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| **1. Course title/number, number of credit hours** | | | | |
| IDS 1913 – Introduction to Undergraduate Research II: Lower division- 1 credit hour | | | | |
| **2. Course prerequisites, corequisites, and where the course fits in the program of study** | | | | |
| |  | | --- | | Permission of instructor | | This 1-credit course expands student preparation for continued engagement in undergraduate research. | |  | | | | | |
| **3. Course logistics** | | | | |
| *Term*: Spring 2018  This is a classroom lecture course  *Time*: Tuesday 12:30 - 1:50 pm (Lecture)   |  | | --- | | Presentations, class participation and project are required.  Deadlines for submissions and dates for presentations will be provided.  No extensions for project reports/presentations will be provided, except in documented emergencies. | | | | | |
| **4. Instructor contact information** | | | | |
| *Instructor’s name*  *Office address*  *Office Hours*  *Contact telephone number*  *Email address* | | | Donna Chamely-Wiik, PhD  GS 209  By appointment  561-297-0046  [dchamely@fau.edu](mailto:dchamely@fau.edu) | |
| **5. TA contact information** | | | | |
| *TA’s name*  *Office address*  *Office Hours*  *Contact telephone number*  *Email address* | | |  | |
| **6. Course description** | | | | |
| |  | | --- | | This 1-credit course will introduce first year students to the process of discovery as it relates to formulating research questions, preparing a research poster, and developing research communication skills.  *Portions of this course were also developed as part of an NSF grant program, called LEARN™.* | | | | | |
| **7. Course objectives/student learning outcomes/program outcomes** | | | | |
| *Course objectives* | | |  | | --- | | 1. Provide students with skill building on the scientific process and nature of discovery 2. Develop student's ability to conduct a literature review and identify research questions 3. Provide students with the tools for developing a research poster 4. Develop student’s communication and presentation skills for a research poster 5. Expose students to opportunities related to graduate education and funded research | | | |
| *Student learning outcomes*  *& relationship to ABET a-k objectives* | | |  | | --- | | 1. Ability to define research topics, review literature, and formulate research questions/hypotheses (a, e, f, h, k) 2. Ability to prepare a research poster presentation with experimental plans within an ethical conduct of research (a, b, c, f, j, k) 3. Ability to communicate and make a research poster presentation (d, g, k) 4. Ability to conduct research in a mentored setting (a,b,d,e,f,g,h,i,j,k) 5. Ability to understand the importance of lifelong learning | | | |
| **8. Course evaluation method** | | | | |
| **Item** | | **IDS2913** | | *Note*: Class participation and discussions are important. Attendance to scheduled class time is part of the grade.  Presentations are required. |
| Final poster | | 15% | |
| Assignments/assessments | | 35% | |
| CAT/Focus group | | 10% | |
| Class participation and attendance | | 10% | |
| Apprenticeship | | 30% | |  |
| **9. Course grading scale** | | | | |
| 92-100 | A | * The minimum score to pass IDS1913 varies by department * Overall performance as related to course objectives and outcomes is evaluated and considered during grading. * Achievement below 60% on an assignment is considered failure to meet the module objectives. | | |
| 90-91 | A- |
| 88-89 | B+ |
| 82-87 | B |
| 80-81 | B- |
| 78-79 | C+ |
| 72-77 | C |
| 70-71 | C- |
| 68-69 | D+ |
| 62-67 | D |
| 60-61 | D- |
| <59 | F |
| **10. Policy on makeup tests, late work, and incompletes** | | | | |
| *Makeups* are given only if there is solid evidence of a medical or otherwise serious emergency that prevented the student of participating in the exam.  *Late work* is unacceptable.  *Incomplete grades* are against the purpose of this class. Unless there is solid evidence of medical or otherwise serious emergency situation, incomplete grades will not be given. | | | | |

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| **11. Special course requirements** |
| None |
| **12. Classroom etiquette policy** |
| University policy requires that in order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular phones and laptops, are to be disabled in class sessions. |
| **13. Disability policy statement** |
| In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. |
| **14. Honor code policy** |
| Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and place high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. See University Regulation 4.001 at [www.fau.edu/regulations/chapter4/4.001\_Code\_of\_Academic\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf) |
| **15. Required texts/reading** |
| * Canvas registration * Handouts/lecture notes provided by instructor |
| **16. Supplementary/recommended readings** |
| Getting In: The Insider's Guide to Finding the Perfect Undergraduate Research Experience  Authors: David G. Oppenheimer and Paris H. Grey  Paperback: 178 pages  Publisher: Secret Handshake Press; 1 edition (September 1, 2015)  ISBN-10: 0692488340  ISBN-13: 978-0692488348 |

| **Week** | **Date** | **Topic** | **Assignment** |
| --- | --- | --- | --- |
| Week 1 | January 8, 2018 | Syllabus, Expectations, Introduction to Undergraduate Research and the Scientific Process | Homework: Discussion Board: Introduce Yourself to the Class  Homework: Canvas Syllabus Quiz  Both due January 14th at midnight |
| Week 2 | January 15, 2018 | Holiday (Martin Luther King Day)  **Apprenticeship week** | Apprentice log week 1 |
| Week 3 | January 22, 2018 | Literature Search and Review | Homework: Literature search  Due January 28th at midnight |
| Week 4 | January 29, 2018 | **Apprenticeship week**  Developing a theoretical research question | In Class Peer Review  Apprenticeship log week 2  Homework: Read the article for in class peer review and identify the hypothesis  Due February 4th at midnight |
| Week 5 | February 5, 2018 | **Apprenticeship week**  Deconstructing a Hypothesis | In Class Peer Review  Apprenticeship log week 3  Homework: Revise Hypothesis  Due February 11th at midnight |
| Week 6 | February 12, 2018 | **Apprenticeship week**  Research Design and developing a Research Plan of Action | Apprentice log week 4 |
| Week 7 | February 19, 2018 | Ethical Conduct, Research Compliance/Integrity, Tech Transfer, Course Review | Homework: Ethics Codes  Due February 25th at midnight |
| Week 8 | February 26, 2018 | Communicating Results, Writing for Research,  (*Create a Poster and Oral Presentation Workshop*) |  |
| Week 9 | March 5, 2018 | Spring Break (March 5 – March 11, 2018)  Deadline for OURI Undergraduate Symposium Poster |  |
| Week 10 | March 12, 2018 | **Apprenticeship week**  Interpreting Results | In Class Poster Feedback Peer Review  Apprenticeship log week 5  Homework: Revised Poster with Faculty Mentor Approval Due March 18th at midnight |
| Week 11 | March 19, 2018 | **Apprenticeship week**  OURI Undergraduate Research Symposium | Attend or present |
| Week 12 | March 26, 2018 | **Apprenticeship week**  Applying to Graduate School Workshop | Attend |
| Week 13 | April 2, 2018 | **Poster peer review**  Financing Research and Graduate Education Workshop | Attend |
| Week 14 | April 9, 2017 | **Final Poster Presentations** | Homework: Poster Due in class for presentation |
| Week 15 | April 16, 2017 | **Final Poster Presentations** | CAT Exam  TBA – PS226 |
| Week 16 | April 23, 2018 | **Final Evaluations** | Focus Group for NSF LEARN  TBA – PS226 |