

SIO 239: Geophysics Seminar
Instructors: Dave Stegman and Donna Blackman

Times and locations

Class meetings Thurs. 11:00–11:50 Munk Conference Room

Instructors

David Stegman	dstegman@ucsd.edu	858-822-0767	1103 Revelle
Donna Blackman	dblackman@ucsd.edu	858-534-8813	2102 Revelle

Grading

This course is only offered S/U.

Attendance

You are expected to attend all the class meetings.

Presentations

Over the course of two quarters, each student will give at least two presentations to the class.

Reading Assignments

Every two weeks we will cover a topic of interest to geophysics by concurrently reading pairs of related papers. These typically include one paper considered to be a classic/landmark paper and the other paper will be more recent follow-up which provides a counterpoint. When possible, papers should be shorter, GRL length. The class will be divided into 2 groups, one for each paper. Students are required to read only the paper assigned to their group and are to have completed reading it within 1 week of it being assigned.

Written Assignments

Every other week you will read one scientific paper assigned to you and turn in 3 questions about the paper, either clarifying questions (what, how, etc) to be asked during the Q&A following it being presented in class, or probing questions (i.e. why?) related to more in depth discussion occur the following week

Participation and Peer Assessment

Students should be participating every week by asking questions, such as clarifying questions or questions along a line of critical inquiry. Students will also fill out peer assessment forms to provide constructive comments to the presenters constructive on the clarity, content, style, etc. The instructors will discuss this feedback with the presenters following the class.

Format

In the first week of 2-week sequence, a *synopsis* for each paper will be presented. One student from each group will give a 15-20 minute presentation to cover the background, methods, results and conclusions. There will be a few minutes for questions, which should be aimed at clarifications to help better understand the paper. Students not presenting within the 2 week sequence are asked to email 3 questions to the faculty at the end of the first week. These will be compiled and sent to the presenters of week 2.

In the second week, one student from each group will lead a *discussion* of their paper. They will assume that everyone has already been familiarized with material and can now provide a 15-20 min presentation with more in-depth analysis of the paper. They should not repeat the same material presented during week 1 of the sequence. These should try to incorporate comments/input from other students with the aim of facilitating discussion. The goal of the discussion is to further develop skills of critical inquiry of scientific literature.