**Undergraduate Seminar**

**SECTION (CRN): 490-002 (21140)**  
**LECTURE: M 12:30-1:20pm, Planetary Hall 310**

**COURSE DESCRIPTION**  
Understanding and communicating your strengths, interview skills, resume development, searching for and landing a job, pursuing graduate school, using ACS resources, exploring research opportunities and grants, scientific literacy and communication, and other current topics in chemistry.

**INSTRUCTOR**  
Rebecca M. Jones, Ph.D.  
Email: rjones22@gmu.edu  
Term Associate Professor  
Department of Chemistry and Biochemistry  
STEM Accelerator, College of Science  
Phone: (703) 993-1084  
Office: Exploratory Hall 1402  
Office Hours: M 11:00am-12:00pm, W 1:30-2:30pm, or by appointment

**ATTENDANCE**  
Successful completion of this course requires attendance at all class periods. If you are absent from a normal class period, you are responsible for all the material covered. An absence will be excused only if the instructor is notified in advance (e.g. before 8:00am on the day of the absence) and suitable documentation is provided to explain (e.g. a doctor’s note). No make-up exams or quizzes for unexcused absences will be given.

**EVALUATION**  
Students will be assigned a grade based upon assignments described below and in the schedule. These assignments will all be turned in via Blackboard. Reflective writing assignments can be 1-page double spaced, 10-12pt. font.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Method</th>
<th>Number</th>
<th>Value</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Reflective Writing - Strengths</td>
<td>1</td>
<td>50</td>
<td>50</td>
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<td></td>
<td>Resume</td>
<td>1</td>
<td>50</td>
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<td>Reflective Writing - Interviewing</td>
<td>1</td>
<td>50</td>
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<td>LinkedIn Profile</td>
<td>1</td>
<td>50</td>
<td>50</td>
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<td></td>
<td>Participation</td>
<td>12</td>
<td>20</td>
<td>240</td>
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<td></td>
<td>Final Reflective Writing</td>
<td>1</td>
<td>60</td>
<td>60</td>
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<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>500 pts</td>
<td>1-262</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>1</td>
<td>25-Jan</td>
<td>Syllabus, Introductions and options Intro to Strengths Finder</td>
<td>Take strengths finder and MBTI inventory for 2/1</td>
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<td>2</td>
<td>1-Feb</td>
<td>Strengths and Personality Preferences</td>
<td>Write 1-page reflection on your strengths and personality</td>
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<td>3</td>
<td>8-Feb</td>
<td>Professional options for chemists, Searching and applying for jobs</td>
<td>*reflection due</td>
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<td></td>
<td>Find 3 entry level positions, draft a cover letter for one for 2/1</td>
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<td>4</td>
<td>15-Feb</td>
<td>Evaluation of positions and Cover Letters</td>
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<td>5</td>
<td>22-Feb</td>
<td>Writing a strong resume and CV</td>
<td>Draft your resume</td>
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<td>6</td>
<td>29-Feb</td>
<td>Peer Review of Resumes</td>
<td>Edit your resume after receiving peer feedback</td>
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<td>7</td>
<td>7-Mar</td>
<td><strong>No Class – Spring Break</strong></td>
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<td>8</td>
<td>14-Mar</td>
<td><strong>No Class</strong></td>
<td>*final draft of resume due</td>
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<td>9</td>
<td>21-Mar</td>
<td>Interview skills</td>
<td></td>
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<td>10</td>
<td>28-Mar</td>
<td>Mock Interviews</td>
<td>Write 1-page reflection on interviewing</td>
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<tr>
<td>11</td>
<td>4-Apr</td>
<td><strong>No Class</strong></td>
<td>*reflection due</td>
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<td>Create LinkedIn Profile using resume</td>
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<td>14</td>
<td>11-Apr</td>
<td>Networking, professional memberships, research and conferences</td>
<td>Read Crichton essay for 4/11</td>
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<tr>
<td>12</td>
<td>18-Apr</td>
<td>Discussion of Crichton essay</td>
<td>Read Science issue, pick one article you like for discussion on 4/1</td>
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<tr>
<td>13</td>
<td>25-Apr</td>
<td>Scientific Literacy, staying curious</td>
<td>Write final reflection</td>
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<td>15</td>
<td>2-May</td>
<td>Final reflection and Next steps</td>
<td>Potluck lunch, *final reflection due</td>
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This syllabus is tentative and subject to change at the instructor’s discretion.
**ACADEMIC INTEGRITY**

Students are expected to conduct themselves appropriately at all times. Disruptive students who refuse to cooperate will be asked to leave the class session and may be removed from the course. Disruptive behavior may be defined, but is not limited to, any activities that disturb the learning environment including disrespectful outbursts, offensive language, and the use of any electronic or other device that interrupts the concentration of others. Cell phones, pagers, etc. must be turned off or silenced for the duration of class.

Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

Academic and classroom misconduct will not be tolerated. Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating, and giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. The penalty for cheating will be a grade of "F" on the work in question; at the instructor’s discretion, the incident may be referred to academic affairs for disciplinary action.

**DIVERSITY**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

**PRIVACY**

Students must use their University email account to receive important University information, including messages related to this project. See [http://masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.

**DISABILITY ACCOMMODATIONS**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, http://ods.gmu.edu. All academic accommodations must be arranged through the ODS.

**Gallup StrengthsQuest™ Operating System Quick Start Guide for Students**

The StrengthsQuest Operating System provides education institutions with the tools to identify, understand, and develop important factors in students such as yourself. StrengthsFinder is the actual name of the assessment. StrengthsQuest is the resource program designed for educational organizations and institutions. You will have the opportunity to develop your strengths by building on your
greatest talents — the way in which you most naturally think, feel, and behave as a unique individual. This
guide will give you a quick overview of how to get started using the StrengthsQuest Operating System.

Registration FOR STUDENTS

1. Navigate to the StrengthsQuest Operating System website.
   https://masonwbu.gallup.com/signin/default.aspx - home
   or go to wbu.gmu.edu, click on Strengths Academy on top of navigation bar, then click on Gallup
   StrengthsFinder Assessment link.

2. On the Login page, click New Account below the Register heading.

3. On the Existing Strengths User page, you can associate your past Clifton StrengthsFinder results with
   your account. If you took the Clifton StrengthsFinder assessment in the past and want to associate these
   results with your account, enter the username and password from the site where you took the assessment,
   and then click Add My StrengthsFinder Results.
   NOTE: If you have never taken the Clifton StrengthsFinder assessment or you do not want to associate
   your past results with this account, click Continue.

4. On the Registration page, type your information in the available fields, select the “I understand that …”
   box, and then click Create Account.
   a. School Email Address: Use your xxx@gmu.edu. Please note that even if you usually use
      @masonlive.gmu.edu, you must use @gmu.edu as the domain name. You will still get your
      confirmation email at your regular Mason email address.
   b. Username: This will default to your email address
   c. Student ID: Please use your G Number (G#)

5. You will receive an email confirming your registration. Click the link in the email message to complete your
   registration. Once completed, you can log in to the StrengthsQuest Operating System site using your
   username and password.

SIGN IN

1. Navigate to the StrengthsQuest Operating System website.
   https://masonwbu.gallup.com/

2. Below the Login page’s Login heading, type your username and password in the available fields, and then
   click Login.
   NOTE: If you cannot access your account, click the Forgot username/password link and follow the
   instructions on the Account Assistance page.

My Strengths HOME
The Clifton StrengthsFinder assessment will begin automatically after registering. After completing the
assessment, the My Strengths Home page lists your top five strengths, your reports, and popular
resources. Your top five strengths and corresponding reports are based on your responses to the Clifton StrengthsFinder assessment.