

COURSE SYLLABUS

COURSE TITLE:	BIOL 380 Research Experience in Biology		
COURSE CODE:	To be determined	TERM:	Fall, 2017
COURSE CREDITS:	3 credit units	DELIVERY:	5P
CLASS SECTION:	01	START DATE:	Start of term
CLASS LOCATION:	tbd	END DATE:	End of term
CLASS TIME:	tbd	LAB LOCATION:	tbd

Course Description

The course is designed to provide students with an introduction to biological research. Students will study a research question with a faculty supervisor, through a combination of a research literature review and practical work. A written report and an oral presentation are required.

Prerequisites: Completion of 12 cu of senior BIOL courses and permission of the department. BIOL 301 is strongly recommended.

Note: Students are required to obtain a faculty supervisor prior to registration in this course. Students are encouraged to complete this course in their 3rd year. BIOL 480 or BIOL 481 may subsequently be completed for credit, provided that the topic studied for BIOL 480 or BIOL 481 is substantially different than that studied in BIOL 380. The written report submitted for completion of this course will be maintained on file in the Department.

Learning Outcomes

By the completion of this course, students will be expected to:

1. demonstrate competency with the research tools and methods in their selected area of study
2. be able to locate and critically review the primary research literature in their area of study
3. effectively use the primary scientific literature to understand their practical work
4. have improved their scientific writing and oral presentation skills
5. be able to keep accurate research records

Note: The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf.

Course Overview

The course consists of 5 hours of organized study per week for a total of 13 weeks. During this time, the student will be introduced to practical research in a discipline of Biology. This will involve laboratory analyses and computer-based analyses. The student(s) will participate in a project already ongoing in the supervisor's research program to learn practical aspects of the research. Four hours per week will be dedicated to this practical work. The student will be required to maintain a research notebook as a record of the work performed each week. The student will use University Library resources to conduct a review of the primary scientific literature relevant to the project under study. In addition to spending time on practical work and the literature review, the student is expected to meet with the faculty supervisor on a regular basis (ideally, this would be on a weekly basis) to specifically discuss progress towards meeting the course objectives and review their research notebook. The final meeting will consist of an oral presentation by the student. This presentation will summarize the literature review and relate findings from the practical work as appropriate. Other students or individuals from the Department of Biology will be invited to the final presentation as appropriate.

Class Schedule

The exact schedule will depend on the nature of the practical work undertaken during the course. Students should plan to spend five hours on practical work and organized study in the faculty supervisor's laboratory and regular meetings with the faculty supervisor. During the first week of the course, the faculty supervisor will submit a brief description of the research project to the Head of the Department of Biology for approval (see Appendix I).

Instructor

Regular, Associate and Adjunct Faculty in the Department of Biology, will supervise the students in this course.

Required Resources

Access to the University Library and Arts & Science Computer Account is needed. Students will need to purchase a new, hardcover, ruled, laboratory note-book for use during the course. Due to intellectual property issues, this note-book will be retained by the faculty member at the end of the course. Suitable note-books are available for purchase from the bookstore. Other resources will be provided by the faculty supervisor as appropriate for the practical experience.

Grading Scheme

Practical Research Performance	25%
Research Notebook	25%
Research Literature Review	40%
Oral Presentation	10%
Total	100%

Evaluation of Student Performance

Midterm Practical Research Performance

Value: 15% of final course grade

Date: assessed two weeks prior to the last day to formally withdraw from the term

Description: this will be an assessment of the student's ability to learn and perform the practical aspects assigned by the research supervisor, including an assessment of the student's ability to plan and organize their work schedule. This midterm assessment should be discussed in the weekly meeting between the faculty supervisor and the student that occurs two weeks prior to the last day to formally withdraw from course. Any deficiencies in student performance, especially those that result in a failing grade for this component, should be specifically discussed and a remediation plan agreed upon by the faculty supervisor and student. The elements of this plan should be placed in the student's research notebook, and signed by the supervisor and the student.

Final Practical Research Performance

Value: 10% of final course grade

Date: assessed prior to the end of the term

Description: this assessment will be based on the student's performance on practical aspects performed subsequent to the Midterm Practical Assessment, and should take into account any special remediation plan agreed upon during the Midterm Assessment.

Research Notebook

Value: 25% of final course grade

Due Date: last week of the term (i.e., prior to the start of the final exam period).

Description: the research notebook will be provided to the faculty supervisor during the last weekly meeting. The faculty supervisor will assess the quality (i.e. clarity and comprehensiveness) of the information included by the student in the notebook.

Literature Research Review

Value: 40% of final course grade

Due Date: last week of the term (i.e., prior to the start of the final exam period).

Description: the student will research the primary peer-reviewed literature relevant to the project under study and prepare a substantive written review of this literature. The exact format of this written review will depend to some extent on the discipline, but it is anticipated that the student will incorporate current published literature into the review paper, and specifically highlight how the literature underpins the practical work performed during this course. The written review will be provided to the faculty supervisor no later than the last weekly meeting.

Oral Presentation

Value: 10% of final grade

Date: scheduled during the last week of the term

Format: 30 minute presentation with appropriate visual aids.

Description: the student will present a short seminar on the topic of their literature research paper. This presentation will be advertised within the Department of Biology and the student can expect an audience that includes a variety of individuals from the Department. An example rubric that could be used for the assessment of this presentation is attached in Appendix II.

Providing Feedback to Students

It is important that the student be provided with adequate feedback about their performance as the course progresses, and that an opportunity is provided for them to rectify serious deficiencies. The regular meetings between the student and faculty supervisor are an important aspect of this assessment and feedback. These meetings should also be used to discuss the student's progress in the literature search, and as an opportunity to ensure consistent progress is being made towards an appropriate level of understanding of the scientific literature. It is intended that this feedback occur through verbal discussions, with the expectation that students will learn and grow through this feedback. Serious concerns about student performance that are raised as part of the Midterm Practical Research Performance assessment should be written in the research notebook as described above.

Late Assignments/Missed Deadlines/Attendance

Expectations

Students are expected to plan and execute their practical work schedule (keeping in mind general lab expectations, safety and other constraints) and to perform these as they have agreed to do so. Missing this work or deadlines will be negatively reflected in their Practical Research Performance grades. Faculty will accept and grade the literature review or research note-book when these are submitted after the deadline (i.e., after the last meeting of the student and faculty supervisor). However, failure to submit these course requirements will incur a penalty equivalent to a 5% deduction from the assigned grade for every day that the work is overdue. Work that is overdue by more than seven days will be assigned a grade of o.

A student who misses the Oral Presentation will be assigned a grade of o for that component of the course.

The course instructor is sensitive to situations beyond a student's control that affect their ability to complete assigned work in a timely fashion. Circumstances arise that may require your absence from meetings and practical work. Please inform your course instructor of planned absences (i.e., does not include vacations) in advance so that alternate arrangements can be made to complete the assigned work. In the case of illness or other personal situations, please inform the course instructor of your circumstances within 72 hours of your first absence from the course. Permission to defer the submission of assigned work must be obtained from the course instructor. Requests for extensions exceeding one week beyond the scheduled date for submission will require a written explanation: all other requests will be dealt with informally by the course instructor.

Criteria That Must Be Met to Pass

Students must provide their faculty supervisor with their research notebook at the end of the course. Failure to do so will result in a final course grade of 49%, or lower depending on their performance in other aspects of the course, along with a grade comment of INF (Incomplete Fail).

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct - (http://www.usask.ca/university_secretary/honesty/StudentAcademicMisconduct.pdf) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals - (http://www.usask.ca/university_secretary/honesty/StudentNon-AcademicMisconduct2012.pdf).

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: http://www.usask.ca/university_secretary/pdf/dishonesty_info_sheet.pdf.

Grading System

A percentage system for reporting final grades was implemented by the University of Saskatchewan in September, 1986. The university-wide relationship between literal descriptors and percentage scores for undergraduate courses is as follows:

<p>90-100 Exceptional</p>	<p>A superior performance with consistent strong evidence of</p> <ul style="list-style-type: none"> • a comprehensive, incisive grasp of the subject matter; • an ability to make insightful critical evaluation of the material given; • an exceptional capacity for original, creative and/or logical thinking; • an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
<p>80-90 Excellent</p>	<p>An excellent performance with strong evidence of</p> <ul style="list-style-type: none"> • a comprehensive grasp of the subject matter; • an ability to make sound critical evaluation of the material given; • a very good capacity for original, creative and/or logical thinking; • an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.
<p>70-79 Good</p>	<p>A good performance with evidence of</p> <ul style="list-style-type: none"> • a substantial knowledge of the subject matter; • a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; • some capacity for original, creative and/or logical thinking; • a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

<p>60-69 Satisfactory</p>	<p>A generally satisfactory and intellectually adequate performance with evidence of</p> <ul style="list-style-type: none"> • an acceptable basic grasp of the subject material; • a fair understanding of the relevant issues; • a general familiarity with the relevant literature and techniques; • an ability to develop solutions to moderately difficult problems related to the subject material; • a moderate ability to examine the material in a critical and analytical manner.
<p>50-59 Minimal Pass</p>	<p>A barely acceptable performance with evidence of</p> <ul style="list-style-type: none"> • a familiarity with the subject material; • some evidence that analytical skills have been developed; • some understanding of relevant issues; • some familiarity with the relevant literature and techniques; • attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.
<p><50 Failure</p>	<p>An unacceptable performance</p>

Accommodations Through Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://www.students.usask.ca/disability/> or contact DSS at 966-7273 or dss@usask.ca.

Students who are in need of accommodation for certain aspects of this course must present the appropriate letter from DSS to their faculty supervisor, and engage in a discussion with the faculty supervisor as to the nature of the accommodation needed. Where appropriate, the faculty supervisor may seek advice about the accommodation from the experts at DSS.

Student Supports

The statements below meet the requirements for the inclusion of this information on the syllabus in Arts & Science. You may add to this information if you wish, but do not remove any information.

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <https://www.usask.ca/ulc/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the SESD web site <http://www.usask.ca/sesd/>.

College Supports

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at: (<http://artsandscience.usask.ca/undergraduate/advising/>).

APPENDIX I
BIOLOGY 380.3
Project Proposal Form

Student's name: _____ **Signature:** _____

Student number: _____ **NSID:** _____

Proposed Supervisor: _____ **Signature:** _____

Course & CRN#: _____ **Term:** _____

Proposed Project Title:

Project Outline: Please provide a brief outline of the proposed research project. Include any relevant methodology and explain what the student will learn over the course of the project (attach additional pages if necessary).

Evaluation: Please indicate when grades will be assigned. Will anyone other than the proposed supervisor be providing any assessment?

Practical Research Performance (25%)
Research Notebook (25%)
Literature Review (40%)
Oral Presentation (10%)
Total (100%)

A copy of the final literature review is to be provided to the Department. The original Research Notebook may be retained by the Course Supervisor depending on intellectual property requirements.

Approved: _____
(Department Head)

Date: _____

Appendix II. Biology 380 Presentation Evaluation Form

Presenter: _____

Category	Grade
Was the background information adequately covered?	/20
Did the presenter summarize the methods and results at a level you could understand?	/10
Did the speaker effectively explain the significance and major findings of their research?	/10
Did the presenter help you to understand or learn the concepts, theories, or terms applicable to their research? Did the presenter answer questions adequately?	/20
<u>Verbal expression/Projection/Mannerisms:</u> Was the presenter confident and engaging? Were mannerisms negative or positive? Was word choice precise? Did the presenter use Uh, Um etc., use slang, or stand too stiffly or pace excessively? Was there eye contact or did they stare at notes/screen?	/15
<u>Visual/technical aids:</u> Was the presentation well organized? Were there errors in slides or too many words used? Were the aids helpful or too distracting? Was the font size appropriate?	/15
<u>Overall impression:</u> Stimulating; prepared; clear; incorporated sources throughout. Did the presenter use their allotted time effectively (i.e. too short? too long?)	/10
TOTAL:	/100

General comments and/or constructive criticisms:

(continue on back as needed)

