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Office hours: M 12:00-12:30 h, T 12:30-13:00 h, R 11:30-12:00 h and by appointment.

I am also happy to make individual appointments (in-person or on Zoom). I am here to help you in any way I can!

Welcome back to the Advancing Excellence and Equity in Science (AEES) Program!

One of the goals of AEES is to support student success in science through a coherent science curriculum. This seminar is part of that curriculum. It is my hope that through this seminar, and through the AEES program in general, you will:

- *Develop/reinforce a lifelong love of science and of learning,*
- *Become part of a scientific community, and*
- *Gain mastery of the tools to succeed in science.*

In this seminar, you will gain these skills and attributes by continuing what we started last quarter: analyzing scientific literature, diving into the research on learning and cognition, and interacting with each other and faculty mentors. This quarter, we will increase our focus on diversity and equity in the sciences, as well as develop skills in scientific communication.

More specifically, by the end of this course you should be able to:

- Critically engage with scientific communications,
- Build skills related to scientific practices,
- Understand the value of equity, inclusion, and diversity within the scientific community,
- Value the multiple identities and roles of scientists, and envision yourselves as members of the scientific community,
- Identify and utilize campus resources to help you succeed at WWU, and
- Engage with a community of peers that will enable you to reach your academic and personal goals,

I hope that this seminar becomes a place where we can build community and support each other in pursuing an academic pathway in science!

TEXT

As with last Quarter, there is no textbook for this course. All course materials and announcements will be posted on Canvas. **Hence, you must check Canvas or your WWU email (if set to receive canvas announcements) at least once daily to stay apprised of course assignments and expectations.**

COURSE MECHANICS

- **Class meetings:** Class meets twice a week in person. This is your time to work together with other students in the AEES program.
- **Mentorship:** At multiple points in the course, faculty mentors will be present to discuss a variety of resources at your disposal. Mentor activities are crucial to this course and the information you learn will help you in your assignments for all your coursework at Western, including this seminar.
- **Assignments:** Frequently check canvas for assignments. Some assignments will be initiated in class and must be completed on your own time. Other assignments will be carried out solely outside of class.
- **Science Research and Communication:** This quarter will focus on developing your interests in science and communication skills. You will participate in a “research deconstruction” assignment and create a “scientist spotlight” that showcases a WWU scientist and their research.

INCLUSIVENESS AND RESPECT

We will establish and maintain a classroom climate that is inclusive and respectful of all students. Learning includes being able to voice and hear a variety of perspectives, and classroom discussion is essential to building your knowledge and understanding. While students' expressed ideas may vary and/or be opposed to one another, it is important for all of us to listen and engage respectfully with each other. In this class, we will commit to making our best efforts to pronounce one another's names correctly and to respect one another's personal pronouns. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, each one of us will respect, appreciate, and embrace every other member of this class. I am firmly committed to diversity and equality in all areas of life. In this class, I will work to promote an inclusive environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. Without failing to speak up, we also have the opportunity to think the best of everyone and give one another the benefit of the doubt.

ATTENDANCE

Because this is a collaborative class, a missed class cannot simply be made up by getting the notes from a peer or the instructor. Hence, *attendance is required* unless you have a valid excuse AND have communicated with the instructor (email is the best way to reach me) PRIOR to class. Unexcused absences will negatively impact your course grade.

There are valid reasons to miss class, at this time of year it is common to experience an illness that prevents from participating in class. In these cases, or any other situations, please communicate with me as soon as you can.

PARTICIPATION

You will be generating your own knowledge and understanding in this course. Active engagement is essential and represents a significant portion of your grade in this course. Your participation grade will be based on:

- Active participation in small group discussions (and evaluation by your small group peers). Do you actively contribute to group work? Are you engaged with your peers? Do you provide obstacles to group work?
- Active participation in class discussions. Do you pose clarifying questions to the class? Paraphrase what others say? Ask for help from the class when you are confused? Share what you do understand? Provide others space and time to participate?
- Self and peer evaluations

GRADING POLICIES

Attendance & Participation (40%): Attendance and participation will be assessed as described above.

Assignments (40%): Graded assignments will be given throughout the class. These assignments will be submitted through canvas or in class.

Final Project (20%): For your final project, you will create and present a slide deck about a scientist at WWU. Throughout the quarter, there will be multiple assignments associated with identifying and communicating with scientists at WWU to prepare your project.

OTHER SEMINAR PROFESSORS

This is one of three "Understanding Scientific Research" sections. The other two professors and I work to develop this course, and you should think of us as an instructional team. Feel free to contact the other instructors in case you cannot contact me for some reason, or if you just want to get to know who they are!

	Kate Sandelin , Senior Instructor, Physics & Astronomy	Cristina Garcia Lasanta , Research Scientist, Geology	Dr. Betsy Raymond , Senior Instructor, Chemistry
Email	sandelk2@wwu.edu	thomasp2@wwu.edu	Elizabeth.Raymond@wwu.edu
Seminar Section	TR 14:00-14:50 h	TR 13:00-13:50 h	TR 11:00-11:50 h

EQUAL OPPORTUNITY RIGHTS

You have the right to an educational experience that is free from illegal harassment or discrimination on the basis of race, color, creed, religion, national origin, sex, disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information. If you or someone you know has experienced macro- or micro-aggressions of any kind related to personal identity on campus, please report any issues to an instructor you feel is an ally, to Dr. Lina Dahlberg a Biology faculty member on the College's Diversity, Equity and Inclusion Committee (dahlbec@wwu.edu), to one of our CSE and Biology Community Ambassadors (<https://cse.wwu.edu/biology/cses-ambassadors-community-hours>) or using the anonymous form under the Equity and Inclusion tab on the Biology Department homepage (<https://biology.wwu.edu/equity-and-inclusion-issues-biology>). You can also contact the Equal Opportunity Office for additional advice and help (<http://www.wwu.edu/eoo/bias-incident-response.shtml>).

STUDENT SERVICES

Western encourages students to seek assistance and support at the onset of an illness, difficulty or crisis.

- *Do you have any concerns about your ability to learn in the classroom or your ability to take assessments in the classroom?* Contact the Disability Access Center for advice, help, and to request accommodation (650-3083 or <https://disability.wwu.edu/>).
- *Do you want feedback on your cover letter or resume?* The Career Services Center at Western will gladly review them, compare them with the posting for which you are applying, and provide feedback to you within 48 h: <https://www.wwu.edu/careers/>
- *Do you feel unwell or have a health-related question?* Contact the Health Center (650-3400) or visit the website of Student Health (<https://studenthealth.wwu.edu/>)
- *Do you have an emotional or psychological concern or question?* Contact the Counseling Center (650-3164) or visit the website of Counseling Services (<http://www.wwu.edu/counseling/>).
- *Do you have a safety concern?* Contact the University Police for non-emergency services (650-3555) or visit their website (<http://www.wwu.edu/ps/police/index.shtml>).
- *Do you have a family or personal crisis or emergency?* Contact the Office of Student Life (650-3450) or visit their website (<https://wp.wwu.edu/officeofstudentlife/>).
- *Do you have concerns related to being an undocumented student?* Contact Student Outreach Services (650-7443) and check the following site: <https://www.wwu.edu/undocumented-students>.
- *Do you have financial difficulties?* Go to the Financial Aid Services Center and schedule an appointment with a financial aid counselor (<https://www.finaid.wwu.edu/client-services/pages/>)
- *Do you identify as a member of the LGBTQ+ Community?* Learn about resources and support by visiting <https://lgbtq.wwu.edu/>
- *Do you or someone you know need confidential support related to sexual violence?* Contact Survivor Advocacy Services (650-3700 or <https://cwc.wwu.edu/survivorservices>), the Student Health Center, and/or the Counseling Center.
- *To report sexual violence, please contact University Police, Bellingham Police, and/or the Title IX Coordinator in Western's Equal Opportunity Office (650-3307). Faculty are required to report sex discrimination, including sexual violence that they learn about to the Title IX Coordinator.*
- *Are you or someone you know in distress?* Help is available anytime, all the time: 650-3164 or <https://cwc.wwu.edu/suicide-prevention>

I also encourage you to check the syllabi policies for students: <https://syllabi.wwu.edu/>

RELIGIOUS ACCOMODATION

Western provides reasonable accommodation for students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Students seeking such accommodation must provide written notice to their faculty within the first two weeks of the course, citing the specific dates for which they will be absent. Reasonable accommodation" means that faculty will coordinate with the student on scheduling examinations or other activities necessary for completion of the course or program and includes rescheduling examinations or activities or offering different times for examinations or activities. Additional information about this accommodation can be found in <https://www.wwu.edu/religion-and-spirituality>.

INTELLECTUAL HONESTY

Science is based on trust. If a scientist states that she carried out a particular study and obtained certain results, the rest of us trust that she did such thing. This is one reason why there is no tolerance for people who are not intellectually honest, and this class will be no exception. <https://wp.wvu.edu/academichonesty/>

From WWU: Plagiarism is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. (Learn more at [Understanding and Avoiding Plagiarism.](#)) Examples include but are not limited to:

- Using another person's written or spoken words.
- Using statistics, graphs, charts and facts without acknowledging the source of the ideas.
- Paraphrasing: using someone else's argument without acknowledging the source.

If you are unsure about whether something constitutes plagiarism, please ask me!

SYLLABUS CHANGES

This syllabus is subject to change. Any changes will be announced in class and/or via canvas. Students will be held responsible for being aware of all changes.

TENTATIVE CLASS SCHEDULE

Week	Meeting	Date	Topic
Week 1	1.1	Jan 9	Re-introductions, re-visit norms, mindfulness
	1.2	Jan 11	Diversity in STEM (discussion)
Week 2	2.1	Jan 16	Who stays in science (jigsaw)
	2.2	Jan 18	NO CLASS- SNOW DAY
Week 3	3.1	Jan 23	Building a science resume
	3.2	Jan 25	Diversity in STEM, project introduction
Week 4	4.1	Jan 30	Find research interests, create project groups
	4.2	Feb 1	Applications — major, scholarships, internships, graduate school, REUs
Week 5	5.1	Feb 6	Peer mentor day
	5.2	Feb 8	Faculty mentors
Week 6	6.1	Feb 13	Research deconstruction part 1
	6.2	Feb 15	Research deconstruction part 2
Week 7	7.1	Feb 20	Research deconstruction part 3
	7.2	Feb 22	Faculty mentors
Week 8	8.1	Feb 27	NO CLASS: Work on Assignments
	8.2	Feb 29	DEI in STEM
Week 9	9.1	Mar 5	Peer feedback on project
	9.2	Mar 7	Science workday
Week 10	10.1	Mar 12	Project workday
		Mar 14	Final project presentations
Finals week			We will not meet during final exam week

AEES social events: Dates to be determined; will be announced on canvas and in-class.