

**GLY 6932
Navigating Graduate School
Fall 2023**

Instructor: Ellen E. Martin (email: eemartin@ufl.edu); 362 Williamson Hall
Office Hours: Monday 4:00-5:00

Credits: 1, Course Number- 286647, Section 7942

Pre-requisites: none

Meeting time: The class will meet in Williamson 210, Monday afternoons, 8th period (3:00-3:50)

Objectives: This course is designed to help you find resources, learn about department expectations, develop skills, and set up the foundation to succeed in graduate school. The path through graduate school can be challenging; the goal of this course is to provide information on how to deal with those challenges. We will talk about critical deadlines, expectations, academic norms, skills that contribute to success in research, teaching and service, how the department works, and what resources are available to help you succeed. Everyone in the course will also be asked to think about and articulate their strengths, weaknesses, and goals.

Learning Objectives

- Understand the steps and deadlines that will carry you through your graduate career successfully
- Strengthen self-advocacy skills
- Identify time management skills to help you work for efficiently and effectively
- Clarify advisor expectations
- Join a cohort of students outside of your research group
- Expand your ability to create a healthy work environment
- Identify potential sources of conflict during graduate school and resources to help navigate those conflicts
- Define your career goals and the skills required to achieve those goals

Readings: Readings will assigned throughout the semesters and will be posted on canvas.

Assignments: There will be an assignment due at the beginning of class each week. These assignments are designed to emphasize the learning objectives. A tentative plan for each week's assignment is included on the syllabus, but the details may evolve during the semester. The final version of each assignment will be posted on canvas the week before it is due.

Grading:	Attending Class	40%
	Participating in discussion	30%
	Completed Assignments	30%

Course Logistics:

e-learning site There is canvas site for the course that you should already have access to. Contact me if you have any trouble.

Class Conduct: Please be considerate of your fellow students and me during the class period. Please try to get to class on time, stay until the end and pay attention to the class rather than your phone or computer. These are basic, common courtesies that

prevent distractions during class. If you do have to participate online, please keep your video on if possible. It can be a challenge to stay engaged remotely and it helps if you do not feel like an anonymous black box. This is also important if you have to join your Team online. When people have their screens and sound on, they participate more. *Please email me or talk to me before or after class if there is some reason you cannot comply with that request.* We will have a discussion as a group about whether I will record and post the lectures after class.

Academic Integrity: All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

In addition, on all work submitted for credit the following pledge is either required or implied: *“On my honor I have neither given nor received unauthorized aid in doing this assignment.”*

If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Student Honor Code (UF Reg. 4.040). <https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>

Mental Health and Well-being

Life offers numerous challenges and being a student can be one of them, particularly during a pandemic. If you are mentally or emotionally struggling for any reason, you can contact the [Counseling and Wellness Center](https://counseling.ufl.edu/) (<https://counseling.ufl.edu/>). They have one-click access to people who can help you connect to the right resources for your situation. If these struggles are negatively impacting your performance in your courses, I encourage you to contact the [Dean of Students Care Area](https://care.dso.ufl.edu/) (<https://care.dso.ufl.edu/>) to connect with a support team that can help with temporary accommodations, authorization to make up missing course work, etc. Additionally, if you are comfortable doing so, please reach out to me and I will provide any accommodations in this course that I can.

Accommodation for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](https://disability.ufl.edu/get-started/) (<https://disability.ufl.edu/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Statement of access and inclusion: The University of Florida is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with the [Disability Resource Center](https://disability.ufl.edu/get-started/) (<https://disability.ufl.edu/get-started/>), you may be eligible for reasonable academic accommodations to help you succeed in this course, and others. Regardless of whether you have consulted with disability services or not, please

let me know if you have concerns about participating in this class or have comments on how it may be better organized for your learning. We are living in challenging times. Let's take each week at a time and offer each other patience and support.

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Modules	Topics	Guests/Reading
The Department <i>Aug. 23</i>	Welcome and structure of Geological Sciences	NA
Graduate School Milestones <i>Aug. 30</i>	The Graduate Student Handbook; the steps along the way; deadlines; forming committees	<i>'20 Things I wish I knew at the start of graduate school'</i>
What is the impact of ChatGPT? <i>Sept. 6</i>	What does it do well? What doesn't it do well? When is it appropriate to use it. How to use it effectively.	
How does graduate school work? <i>Sept. 13</i>	What are the work expectations; who do you work for; the role of the GS Union; who owns your research; what is the academic hierarchy and what does it mean	<i>'The importance of stupidity in scientific research'</i>
Professional Meetings <i>Sept. 20</i>	Finding the right meeting/session; how to write an abstract; who to include as a co-author; finding; TARs; professional behavior, networking	<i>'How to get the most out of attending a meeting'</i> Science, 2017
Teaching and Mentoring <i>Sept. 27</i>	What is expected of TAs; how to excel as a TA; how to mentor undergraduates; available resources	Matt Smith <i>'3 everyday practices that make you a good listener'</i>
Funding Opportunities <i>Oct. 4</i>	How does summer funding work; what opportunities exist to support your research; what support can you expect from the department/college/university	
Effective Story Telling <i>Oct. 11</i>	How to share you science with scientists and the general public; how to capture the reader's attention	<i>'Story telling: the soul of science communication'</i>
How to critically read a paper <i>Oct. 18 (GSA Week)</i>	Where to start; what to focus on; how long should it take;	<i>'How to seriously read a scientific paper' see others on canvas'</i>

Manuscripts <i>Oct. 25</i>	How does peer review work; authorship; when to cite; referencing; annotated bibliographies	<i>'Art of responding to reviews' 'Ten simple steps to writing a scientific paper'</i>
Your Prospectus <i>Nov. 1</i>	What goes in it; when is it due; how long should it be; elements of a successful proposal	<i>Prospectus Guidelines</i>
How to Make Effective Figures <i>Nov. 8</i>	Elements of a good figure; what does a figure convey; how to make it legible, accessible, appealing, and impactful	<i>'How to make good graphs and figures for Scientific papers'</i> online link below
Work/Life Balance Time management <i>Nov. 15</i>	Time management strategies; setting expectations and goals	Katherine Morgan from GatorWell <i>'9 to 5' '15 strategies for overcoming procrastination'</i>
<i>Nov 22</i>	No class	
Mental Health; Dealing with and Reporting Issues <i>Nov. 29</i>	Dealing with mental health issues, general health issues; advisor, colleague, or subordinate conflicts	<i>'Mental Health of Graduate Students sorely overlooked' and 'The emotional toll of Graduate school'</i> - link below
Your strengths and Career Goals <i>Dec. 6</i>	What are the skills/qualities of a good scientist or a good graduate student; what are your strengths; what skills/qualities do you want to work on; what do you want to achieve in graduate school; what are your career aspirations and why	<i>Putting your Best Foot Forward</i> <i>'How to find the right career for me in 5 steps'</i> <i>'Career Trends'</i>