GG740 Course Syllabus

**Spring Semester.** Meeting time. TBA, plus additional off campus meetings to be determined by student and instructor schedules.

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The goal of GG740 MGeo Seminar is to improve student’s awareness of professional trends and practices, and to teach students how to prepare, deliver, and evaluate a professional scientific presentation. Presentations by GG professors and professionals in local businesses and state office will inform students about trends in geoscience industries and professional practices in Hawaii. These guest lectures will also help students learn how to give effective oral presentations themselves. Students will then learn how to prepare and give their own presentations. In addition, students will gain experience writing through the preparation writing abstracts of their presentations. Formal evaluations of talks and written assignments by the students will be re-enforce the learning objectives throughout the semester.

**Student Learning Outcomes**

Students will gain exposure to a variety of geoscience career paths and work practices in order to help prepare them perform as effective geoscientists in the future. Students will learn to design and present oral presentations so their main points are clearly and professionally communicated. In addition students will have opportunities to interact with geoscience professionals in order to help students to make connections between course work and professional activity outside the University setting. These activities contribute to the following student learning objectives.

The GG740 coursework is intended to contribute to meeting the follow student learning objectives. 1. To effectively communicate their work in a written report as well as in an oral presentation at a professional level as evaluated by scientists and other professionals. 2. To acquire the knowledge and skills needed to pursue employment or other activities that contribute to the advancement of the Earth sciences and/or strengthen the benefit of their application to societal problems.

**Course Activities and Assignments**

- **Presentations by guest speakers.** Invited speakers in the professional community will be give lectures on activities and trends in their geoscience-related industry, case histories and common technical practices. Some of these will be conducted off-site as informal business meetings with working professionals

- **Introductory lectures by course instructor.** Various introductory lectures will address key aspects of writing effective technical abstracts and presenting interesting and memorable talks. These lectures will address topics such as: (1) the spectrum of professional oral and written communication; (2) establish goals for meetings and presentations; (3) strategic differences between short talks and long talks; (4) content differences between written and oral presentations of similar subject matter; (5) techniques for effective presentation.
Writing assignments. Students will learn to write concise and informative abstracts. They will prepare and revise at least one abstract on their main presentation with the assistance of the course instructor. The final abstract must satisfy the instructor. In addition students will record summaries of meetings with visiting professionals.

Oral Presentation. Students will prepare and deliver at least two presentation \(\sim\)30-40 minutes long. The number of any other presentations will depend on the class enrollment and the availability of external speakers. The length of each presentation will be timed and compared against the target time. At least one presentation will be on their degree project, a work project, or a case history chosen in consultation with the course instructor. The effectiveness of the presentation will be evaluated by the course instructor and by the other students in the class based on four main criteria: vital organizational elements, technical content, presentation mechanics, and speaker performance. The final presentations will be expected to meet the standard of a professional in junior standing.

Critique of Oral Presentations. Students will learn to constructively critique the effectiveness of presentations of oral presentations by (1) critiquing the presentations of the instructor or guest lecturers, (2) critiquing the presentations by the other students enrolled in the class, and (3) receiving critiques on their own presentation(s). The critiques will focus on vital organizational elements of the talk, technical content, presentation mechanics, and speaker performance. The course instructor will evaluate the degree to which student critiques address these areas.

Grading

Grades will be based on the instructor’s evaluations of the student’s contributions in the class as well as assignments, including oral presentations, writing assignments, in-class contributions and critiques of presentations by peers. The quantitative break-down is as follows

- In-class presentations by the student (55%)
- Written Summaries of meetings with professional geoscientists, presentations of guest speakers and abstracts of their own presentations (35%)
- Effective audience participation (10%)