

Cover Sheet: Request 15378

IDS 1XXX – Introduction to Research in the Liberal Arts and Sciences

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Jacob Watson jacobwatson@ufl.edu
Created	10/28/2020 7:50:44 PM
Updated	2/9/2021 9:20:59 PM
Description of request	This is a request for the approval of a proposed course: Introduction to Research in the Liberal Arts and Sciences, which was developed by the Beyond120 program for the benefit of research-opportunity-seeking CLAS students.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields		10/29/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following needed: <ul style="list-style-type: none"> • Need letter of support from director of UF Online since the course is being proposed for UFO as well. • Class participation needs rubric in proposal. • D+ change to 69-67 	1/26/2021
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields		2/9/2021
Form_15378 Corrected.pdf					2/9/2021
Course Proposal Addendum Participation Rubric for Intro to Research.pdf					2/9/2021
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/9/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/9/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15378

Info

Request: IDS 1XXX – Introduction to Research in the Liberal Arts and Sciences

Description of request: This is a request for the approval of a proposed course: Introduction to Research in the Liberal Arts and Sciences, which was developed by the Beyond120 program for the benefit of research-opportunity-seeking CLAS students.

Submitter: Jacob Watson jacobwatson@ufl.edu

Created: 10/28/2020 7:31:21 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

IDS

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

1

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Response:
Introduction to Research in the Liberal Arts and Sciences

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Intro to Research in LA&S

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online, On-Campus, UF Online - Please attach a letter of support from the Director of the UF Online program

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
1

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Helps CLAS students find research opportunities and acquire skills. Topics include formulating research questions, drafting project proposals, cultivating professional relationships with faculty, presenting at conferences, and getting published. Students also engage with the wider research community through tours of special collections and Q&A sessions with faculty and undergraduate researchers.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
1LS or 2LS or 3LS or 4LS

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor =

DIS_UMN)

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH *

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Research preparation and exposure courses such as Science for Life and Fundamentals of Research Integrity are in high demand due to the growing number of students who seeking to get involved in undergraduate research. These courses currently provide a valuable introduction to the research process for University of Florida many students. However, the research life of CLAS is unique, due in part to the many varieties of humanistic, interdisciplinary and social research activities being conducted at the college.

The rationale for offering this course is that it helps CLAS students understand how to get involved in areas of research that are specific to their college. Furthermore, getting an early start on research preparation is essential to student success and equity in undergraduate research. Providing a research course that is intended for freshmen and CLAS students who do not have any research experience will help to provide this early start and improve the quality of undergraduate research in the college overall.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

- apply for research opportunities available to CLAS students
- write effective emails to faculty mentors
- formulate and refine a research question
- compile a bibliography related to a specific research question
- propose an original undergraduate research project

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

- Zina O'Leary (2009), The Essential Guide to Doing Your Research Project
- David Oppenheimer and Paris Grey (2015), Getting In: The Insider's Guide to Finding the Perfect Undergraduate Research Experience
- David Lindsay (2011), Scientific Writing = Thinking in Words

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Weeks 1-2: Welcome to Research

- 1: syllabus; course overview; introductory forum posts
- 2: Why Research? video; CLAS Scholars Q&A; reading discussion

Readings: The Essential Guide, ch. 1: "Taking the Leap into the Research World"

Weeks 3-4: Preliminary Research

- 3: conducting online research; how to read an article; topic selection activity
- 4: guest live Q&A; reading discussion
- Readings: The Essential Guide, ch. 3 "Developing Your Research Question"

Weeks 5-6: The Research Project

- 5: refining the research question; how to make a bibliography; research question activity
- 6: guest live Q&A; reading discussion
- Readings: The Essential Guide, ch. 5: "Crafting a Research Proposal"

Weeks 7-8: Reaching Out

- 7: finding a mentor; how to write a proposal; contacting PIs activity
- 8: guest live Q&A; reading discussion
- Readings: David G. Oppenheimer, Getting In, ch. 6: "Your Application Strategy"

Weeks 9-10: Finding Resources and Funding

- 9: applying for an opportunity; virtual visit to a special collection; application activity
- 10: student panel live Q&A; reading discussion Readings: JUR articles

Weeks 11-12: Research Writing

- 11: writing research papers interactive tutorial; JUR activity
- 12: guest live Q&A; reading discussion
- Readings: Scientific Writing = Thinking in Words, ch. 1: "Thinking about Your Writing"

Weeks 13-14: Presenting and Networking

- 11: visually and verbally curating data; academic conferences
- 12: attending conferences interactive tutorial and discussion
- Readings: Virtual Undergraduate Symposium projects

Week 15: Peer Review and Wrap-Up

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Weekly Forum Posts (25%)

Posts to the class discussion forum are graded for thoughtful completion. Posting topics will include: writing a practice professional email to a faculty mentor, writing a short bio of a "research role model" who works in your chosen field, etc.

Participation (25%)

Participation is assessed based on the student's quality and quantity of contributions to weekly

class discussions as well as their preparation and attention during guest speaker sessions. The latter will be assessed by having the students write questions to ask the guest speaker before and state their biggest takeaway from the guest's visit after, respectively.

Annotated Bibliography (25%)

Midterm assignment consists of a bibliography of scholarly article citations and summaries on a topic of the student's choosing. The bibliography provides a background in the relevant literature necessary for developing the research proposal.

Research Proposal (25%)

Final assignment consists of a practice proposal outlining a year-long, faculty supervised undergraduate research project on the student's topic of interest.

- A: 100-94%
- A-: 93-90%
- B+: 89-87%
- B: 86-84%
- B-: 83-80%
- C+: 79-77%
- C: 76-74%
- C-: 73-70%
- D+: 69-67%
- D: 66-64%
- D-: 63-60%
- E: 59% and below

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Jacob T. Watson and other CLAS faculty

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes

Participation Rubric for Intro to Research in Liberal Arts & Sciences

Participation will be assessed based on students' contributions to reading discussions, guest interactions (Q&As), and the final day reflection. 25 points are possible in the participation category: 2 points for each scheduled discussion and guest event, and 1 point for the final day reflection.

Guest Interactions (12 points possible):

6 guest Q&As will be scheduled to take place during regular class meeting times over the course of the semester. Asynchronous sections will be provided with a video guest interview to respond to as an equivalent. To receive any credit, students must write a very brief (1-2 paragraph) response to the guest speaker event, discussing their biggest takeaways or favorite pieces of advice from the guest's conversation. To receive full credit, students are asked to come prepared with a question for the guest or guests. Students may either ask their question in-person or submit a question to be asked on their behalf. Each guest interaction will be assessed on the following scale:

0 Points	Student did not submit a reflection for this event.
1 Point	Student submitted a reflection for this event but did not submit or ask a question to the guest.
2 Points	Student asked the guest a question or submitted a question to be asked by the instructor. Student also wrote a reflection post after the event.

Reading Discussions (12 points possible):

6 reading discussions will take place over the course of the semester during regularly scheduled class time. Days that do not involve reading discussions will be devoted to lecture and/or guest interactions. Asynchronous sections have the option to complete an equivalent written reading response assignment. Each reading discussion will be assessed on the following scale:

0 Points	Student did not participate in this discussion.
1 Point	Student participated but was unprepared. Student could not recall or knowledgeably discuss information from the assigned reading.
2 Points	Student participated in discussion and showed evidence of preparation. Student could reference information in the reading when needed.

Final Reflection (1 point possible):

A 7th discussion will be scheduled for the last week of classes, with no reading assigned. This discussion will be for students to provide feedback on their experience with the course and reflect on how they intend to use what they have learned in pursuit of their individual research goals. All students who participate in this session will receive one automatic point.

Course|New for request 15378

Info

Request: New Course: Intro to Research in Liberal Arts and Sciences

Description of request: This is a request for the approval of a proposed course: Introduction to Research in the Liberal Arts and Sciences, which was developed by the Beyond120 program for the benefit of research-opportunity-seeking CLAS students.

Submitter: Jacob Watson jacobwatson@ufl.edu

Created: 10/28/2020 7:31:21 PM

Form version: 1

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

IDS

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

1

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Introduction to Research in the Liberal Arts and Sciences

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Intro to Research in LA&S

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online, On-Campus, UF Online - Please attach a letter of support from the Director of the UF Online program

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective

term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
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S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
1

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Helps CLAS students find research opportunities and acquire skills. Topics include formulating research questions, drafting project proposals, cultivating professional relationships with faculty, presenting at conferences, and getting published. Students also engage with the wider research community through tours of special collections and Q&A sessions with faculty and undergraduate researchers.

Prerequisites

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Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
1LS or 2LS or 3LS or 4LS

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor =

DIS_UMN)

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH *

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Research preparation and exposure courses such as Science for Life and Fundamentals of Research Integrity are in high demand due to the growing number of students who seeking to get involved in undergraduate research. These courses currently provide a valuable introduction to the research process for University of Florida many students. However, the research life of CLAS is unique, due in part to the many varieties of humanistic, interdisciplinary and social research activities being conducted at the college.

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Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

- apply for research opportunities available to CLAS students
- write effective emails to faculty mentors
- formulate and refine a research question
- compile a bibliography related to a specific research question
- propose an original undergraduate research project

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

- Zina O'Leary (2009), The Essential Guide to Doing Your Research Project
- David Oppenheimer and Paris Grey (2015), Getting In: The Insider's Guide to Finding the Perfect Undergraduate Research Experience
- David Lindsay (2011), Scientific Writing = Thinking in Words

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Weeks 1-2: Welcome to Research

- 1: syllabus; course overview; introductory forum posts
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Readings: The Essential Guide, ch. 1: "Taking the Leap into the Research World"

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Weeks 9-10: Finding Resources and Funding

- 9: applying for an opportunity; virtual visit to a special collection; application activity
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Weeks 11-12: Research Writing

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Weeks 13-14: Presenting and Networking

- 11: visually and verbally curating data; academic conferences
- 12: attending conferences interactive tutorial and discussion
- Readings: Virtual Undergraduate Symposium projects

Week 15: Peer Review and Wrap-Up

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

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Participation (25%)

Participation is assessed based on the student's quality and quantity of contributions to weekly

class discussions as well as their preparation and attention during guest speaker sessions. The latter will be assessed by having the students write questions to ask the guest speaker before and state their biggest takeaway from the guest's visit after, respectively.

Annotated Bibliography (25%)

Midterm assignment consists of a bibliography of scholarly article citations and summaries on a topic of the student's choosing. The bibliography provides a background in the relevant literature necessary for developing the research proposal.

Research Proposal (25%)

Final assignment consists of a practice proposal outlining a year-long, faculty supervised undergraduate research project on the student's topic of interest.

- A: 100-94%
- A-: 93-90%
- B+: 89-87%
- B: 86-84%
- B-: 83-80%
- C+: 79-77%
- C: 76-74%
- C-: 73-70%
- D+: 69-67%
- D: 66-64%
- D-: 63-60%
- E: 59% and below

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Jacob T. Watson and other CLAS faculty

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes