

# **BIO 407/507**

## **Sem Career Readiness**

Spring 2022

W 2:00-3:20 pm, Tykeson 140

1 Credit Hour

**Instructors:** Dr. Lindsay Collins ([lcollins@uoregon.edu](mailto:lcollins@uoregon.edu)) and Dr. Kristen Lee ([klee4@uoregon.edu](mailto:klee4@uoregon.edu))

Office hours can be scheduled upon request via email.

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### **Course Description**

Identifying, applying for, and excelling in a STEM-based career requires competency in both technical skill and “soft skills”, such as networking, self-evaluation, situational awareness, and communication. This seminar-based course explores diverse STEM-related career paths and offers guidance on identifying and obtaining your dream job. This course will help you develop the soft skills necessary to be more prepared for life after your degree is completed.

No prerequisites required.

### **Learning Outcomes**

After successful completion of this course, you will be able to:

1. Identify academic and non-academic STEM-related jobs that align with your values and strengths.
2. Prepare a job application and network with potential employers.
3. Critically evaluate your mentor-mentee relationships and your own productivity.
4. Identify meaningful opportunities to promote equality and inclusion in your workplace or school.

### **Course Materials**

All course materials required for this class will be made available via Canvas.

## Time Management

Over the course of the term, you should expect to dedicate 30 hours (3 hours/week) to a one-credit hour course. This time will be almost evenly split between in- and out-of-class activities and assignments.

## Course Assignments and Grading

Your engagement with and mastery of course material will be evaluated based on:

1. *Consistent class attendance*. You are allowed 2 absences (excused or unexcused). Further absences will decrease your grade by 10 percentage points.
2. *Engaged and respectful in-class participation (30% of final grade)*. This course relies on interaction between students, instructors, and guest speakers. We expect that every student meaningfully engages with course material by contributing thoughts, ideas, and questions during class. We also expect that every student demonstrates respect and kindness in their interactions with fellow students as well as instructors and guest lecturers. If the instructors feel that your engagement is lacking we will reach out to you personally to discuss ways to improve your participation. *Submission of in-class activities will count toward this grade.*
3. *Homework (30% of final grade)*. All class periods will require preparation before the class period. All students are expected to complete these assignments thoughtfully. Assignments will be graded based on thoughtful completion and on-time submission. More details for grading will be presented in class or posted to Canvas for individual assignments. Assignments should be submitted on Canvas each Monday at 5pm.
4. *Informational Interviews (40% of final grade)*. Twice during the term you will be asked to request and attend a one-on-one informational interview with someone working in a job that interests you. Thoughtful completion of a reflective assignment for each interview will be graded (20% of final grade for individual assignments). The informational interviews should be 10 to 30 minutes long. Informational interviews should be scheduled in advance to ensure on-time completion of the assignment. Tips on how to request an informational interview and pointers on etiquette will be provided during Week 2. You will be provided with a list of contacts who are willing to meet with you, but you are welcome to contact people outside of this list.

## Course Policies and Procedures

*Academic Integrity:* The University Student Conduct Code (available at [conduct.uoregon.edu](https://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from

committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

*Diversity and Inclusion:* The university is committed to a campus environment that is inclusive, safe, and respectful for all persons. To that end, all course activities will be conducted in an atmosphere of friendly participation and interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

*Inclement Weather and Academic Disruption due to Campus Emergency:* It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather/inclement-weather-immediate-updates>

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi.

*Reporting Obligations:* I am a student-directed employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](https://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory

reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

**UO COVID-19 Regulations & Prevention:** Students and instructors are expected to fully comply with the University of Oregon COVID-19 guidelines. Up-to-date guidelines can be found at: <https://coronavirus.uoregon.edu/covid-19-regulations>

**Mental Health and Wellness:** This course both teaches and supports mental wellbeing. As your instructor, if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](http://health.uoregon.edu/ducknest).

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

**Accommodation for Religious Observances:** The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

## Tentative Course Schedule

Course schedule and required preparation is subject to change. You will be notified of any changes in class. For the most up-to-date schedule and required preparation, refer to the Course Schedule on Canvas.

Date	Topic	Required Preparation
3/30	What value can I offer an employer?	Nothing! Come excited about your future!
4/6	What jobs are available to me?	Homework 1: Find job postings for two different jobs that interest you
4/13	How do I navigate online job posts? How do I tailor my application for the jobs I want?	Homework 2: Bring your CV/resume to class (a template will be provided on Canvas if you do not have a CV drafted already)
4/20	How can I turn my inner critic into an inner coach?	Homework 3: Reading reflection
4/27	Do my goals align with my values?	Informational interview #1 Homework 4: Gratitude journal
5/4	How do I network for the job I want?	Homework 5: Bring your 3-level elevator pitch to class. Dress professionally for class.
5/11	How can I make a difference in the space I am in?	Homework 6: TBA
5/18	How do I find a good mentor?	Homework 7: TBA
5/25	Choose Your Own Adventure	Homework 8: TBA
6/1	How can I work toward my dream CV?	Informational interview assignment #2 due. Homework 9: Bring your updated CV/resume to class. Homework 10: Course evaluation due by Friday, June 3rd at 5pm