

Graduate Launch

The University of Toledo
College of Natural Sciences and Mathematics
EEES 6200/8200-001
One (1) Credit Hour

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|-------------------------|----------------------------|------------------------------|----------------------------------|
| Instructor: | Daryl Moorhead | Term: | Autumn 2015 |
| Office Hours: | Varies by semester | Class Location/Times: | TBA |
| Office Location: | Bowman-Oddy 3007f | Lab Location/Times: | N/A |
| Office Phone: | 419-530-2017 | Course Website: | Blackboard Learn |
| Email: | daryl.moorhead@utoledo.edu | Instructor's Website: | N/A |

COURSE DESCRIPTION

This course is an introduction to graduate studies in the Department of Environmental Sciences at the University of Toledo.

COURSE OVERVIEW

This course addresses specific requirements for graduate degrees in DES as well as more general requirements for successful careers as professional scientists. Key operational and philosophical tools will be identified and developed, including literature searches, proposal development, formal presentation, and scholarly discussion.

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Understand the requirements for their degrees in the Department of Environmental Sciences (DES) at UT
2. Complete the initial, required paperwork for their programs (e.g., POS and GRAD; below)
3. Complete an initial bibliography for their study topic
4. Prepare a short, Sigma-Xi grants in aid of research proposal to support their study program
5. Present a brief, 15-minute oral presentation about their research topic

TEACHING STRATEGIES

This course emphasizes classroom participation in discussions of a broad range of assigned materials. It is designed to stimulate student learning about the conduct of professional, scientific study.

WORKWEEK

This course meets formally once a week for about 1.5 hours (time and place TBA). All assigned work for any week is to be completed by the next class period, as noted in the Course Schedule. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder on the course website. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content.

PREREQUISITES

There are no specific prerequisites for enrollment in this course, however, admission to studies for a graduate degree in the Department of Environmental Sciences requires basic competence in the natural sciences and mathematics, typically including a year of chemistry, physics, biology and calculus.

TECHNICAL SKILLS

To succeed in this course, it will be important for learners to possess the following computer skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.

4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use chat or IM software for real-time communication.
8. Use a learning management system (such as the BlackBoard system used for this course).

REQUIRED TEXTS AND MATERIALS

As posted on the course website.

TECHNOLOGY REQUIREMENTS

Specific hardware and software will be needed in order to access course materials and complete assignments.

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. [The Browser Check Page](#) will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course.

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the [Online Learning Download Center](#).

- Microsoft Word, PowerPoint and Excel Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser – Recommended

Internet Service

High-speed Internet access is necessary because dial-up is typically slow and limited in downloading information and completing online tests. This course does contain live broadcast audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete synchronized lectures (ca. 1.5 hrs per class period), as well as other tasks and tests. A list and schedule for on-campus computer labs is available on the [Open Lab for Students](#) webpage.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise be able to access. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser.

The virtual lab is open 24/7 and 365 days a year at [VLAB: The University of Toledo's Virtual Labs](#).

COURSE POLICIES

The following statements regarding course policies do not constitute a complete list of behavioral expectations for students. The University of Toledo posts official policies regarding topics as diverse as on-campus parking ([Parking](#)

Services), library use and the assignment of an incomplete grade, which are readily found by searching the university website. However, a few of the generally relevant policies follow:

Class Participation

All students should plan to attend each class. Please notify me if you cannot attend, preferably BEFORE the scheduled class.

Professional Etiquette

Office hours are scheduled for a reason. Use them! Your professors (including me) must efficiently allocate time among many demands. Arriving at our doors, unexpected, disrupts the (often tenuous) organization of time that we strive to achieve and seldom results in as positive an experience as arriving during office hours or for a SCHEDULED appointment.

Phone Contact

Feel free to call at anytime, especially before you plan a visit outside scheduled office hours. However, some things cannot be accomplished via telephone, such as checking on your exam grades, etc., because these topics can only be discussed with a student in person (as per FERPA regulations).

Policy Statement on Academic Dishonesty

Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

GRADING POLICIES

Grades reflect performance on all assignments, but emphasizing participation. There are three main projects for each student to complete: (1) a preliminary bibliography (including brief summary) of their selected study topic, (2) a formal 15 minute Powerpoint presentation of this topic and (3) a Sigma-Xi grants in aid of research proposal.

Students are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

The grading scale for this course is: A = 90 – 100%; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%; F = < 59%

| Graded Tasks | Total Points | % of Final Grade |
|---------------|--------------|------------------|
| Participation | 40 | 40% |
| Bibliography | 20 | 20% |
| Presentation | 20 | 20% |
| Proposal | 20 | 20% |
| Total | 100 | 100% |

Note: Expectations differ between PhD students (EES 8200) and MS students (EES 6200). Those pursuing a PhD degree will be expected to demonstrate greater leadership in discussions, more familiarity with- and mastery of methods for bibliographical searches, preparing research proposals, and developing formal presentations. Thus the evaluations of tasks required in this course (above table) will be more rigorous for PhD students than MS students, particularly with regard to research proposals, which are required for all PhD research projects at UT and must be submitted in pursuit of extramural funding in support of their research by all PhD students in DES.

Bibliography

You will ultimately propose, conduct and report the results of an independent research project as part of your degree requirements. This begins with a thorough evaluation of the literature with respect to your chosen research topic. Thus you will start this process by identifying a research topic of interest and conduct a preliminary literature search, creating a bibliography of your results to share with the class. You will prepare a brief description of your topic (single page) followed by your bibliography in a format consistent with a prominent journal in your field of study, and ending with a brief summary (single page) of what you learned about conducting a literature search.

Presentation

You will often be required to prepare and present the results of your studies in a variety of formats, at scientific meetings, in seminars, etc. This is also a requirement for PhD degrees in DES. For this course, you will prepare a short, 15-minute, powerpoint presentation in a format suitable for a scientific conference. This will focus on your research topic, aided by your literature search (above).

Proposal

Most professional, scientific careers require the preparation of research proposals, often to funding agencies seeking support for specific research projects. This is also a requirement for PhD degrees in DES. For this course, you will prepare a research proposal in the format required by the scientific society, Sigma Xi. This will focus on your research topic, aided by your literature search (above).

Discussions

Students should come to class prepared to discuss the assigned materials, including their individual progress with literature searches, presentations and proposal development. Assigned discussions (using the Blackboard Discussion Board tool) will be used to organize and facilitate discussions. Note that your participation in these discussions is graded, as a combination of your input to the Discussion Board as well as in the classroom.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact [Student Disability Services](#) for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES

Provide specific requirements and etiquette expectations for online discussions, email, and other forms of communication (QM 1.3 and 5.4), and indicate the instructor's timeframe for responding to student emails and/or discussion posts (QM 5.3). An example:

Email

Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Netiquette

It is important to be courteous and civil when communicating with others, remember that you are NOT anonymous in this class. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

TECHNICAL SUPPORT

Should you have difficulty with any aspect of the technical dimensions of this course, please contact the instructor as soon as possible. However, many difficulties with internet access, etc., can often be more rapidly remedied by contacting support personnel at the University of Toledo:

****If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk**** at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at:
<http://www.utoledo.edu/dl/helpdesk/index.html>

****Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk**** at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at
<http://www.utoledo.edu/it/CS/HelpDesk.html>.

LEARNER SUPPORT

The University of Toledo provides a variety of academic and student support services and other resources that can help students succeed in the course. Examples include the following:

eTutoring Services

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

eLibrary Services Portal

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Student Disability Services

Student Disability Services provides accommodations and support services to students with disabilities.

Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the Resources for Current Students webpage to learn more about the wide range of services for online students.