



Sample Course Syllabus

NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course Blackboard site for enrolled students and may be more current than this sample syllabus.

Subject & Course: IST420 Graduate School Preparation

Credits: 1 credit

Instructor's name: Teresa Wolfe, MS, Dept. of Science & Math Education

Instructor's email and/or phone: wolfete@onid.orst.edu

OSU catalog course description, including pre-requisites/co-requisites:

Prerequisite(s): minimum junior or senior standing, preferably with a GPA>3.00.

Applying for graduate or professional school can be a daunting task. How and where to apply, how to choose an advisor, what to look for in a school, and even how to obtain funding are hurdles that students must overcome during the application process. This course is designed to help guide the student through the application process including writing a personal statement, identifying pitfalls and outcomes in choosing an advisor and/or program of study, and discussing potential sources of funding. Students will discuss such issues as how to develop a professional presence, the problems associated with internet social media in developing a personal image, and how much debt to incur (or not) for graduate/professional school. Supplemental materials beyond the textbook will be provided as part of the course materials.

Course Outline:

- Options for graduate school
- Identifying graduate programs, advisors, and mentors
- Identifying your unique attributes
- Writing your personal statement
- Financing your education
- The application process
- Professional presence/Internet Social Media
- The waiting game: after applications are submitted
- Getting accepted/rejected. Now What?
- Surviving graduate/professional school and maintaining work-life balance

Learning Outcomes:

- Students will research different graduate/professional programs of interest and determine which are best suited to their needs
- Students will be able to identify among potential advisors/mentors that align with their interests

- Students will be able to identify their strengths and weaknesses as they apply to requirements for application to a graduate program
- Students will analyze their options for financing their education
- Students will complete a personal statement for use in applying to the program of their choice
- Students will complete all steps necessary to apply to a graduate program of their choice

Learning Resources:

Textbook: *Getting what you came for- The smart student's guide to earning a master's or Ph.D.* by Robert L. Peters, (1997), New York: Farrar, Straus, & Grioux. ISBN: 978-0-374-52477-7

***** NOTE to prospective students: Please check with the OSU Bookstore for up-to-date textbook information for the term you enroll (<http://www.osubookstore.com/> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.**

Blackboard:

This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; email other students and me, the instructor; participate in online activities; and display your projects. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, Blackboard and otherwise, see <http://ecampus.oregonstate.edu/services/technical-help.htm>.

Evaluation of student performance:

Grading for this course is based entirely on homework assignments and participation in the discussion board on Blackboard. There are five written assignments designed to help the student develop a personal statement that can be submitted for application to a graduate program of his/her choice.

Written assignments - (60% of final grade) Written exercises are due by the Monday after the week in which they are assigned. Detailed instructions can be found in Blackboard under Assignments. Responses must be at least 500 words in length, no more than five typographical errors, and include proper sentence structure.

Discussion board posts - (40% of final grade) Each week a topic for discussion will be posted in Blackboard under the discussion board. First posts are required by Thursday of the week assigned and a comment on another post is required by Saturday of that same week. First posts should be a minimum of 100 words in length, no more than three typographical errors, and no slang or text messaging abbreviations. Comment posts should be thoughtful responses to the original poster and not just a salutation (i.e. Thanks!).

Note regarding discussion posts: The discussion board should be considered similar to a classroom discussion. Please be respectful of other students and engage conversations in a scholarly manner. I appreciate all viewpoints (and would hope you would as well) and our goal here is to learn from one another! Inappropriate comments posted to the discussion board could result in zero points for that week's discussion. Repeat offenders will be banned from the discussion board and will not be able to receive any higher than a grade of "D" for the course.

Grading Breakdown:

homework 1 - 10%
homework 2 - 10%
homework 3 - 10%
homework 4 - 10%
homework 5 - 20%
Participation in discussion board - 40%

Grading Scale:

>90-100 = A
>80-90 = B
>70-80 = C
>60-70 = D
<=60 = F

Course Policies:

- Homework- assignments are due the Monday after the week in which they are assigned. **Late homework will not be accepted and will be given a score of zero.**
- No extra credit is given.
- Discussion board posts are due by Thursday of the same week. At least one required comment post is due by Saturday of that same week.
- Incompletes - I will only consider an Incomplete (I) grade in very rare circumstances (your death, the apocalypse, etc...) and only if the student has completed 80% of the points possible for the course. If you are having difficulties that may prevent you from finishing the assignments, please contact me immediately. Do not wait until the last week of the term!

Services for Students with Disabilities:

Please note: *"Accommodations are collaborative efforts between students, faculty and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at (541) 737-4098."*

Expectations for Student Conduct:

Student conduct is governed by the university's policies, as explained in the Office of Student Conduct: information and regulations. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Academic Integrity — [OSU Student Conduct Code](#) lists university policies on civility and honesty. Descriptions and definitions of academic dishonesty are included: cheating, fabrication, assisting, tampering, plagiarism. Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information contact the office of Student Conduct and Mediation at 541-737-3656.

A general note: Cheating isn't worth it. For the amount of time and energy it takes for you to cheat or plagiarize, you could do the work yourself and come out way ahead. If you get caught, the consequences are far worse than either doing poorly or failing a class. There is no dishonor in having to retake a class. There is much dishonor in being caught cheating or plagiarizing.

Conduct in this online classroom — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#). Students will be expected to treat all others with the same respect as they would want afforded themselves.

Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](#).

Course Evaluation

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.