

Term Information

Effective Term Spring 2026
Previous Value Autumn 2023

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Offer 100% at a distance

What is the rationale for the proposed change(s)?

Offering this course online will allow more flexibility for students to enroll in the course and complete the Graduate Interdisciplinary Specialization (GIS) in Wicked Science and the Undergraduate Certificate in Wicked Science

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5515
Course Title	Careers for Wicked Scientists
Transcript Abbreviation	Careers Wckd Sci
Course Description	The goal of this workshop is for students to develop their transdisciplinary skills through participation in an ongoing project that tackles wicked problems in the metropolitan area of Columbus.
Semester Credit Hours/Units	Fixed: 1

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	No
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	No
Course Components	Seminar, Field Experience, Workshop
Grade Roster Component	Workshop
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 5505 and 5510, or EEOB 5505 and 5510; and PubAfrs 5620.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0201
Subsidy Level	Doctoral Course
Intended Rank	Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• The goal of this workshop is for students to develop their transdisciplinary skills through participation in a project that tackles wicked problems in the metropolitan area of Columbus.• Leverage the diversity among stakeholders to tackle wicked problems.• Know how to develop rapport, trust, and a sense of community in teams with stakeholders of diverse backgrounds.• Coordinating a (research) project that is intentionally collaborative, diverse, and equitable.• Explain wicked problems and the study thereof to broader audiences;• Communicate research findings on wicked problems to policy makers and/or business leaders.• Consider moral, ethical, and professional expectations in collaborative research.• Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.• Plan a career in tackling wicked problems.• Recognize individual qualities necessary to be successful in collaborative projects.• Cultivate the attitude and courage for tackling wicked problems.
Content Topic List	<ul style="list-style-type: none">• Wicked problems• Wicked science• Ethics• Stakeholders engagement• Team science• Participatory methods• Translational science
Sought Concurrence	No

COURSE CHANGE REQUEST
5515 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
04/08/2025

Attachments

- Anthropology 5515 - reviewandfeedback.pdf: Distance approval cover sheet

(Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- in person syllabus 5515 AU23.docx: Current in-person syllabis

(Syllabus. Owner: Palazzo,Sarah Rose)

- DL syllabus 5515 AU25.docx: Proposed online syllabus

(Syllabus. Owner: Palazzo,Sarah Rose)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo,Sarah Rose	03/21/2025 02:57 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	03/21/2025 03:22 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/08/2025 05:51 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/08/2025 05:51 PM	ASCCAO Approval

Careers for Wicked Scientists

ANTHROP 5515

Spring 2026

Course Information

- **Credit hours:** 1
- **Mode of delivery:** Online

Instructor

- **Name:** Mark Moritz
- **Email:** moritz.42@osu.edu
- **Phone:** 614-247-7426
- **Office location:** 4058 Smith Lab or [zoom](https://go.osu.edu/zoom_mark_moritz) (https://go.osu.edu/zoom_mark_moritz)
- **Office hours:** Mondays 1-3 pm or by appointment
- **Preferred means of communication:** email or CarmenCanvas
 - My class-wide communications will be sent through the announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

The goal of this course is for students to synthesize what they have learned about wicked science and to demonstrate that you have the competencies of wicked scientist who is able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems, and to learn how to clearly and compellingly communicate the concepts and competencies of wicked scientists to people in the career field of their choice.

This course serves as a required one-credit capstone for the Graduate Interdisciplinary Specialization (GIS) in Wicked Science. You will reflect on what they have learned in the specialization, including both required coursework and related activities undertaken outside of the specialization proper (e.g., research, internships, volunteer service, participation in the community of practicing wicked scientists, and other opportunities).

The main learning activity is the development of a career portfolio in which you will synthesize what they have learned and demonstrate that you have developed the competencies of wicked scientists. This is important because wicked science is more than the sum of the three courses that make up the specialization. Key components of the portfolio are a self-assessment of competencies, reflections on the learning process, and discussion of career plans, including how to leverage wicked competencies in their professional field. You will develop the portfolio over the course of a semester.

Course Goal and Learning Outcomes

The goal of this course is for you to synthesize what you have learned about wicked science and to demonstrate that they you the competencies of wicked scientist who is able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems. This entails that you will be able to meet the following learning outcomes.

- 1. Explain what wicked problems are.**
 - Explain the primary characteristics of wicked problems.
 - Analyze interdependencies and system dynamics of a wicked problem.
 - Recognize diverse stakeholders and their respective interests in and conceptions of a given wicked problem.
 - Analyze how wicked problems affect the interests of different stakeholders.
 - Recognize how diverse disciplines might approach the wicked problem based upon their respective interests and conceptions
- 2. Communicate research on wicked problems to broader audiences, including policy makers and/or business leaders.**
 - Communicate research on wicked problems clearly and compellingly through different media formats to different audiences.
 - Translate research findings into options for actions by policy makers and business leaders that tackle wicked problems.
 - Present clearly, compellingly and in appropriate formats for policy makers and business leaders.
- 3. Consider moral, ethical, and professional expectations in collaborative research.**
 - Know historical ethical problems associated with studying of and wrestling with wicked problems.
 - Know ethical and professional guidelines defined by the professional associations relevant to the student's career.
 - Demonstrate an ability to reflect on ethical and moral considerations when working with stakeholders and tackling wicked problems.
- 4. Plan a career in tackling wicked problems.**
 - Identify career goals and opportunities, including those in the public sector, the private sector, non-profits, or academia.
 - Build skills for developing and maintaining professional networks.
 - Foster collegial relationships with peers, mentors, and stakeholders.
- 5. Recognize one's motivations for tackling a given wicked problem.**
 - Articulate one's personal reasons for tackling a given wicked problem.
 - Consider how one's motivations compare with or differ from other collaborators when addressing a given wicked problem.
- 6. Recognize individual qualities necessary to be successful in collaborative projects.**
 - Identify the habits and attributes of effective collaborators that facilitate effective group interactions.
 - Adopt and employ habits used by effective collaborators in diverse, transdisciplinary teams.



- Seek mentorship and mentor others regarding collaborative behaviors and habits.
- 7. Cultivate the attitude and courage for tackling wicked problems.**
 - Articulate what one does not know about a given problem.
 - Question one's own assumptions about one knows about a problem.
 - Appreciate the complexity, politics, and distinctiveness of the problem.
 - Recognize the value of wrestling with wicked problems regardless of the results.
 - Have fun.

How this Online Course Works

Mode of delivery

This course is 100% online. There are no required sessions for you must be logged in to Carmen at a scheduled time. In week 6, you will sign up for a half-hour zoom meeting with Dr. Patrick Sours for a debrief on the Intercultural Development Inventory (IDI).

Pace of delivery

All the **course materials can be found on CarmenCanvas**, including all the readings. There is no textbook. The course is organized in **weekly modules** in CarmenCanvas that are organized as follows:

- An **overview page** that describes the learning goals, activities in class, and homework assignments for that particular week. The weekly overview includes links to required as well as recommended readings, videos, podcasts, discussion forum, and assignments.
- The overview page also has a **short recorded video from the instructor** that explains the learning goals for the week, instructions for assignments, rationale for assignments, and feedback on assignments from the previous week
- **Annotated reading assignments** in which you use the social annotation tool Hypothesis to annotate the required readings with comments, questions for your peers and the instructor, and/or responses to questions from your peers. All the annotated reading assignments are due Mondays before 12 noon (5 points each).
- Participation in **the general class discussion forum** in which you respond to questions and discussion prompts from the instructor and your peers. Posts to the discussion forum are due Wednesdays before 5 pm (5 points each).
- **Weekly homework assignments** in which you will work on different components of the career portfolio over the course of the semester. All the assignments are due Fridays before 5 pm (10 points each).

Expectations for graduate students.

- This course can be taken by undergraduate and graduate students. Graduate students complete all the same assignments as the undergraduates.
- As graduate students are more advanced in their studies, they are expected to mentor and support the learning of the undergraduates enrolled in class.
- In addition to the required readings, graduate students will also read some of the recommended readings.
- The portfolio for graduate students has additional components that ask students to communicate the findings from their theses to broader audiences.

Credit hours and work expectations: This is a 1 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours of engagement with the class each week to receive a grade of (C) average or (S) satisfactory. Actual hours spent will vary by student learning habits and the assignments each week.

How Your Grade is Calculated

Assignment Category	Percentage
Participation in discussion focum (12)	20%
Reading annotations in Hypothesis (15)	20%
Homework assignments (12)	30%
Career portfolio	30%

Grading Scale

Final grades are based on the following grading scheme: S = satisfactory, U = unsatisfactory. A grade of 60% or higher is satisfactory.

Late Assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. You can always submit assignments late and you will never lose points for late submissions, but it is your responsibility to stay on pace. The final deadline for submitting late assignments is by the end of week 13.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of your expected participation:

- Every week, you will read and annotate the required readings with comments, questions for your peers and the instructor, and/or responses to questions from your peers. The annotations are due Mondays before 5 pm.
- Every week, you will participate in the general class discussion forum and respond to questions and discussion prompts from the instructor and your peers. Posts to the discussion forum are due Wednesdays before 5 pm.
- Every week, you will submit homework assignments in which you will work on different components of the career portfolio over the course of the semester. All the assignments are due Fridays before 5 pm.
- Office hours are Mondays from 1-3 pm or by appointment. The office hours are optional, but I am always happy to meet with you to discuss your career plans as a wicked scientist!

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address (moritz.42@osu.edu). I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.
- Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

Description of the major course assignments

- **Annotated reading assignments** in which you use the social annotation tool Hypothesis to annotate the required readings with comments, questions for your peers and the instructor, and/or responses to questions from your peers. As you read, annotate the texts to comment on what you are learning, what you find is important, and/or make connections with your own careers pursuits. All the annotated reading assignments are due Mondays before 12 noon (5 points for making at least three substantial comments that demonstrate engagement with the readings, and/or thoughtful answers to questions from peers).



- Participation in **the general class discussion forum** in which you respond to questions and discussion prompts from the instructor and your peers. Posts to the discussion forum are due Wednesdays before 5 pm.
 - Here is an example of a weekly discussion prompt – **D7: How people really get jobs**
 - The main goal of this week is to discuss how people really get jobs. Surprisingly, most people do not get jobs by applying to job postings. Instead, most people get their jobs via networking, which takes different forms. In your discussion post, I would like you to do two things. First, describe how you have gotten jobs in the past and how this compares to what you have learned how most people find work. Second, discuss what job-seeking strategies you will use in the future based on what you learned this week about how most people find work. What are your plans and strategies for networking? (2 points for discussing past job seeking strategies and linking it to what students learned from the reading, 3 points for discussing future and job-seeking strategies and how this is informed by the readings).
- **Weekly homework assignments** in which you will work on different components of the career portfolio over the course of the semester. All the assignments are due Fridays before 5 pm.
 - Here is an example of a weekly assignment – **HW7: Getting ready to network:**
 - Use the resources in the module to prepare for your informational interview: formulate a goal, practice your elevator pitch, prepare a number of questions, and check whether those questions actually help you achieve your goal. Here is a link to a very useful tip-sheet from [ASC Career Success](#).
 - First, identify three people in functions, organizations, and professional fields that you would like to connect with. This may be real people or weak links that you have identified in or through your network or it may be types of people that you would like to interview, e.g., a HR manager who works for a health provider, a policy analyst working for the State of Ohio, or a community organizer working for a non-profit in Columbus (3 points for identifying three people in your network that you want to interview).
 - Second, make a list of what you want to learn from these people, or in other words, what information are you seeking to learn more about the careers or professional fields that you are interested in. For example, do you want to learn what a typical day is like, what the required or desired skills sets are for successful applicants (3 points for a list of questions that yield the information you are looking for).
 - Third, write a short connection request to email to potential interviewees. In your request do the following: introduce yourself, explain your connection to the person, why are you reaching out them, what you are hoping to gain from the conversation, and how long the conversation will last (4 points for writing a professional emails that includes all the required elements).



- The **capstone assignment** is a career portfolio that consists of materials to launch your career as wicked scientist in a wide range of fields, including a CV/resume, cover letter, and a compelling LinkedIn profile.
 - Of course, in order to write a good resume and cover letter you need to target a particular position. This may be a position you want to apply to next week or next year or so. It may be an existing position or a position that you envision yourself applying to after graduation. Please include the job ad in your homework assignment. Create a LinkedIn profile using the resources from [LinkedIn for Students](#). Copy the link to your profile and include it in your reflective note. If you are considering applying for academic positions, I would highly recommend the resources from Beyond the Professoriate (free for OSU students) on how to write a compelling cover letter and curriculum vita. On the other hand, if you are considering applying for industry positions, I would highly recommend these other resources from Beyond the Professoriate (free for OSU students) on how to write a compelling cover letter and resume (10 points for a complete LinkedIn profile, 10 points for a competitive resume (or CV), and 10 points for a persuasive cover letter – detailed instructions for completeness, compellingness and persuasiveness can be found in the rubric).

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Hypothesis annotation tool

This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact your instructor at their name.#@osu.edu and ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.



Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week 1: Introduction

The main goal of this week is for you to become familiar with the course, fellow students, and the instructor.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, [read and annotate the syllabus](#) to become familiar with the course and the Hypothesis tool.
- In our [general class discussion forum](#) introduce yourself, your interests in wicked science, and to discuss your career plans and/or interests and your prior professional experience.
- Finally, take a look at the [instructions for the capstone assignment](#). I would like you to update your LinkedIn profile, resume/CV, and cover letter for your dream starting position over the course of the semester.

Week 2: Self-assessments

The main goal of this week is for you to start assessing your interests, values, and skills. These self-assessments are critical for exploring careers and positions that fit your personality and interests.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, read and annotate Bolles (2018) [It's a whole new world for job-hunters](#), which is the first chapter of his well-known book What color is your parachute? It describes what the job market was like six years ago and what the implications are job hunters. While the job market is changing, mainly because of AI, the implications for job hunters are still highly relevant.
- In our [general class discussion forum](#), we will discuss how these self-assessments can help you identify job families that align with your interests, skills, and values.
- The homework for this week is to complete a [self-assessment at ImaginePhD](#) and to explore some job families that align with what you seek in life.
- I would also encourage you to start one of the upcoming homework assignments: [Bolles' flower exercise](#). This exercise is due January 31st. There are many other instruments out there, but this is a particularly well-known one and highly recommended by career professionals. Here is a quick [video](#) introduction to the exercise.

Week 3: Assessing competencies

The main goal of this week is for you to learn more about the competencies that employers are looking for, identifying the competencies that you already have, and how to translate

your competencies to potential employers. We are taking a practical and critical approach to career competencies.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, visit the website of National Association of Colleges and Employers (NACE) and explore the [pages](#) about career competencies.
- Read and annotate the article by Matthew Hora and colleagues about [employability](#) in which the authors take a critical look at the discourse of career competencies.
- Start working on homework assignment [HW3: Assessing competencies](#), in which you make an inventory of the career competencies that you already have developed as well as the ones that you still need to develop. In addition, I want you to make an action plan that outlines how you will narrow the gap between the career competencies that you have and the ones that you need for the career that you are pursuing.

Week 4: Resumes

The main goal of this week is for you to explore how to communicate your experiences and competencies in your resume. Later this semester, we will revisit the application materials of resume, CV, and cover letter in more depth, but this week the goal is to understand how to translate your experiences and competencies into the format of a CV.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, visit the webpage of ASC Career Success with all kinds of [resources on writing resumes](#), and in particular this tip sheet with [core resume sections](#).
- In our [general class discussion forum](#) we will review this [sample resume](#) from a PhD student from the musicology program, and discuss how the student communicated and organized their expertise and experience.
- Read and annotate the article by Matthew Hora and colleagues about [soft skills](#) in which the authors take a critical look at the discourse of soft skills and career readiness.
- The homework that is due this week is Bolles' [flower exercise](#). There are many other instruments out there, but this is a particularly well-known one and highly recommended by career professionals.

Week 5: Wicked competencies

The main goal of this week is for you to explore what wicked competencies you developed in the wicked science program and other experiences. In addition, we will discuss how to communicate or translate these competencies effectively.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, revisit the courses that you have taken in the wicked science program and reflect on what skills you developed and how you developed them.
- Read and annotate the chapter by Bolles (2018) [You get to choose where you work](#), which describes the next steps after you conducted the flower exercise.
- Reread the article by Mark Moritz and Nick Kawa about [wicked science](#) in which the authors explain the concepts of wicked problems and wicked science, and describe the wicked science program.
- In our [general class discussion forum](#), we will discuss the learning outcomes of the wicked science program and the courses that make up the program and whether and how you developed wicked skills in the courses and other experiences.
- The homework that is due this week is the [elevator pitch](#), in which you "sell" your wicked skills to employers, clients, or communities.

Week 6: Intercultural competence

The main goal of this week is to learn the results from the Intercultural Development Inventory and discuss the steps that you can take to further develop your intercultural competencies.

Here's everything you need to do this week.

- Before Monday 12 noon, read and annotate the conference paper by Patrick Sours and Xinquan Jiang (2024) on [the formation of humanitarian engineers](#).
- You will sign up for a zoom meeting with Dr. Patrick Sours for a debrief on the Intercultural Development Inventory and discuss the steps that you can take to further develop your intercultural competencies.
- The homework for this module is to complete your [intercultural development plan](#), which is due a couple of weeks from now.

Week 7: How people really get jobs

The main goal of this week is to discuss how people really get jobs. Surprisingly, most people do not get jobs by applying to job postings. Instead, most people get their jobs via networking, which takes different forms.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, read and annotate the chapter by Paula Chambers on [professional networking for practitioners](#). Fun fact, Chambers got her degree from Ohio State and started the company [The Versatile Phd](#). You have access to the Versatile PhD because OSU has a subscription.

- Log into [Beyond the Professoriate](https://institutions.beyondprof.com/key-to-a-successful-career-transition/) and watch the video, “Key to a Successful Career Transition: Why and How To Network” (16 minutes), <https://institutions.beyondprof.com/key-to-a-successful-career-transition/>.
- In our [general class discussion forum](#), we will discuss the importance of networking and the different strategies that you can use to grow and maintain your network.
- The homework that is due this week is all about [getting ready to network](#) and conduct informational interviews. I would like you to identify three people (or types of people) that you would like to interview and a list of what you want to learn from them. Use this very useful tip-sheet from [ASC Career Success](#) to prepare for your informational interview: formulate a goal, practice your elevator pitch, write the email request, prepare a number of questions, and check whether those questions actually help you achieve your goal.

Week 8: Informational interviewing

The main goal of this week is to grow your network and use your network to learn more about the professional fields, organizations, and positions you are interested in.

Here's everything you need to do and remember for the week.

- Before Monday 12 noon, read the handouts about informational interviewing from [ASC Career Success](#).
- In our [general class discussion forum](#), we will discuss strategies for networking, including using LinkedIn, and how to conduct informational interviews.
- The homework that is due in two weeks is the [informational interview](#) assignment in which you report on two informational interviews you conducted with new (or old) connections.

Week 9: Researching career fields

The main goal of this week is to learn how to research career fields using internet resources and informational interviews with OSU alumni and other professionals.

Here's everything you need to do this week.

- Before Monday 12 noon read and annotate Briller and Goldmacher (2009) [Representing yourself in other fields](#), which describes strategies for exploring career fields.
- In our [general class discussion forum](#), we will discuss several research strategies that will allow you to learn more about the careers, organizations, and professional fields that you are interested in.
- Complete the homework assignment [researching career fields](#), in which you research your career field, including requirements, starting positions and salaries, organizations, future outlook for the industry, contact OSU alumni for

informational interviews, and explore how your wicked competencies can be used in this field.

Week 10: Spring Break

No class

Week 11: Banking stories

The main goal of this week is to prepare for job interviews by creating a bank of stories that you can use to answer common interview questions and demonstrate that you have the career readiness competencies listed below. The stories can also be used for the development of your career portfolio in the coming weeks, including your resume and LinkedIn profile.

Here's everything you need to do this week.

- Before Monday 12 noon, read and annotate Tso (2013) [job hunting in the twenty-first century](#), which focuses on how anthropologists present themselves to compete effectively on the job market, but the lessons apply also to wicked scientists.
- In our [general class discussion forum](#), we will work on creating a bank of stories that you can use for interviews and do some practice interviews.
- The homework for this week is to write up, either in paragraph form or bulleted list, [three stories that demonstrate your wicked \(and other\) skills](#) and that you can draw upon in interviews for jobs. Keep in mind that one story can show evidence of multiple wicked skills.

Week 12: Presentation of self online

The main goal of this week is to create or improve your online profiles at LinkedIn and Handshake. We will discuss the pros and cons of using these online apps and explore how you can strategically use these platforms.

Here's everything you need to do this week.

- Before Monday 12 noon, read and annotate the article by Ilana Gershon (2014) [Selling your self in the United States](#), which takes a critical look at LinkedIn. Also, take a look at these [tips](#) and [resources](#) from LinkedIn for students. In addition, find some profiles on LinkedIn that you think are particularly good and would like to copy (and/or some profiles of people you plan to contact for an informational interview).
- In our [general class discussion forum](#), we will discuss the pros and cons of LinkedIn, explore different LinkedIn profiles of professional wicked scientists, and discuss strategies for using LinkedIn to expand your network.

- The homework for this week is to create or [update and improve your profiles](#) on two important career platforms: LinkedIn and Handshake. Make sure to use the resources to create stellar profiles.

Week 13: resumes revisited

The main goal of this week is to learn how to write clear and compelling resumes and cover letters that get the attention of the organizations and potential employers.

Here's everything you need to do this week.

- Before Monday 12 noon, review these two tip sheets from the Anthropology Career Readiness Network (ACRN): [Creating a cover letter](#) and [Resumes, CVs, Portfolios, and Bios, Oh My!](#)
- In class, we will workshop your resumes and discuss ways in which you can improve them.
- The homework for this week is to complete your [resume \(and/or CV\) and cover letter](#) for a wicked professional job that you are interested in.

Week 14: Interviewing and salary negotiations

The main goal of this week is to learn more about how to effectively interview and negotiate your salary when landing your job.

Here's everything you need to do this week.

- Before Monday 12 noon, read and annotate Bolles (2018) [The six secrets of salary negotiation](#)
- In our [general class discussion forum](#), we will discuss review interview strategies and do some role playing with interviews and negotiations.
- There is no homework for this week, but your [intercultural development plan](#) is due at the end of this week.

Week 15: Wrap up

The main goal of this week is to

Here's everything you need to do this week.

- In our [general class discussion forum](#), we will what we have learned this semester, what some of the emergent themes of the course are, and talk about your plans for the future.
- There is no homework for this week, but your career portfolio is due in finals week.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

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 at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

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.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your 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 or calling 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 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.



Required readings

All the required readings are available in CarmenCanvas.

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Cambridge, Darren. 2010. *E-Portfolios for lifelong learning and assessment*. San Francisco (CA): Jossey-Bass.

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Liboiron, Max, Alex Zahara, and Ignace Schoot. 2018. Community Peer Review: A Method to Bring Consent and Self-Determination into the Sciences. *Preprints*.

Liboiron, Max, France Liboiron, Emily Wells, Natalie Richárd, Alexander Zahara, Charles Mather, Hillary Bradshaw, and Judyannet Murichi. 2016. Low plastic ingestion rate in Atlantic cod (*Gadus morhua*) from Newfoundland destined for human consumption collected through citizen science methods. *Marine Pollution Bulletin* 113 (1):428-437.

Mason, Tom H. E., Chris R. J. Pollard, Deepthi Chimalakonda, Angela M. Guerrero, Catherine Kerr-Smith, Sergio A. G. Milheiras, Michaela Roberts, Paul Rodrigue, and Nils Bunnefeld. 2018. Wicked conflict: Using wicked problem thinking for holistic management of conservation conflict. *Conservation Letters* 11 (6):e12460.

Meadows, Donella. 1999. *Leverage Points: Places to intervene in a system*. Hartland (VT): The Sustainability Institute.

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Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures* 9:67-80.

Stroh, David Peter. 2015. *Systems thinking for social change*. White River Junction (VT): Chelsea Green Publishers.

Wade, A.A., A. Grant, S. Karasaki, R. Smoak, D. Cwiertny, A.C. Wilcox, L. Yung, K. Sleeper, and A. Anandhi. 2020. Developing leaders to tackle wicked problems at the nexus of food, energy, and water systems. *Elementa - Science of the Anthropocene* 8 (1):11.

Careers for Wicked Scientists

ANTHROP 5515

Spring 2023

Course Information

- **Course times and location:** Every other Thursday 2:15 – 4:15 PM
- **Credit hours:** 1
- **Mode of delivery:** In person

Instructor

- **Name:** Mark Moritz
- **Email:** moritz.42@osu.edu
- **Office location:** 4058 Smith Laboratory
- **Office hours:** Tuesdays from 3 – 5 PM
- **Preferred means of communication:** email
 - My class-wide communications will be sent through the announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

The goal of this course is for students to synthesize what they have learned about wicked science and to demonstrate that they have the competencies of wicked scientists who are able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems, and to learn how to clearly and compellingly communicate the concepts and competencies of wicked scientists to people in the career field of their choice.

This course serves as a required one-credit capstone for the Graduate Interdisciplinary Specialization (GIS) in Wicked Science. Students will reflect on what they have learned in the specialization, including both required coursework and related activities undertaken outside of the specialization proper (e.g., research, internships, volunteer service, participation in the community of practicing wicked scientists, and other opportunities).

The main learning activity is the development of a career portfolio in which students will synthesize what they have learned and demonstrate that they have developed the competencies of wicked scientists. This is important because wicked science is more than the sum of the three courses that make up the specialization. Key components of the portfolio are



a self-assessment of competencies, reflections on the learning process, and discussion of career plans, including how to leverage wicked competencies in their professional field. Students will develop the portfolio over the course of a semester, using the work that they completed in each of the three required courses for the specialization. The students will get formative feedback from instructor(s), peers, professionals, and other members of the community of practice as they develop the portfolio. Students will develop the portfolio for the career and professional field that they plan to pursue.

Course Goal and Learning Outcomes

The goal of this course is for students to synthesize what they have learned about wicked science and to demonstrate that they have the competencies of wicked scientists who are able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems. This entails that students will be able to meet the following learning outcomes.

- 1. Explain what wicked problems are.**
 - Explain the primary characteristics of wicked problems.
 - Analyze interdependencies and system dynamics of a wicked problem.
 - Recognize diverse stakeholders and their respective interests in and conceptions of a given wicked problem.
 - Analyze how wicked problems affect the interests of different stakeholders.
 - Recognize how diverse disciplines might approach the wicked problem based upon their respective interests and conceptions
- 2. Communicate research on wicked problems to broader audiences, including policy makers and/or business leaders.**
 - Communicate research on wicked problems clearly and compellingly through different media formats to different audiences.
 - Translate research findings into options for actions by policy makers and business leaders that tackle wicked problems.
 - Present clearly, compellingly and in appropriate formats for policy makers and business leaders.
- 3. Consider moral, ethical, and professional expectations in collaborative research.**
 - Know historical ethical problems associated with studying of and wrestling with wicked problems.
 - Know ethical and professional guidelines defined by the professional associations relevant to the student's career.
 - Demonstrate an ability to reflect on ethical and moral considerations when working with stakeholders and tackling wicked problems.
- 4. Plan a career in tackling wicked problems.**
 - Identify career goals and opportunities, including those in the public sector, the private sector, non-profits, or academia.
 - Build skills for developing and maintaining professional networks.
 - Foster collegial relationships with peers, mentors, and stakeholders.
- 5. Recognize one's motivations for tackling a given wicked problem.**
 - Articulate one's personal reasons for tackling a given wicked problem.

- Consider how one's motivations compare with or differ from other collaborators when addressing a given wicked problem.
- 6. Recognize individual qualities necessary to be successful in collaborative projects.**
 - Identify the habits and attributes of effective collaborators that facilitate effective group interactions.
 - Adopt and employ habits used by effective collaborators in diverse, transdisciplinary teams.
 - Seek mentorship and mentor others regarding collaborative behaviors and habits.
- 7. Cultivate the attitude and courage for tackling wicked problems.**
 - Articulate what one does not know about a given problem.
 - Question one's own assumptions about one knows about a problem.
 - Appreciate the complexity, politics, and distinctiveness of the problem.
 - Recognize the value of wrestling with wicked problems regardless of the results.
 - Have fun.

How this Course is Organized

All the assignments and course materials can be found on CarmenCanvas. The course is organized in **bi-weekly modules** in CarmenCanvas that are organized as follows:

- An **overview page** that describes the learning goals, activities in class, and homework assignments for that particular week.
- Links to required as well as recommended **readings / videos / podcasts**. Students will complete the required readings before coming to class.
- **Weekly homework assignments** in which students will work on different components of the career portfolio. The assignments are due before Friday 5 PM.
- The **capstone assignment** is a career portfolio that consists of materials to secure and launch a career as wicked scientist in a wide range of fields, including a CV/resume, cover letter, and LinkedIn profile. Students will include work from each of the three required courses for the specialization that demonstrates their development of the wicked competencies. The portfolio will be organized and curated in a way that allows the instructor and the professional panel to trace the students' growth as a wicked scientist. While most of the included items will originate from assignments completed for courses in the specialization, students are also encouraged to include work from other courses, internships, extracurricular activities, and relevant life experiences. In their portfolio, students are expected to clearly demonstrate the following learning goals of the specialization: (1) using a systems-thinking approach that seriously considers politics, i.e., the roles, interests, and perspectives of stakeholders; (2) collaborate effectively with stakeholders and team members from diverse personal and disciplinary backgrounds and experiences; (3) communicate scientific research and ideas to diverse audiences and through different modalities; (4) meet ethical, collegial, and professional



expectations and standards in collaborative research and other professional endeavors: and (5) articulate a sense of purpose and develop competencies, skills, and habits that prepare them for life-long learning about and engaging with wicked problems.

Expectations for graduate students.

- This course can be taken by undergraduate and graduate students. Graduate students complete all the same assignments as the undergraduates.
- As graduate students are more advanced in their studies, they are expected to mentor and support the learning of the undergraduates enrolled in class.
- In addition to the required readings, graduate students will also read some of the recommended readings.
- The ePortfolio for graduate students has additional components that ask students to communicate the findings from their theses to broader audiences.

Credit hours and work expectations: This is a 1 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 1 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

How Your Grade is Calculated

Assignment Category	Percentage
Participation	20%
Homework assignments (7)	40%
Career portfolio	40%

Late Assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. You can always submit assignments late and you will never lose points for late submissions, but it is your responsibility to stay on pace. The final deadline for submitting late assignments is by the end of week 11.

Instructor Feedback and Response Time

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.
- Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

Grading Scale

Final grades are based on the following grading scheme: S = satisfactory, U = unsatisfactory. A grade of 60% or higher is satisfactory.

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week 1	<p>Introduction to the course: discussion of learning outcomes, class activities, and the capstone assignment of the career portfolio.</p>
	<p>HW1: introduce yourself, your interest in wicked problems, and your career interests.</p>
Week 3	<p>Discussion of concept of wicked problems: revisiting the original contribution by Rittel and Webber, critical analysis of the concept and its applications (Churchman 1967; Rittel and Webber 1973; Kawa et al. 2021). Discussion will focus on how the courses has shaped students' understandings fo wicked problems and wicked science.</p>
Week 5	<p>Discussion of the concept of the career portfolio: key components of the portfolio are a self-assessment of competencies and reflections on the learning process, but they also allow students to communicate their skills to broader audiences (Cambridge 2010; Wakimoto and Lewis 2014).</p>



HW3: create an annotated outline for the career portfolio.

Careers in wicked science: discussion of careers in wicked science in and outside academia with guests from a wide range of different fields (Bolles 2019; Hora et al 2018).

Week 7

HW4: research your career field, including requirements, positions, organizations, growth prospects, salaries, alumni who can be contacted for informational interviews, and how you can leverage your wicked competencies.

Anatomy of a wicked scientist: discussion of the competencies of a wicked scientist and the psychometric instruments used in the three required courses to assess wicked competencies (Lotrecchiano et al 2016; Randle and Stroink 2018; Hammer 2011).

Week 9

HW5: self-assessment of wicked competencies using results from psychometric assessments taking in the three required courses.

Communicating wicked science: workshop on how to communicate research on wicked problems clearly and compellingly through different media formats to different audiences, including how to translate research findings into options for actions by policy makers and business leaders that tackle wicked problems (Nisbet and Mooney 2007; Kavanagh 2007; Olson 2015).

Week 11

HW6: elevator pitch that explains the value of a wicked science approach in your career field. Bonus points if you record the video in an actual elevator.

Panel evaluation: an interdisciplinary panel consisting of faculty, members of the community of practice, and professionals from the student's career fields will conduct a formative evaluation of the portfolio and provide critical and supportive feedback for the next career steps. In addition to “celebrate the wins” and “acknowledge the struggles,” the panel also provides an external assessment of student competencies

Week 13

HW7: near-final version of the career portfolio shared with panel members one week in advance of class.



Finals week **Final version of the career portfolio** is due in finals week.

Required readings

All the required readings are available in CarmenCanvas.

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Cambridge, Darren. 2010. *E-Portfolios for lifelong learning and assessment*. San Francisco (CA): Jossey-Bass.

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Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures* 9:67-80.

Stroh, David Peter. 2015. *Systems thinking for social change*. White River Junction (VT): Chelsea Green Publishers.

Wade, A.A., A. Grant, S. Karasaki, R. Smoak, D. Cwiertny, A.C. Wilcox, L. Yung, K. Sleeper, and A. Anandhi. 2020. Developing leaders to tackle wicked problems at the nexus of food, energy, and water systems. *Elementa - Science of the Anthropocene* 8 (1):11.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for this Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Other Course Policies

Student Well-Being

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the CarmenCanvas discussion.

Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)



Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

- ☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.
- ☐ Syllabus is consistent and is easy to understand from the student perspective.
- ☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.
- ☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).



Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery?
(For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

- ☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- ☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- ☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

Academic Integrity

For more information: [*Academic Integrity*](#).

- ☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities.
Possible approaches:

- ☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above:

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☐ Instructor explanations about the learning goals and overall design or organization of the course.
- ☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):



Syllabus and cover sheet reviewed by *Bob Mick* on *3/19/25*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Anthropology 5515 Careers for Wicked Scientists

I am returning the signed Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus. Below are my comments and recommended changes to be made to the syllabus before submitting to the ASC Curriculum Committee.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
Regular and substantiative interaction will exist between the instructor and students that includes direct instruction (short recorded weekly videos), assessing and providing feedback on student's course work and assignments (annotated reading assignments, discussion forums, weekly homework assignments, portfolio), providing opportunities to ask questions on content of course (email, live office hours, Hypothesis), and facilitating group discussion. (Discussion forums and responding to other students posts and in Hypothesis annotations).

2. How this Online Course Works
This section provides clear direction for the students so they are aware of what they will be expected to complete in a typical week, what order to complete the activities, and how they will interact with the instructor in this asynchronous offering. The syllabus outlines regular instructor communications, including weekly check-ins, announcements, and feedback on assignments. The course is organized in weekly modules with specific deadlines for readings, discussions, and assignments providing a predictable and regular schedule.

Under the section Pace of Delivery, it will be helpful for students to know that recorded short weekly videos from the instructor will be available explaining the learning goals for the week, instructions for assignments, rationale for assignments, and feedback on assignments from the previous week, in this asynchronous offering. The information is stated in the cover sheet but not included in the syllabus.

3. Credit hours and work expectations
The information in the cover sheet states the average amount of time to be spent on this course is ~ 2.2-3.2 hours per week meeting the required 3 hours.
4. Description of Major Assignments
All major assignments are clearly explained.
5. The syllabus and cover sheet state Hypothes.is will be used. The use of this technology should also be included in the syllabus under Course Technology. When using Hypothes.is an additional specific statement should be included in the syllabus:

"This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact your instructor at their

[name.#@osu.edu](#) and [ascode@osu.edu](#). Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty."

<https://ascode.osu.edu/tools/tech-tools-course-syllabus-statements>