

UNILWYL1407
Conversations at Keeton
Spring 2025

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Course Description:

The weekly series is an informal opportunity to engage with Cornell faculty, student staff, and occasional guest speakers in our community on West Campus. This semester, topics will focus on various modes of academic communication, including creating and presenting an academic poster (research or another area of interest), preparing your “elevator spitch,” and/or a short presentation in a supportive atmosphere. These conversations are meant to be welcoming and collaborative, and will not require any specific background knowledge.

Course Logistics:

- Schedule: Wednesday 7:15-8:15pm January 22 to April 16
- Location: Keeton House G70
- Credits: 1 credit, S/U grading only

Course Learning Outcomes:

As a result of participating in this course, students will:

- develop skills in communicating about their academic interests in multiple modes including
 - a short “elevator pitch” and
 - an academic poster
- collaborate in a multidisciplinary team to select, plan, and host a panel discussion on an academic topic of mutual interest

Assessment of Learning Outcomes:

Students will

1. Introduce and moderate one conversation during the semester
2. Collaborate with other students to plan a panel discussion with invited guests
3. Present at least once during the semester and participate in the final poster session

4. Complete a short course reflection/feedback at the end of the semester

Grading is S/U determined based on participation through attendance, engagement, effectively co-leading one session, and submission of a final reflection

Course Content:

The course will discuss the various modes of academic communication and provide time and support for students to develop examples of at least two of these modes over the course of the semester. The class will culminate with a poster session in Keeton in April.

Readings and Assignments:

- The introductory session of the semester will focus on course overview and expectations and may include an assigned pre-read
- Some weekly sessions will be “workshop style” to allow time for development with in-person support
- All students will participate in the final poster session in April

Tentative Schedule:

Session	Date	Topic
1	2025-01-22	Introduction to Class and Basics about Academic Communication
2	2025-01-29	Creating Effective Posters (session 1)
3	2025-02-05	Leading a Paper or Book Discussion
4	2025-02-12	Creating Effective Posters (session 2, workshop)
	2025-02-19	No class
5	2025-02-26	Planning for a panel discussion
6	2025-03-05	Preparing Your Elevator Speech (session 1)
7	2025-03-12	Elevator Speech practice round (session 2, workshop)
8	2025-03-19	Panel session OR Poster Prep Workshop
	2025-03-26	All-West Joint event Sir H Beckles (no class)
	2025-04-02	Spring break (no class)
9	2025-04-09	Panel session OR Poster Prep Workshop
10	2025-04-16	Final Poster Session and Presentation

If you expect to miss class, please email the instructors by 12:00 p.m. the day of class

General Course Policies

Academic Integrity:

Students are required to abide by [Cornell University's Code of Academic Integrity](#). Violations of the Code, especially plagiarism, may result in a failing grade in the course. Students are urged to read and complete the exercises on "Recognizing and Avoiding Plagiarism", which is located in the student section of the page linked above.

Accommodations:

I am committed to providing equal educational opportunities to all students. If you have a documented disability, please provide me with a copy of your Student Disability Services (SDS) accommodation letter early in the semester so that I have adequate time to arrange your approved academic accommodations. If you need an immediate accommodation, please speak with me after class or send an email message to me and/or SDS at sds_cu@cornell.edu. If the need arises for additional accommodations during the semester, please contact SDS. SDS is located on Level 5 of Cornell Health, 110 Ho Plaza, 607-254-4545, sds.cornell.edu.

Diversity and Inclusion:

I support an inclusive learning environment where diversity and individual differences are respected, appreciated, and recognized as a source of strength. I expect students in this class to respect differences and to demonstrate diligence in understanding how others' perspectives, behaviors, and worldviews may be different from their own.