Women in Science and Engineering (WiSE) Seminar

MCB 98/198 • 1 Unit • Spring 2014 • Mondays 6-7:30 PM • Foothill Classroom B

Seminar Instructors

<table>
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<tr>
<th>Sarah Bissonnette, Ph.D.</th>
<th>Amrita Hazra, Ph.D.</th>
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<td>Postdoctoral Researcher</td>
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The mission of the Office of Student Development is to facilitate student transitions into the academic and social communities of the University of California, Berkeley and promote student growth, leadership, and social justice.

Course Objectives

Students taking this seminar will:

- Build a sense of community with fellow WiSE residents
- Develop leadership skills and be exposed to leadership opportunities
- Meet and form social networks with scientists, engineers, faculty and peers
- Acquire skills and knowledge that will help them be successful at Cal
- Gain insight into what a career in science or engineering might be like
- Be introduced to the concepts of social justice and inclusion

Seminar Expectations

- Students are expected to attend each seminar with assignments complete and prepared to discuss the readings.
- Students are permitted two absences and two missed journal entries, no questions asked (These absences may NOT be used on days when you are presenting!). The 3rd absence results in a NP (Not Pass). The seminar instructors need to be notified of any other absences caused by unexpected or emergency situations, and such absences will require their permission.
- Arrive on time and remain for the duration of the class.
- Differences in opinion are encouraged, but must be expressed in a dialogue format.
- Share your thoughts, opinions, and experiences: this will make the course more enjoyable and meaningful for all participants.

Journal Entries

- A journal entry based on the assigned reading/class activity is expected each week.
- Journal entries should be well thought out and articulated. The length should be approximately one page, double-spaced, 11pt Arial or 12pt Times New Roman font.
- Journal entries are due at 3 pm on the Saturday before the next class and must be submitted via bspace.
- See the presentation handout for details on the expectations and grading.
Grading
Each of the following three factors will contribute equally to your final grade: 1. Attendance and participation in the seminar 2. Journal entries 3. 3 min presentation grade

Academic Integrity:
Students are expected to follow all Academic Honesty expectations as outlined in the Berkeley Code of Student Conduct and to avoid misconduct. Examples of misconduct include cheating, plagiarism, unauthorized collaboration, etc. The Code can be viewed at http://sa.berkeley.edu/conduct/integrity

Disability Access:
Federal and State law and University of California policies require the University to provide reasonable accommodation in its academically related programs to students with disabilities, including students with learning disabilities. If you require assistance, please contact the Disabled Students Program (http://dsp.berkeley.edu/) or consult with a Course Instructor.

Inclusion & Equity:
This course is grounded in the values of social justice, which include the goal of full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable where all members are physically and psychologically safe and secure. Because of this, all participants in this course are expected to treat other individuals in the course with respect, dignity, and full validation of their humanity at all times.

PLEASE NOTE: Syllabus below is subject to change – please make note of changes when announced in class or via b-space!

Week 1: January 27th How to conduct effective peer editing

- Discussion on how to be an effective peer editor.
- Practice peer editing with an example

Journal Entry:
- Use Atrouli’s comments to revise your academic journal article
- Bring two or three hard copies of your revised academic journal article to the next class for peer editing. Don’t forget the figures!

Week 2: February 3rd In-class peer editing

Journal Entry:
- Use the peer-editing worksheets from this week to write your final draft.
- Read Chapter 1 of Lean In
**Week 3: February 10th  Lean In Discussion**

Journal Entry:
“What would you do if you weren’t afraid?”: Write about the project or proposal you plan to pitch for your three minute presentation.

**February 17th – President’s Day Holiday, no class**

Journal Entry:
TBD

**Week 4: February 24th – TBD**

Journal Entry:
TBD

**Week 5: March 3rd - 3 min presentations (1/6)**

Journal Entry:
· Choose your two favorite 3 minute presentations. What did you like about the idea? How would you improve it? How did the idea change the way you look at this topic?

**Week 6: March 10th – Panel: How to get a summer research position**

Journal Entry:
· What are your summer plans? Submit your resume and cover letter you plan on using for applying to a lab or internship.

**Week 7: March 17th - 3 min presentations (2/6)**

Journal Entry:
· Choose your two favorite 3 minute presentations. What did you like about the idea? How would you improve it? How did the idea change the way you look at this topic?

**March 24th – Spring Break, no class**

**Week 8: March 31st - 3 min presentations (3/6)**
Journal Entry:
· Choose your two favorite 3 minute presentations. What did you like about the idea? How would you improve it? How did the idea change the way you look at this topic?

**Week 9: April 7th - 3 min presentations (4/6)**

Journal Entry:
· Choose your two favorite 3 minute presentations. What did you like about the idea? How would you improve it? How did the idea change the way you look at this topic?
· Write down two questions you have for Terry about “How to give a scientific presentation.” If he doesn’t answer your questions in his presentation, please ask him in the Q+A!

**Week 10: April 14th – Terry Johnson: How to give a scientific presentation**

Journal Entry:
· What were the two pieces of advice or techniques that Terry talked about that were the most useful or memorable to you?

**Week 11: April 21st - 3 min presentations (5/6)**

Journal Entry:
· Choose your two favorite 3 minute presentations. What did you like about the idea? How would you improve it? How did the idea change the way you look at this topic?

**Week 12: April 28th – 3 min presentations (6/6)**

Journal Entry:
· Choose your two favorite 3 minute presentations. What did you like about the idea? How would you improve it? How did the idea change the way you look at this topic?

**Week 13: May 5th RR week**