

**GEOS 601 Course Learning Outcomes (CLOs): By the end of this course, you should be able to:**

1. Identify key resources for completing your degree
2. Use the scientific literature to provide context for your own research
3. Create a plan for managing your time and space that will allow you to work and learn efficiently and effectively
4. Write a career development plan
5. Create a plan for how you will contribute to an equitable and collegial work environment
6. Develop a research proposal
7. Communicate with data

CLO	Wk	Unit Learning Outcomes	Activities & Resources	Assessments
Identify key resources for completing your degree (CLO 1)	1	<p><b>Identify the graduate program coordinator</b> for your degree program;</p> <p>Summarize the <b>learning outcomes for your degree program</b>;</p> <p><b>Use your myBoiseState account to find and keep track of your degree requirements</b></p>	<p><b>Pre-class:</b> course survey, review select parts of graduate catalog</p> <p><b>In class:</b> slides with department overview, important rules/guidelines, AAR overview, AAR instructions, Graduate catalog, department website, G2O website, internal grad student website</p> <p><b>Homework:</b> explore web resources and grad catalog, review AAR and submit screenshot</p>	<p>Turn in document with: Screenshot of AAR and list of semester's activities and what program requirements they meet; Name and contact information for program coordinator <i>summative CLO 1</i></p>
Use the scientific literature to provide context for your own research (CLO 2)	2	<p><b>Summarize the important points of a scientific paper</b>;</p> <p><b>Relate the work of others</b> in the scientific literature to your own research interests</p> <p><b>Organize your library of scientific papers</b> to promote efficient work</p>	<p><b>Pre-class:</b> How to read a paper, Library resources video</p> <p><b>In class:</b> slides, discussion, demo, finding and keeping papers organized (Mendeley, Papers, Library resources)</p> <p><b>Homework:</b> finding and organizing papers reflection, start of weekly paper summaries</p>	<p>Weekly paper summaries throughout the semester --<i>formative</i> <i>Finding and organizing papers reflection</i> GSA proposal at end of semester <i>summative CLO 2</i></p>
Create a plan for managing your time and space that will allow you to	3	<p><b>Analyze your study and time management habits</b>;</p> <p><b>Reflect on the strategies</b> you use to learn</p>	<p><b>Pre-class:</b> Log for keeping track of time for 3 days, watch TED talk- Laura Vanderkam</p> <p><b>In class:</b> time log discussion, 168 Hours exercise, Class discussion: strategies you use to learn, times/spaces in</p>	<p>168 hours exercise and reflection (how time was spent, when/how you were most productive) <i>formative</i></p>

work and learn efficiently and effectively (CLO 3)			which you are productive, how you stay focused  <b>Homework:</b> finish 168 hours exercise and reflection, weekly paper summary	
	4	<b>Evaluate tools and strategies for managing your work</b> and identify those that will suit your needs	<b>Pre-class:</b> read time management strategies document, read time management techniques website, choose 1 technique and try it  <b>In class:</b> discussion about tools you use, tools you've seen and pros/cons of each time management technique  <b>Homework:</b> weekly paper summary	
	5	<b>Identify campus resources related to wellness;</b>  <b>Articulate when and how you will communicate with your research advisor and thesis committee</b>	<b>Pre-class:</b> GradWell intro Video, Gradwell video library, think about questions related to advisor relationship  <b>In class:</b> Gallery walk with communication scenarios  <b>Homework:</b> work productivity plan, weekly paper summary	Plan for work productivity time management tools/ strategies, plan for communication with advisor, description of times/spaces that are conducive to working, identification of support people, and strategies for self-care/ wellness <b>summative CLO 3</b>
Write a career development plan (CLO 4)	6	<b>Articulate desired workforce skills and reflect on how you will attain them;</b>  <b>Investigate department, campus, and professional resources</b> and identify those that will help you achieve your goals	<b>Pre-class:</b> review slides and webinar from Summit on Improving Geoscience Graduate Student Preparedness  <b>In class:</b> discussion on desired skills: gallery walk activity on where you would develop certain skills, how you could demonstrate you have them.  <b>Homework:</b> weekly paper summary	
	7	<b>Reflect on personal values, skills, and interests;</b>  <b>Investigate potential careers</b> including titles, duties, locations, desired skills	<b>Pre-class:</b> nothing  <b>In class:</b> self reflection; class discussion; job search databases; <b>introduce career development plan</b> for end of semester  <b>Homework:</b> Potential careers, weekly paper summary	Identify at lead 3 job advertisements that interest you: title, employer, location, min degree requirements, desired skills/experience, why job appeals to you; reflection on skills/experience need to develop <b>formative</b>

			Use some of the self-assessment from the Madison IDP	<i>Note: summative assessment for CLO 4 will be at end of semester</i>
Create a plan for how you will contribute to an equitable and collegial work environment (CLO 5)	8	<p><b>Identify standards for professional behavior;</b></p> <p><b>Explain why such standards are important</b> to individuals and the community</p> <p><b>Describe how to report harassment or discrimination at Boise State</b></p>	<p><b>Pre-class:</b> Read Dave Mogk professionalism (everyone) Codes of conduct (assign each student to read 1 in prep for jigsaw):</p> <ul style="list-style-type: none"> <li>• GSA Policy</li> <li>• AGU policy</li> <li>• Geochemical society</li> <li>• NAGT ethics policy</li> <li>• European federation of geologists code of ethics</li> <li>• International association for promoting geoethics</li> <li>• Geological Society of South Africa</li> </ul> <p>Others that are useful, but short</p> <ul style="list-style-type: none"> <li>• SEG code of ethics-- short</li> <li>• AGI ethics-- short</li> </ul> <p><b>In class:</b> Jigsaw activity-- described in class slides; Review this site: Reporting at Boise State</p> <p><b>Homework:</b> weekly paper summary</p> <p>Resources: GeoEthics pages, Dave Mogk</p>	
	9	<p><b>Describe a work environment</b> that consists of mutual respect, promotes respectful and collegial relationships, and is free from all forms of harassment and discrimination;</p> <p><b>Distinguish between behavior that is or is not harassing or discriminating</b></p> <p><b>Plan how to use bystander interventions</b> to respond to incidents of discrimination or harassment</p>	<p><b>Pre-class:</b> Everyone reads Hostile Climates 2020; plus choose one of the following to read: Clancy field experiences, Field diversity commentary, Gender survey, Dutt 2020 racism in geo</p> <p><b>In class:</b> Bystander intervention training class slides; Definitions breakout discussion; Discuss scenarios from IRIS training guide in small groups</p> <p><b>Homework:</b> Personal code of conduct, weekly paper summary</p> <p>Resources: Microaggressions in the classroom, Racial microaggressions, Harassment infographic</p>	Personal code of conduct and reflection on own behaviors and strategies for contributing to a healthy work environment-- <i>summative CLO 5</i>

Develop a research proposal (CLO 6)	10	<b>Articulate a relevant research question</b>	<p><b>Pre-class:</b> review website and article about GSA student research grants; Write first draft of hypothesis statement (add to google doc)</p> <p><b>In class:</b> proposals and problem/hypothesis statements; peer/class review</p> <p>Homework: revised hypothesis statements</p>	Write a hypothesis statement for a GSA student research grant proposal-- <i>formative</i>
	11	<b>Explain the relevance of your research question to the scientific community</b> using appropriate references to the scientific literature	<p><b>Pre-class:</b> outline of importance of work statement, Read Clearer Sentences parts 1 and 2 by Mahrer</p> <p><b>In class:</b> peer/class review and revision</p> <p><b>Homework:</b> GSA Importance of Work statement</p>	Write an importance of work statement for a GSA student research grant proposal-- <i>formative</i>
	12		<p><b>Pre-class:</b> Revision of research question and importance of work</p> <p><b>“Class”</b> = individual consultations with Karen throughout the week</p> <p><b>Homework:</b> revisions, but do not need to submit</p>	
	13	<b>Design a study</b> to address your research question including objectives, timeline, resources, etc.	<p><b>Pre-class:</b> Come to class with latest version of your proposal, including an outline of the Research Plan</p> <p><b>In-class:</b> peer/class review, discuss possible figures</p> <p><b>Homework:</b> research plan</p>	Write a research plan for a GSA student research grant proposal-- <i>formative</i>
NO CLASS	14	THANKSGIVING BREAK		
Communicate with data (CLO 7)	15	<p><b>Describe attributes of effective and ineffective figures;</b></p> <p><b>Create effective figures</b> to communicate with data</p>	<p><b>Pre-class:</b> watch Video on GSA proposal figures</p> <p><b>In class:</b> Published figures think-pair-share activity</p> <p><b>Homework:</b> create figure for GSA proposal</p>	Class list of figure attributes from think-pair-share activity <i>formative</i> Create figure for GSA proposal <i>summative CLO 7</i>
Write a career development	16	<b>Discuss your career development plan</b> with your advisor and revise as	<b>Pre-class:</b> draft career development plan	Revised full proposal-- <i>summative CLO 6</i>

plan (CLO 4)		needed	<b>In class:</b> peer discussion <b>Homework:</b> complete career development plan	Career development plan including goals, skills/ experiences needed, plans for how to gain skills/ experiences <i>summative CLO 4</i>
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