

EPSc 595 Seminar: Professional Development in Earth & Planetary Sciences 1 unit

Instructor: Prof. Jeffrey G. Catalano

Meeting Time: T 4:00 to 5:20 pm, Rudolph Hall 203

Website: <http://epsc.wustl.edu/~catalano/epsc595/>

Course Description: One and a half hour weekly discussion of topics important to a career in Earth and Planetary Sciences. Topics to be covered include working with a supervisor, ethics, the scientific literature, written and oral communication skills, scientific publishing, grant writing, teaching strategies and assessments, effective lecturing, academic and non-academic jobs, and time management. Intended for graduate students in their second or third year; more senior students are welcome to sit in on the seminar.

Requirements: Students are expected to attend each seminar and participate in the discussion. There are no assignments or graded activities. Missing an occasional course for research responsibilities, conference travel, health issues, and other justifiable absences is perfectly fine, but please notify the instructor in advance. Missing a large number of class periods without contacting the instructor will result in a reduced grade.

Tentative Schedule (*subject to change*):

Date	Topic
8/31	Scientific Literature
9/7	Scientific Publishing
9/14	Written Communication
9/21	Oral Communication
9/28	Getting Funded: Introduction to Grant Writing
10/5	Ethics in Research
10/12	No Seminar – Fall Break
10/19	Receiving and Providing Mentoring
10/25	Teaching Goals and Assessments
11/2	Effective Lecturing
11/9	Academic and Non-Academic Jobs
11/15	No Seminar – Jeff on NSF Review Panel
11/23	No Seminar – Thanksgiving
11/29	Time-Management and Work-Life
12/6	<i>Buffer in schedule</i>

(Possibly) Helpful Reading Materials:

Disclaimer: The instructor has not read all of these books!

General Advice:

- *The Art of Being a Scientist: A Guide for Graduate Students and their Mentors*, R. Snieder and K. Marner, 2009, Cambridge University Press
- *A PhD Is Not Enough!: A Guide to Survival in Science*, P.J. Feibelman, 2011, Basic Books

- *Tomorrow's Professor: Preparing for Careers in Science and Engineering*, R.M. Reis, 1997, Wiley-IEEE Press
- *Surviving Your Stupid, Stupid Decision to Go to Grad School*, A. Ruben, 2010, Broadway Book

Communication/Writing Skills:

- *How to Write a Lot: A Practical Guide to Productive Academic Writing*, 2nd Edition, P.J. Silva, 2018, American Psychological Association
- *Communicating Rocks: Writing, Speaking, and Thinking about Geology*, P. Copeland, 2012, Prentice Hall
- *Write It Up: Practical Strategies for Writing and Publishing Journal Articles*, P.J. Silva, 2014, American Psychological Association
- *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*, J. Schimel, 2012, Oxford University Press
- *The Scientist's Guide to Writing: How to Write More Easily and Effectively throughout Your Scientific Career*, S.B. Heard, 2016, Princeton University Press
- *Science Research Writing for Non-Native Speakers of English*, H. Glasman-Deal, 2010, Imperial College Press

Teaching:

- *McKeachie's Teaching Tips*, 14th edition, M.D. Svinicki and W.J. McKeachi, 2013, Cengage Learning
- *How Learning Works: Seven Research-Based Principles for Smart Teaching*, S.A. Ambrose et al., 2010, Jossey-Bass
- *Teaching at Its Best: A Research-Based Resource for College Instructors*, 4th Edition, L.B. Nilson, 2016, John Wiley & Sons

Non-Academic Careers:

- *"So What Are You Going to Do with That?": Finding Careers Outside Academia*, 3rd Edition, S. Basalla and M. Debelius, 2014, University of Chicago Press
- *Navigating the Path to Industry: A Hiring Manager's Advice for Academics Looking for a Job in Industry*, M.R. Nelson, 2014, Annorlunda Books
- *Next Gen PhD: A Guide to Career Paths in Science*, M.V. Sinche, 2018, Harvard University Press
- *Succeeding Outside the Academy: Career Paths beyond the Humanities, Social Sciences, and STEM*, J. Fruscione and K.J. Baker, 2018, University Press of Kansas

Academic Job Search:

- *The Professor Is In: The Essential Guide To Turning Your Ph.D. Into a Job*, K. Kelsky, 2015, Three Rivers Press
- *The Academic Job Search Handbook*, 5th edition, J. Miller Vick, J. S. Furlong, and R. Lurie, 2016, University of Pennsylvania Press

Washington University Policies, Resources, and Accommodations

Academic Integrity: Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

All students are expected to adhere to high standards of academic integrity as outlined in our academic integrity policies for [Graduate Students](#). It is the responsibility of each student to read and be familiar with these policies. Unfamiliarity because of failure to read the respective document is not an excuse for lack of compliance. If you have any doubts or questions about the policies, please ask the instructor.

COVID-19 Health and Safety Protocols: Exceptions to course attendance policies, expectations, and requirements because of a COVID-19 diagnosis, symptoms consistent with COVID-19, or exposure to a person with a confirmed or suspected COVID-19 diagnosis that requires quarantine or isolation will be made in collaboration between the student and instructor. In these cases, please notify your instructor as soon as possible to discuss appropriate accommodations.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- **Completing a self-screening using the [WashU COVID-19 Screening](#) app every day before coming to campus or leaving your residence hall room.** If you do not receive a green check and pass the screening, you are not permitted to come to campus or leave your residence hall room. You must contact the COVID Call Center (314-362-5056) or the Habif Health and Wellness Center (314 935-6666) immediately. **Note:** In addition to the symptoms listed in the screening tool, everyone also should pay attention to symptoms that are new or different for you, including things like headache and congestion, particularly in combination with diarrhea. These can also be signs of COVID-19. **Call the COVID Call Center or Habif to report these symptoms.**
- **Complying with universal masking.** All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices, hallways, stairwells, elevators, meeting rooms, classrooms and restrooms. Masks are encouraged but not required for outdoor activities, particularly at large events or in crowded settings. Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources (<https://www.disability.wustl.edu>) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies.

- **Maintaining physical distancing as needed.** While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- **Practicing healthy personal hygiene,** including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

Reporting Sexual Harassment: If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Director, at 314-935-3411, cmcopeland@wustl.edu. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at 314-935-5555 or your local law enforcement agency.

Confidential Resources for Instances of Sexual Assault, Sex Discrimination, Sexual Harassment, Dating Violence, Domestic Violence, or Stalking: If a student needs to explore options for medical care, protections, or reporting, there are free, confidential support resources and professional counseling services are available through the Relationship and Sexual Violence Prevention (RSVP) Center in Seigle Hall, Suite 435, rsvpcenter@wustl.edu, 314-935-3445. For after-hours emergency response services, call 314-935-6666 or 314-935-5555 and ask to speak with an RSVP Counselor on call.

Bias Reporting: The University has a process through which students, faculty, staff, and community members who have experienced or witnessed incidents of bias, prejudice, or discrimination against a student can report their experiences to the [Bias Report and Support System](#) team.

Preferred Name and Gender Inclusive Pronouns: In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support. See: <https://students.wustl.edu/gender-pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

Mental Health: [Mental Health Services](#) provides professional staff members who work with students to resolve personal and interpersonal difficulties, many of which can affect a student's academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety, depression, and thoughts of suicide. Note that the RSVP Center listed above also offers mental health services.

WashU Cares: [WashU Cares](#), within the Health and Wellness Unit, provides resources to all students on the Danforth Campus who may be having a hard time. WashU Cares is committed to

helping create a culture of caring. Through proactive, collaborative, and systemic approaches, WashU Cares works with students to identify interventions, resources, and supports that allow them to be successful. If there is a concern about the physical or mental well-being of a student, please file a report on the WashU Cares website.

Academic Accommodations:

Reasonable Accommodations for Disabled Students - Washington University in St. Louis supports the rights of enrolled students to a full and equal educational opportunity and, in compliance with federal, state, and local requirements, is committed to reasonable accommodations for individuals with documented disabilities. Disabled students for whom accommodations may be necessary must be registered with, and provide their instructors official notification, through [Disability Resources](#). Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student. Please contact Disability Resources at 314-935-5970 or disabilityresources@wustl.edu.

Sexual Assault Resources - The University is committed to offering reasonable academic accommodations (e.g., a no-contact order, course changes) to students who are victims of relationship or sexual violence, regardless of whether they seek criminal or disciplinary action. If you need to request such accommodations, please contact RSVP (information above) to schedule an appointment with an RSVP confidential and licensed counselor. Although information shared with counselors is confidential, requests for accommodations will be coordinated with the appropriate University administrators and faculty.

Military Service Leave: Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at 314-935-2609 or veterans@wustl.edu and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

Center for Diversity and Inclusion: The [Center for Diversity and Inclusion](#) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, collaborates with campus and community partners, and promotes dialogue and social change to cultivate and foster a supportive campus climate for students of all backgrounds, cultures, and identities.

Gephardt Institute: State and local elections can have direct and immediate impacts on our communities and will be happening here in St. Louis and around the country this year. Make sure you stay current on upcoming elections at all levels by registering as a voter, requesting an absentee ballot, or getting election day reminders. You can do all this at <http://wustl.turbovote.org> for any of the 50 states and Washington D.C. If you are ineligible to vote, you can still participate by referring your friends who are eligible to the TurboVote link to register and by engaging your peers in local issues. If you have any questions about the voting process, please visit <http://washuvotes.wustl.edu>.

The Writing Center: The Writing Center, located in Olin Library, offers free one-on-one writing tutorials to WashU students, as well as workshops designed to help students become better writers. The Writing Center staff can assist by providing feedback on the strength of an argument, clarity, and organization. Contact them at 935-4981 or writing@wustl.edu. Visit them at: <https://writingcenter.wustl.edu/>.

The Learning Center: The Learning Center works collaboratively with University partners to provide undergraduate students key resources, like academic peer mentoring, to enhance their academic progress. Contact them at <https://ctl.wustl.edu/learningcenter/> to find out what support they may offer for your classes.