

**MULTIDISCIPLINARY INTRODUCTION TO RESEARCH - FALL 2016, 1-3 CREDIT  
COURSE SYLLABUS**

EDF 2910 xxx (insert CRN)

Class time:

Classroom:

Instructor:

Email:

Office:

Phone:

Office hours:

**Course Description:**

This course provides students an introduction to research in a variety of disciplines. It is *inclusive* of multiple disciplines and methodologies, as opposed to a comprehensive survey, and will cover material that is both common to research in all disciplines and specific to the students' research interests. Over the course of the semester, students will not only begin to build basic research knowledge and skills common to all disciplines, but they will also begin to hone their own research interests.

**Learning Goals:**

- Understand what research is and what it looks like in multiple fields and at multiple career stages through participation in guest researcher discussions
- Apply strategic literature search techniques to find primary research articles that pertain to your areas of interest
- Critique the primary research literature by recognizing research “red flags” and evaluating the logical framework
- Critically evaluate information presented on the internet, in the news, and research literature
- Collaborate with classmates to critically analyze a research paper and associated resources, design and lead a class discussion on that paper
- Refine personal research and academic interests and begin to apply concepts learned in class to one's own research path

**Required Course Materials:**

1. A research notebook
  2. Oppenheimer, D. G. and Grey, P. H. Getting In: The Insider's Guide to Finding the Perfect Undergraduate Research Experience. Gainesville, FL: Secret Handshake Press. 2015.
- \* Additional required readings will be distributed in class and on Canvas

**Course Prerequisites and Co-requisite:**

None.

**Course Policies and Procedures:**

**A. Course Evaluation:** The course grade will be determined from student participation during class and on-time completion of assignments. Assignment due dates will be announced in class and on Canvas and submitted through Canvas. No late work will be accepted. To receive credit for an assignment, you must complete it to the best of your ability and submit it on time. All grades will be posted to Canvas.

Graded assignments and associated points:

Short writing assignments	10 pts
Bibliography and research paper pdfs	(3*20pts) 60 pts
2 Research workshop reflections	(2*10pts) 20 pts
Group-led paper discussion	30 pts
In-class participation and proper preparation for guest lecture discussions	30 pts
<b>Total</b>	<b>150 pts</b>

Assignment descriptions:

Short writing assignments: Summarize, reflect on, and critique aspects of topics discussed in class by providing well-thought-out, revised, logical paragraphs. Length and specific writing prompt will be provided for each particular assignment.

Bibliography and research paper pdfs: Find, read, understand, and critically analyze peer reviewed research publications using the skills gained in this course. Provide an annotated bibliography matching the template provided to you and submit pdfs of the papers you chose.

2 Research workshop reflections: Attend a minimum of two research related workshops or seminars before the last day of the class. Submit a 1 paragraph summary of each workshop along with comments on what new things you learned and how the workshop/seminar has bettered you as a researcher.

Group-led paper discussion: Collaborate with your assigned group member(s) to choose 2 recent, peer reviewed research papers that incorporate your common interests. Every group member must submit both papers via Canvas. The instructor will choose one of the papers and assign it to the entire class to read, analyze, and critique. On your scheduled presentation day, your group will lead a prepared class discussion on your paper and related materials that you sourced.

In-class participation and proper preparation for guest lecture discussions: Participate often in class discussion by giving feedback and asking questions. Also, in preparation for guest lectures, research the guest lecturer's professional background and publications. Develop a few questions ahead of time. Engage with the guest lecturer during their visit.

**B. Grading Scale:** The following scale will be used for computing the final grade.

A	90 -100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	less than 60%

**C. Attendance Policy:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences

include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

If a student must miss a class, documentation must be provided to the instructor by the next class period, or the student's participation grade will be impacted. Only 1 excused absence is permitted; more than one absence will result the loss of 1 letter grade per absence.

**D. Classroom Etiquette Policy:** University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." You may be asked to leave the class session for noncompliance.

**E. Code of Academic Integrity 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 an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.  
[http://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)

**F. Disabilities 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) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

**G. Counseling and Psychological Services (CAPS) Center:** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

#### **H. SPOT Evaluation:**

At the end of the semester, SPOTs (Student Perception of Teaching forms) are to be completed online. Faculty no longer provide paper SPOTs in class at the end of the semester. Please remember to complete the SPOTs for the classes in which you are enrolled. In order to complete the SPOT, please go to <https://spot.fau.edu>. The instructor will provide in-class time at the end of the semester for you to complete the SPOT in class using your smartphone, tablet, or laptop.

#### **I. Important Dates:**

The instructor reserves the right to make changes to this schedule at any time. Changes may be announced via Canvas and/or verbally in class. This schedule also includes dates based upon the current university academic calendar. You are responsible for checking the academic calendar on the university website for any changes during the academic term.

University-set dates:

First day of classes: 8/22

Last day to drop/add: 8/26

Veteran's Day, no class: 11/11

Last day to withdraw from course: 11/18

Last day of class: 12/6

**Schedule of course topics:**

Week	Dates	Topic	Homework (due following Thursday night)
1	Aug 26	Course introduction, discuss class expectations Discuss research interests and previous experience	<ul style="list-style-type: none"> <li>• Read syllabus</li> <li>• Articulate your research interests and any previous research experience</li> </ul>
2	Sept 2	Library workshop on finding primary literature	<ul style="list-style-type: none"> <li>• Find and read 2 articles related to your topic</li> <li>• Create an annotated bibliography of these 2 articles</li> </ul>
3	Sept 9	Discussion on comprehending and evaluating primary literature	<ul style="list-style-type: none"> <li>• Research speaker for next week</li> <li>• Find 1 more article, read it, and add it to your annotated bibliography</li> </ul>
4	Sept 16	Guest research talk	<ul style="list-style-type: none"> <li>• Read provided research paper using the method discussed in class</li> <li>• Comprehend details of study in order to discuss in class</li> </ul>
5	Sept 23	Research paper discussion – led by instructor	Read and prepare for Group 1 paper discussion
6	Sept 30	Group 1 paper discussion	<ul style="list-style-type: none"> <li>• Research speaker for next week</li> <li>• Find 1 more article, read it, and add it to your annotated bibliography</li> </ul>
7	Oct 7	Guest research talk	<ul style="list-style-type: none"> <li>• Research speaker for next week</li> <li>• Find 1 more article, read it, and add it to your annotated bibliography</li> </ul>
8	Oct 14	Guest research talk	Read and prepare for Group 2 paper discussion
9	Oct 21	Group 2 paper discussion	<ul style="list-style-type: none"> <li>• Research speaker for next week</li> <li>• Find 1 more article, read it, and add it to your annotated bibliography</li> </ul>
10	Oct 28	Guest research talk	Read and prepare for Group 3 paper discussion
11	Nov 4	Group 3 paper discussion	<ul style="list-style-type: none"> <li>• Research speaker for next week</li> <li>• Find 1 more article, read it, and add it to your annotated bibliography</li> </ul>
12	Nov 11	No class	
13	Nov 18	Guest research talk	Read and prepare for Group 4 & 5 paper discussion
14	Nov 25	No class – Thanksgiving break	Read and prepare for Group 4 & 5 paper discussion
15	Dec 2	Group 4 & 5 paper discussion	Notify the instructor your of research plans