

GEOGRAPHY 4101

Undergraduate Research and Professionalization Seminar

AU 2019 / #19166 / 3 credits

Instructor: Dr. Kendra McSweeney
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Office hours: Tuesdays, 10 am - 12 pm or by appointment
Class: M W 11:10-12:30, Derby Hall 1080

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. In this respect, the course should be equally useful to geography majors and minors, regardless of specialty. Second, the course will help you to marshal that experience as you embark on the process of developing a career, in whatever field you chose. In both regards, the course demands introspection: you will be asked to systematically think through your learning and skill development to date, articulate professional aspirations and the path required to achieve them. This applies to all students, whatever your plans are after graduation.

In the classroom, the focus will be on reviewing and understanding the required readings, and on engaging with the 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, writing, spatial thinking, and other skills that will benefit you no matter what you plan for your future.

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 (**10:10 am**), 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 by actively participating.

Readings

All readings are in Carmen/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. You'll find tips for reading effectively on the course website.

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.

Success in this course requires discussion of topics that are occasionally sensitive, and will require that you reflect on, and talk about, personal experiences and aspirations. Respect for others' ideas is essential to generative classroom discussions.

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	30
LinkedIn profile (5) & peer review (5)	10
Online Post-graduate training comparison	5
Informational interview	20
Final project: pitch (5); presentation OR 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 find ways to accommodate you.**

Comments on Readings (30%)

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 10:10 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 10:10 am deadline.

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 **Sept. 23**. The remaining 5% will be earned by your constructive critique of a colleagues' LinkedIn profile, also due **Sept. 23** via email to me and peer.

Post-graduate education/training Summary (5%)

Many students pursue formal education and/or training after their Bachelor's degree. This assignment 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 brief summary of what you found (template will be provided). The entire class time of **Oct. 2** is dedicated to this exercise, due that day by **5 pm**.

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, in-person** meeting with that person. You have one month to complete this; get started early. Be prepared to find people off-campus. You will voice-record and transcribe the interview (or take detailed notes during or after) and write up your experience (5-6 pages). Due by **Oct. 30, 5 pm**, in Canvas.

Self-Evaluation Assignment (15% total)

This course is designed, in part, to help you prepare for the next professional stages of your life. But we can't cover everything, or go into the depth that you may want on some topics. This assignment gives you a chance to (1) identify a career-oriented activity you'd like to complete before the end of the semester; (2) pitch that activity (and its assessment) to the instructor, and (3) following feedback, execute it. The assignment is built to be flexible with regard to reporting and evaluation.

- Pitch (5%): Written in-class, **Nov. 13**.
- Presentation (in-class, **Dec. 2 and 4**) **OR** Report, due in Canvas by **Dec. 9, 5 pm** (10%).

Extra Credit

A maximum of 5 points (5%) of extra credit is available to students who actively pursue on- and off-campus opportunities for career exploration during AU19 and **report briefly to the class on their experience**. Other opportunities come up throughout the semester. 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. You must describe your experience to the class to get credit for it.

COURSE SCHEDULE (Subject to change; Guest slots TBA)

Date	Topic/Reading	Assignment	Guests TBA
8/21	Intro to course	No readings	
8/26	What is Geography again?	Readings	
8/28	What is Geography again? II	Readings	
9/2	LABOR DAY		
9/4	What have I learned in College? (I)	Readings	
9/9	What have I learned in College? (II)	Readings Assigned: LinkedIn Profile and Peer Review	
9/11	Professional Networking	Readings	
9/16	Job vs. Career	Readings	
9/18	Work-Life & Time Management	Readings	
9/23	Research I: Why	Readings DUE: LinkedIn Profile & Peer Review	
9/25	Research II: How	Readings	
9/30	The Art of Interviewing	Readings Assigned: “Informational” Interview	
10/2	No class meeting: on-line activity	Assigned & Due: Post-graduate Education/Training Program Comparison	
10/7	Grad School: Why	Readings	
10/9	Grad School: How	Readings	
10/14	Alternative Routes	Readings	
10/16	Talking Money	Readings	
10/21	Going Public I: Careers in State & Local Government	Readings	
10/23	Going Public II: Careers in Federal Government	Readings	
10/28	The Private Sector & Self-Employment	Readings	
10/30	The World of Non-Profits & Advocacy Work	DUE: “Informational” Interview	

11/4	Writing through Life: Why	Readings	
11/6	Writing through Life: How	Readings Assigned: Self-Evaluation Assignment	
11/11	VETERANS' DAY		
11/13	Self-Evaluation: What do I need to work on most?	In-class work: Self-Evaluation (Part A): Write your Pitch (template provided)	
11/18	The Ethical Geographer	Readings	
11/20	Gender in the Workplace	Readings	
11/25	Assessment Planning	Readings	
11/27	THANKSGIVING BREAK		
12/2	Presentations	No readings DUE: Self-Evaluation Presentation (Part B)	
12/4	Presentations & Course wrap-up	No readings DUE: Self-Evaluation Presentation (Part B)	
12/9	DUE: Self-Evaluation Report (Part B) (for those not presenting)		