

From: [Rufa N Pazyuk](#)
To: [coe-cee-grad-students Sympa List](#)
Subject: CEE Graduate Weekly Announcements
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[Path to Zero Poster-3.pdf](#)
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Hey CEE Graduate Students,

Fun Fact for a Fun Wednesday—Did you know William Shakespeare's play "Romeo and Juliet" is thought to have been first performed on January 29, 1595. That's 425 years ago! Wow! Anyways... Please see the weekly announcements below:

[Career, Internship, and Program Opportunities](#)

- [Saiful Bouquet Structural Engineers](#)
- [Federal Highway Administration \(FHWA\)](#)
- [American Association for the Advancement of Science 2020 CASE \(Catalyzing Advocacy in Science and Engineering\) program](#)

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**If you are looking for a position within CEE please visit:

<https://cee.engineering.ucdavis.edu/graduate/current-graduate-students/teaching-assistants-and-readers>

Career, Internship, and Program Opportunities

[Saiful Bouquet Structural Engineers - Hiring for Full-Time Engineers and](#)

Summer 2020 Interns (Attached)

These positions are for all three of our offices – Pasadena (CA), San Diego and Downtown Los Angeles. Please see attachment for more details.

Federal Highway Administration (FHWA) (Attached)

The Federal Highway Administration (FHWA) is recruiting Civil Engineers for the Professional Development Program (PDP)! PDP is a 24-month entry-level program that provides on-the-job training, developmental assignments, and a leadership skills academy. On-the-job training will be provided in one of [FHWA Field Offices](#). Applicants must be willing to maintain geographic mobility while on the program. Signed mobility and service agreements are a condition of employment. For more information and to apply, please view the following USAJOBS announcements or see attachment:

FHWA.HAD-2020-0018:

<https://www.usajobs.gov/GetJob/ViewDetails/557656500>

FHWA.HAD-2020-0019:

<https://www.usajobs.gov/GetJob/ViewDetails/557658100>

American Association for the Advancement of Science 2020 CASE (Catalyzing Advocacy in Science and Engineering) Program

UC Davis will be sponsoring two students to participate in an exciting opportunity in Washington, DC called “Catalyzing Advocacy in Science and Engineering” (CASE). Additional information on the program can be found at: <http://www.aaas.org/program/catalyzing-advocacy-science-and-engineering>.

To be eligible, you must:

- Have limited experience and knowledge of science policy and advocacy
- Demonstrate strong communication and leadership skills
- Be enrolled full-time in an undergraduate (upper-class) or graduate degree program (including double majors) in one of the following fields: Biological, physical, or earth sciences; Computational sciences and mathematics; Engineering disciplines; Medical and health sciences; and Social and behavioral sciences
- Be available to travel to DC from March 29 – April 1, 2020
- Be available for a phone interview on Thursday, February 20 or Friday, February 21
- Students from foreign countries are eligible if they are studying here in the U.S.

Instructions to apply:

- The deadline to apply is 5:00PM on Monday, February 17, 2020
- Send a brief statement of your interest and background to bjminto@ucdavis.edu and to tmheath@ucdavis.edu; for background please include your year of study, major, and if you work on federally funded research. Special consideration will be given to those working on federally funded research
- Your statement should be no longer than 250 words – this is intentional as it demonstrates efficient coherence in your prose
- In your email use the subject, “2020 CASE Application”

Events, Groups, and Grants

Academic Written Grammar for Multilingual Students

Based on Nigel Caplan's book, *Grammar Choices for Graduate and Professional Writers* (2nd Edition, University of Michigan Press, 2019), this workshop will look at grammar topics that present the biggest problems for multilingual students in graduate writing, including sentence structure, noun phrases, and reporting verbs.

Friday, January 31, 2020

10:00-11:30 am – 126 Voorhies

Please register: <https://w20academicwritingmultilingual.eventbrite.com>

Helmet Hair, Don't Care!

Helmet Hair, Don't Care! aims to promote campus safety by increasing the number of people wearing helmets at UC Davis. Students can get a helmet for **free** at the Bike Barn by signing the Helmet Hair, Don't Care pledge.

Wearing a helmet protects your brain, head, and face. Even if you're a safe rider, there are many bikes/scooters/skateboards whizzing around campus, and accidents do happen.

In addition to protecting your brain, helmets also

- shield your head from bird droppings
- keep your head dry when it rains
- help you avoid expensive medical bills that add up in the case of an accident

Get your free helmet today!

<https://shcs.ucdavis.edu/helmet-hair-dont-care>

Associate Instructor Focus Group

The Chancellor's Graduate and Professional Student Advisory (CGPSA) Board wants to hear from you! To clarify and improve policies and practices at UC Davis, we are assessing the state of employment for students serving as AIs. Please share your thoughts with us on **Monday, February 3rd from 2-3:30 in room E of the Student Community Center**. Refreshments will be provided!

Focus group participation and input will be held confidentially. The goal of the upcoming focus group is to better understand your experiences and perspectives regarding Associate Instructor positions. Your feedback will be used to develop a survey administered later this year (stay tuned!). Survey results will inform the CGPSA AI Contract Subcommittee recommendations to the Chancellor and Office of Graduate Studies addressing Associate Instructor issues.

Whether or not you can attend, you're encouraged to provide input online. RSVPs are strongly encouraged. Please visit: <https://forms.gle/2x6PsJG75ZXiNfha6>

UC Davis Blum Center – Global Learning Hub, within Global Affairs (Attached)

Come out to our information session:

When: January 30th 2020

Where: Wellman 212

What time: 7pm

There will be FREE PIZZA!

For Graduate and Professional Students: Graduate Poverty Alleviation Through Sustainable Solutions Grant (PASS): up to \$4,000 to do research or hands-on applications to reduce poverty domestically or around the world.

Click [here](#) for more information.

Deadline: March 31, 2020.

Contact: blumcenter@ucdavis.edu

Beyond UC Davis: Immigration Options for Students and Post-Docs

UC Davis Services for International Students and Scholars invites you to attend a presentation by Melissa Harms on post-UC Davis visa options for international students and scholars.

When: Wednesday, February 5, 2020 from 10:30 AM to Noon

Where: International Center, 3rd Floor, Global Affairs Conference Room 3119

No reservation is necessary. Seating is limited, so please be on time.

Melissa Harms, principal of the Law Office of Melissa Harms, advises large universities, private research entities, multinational corporations, as well as small start-up ventures on a variety of business immigration issues. Additionally, she represents individuals in family-based permanent residence, naturalization, investor, and treaty trader applications. Melissa's expertise includes obtaining non-immigrant and permanent residency status for foreign national employees, ensuring document compliance with immigration laws, and recommending policies and procedures for employing foreign nationals. Melissa was also a visiting scholar at UC Davis, King Hall. More information about Melissa Harms can be found here: <http://www.harms-law.com/about-2/>

Non-CEE Spring 2020 Courses

ABT 212- Pathways to Zero Net Energy (Attached)

TR: 2:10-4:00

Kerr Hall 293

Professor Kurt Kornbluth

Apply your skills and help UC Davis reduce its carbon footprint!

This project based course offers students hands-on experience in the fields of sustainable development and energy efficiency. Learn about the fundamentals of energy, sustainable building design, energy use in society, renewable energy systems, greenhouse gas emissions and mitigation

strategies, energy economics, and clean energy policy. Contact deschmidt@ucdavis.edu to learn more.

Edu 264- Scientific Literacy and Science Education Reform

Thursdays, 1:10-4PM

CRN84701

Academic Surge 2377

Dr. Alexis Patterson

Science persists as a school subject because there is a broad consensus in our society that scientific communities have developed knowledge and practices that are potentially valuable to members of the general public in their roles as workers, consumers, family members, and citizens. “Scientific literacy” is broadly accepted as a term to describe the science-related knowledge, practices, and values that we hope students will acquire in school.

The consensus about the desirability of scientific literacy as an outcome of schooling, however, conceals a diversity of ideas about what scientific literacy is, how it can be described, and how it can be achieved. We will begin our exploration of these diverse ideas with an oversimplified but useful dichotomy between two broad traditions, each of which provides us with an important insights into the nature of scientific literacy and the problems of helping students to achieve it in schools. We will label these research traditions the *science education tradition* and the *sociocultural tradition*.

In this course we will investigate several explanations for the current state of science education and visions for improving science education, including the following issues:

- *Defining scientific literacy*: Their understanding of what it means to be “scientific” and what it means to be “literate.”
- *The nature of science*: Their understanding of the nature and origins of science, of patterns of practice in scientific communities, and of what science has to offer that is potentially of value to all learners.
- *The nature of science learners*: Their understanding of learners in our schools, including the personal, social, and cultural resources that they bring with them from their homes and communities and the barriers that they must overcome to achieve scientific literacy.
- *Current practices in science teaching*: Their understanding of current patterns of practice in science classrooms, how they are sustained, and how they affect learners.
- *Visions of alternative practices*: Their ideas about how science classrooms could be different and empirical studies of classrooms where those alternative ideas are enacted.

Alexis Patterson, PhD, is an assistant professor at the University of California, Davis. Dr. Patterson’s research lies at the intersection of equity studies, social psychology, and science education. Her work explores 1) equity issues that arise from social hierarchies when students work together on group projects in science and 2) teacher development of practices that support equitable and robust interactions between students that can deconstruct implicit and explicit language and literacy hierarchies. Dr. Patterson was a middle school science teacher and intervention instructor supporting upper elementary students in the California Bay Area.

Edu 292- Observational Research across Educational Contexts

Tuesday, 2:10-5

CRN 62991

Academic Surge 2377

Dr. Nicole Sparapani

Observational measurement provides a method for studying behavior in a quantifiable, replicable, and scientific way in which one can systematically study natural, spontaneous behavior as it unfolds in time. This course will focus on a subset of important and frequently misused approaches to collect, summarize, and interpret observational measurement. We will focus on operationalizing observable behavior, establishing inter-rater agreement, exploring approaches to measuring reliability, and understanding analytic methods (i.e., sequential analysis). This course will involve a mix of lecture and discussion, analyzing and deconstructing published literature to illustrate and reinforce course concepts as well as experimental exercises that will help students understand and apply observational measurement techniques. Students will also have opportunities to code sample observation sessions using media files, and they will gain exposure to software programs that assist in coding and data analysis.

Non-CEE Spring 2020 TA Positions

[AMS 55: Food in American Culture \(Attached\)](#)

50% Position, must attend lectures Tuesdays and Thursdays 3:10pm-4:30pm and lead two sections Relationship between food and culture; relationship between food and the social order; influences on eating habits and the tensions between them including identity, convenience, and responsibility; multiple disciplines and genres. Please see attachment for more details.

[AAS 12: Introduction to African Studies \(Attached\)](#)

50% Position, must attend lectures Tuesdays and Thursdays 10:30am-11:50am and lead two sections

Introduction to African Studies which will focus on the various disciplinary perspectives through which African society and culture are generally studied. A survey of methods, resources and conceptual tools for the study of Africa. Please see attachment for more details.