

## **NSCI 396 Course Syllabus: Communication for Emerging Scientists II**

### **Class timeline/location**

Class meetings will occur once per week for 75 minutes. Homework should require approximately 1 hour per week. Exact time and location is TBD.

### **Instructor**

Ms. Sarah Hansen

STEM communications manager, CNMS

UC 116

[hansen.sarah@umbc.edu](mailto:hansen.sarah@umbc.edu)

### **Office Hours**

TBD

### **Course Description**

This course is required for STEM BUILD Trainees. The first part of the course will build on content from NSCI 395, by guiding you through the application process for particular research and/or conference opportunities of their choice. This includes writing and revising short answer essay questions, tailoring your resume and personal statement for particular opportunities, requesting recommendation letters, and writing thank you notes. This course will also further develop your ability to share scientific research with a broad audience on a range of platforms, grow your e-portfolios, and enhance your presentation skills.

### **Textbook**

*Writing in the Sciences: Exploring Conventions of Scientific Discourse*, third edition.

### **Blackboard**

All relevant information, communication and material for the course will be posted to the class Blackboard site. Some assignments may also be submitted via Blackboard. You are responsible for any announcements emailed from Blackboard. Make sure your UMBC email address is working and that you check it frequently! This will be particularly important should the course need to go fully online for any reason.

### **Course Learning Objectives**

Upon successful completion of this course, students will:

...have applied for at least two research/travel opportunities, either on- or off-campus.

...have added elements to their public e-portfolio including additional blog posts, research abstract, or other.

...have refined and demonstrated their ability to explain complex research in an accessible way in writing and speech.

...have further enhanced their public speaking skills so they can give engaging, informative presentations.

...be able to practice constructive self-revision and peer-editing on written work.

...have grown closer as a BUILD cohort community through constructive interaction, reflective sharing, and providing support.

### Course information and expectations

The tentative course schedule is below. This course will emphasize workshopping and skills practice during class time, so your consistent attendance and active participation will be critical for your success. Please let Ms. Hansen know as soon as possible of any anticipated absences.

### Reading assignments

We will be using a handful of chapters in the textbook for this course. Other chapters will likely come in handy as you move through your career as a researcher.

### Electronics policy

**The use of phones during class is not permitted.** Please turn cell phones off or set to *silent* during lecture. Wearing headphones during class is also not permitted. Using a laptop is permitted, and encouraged during work periods. However, if you are found abusing the privilege of using a laptop during class (i.e. conducting non-class-related activities) your participation grade will suffer.

### Grading

The chart below shows how much each portion of the course is worth toward your final grade. There are no exams in this course. Attendance and active participation are highly valued in this course; as you can see, they combine to be 25 percent of your final grade. Final grades for this course will be given on a pass/fail basis. In order to pass, you must earn at least a 70%.

<b>Attendance</b>	10%
<b>Participation</b>	15%
<b>Short essays</b>	15%
<b>Science writing assignments</b>	20%
<b>Research proposal</b>	10%
<b>Professional social media</b>	5%
<b>Presentation</b>	10%
<b>E-Portfolio</b>	5%
<b>Peer-editing</b>	10%

**Schedule – *Subject to change* – Check Blackboard and your email for the latest updates**

<b>Date</b>	<b>Topic</b>	<b>In class activities</b>	<b>Homework</b>
1/27	Introduction / Overview	TBD	TBD
2/3	Short essays	TBD	TBD
2/10	Short essays	TBD	TBD
2/17	Short essays	TBD	TBD
2/24	Refining your resume/CV	TBD	TBD
3/3	Research proposal	TBD	TBD

3/10	Research proposal	TBD	TBD
3/17	SPRING BREAK	TBD	TBD
3/24	Scientists on social media	TBD	TBD
3/31	Science writing	TBD	TBD
4/7	Science writing	TBD	TBD
4/14	Science writing	TBD	TBD
4/21	Grit and handling rejection	TBD	TBD
4/28	Presentation	TBD	TBD
5/5	Presentation	TBD	TBD
5/12	Presentation	TBD	TBD

**ACADEMIC INTEGRITY:** From the UMBC Handbook: "By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory."

See the UMBC Undergraduate Student Academic Conduct Policy with this link:  
<https://oue.umbc.edu/files/2015/09/ACC2011.pdf>

***Anyone charged with academic misconduct (as defined above) in any aspect of the course that is graded will be reported to the UMBC Academic Conduct Committee, and, at minimum, receive a grade of zero for that assignment and a letter grade deduction in the course.***

**STUDENTS WITH DISABILITIES:** UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. If you have a disability and want to request accommodations, contact the Office of Student Disability Services (SDS) in the Math/Psych Building, Room 212 (410-455-2459) (<https://sds.umbc.edu/accommodations/registering-with-sds/>). SDS will require you to provide appropriate documentation of disability and complete a Request for Services form available at <https://umbc-accommodate.symplcity.com/public-accommodation/>. When you are approved to receive accommodations for this class, make an appointment to meet with Ms. Hansen to discuss your SDS-approved accommodations.

### **TITLE IX**

Any student who has experienced sexual harassment or assault, relationship violence, and/or stalking is encouraged to seek support and resources. There are a number of resources available to you. With that said, as an instructor, I am considered a *Responsible Employee*, according to [UMBC's Interim Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct](#). This means that while I am here to listen and support you, I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. The purpose of these requirements is for the University to inform you of options, supports, and resources.

**You can utilize support and resources even if you do not want to take any further action.** You will not be forced to file a police report, but please be aware, depending on the nature of the offense, the

University may take action.

**If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:**

- The Counseling Center: 410-455-2742 (M-F 8:30 a.m. — 5 p.m.)
- University Health Services: 410-455-2542 (M-F 8:30 a.m. — 5 p.m.)
- For after-hours emergency consultation, call the police at 410-455-5555

**Other on-campus supports and resources:**

- The Women's Center (available to students of all genders): 410-455-2714 (M-Th 9:30 a.m. — 6 p.m., F 9:30 a.m. — 4 p.m.)
- Title IX Coordinator: 410-455-1606 (9 a.m. — 5 p.m.)

**Child Abuse and Neglect**

Please note that Maryland law requires that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Service and/or the police.