**New student seminar**

**Class Information**

**Textbook:**  No textbook required.

**Restriction:** New students only – freshman, transfer, and change of major.

**Course Description**

This course consists of presentations or discussions led by faculty, current UCI students, and staff, to provide information about the Earth System Science/Environmental Science and Policy majors, campus resources, and special programs/opportunities. The course is designed to provide students who have recently joined the major with an awareness of the department, school, and campus resources available to help them succeed and introduce them to the study of Earth System Science/Environmental Science and Policy.

**Course Objectives**

After completing this course, students should be able to:

* Define the available department, school, and campus resources that address specific needs of students on campus.
* Converse with instructors, teaching assistants, peers, and other members of the department and campus community.
* Describe the difference between the Earth System Science and Environmental Science majors, and define several career options each degree might lead to
* Describe the research of various faculty in the department, write a professional email, and define the steps needed to participate in research in the department.
* Create a 2-year course study plan and enroll in classes

##### Student Responsibilities

##### Grading: This is a Pass / No Pass class. The requirements to pass are listed below:

##### Seminar Attendance:

##### Students must attend 8 of the 10 sessions and participate fully to pass the class. If a student is more than 10 minutes late to a seminar this will count as an absence.

**Assignments:**

Completion of at least 6 of the 7 assignments over the quarter including the group presentation assignment. Assignments will be graded on a 2 point scale and students must earn at least 1 point on each assignment to pass. Further detail about each assignment will be given during the weekly seminars and then posted on the class website. The 2-year academic plan is a required assignment that must be completed to pass the class.

The following is a rough schedule of topics and assignments. Please note: the schedule is subject to change. Please follow the course website for important deadlines and updates!

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| **Week** | **Topic** | **Lesson Learning Outcome/ Short description** | **Assessment** |
| 1 | Why go to college? | Students will be able to describe the reasons for seeking a higher education. Students will be able to meet peers in their major and describe reasons for obtaining a BS or a BA degree in the Department. Students partake in icebreakers. | Write a brief introduction about yourself to your classmates on the Canvas discussion board. Introductions can be about anything you want, but they must be at least 250 words in length. Take the opportunity to read through other students’ introductions. |
| 2 | Am I in the right program? | Students will be able to describe the differences between pursuing a BA and a BS in the Department. Students will be able to define which degrees would be required for various career paths. | Post possible career options to the discussion board. |
| 3 | What can I do with my degree? | Students will be able to define career options for both the BA and the BS degrees. Students will be able to describe where to find job and internship opportunities related to their degrees. | Research a probable career path you wish to take. Post the following information (at least 400 words) on the Canvas discussion board so that the other students in the class can see what you have found out.  Career/Job title:  Paragraph describing duties/responsibilities:  Salary range (if available):  What knowledge/classes or skills are commonly required for that career (e.g. chemistry, economics, GIS, programming, economics, policy, statistics, biology)? Is the BS or BA degree more suitable? Is a Masters or PhD needed?  Are there any local or national professional organizations for this career? |
| 4 | How can I find help for me or a friend? | Students will be able to identify campus resources that are available based on various student needs. Students will know where to find these resources on campus and who to contact when needed. Students will be able to present in front of their peers and work as a team. | Visit an assigned campus resource center with your group. Prepare a 1 slide presentation for the class that includes: the location of the center, the services offered, and reasons why a student would need to visit/how the center could help them. |
| 5 | What advice do my peers have? | Students will be able to network with older BA and BS students, and will formulate questions about the college experience for their peers. |  |
| 6 | Where can I seek academic help? | Students will be able to describe resources available to anyone struggling academically, and will attend a professors’ office hours. Students will be able to define strategies for studying and metacognition. | Visit one of your TA’s or Professor’s office hours.  Fill out an academic self-assessment. |
| 7 | Research: How can I get involved? | Students will be able to identify faculty in the department whose research they find interesting. Students will be able to write professional emails. Students will be able to speak directly to faculty through research talks, and will tour labs to discover how students can get involved in research as undergraduates. | Use the department website to discover the research of a professor whose work interests you. Write a summary (250 words or more) that includes: a summary of their research and its importance, the methods they use to do their research, and the skills you might need/courses you might need to take to work with them. |
| 8 | Academic Planning: What classes should I take? | Students will be able to locate information about general education and major requirements, and create a two-year class schedule. | Create a 2 year academic plan. |
| 9 | Academic Planning: How do I enroll in classes? | Students will be able to describe the enrollment process. Students will be able to speak with academic counselors, track their degree progress, and seek help with academic planning. | Peer-review of a 2 year academic plan, edits to your own academic plan based on peer feedback. |
| 10 | Career/Internship Resources | Students will be able to identify opportunities for internships and career-building opportunities after their first year in college. Students will build a resume and describe 3 things they need to do in the coming year to add to their resume. | Create a mentor map, write a professional email, and highlight ways to fill in your resume between now and graduation. |