Faculty Intros & Research (~3 faculty); Final Annotated Bibliography Due. Follow up discussion on finding a thesis advisor.

Week 13: Paragraph reflection on Earth Science (connect to first week). Discussion of next steps in career preparation and making plans for a successful undergraduate and thesis experience.

Optional Field trip in instructor's discipline or geology related is strongly encouraged.

#### Grading weights

25% attendance & participation

Attendance and participation is required for all classes. Students will begin to lose attendance and participation points after two unexcused absences.

5% initial and final Earth Science reflection paragraphs.

20% Resume

5% LinkedIn

5% Handshake

15% initial annotated bibliography

40% annotated bibliography

There will be no tests in this course.

#### Grading Scale

100-93% **A**; 92-90% **A-**; 89-87% **B+**; 86-83% **B**; 82-80% **B-**; 79-77% **C+**; 76-73% **C**; 72-70% **C-**

#### Statement on Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slids@osu.edu](mailto:slids@osu.edu); 614-292-3307; [slids.osu.edu](http://slids.osu.edu); 098 Baker Hall, 113 W.

### Student Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### Statement on Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender

identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.