

Undergraduate Research and Professionalization Seminar

Instructor: Dr. Kendra McSweeney
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Office hours: Tuesdays, 10 am - 12 pm or by appointment
Class: M W 9:35-10:55, Campbell Hall 209

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Overview

This course has two complementary foci: first, to allow you to reflect on your undergraduate experience, particularly in terms of content and skills developed. Second, the course will help you to marshal that experience as you embark on the process of developing a career. The course meets twice a week. In the classroom, the focus will be on reviewing and understanding the required readings, and on engaging with the varied guests who will visit the class. Outside the classroom, the course asks you to explore the career resources in and around Ohio State. Built into the course throughout are multiple moments to think about research and writing as life-long skills.

Course Format

This seminar meets twice a week. Success in the course relies on engaging with the required readings. This means submitting thoughtful responses to the day's readings at least **one hour** prior to each class, and showing up in class to discuss. As in most seminars, the instructor is facilitator more than lecturer. You are also expected to take advantage of guest visits by being attentive and participating.

Readings

All readings are in Canvas. Go either to the links under "Course Schedule" on the home page or to "Discussions." Several readings are chapters from *Practicing Geography: Careers for Enhancing Society and the Environment* by M. Solem et al. (2012). I recommend buying this because it's an excellent resource. Purchase, however, is not required. Other readings are from diverse sources.

You are expected to come to class with the readings *read*, thought about, and ready to contribute to class discussion.

Policies

Due dates for assigned work are noted in Canvas and in the Course Schedule (below). Opportunity for reading comments (aka ‘Discussions’) closes one hour prior to the beginning of class, and ‘Assignment’ folders in Canvas close at 5 pm on the day an assignment is due. If you require more time for an assignment, please see me **at least a week in advance of the due date** to organize an alternative schedule.

Any academic misconduct, such as plagiarizing, will be reported to the Committee on Academic Misconduct.

Keep personal screens off during class except for note-taking or review of readings. If you are consistently distracted by your phone or laptop I will consider you “absent” from class.

Evaluation

	% of grade
Class attendance (10) and participation (10)	20
Comments on readings	25
Post-graduate training/education	10
LinkedIn profile (5) & peer review (5)	10
Informational interview	20
Career analysis: presentation (5); report (10)	15

Attendance (10%) and participation (10%) in class are essential to success in this course; attendance will be taken. If you are ill or otherwise have a valid reason for missing class, please email me prior to class to let me know. Doctor's notes and/or details of your other appointments are required. Excused absences will be subtracted from the denominator of the grade calculation (i.e., those absences will not be counted against you).

I will assign a participation grade based on my subjective assessment of your participation over the semester. If for any reason you do not expect to be able to participate fully in class discussion, please let me know early in the semester and I'd be happy to accommodate you.

Comments on Readings (25%)

Readings are assigned for most classes; they include a mix of academic and non-academic articles, news reports and other materials. At least **ONE HOUR** prior to class (i.e., **by 8:35 am on M W**), please record your **initial thoughts on, and questions about**, the reading(s) in the appropriate Discussion section in Canvas. It will not be possible to post comments on a reading after the 8:35 am deadline. Readings are ‘front-loaded’ in the course to free up your time later in the semester for other assignments.

Post-graduate education/training Summary (10%)

Many students pursue formal education and/or training after their Bachelor’s degree. This is your chance to look into a training program/certification/master’s/license/language that you think you’d like to explore within 5 years of graduating. Compare two programs by requirements, cost, schedule, and more and produce a very brief summary of what you found. Due **Sept 25**, just before we begin discussing post-graduate educational options.

Linked-In Profile & Peer Review (10%)

Networking is essential no matter what your post-graduate plans. 5% of your grade is based on you setting up (or updating/maintaining) a LinkedIn profile with substantive information about yourself, your skills, and your interests. Please ‘Link’ to my account by **Oct. 2**. The remaining 5% will be earned by your constructive critique of a colleagues’ LinkedIn profile, due **Oct 11** via email to me and peer.

Informational Interview (20%)

We will be ‘interviewing’ various guests during class time. Through your networks and in discussion with the Instructor, you will also identify a senior person in a field that you are interested in somewhere in Central Ohio, and set up a **face-to-face** meeting with that person. Be prepared to find people off-campus. You will record and transcribe the interview (or take detailed notes during or after) and write up your experience (5-6 pages). Due by **Nov. 13**, in Canvas.

Career Analysis (15% total)

Comparable careers can look very similar, and very different, depending on the sector in which one works (e.g., government, private sector, etc.). Spring-boarding off your informational interview and using your LinkedIn contacts and other research, you will write up a report reviewing what your target career looks like in different sectors, and the pros and cons of working within each.

- Presentation (10%; format TBD): In-class, **Dec. 4 & 6**.
- Report: Due in Carmen by 5 pm on **Monday, Dec. 11** (10%).

Extra Credit

A maximum of 5 points (5%) of extra credit is available to students who actively pursue on-campus opportunities for career exploration. This may include participating in one of the many Fall 2016 Career Fairs and Expos, or comparable professionalization event, hosted by entities on and off campus. For a list of campus events. You may also get extra credit for completing an appointment with A Career Connection/OSL Career Counseling & Support Services councilor at the Younkin Success Center for a Career Assessment or an ASC Career Services “career prep advisor” in their office in Denney Hall. Should you choose one of the latter, book your meeting ASAP, as advisors get busier as the semester progresses.

COURSE SCHEDULE (Subject to change)

Date	Topic/Reading	Assignment	Guest [all TBA]
Wed 8/23	Intro to course; NO READINGS		
8/28	What is Geography again?		
8/30	What is Geography again? II		
9/4	LABOR DAY		
9/6	What have I learned as an undergrad?		
9/11	Professional networking	Assigned: LinkedIn Profile	
9/13	Job vs career		
9/18	Internships & Apprenticeships	Assigned: Post-graduate Education/Training Program Summary	
9/20	NO CLASS; work on 'Post-graduate' assignment		
9/25	Post-graduate education I: Why	DUE: Post-graduate Education/Training Program Summary	
9/27	Post-graduate education II: How		
10/2	Alternative routes	<ul style="list-style-type: none"> • DUE: LinkedIn Profile • Assigned: LinkedIn Peer Review 	
10/4	Research & your career I: Why		
10/9	Research & your career II: How		
10/11	The art of interviewing	<ul style="list-style-type: none"> • DUE: LinkedIn Peer Review • Assigned: "Informational" Interview 	
10/16	Writing & your career: varied audiences		
10/18	NO CLASS; work on interview		
10/23	Careers communicating geography		
10/25	Careers in state & local government		
10/30	Careers with federal government		
11/1	Careers in the private sector + self-employment		
11/6	Careers in non-profit + advocacy sectors		
11/8	The Ethical Geographer		
11/13	Gender in the workplace	<ul style="list-style-type: none"> • DUE: "Informational" Interview • Assigned: Career Analysis Report 	
11/15	Work-life balance		
11/20	Going global:		

	international careers		
11/23	THANKSGIVING BREAK		
11/27	Presentation planning		
11/29	NO CLASS; work on career analysis		
12/4	Presentations; NO READINGS	DUE: Career Analysis Presentation	
12/6	Presentations & Course wrap-up; NO READINGS	DUE: Career Analysis Presentation	
12/11	DUE: Career Analysis Report		