

Fall 2023 - BC192 class schedule

August 24 (1)

Class intro, Academic resources, Concentrations

August 31 (2)

study tips, study groups

UG panel discussion Biochemistry Student Association

Sept 7 (3)

Concentrations, Degree Completion Plan (Admin II, Brian, Corey)

Sept 14 (4)

Stem Cells and Biochemistry; LIFE201B/LIFE203

Pursuit of Ignorance TED talk

Sam Holtshouser: Career Center presentation/resume writing (Drew emails) or study tips

Sept 21 (5)

Introduction to faculty meetings (then assignment is due for selecting 5)

Prepping for faculty meeting

Sept 28 (6)

Careers in Biochemistry

Career Worksheet

Second ½ Navigating the career center – Amy or the Sept 21

October 5 (7)

Genomics and human genetics

And or A to Z DNA

Guided worksheet

October 12 (8)

STRESS LESS with CSU health network

+ something - Drew/Laurie Writing Career Goal Statements – add “CSU writes”

October 19 (9)

Erin Nishimura – coat of arms;

Tell someone /bias/title 9 – (michelle)

October 26 (10) Lactase week/ BC404 lab and class room

BMB Faculty meetings – 5 meetings/student; 20 min + travel

Nov 2 (11) BMB Faculty meetings – first 20 minutes logistics;

Nov 9 (12) BMB Faculty meetings

Nov 16 (13) BMB Faculty meetings

Add a Glover activity: A to Z; database search or disease linkage; biochemistry

Most popular: Jake Erin 30 people; Shing Tom Olve 25

Nov 23 Thanksgiving Break

Nov 30 (14)

Applying for scholarships – general application start assignment
Introduction to DARS

Dec 7 (15)

BC192 follow up and review
Missing assignments notices

Dec 14 (16)

Complete final quiz
Complete CSUSA assignment
Complete course surveys

2022 scheduling: **September 29th : 1-2 PM**

That sounds great! September is filling up (which is why I wanted to reach out early) but the 29th could work for me. I teach a class on Thursdays from 10 - 12, so how about if I showed up at your class from 1-2? If that works for you, please let me know the following so that I can best prepare:

- Approximate number of students
- Location of class
- Any particular career topics requested, or should I address what comes up most often for first year biochemistry students?

Thanks to everyone for their quick responses and I look forward to this opportunity to return to BC192.

With gratitude,

Amy Cailene

Career Education Manager

Career Center & College of Natural Sciences

She/Her/Hers

HEALTH NETWORK

Hi Laurie, I came across some trainings that are offered by the CSU Health Service. The CSU Health Service is doing all they can to address the increase in student mental health issues that have arisen since the pandemic. Toward this, they offer presentations about various health issues ranging from alcohol to stress management to mindfulness and well-being. I bet there is something among all their offerings that would fit into your goals for these courses. I've attached the presentation link below.

take care, Corey

1. general presentations

<https://health.colostate.edu/presentation-request/>



[Presentation Request | Health Network](#)

Use the presentation request form below. If we can accommodate your request, we will. Some requests may not be able to be filled due to constraints of virtual platforms.
health.colostate.edu

2. Student self-driven app for reducing pandemic feelings of unease.

3. <https://health.colostate.edu/nod/>



[Nod | Health Network](#)

Getting started with Nod. Students can download the free app through either the Apple App Store or Google Play.; Once downloaded, students can create a confidential account and begin exploring ideas, reflections, and testimonials.
health.colostate.edu

- 4.

SEED:

Scheduling SEED Workshop for BC 192/292 seedcsu

To:Tonsager,Drew

Cc:Stargell,Laurie

Wed 11/3/2021 5:44 PM

Thanks, Drew.

I'm asking these questions to learn more about the students and any specific learning objectives you have, so that the SEED facilitators can design and lead a workshop that feels relevant, interesting, and effective for the class.

I misspoke when I said it's a "few" questions--there are 8 questions below. Please share as much or as little as you want. Any background information is helpful for us as we join your classroom on the 18th.

- 1 Group size - How many students are in the class, total? Can we expect half the group in each "session" or will the group sizes be different?
- 2 Accomodations - Are there any students who need accomodations to participate? (e.g. students who use sign language interpreters, need large font text, have mobility impairments)

- 3 Demographics - It's helpful to know who is in the room when we discuss diversity issues. Are there any general demographic patterns you can share? (e.g. most students are men/white/international students/first-year students/etc.)
- 4 DEI familiarity - Have you had any course content or conversations related to diversity, equity, inclusion topics this semester? If yes, it would be helpful to know how students generally reacted (were they open/interested or disengaged/resistant?)
- 5 Objectives - In this workshop, the student facilitators will lead an interactive activity where the student participants will become more aware of some of their personal biases. Then they will have a discussion about what they learned about biases from the activity and how they will apply/connect what they learned to their academic and professional experiences with Biochemistry. Do you have any different or additional things you would want the students to get out of the workshop?
- 6 Group dynamics - Since this is an interactive workshop that requires participation for the activity and discussion, it's helpful to know how the class generally engages. (e.g. Are they quiet or chatty? do they engage better in small groups or as a whole, large group?)
- 7 Instructors - Will you and Dr. Stargell be at this class session? Do you plan to participate? (My general preference is to have instructors observe the workshop without participating, so it can be a peer-to-peer learning environment. But since it's your class, I do want to defer to whatever feels best for you)
- 8 Generally, SEED workshops are longer (~90 minutes), so we begin with introductions and an icebreaker to warm up the group before any activities or discussions. Given the size of this class and time constraints, I think we should skip the introductions and icebreaker and go straight to the activity so we can maximize discussion time. What do you think?

Let me know if you have any questions for me about what to expect from the SEED workshop and student facilitators.

Thank you so much for your time!

Laxmi

LAXMI SHASTRY

Coordinator for Intergroup Relations
Colorado State University

(luh`k sh`mee)

Pronouns: she, her, hers

Lory Student Center 323

(970) 491-8854

laxmi.shastry@colostate.edu

Wed 11/3/2021 12:48 PM

Hello Laxmi!

Please feel free to ask your follow-up questions to us by e-mail here if that is convenient for you! I would be happy to provide whatever background material is needed for the facilitators.

Thanks!
Drew

--

Andrew J. Tonsager (he/him/his)
Ph.D. Candidate - Stargell Lab

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□

IM
Izabella Mastroianni <izmastro@rams.colostate.edu>

To:seedcsu;Stargell,Laurie+1 other

Mon 11/1/2021 5:45 PM

Hi Laxmi,

Thanks for reaching out! I was just in charge of the initial organization phase of doing the SEED workshop in the BC 192 class; now, Dr. Laurie Stargell and Drew Tonsager are teaching the class. I have copied them on this email and I hope that they will be able to answer your questions. I believe that AZ E210 was reserved to do this workshop in since it allows for more conversation than a lecture hall on a slant.

Let me know if y'all need me to assist with anything else.

Best,
Izabella

--

Izabella Mastroianni
Fourth-year student at Colorado State University
izmastro@rams.colostate.edu
Pronouns: She/Her/Hers ([What's this?](#))

On Mon, Nov 1, 2021 at 5:15 PM seedcsu <seedcsu@colostate.edu> wrote:
Hi Izabella,

I hope you're doing well this semester. I'm following up to confirm the SEED workshop you requested for BC 192/292. I have 2 SEED facilitators, Tony & Brandon, who can lead **the Bias Awareness workshop** twice on Thursday 11/18: with half the class from 12:00-12:50 and then again with the other half from 1:00 to 1:50pm. I want to make sure all of this still works for you.

I do have a few follow up questions I was hoping to ask you about the classroom and the students. Should I email those questions to you to respond to? Or, would you prefer to set up a quick meeting/phone call (10-20 minutes) to discuss my questions? These questions are to collect some background information that I will pass onto the SEED facilitators, so they know what to expect when they come in to lead the workshop.

Let me know if you need anything else from me.

Best,

Laxmi

From: Izabella Mastroianni <izmastro@rams.colostate.edu>

Sent: Friday, July 23, 2021 5:56 PM

To: seedcsu <seedcsu@colostate.edu>

Subject: Re: Scheduling SEED Workshop for BC 192/292

That sounds great, thank you so much!

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Izabella Mastroianni

Fourth-year student at Colorado State University

izmastro@rams.colostate.edu

Pronouns: She/Her/Hers ([What's this?](#))

On Fri, Jul 23, 2021 at 2:38 PM seedcsu <seedcsu@colostate.edu> wrote:

Hi Izabella,

Thanks so much for all these updates! All of these logistic pieces sound good. I have held 11/18/21 from 12-2pm on SEED's calendar. I will not be able to confirm if there will be available peer facilitators to lead this until at least the first week of class. But, as we discussed, I would be available as a back-up facilitator if needed. I think we can confirm this workshop for Nov. 18th.

We can be in touch in the first few weeks of the semester to confirm who will facilitate the workshops (student facilitators or me), and if we need to make any adjustments as we learn more about CSU's pandemic guidelines and the needs of students in this class.

How does this sound? Let me know if you need anything else from me now, and don't hesitate to reach out if anything else comes up.

Best,

LAXMI SHASTRY

Coordinator for Intergroup Relations

Colorado State University

(luh`k sh`mee)

Pronouns: she, her, hers

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