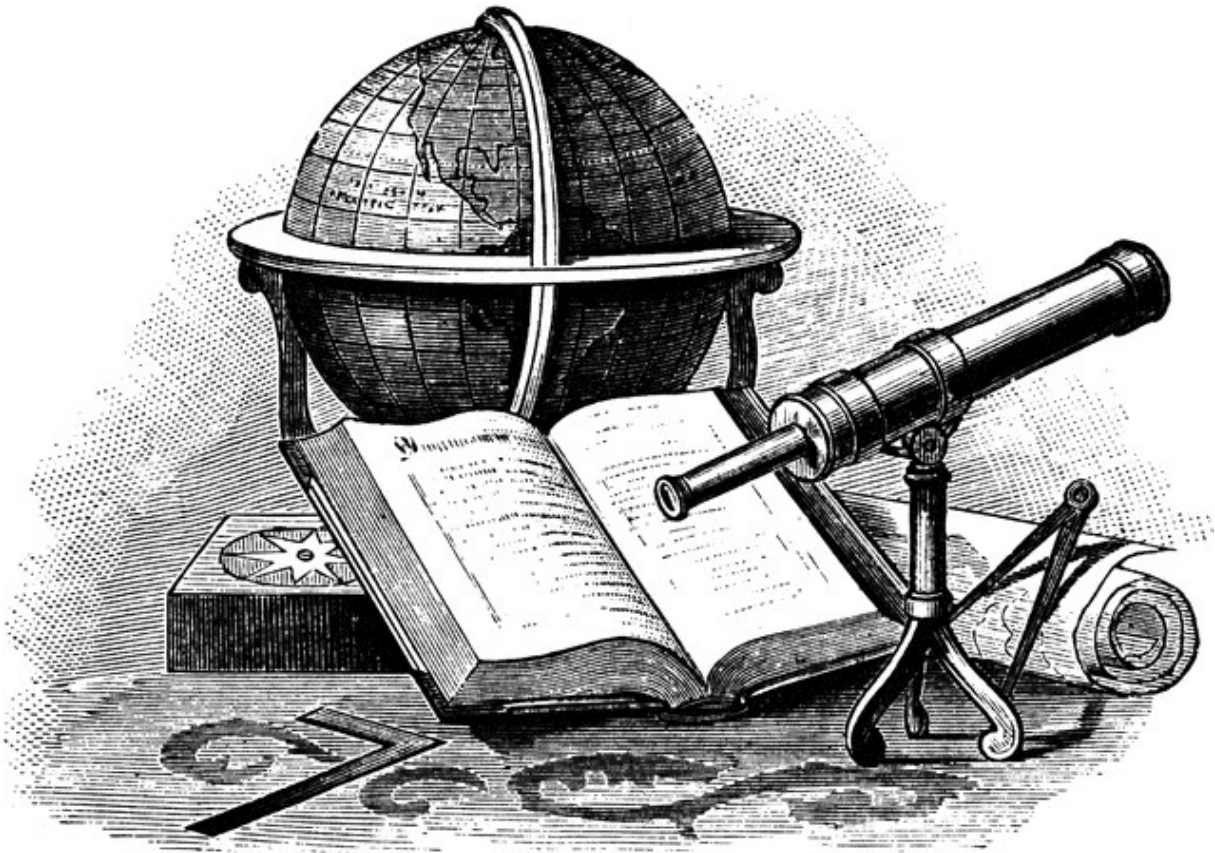


# IDS 1054- Intro to Research in the Liberal Arts and Sciences



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## OVERVIEW

The two goals of this course are: 1. to explore the diversity of undergraduate research activities available to UF students, including local, national, and international experiences; and 2. to equip students with an array of transferrable skills that can be applied in a broad range of research environments. Students will gain research-specific communication skills and research-oriented professionalization strategies. They will also learn how to apply for, obtain, and succeed in a wide variety of funded research opportunities.

## OBJECTIVES

- navigate a range of research opportunities and resources available to UF students
- communicate effectively with faculty mentors
- formulate and refine a research question
- compile a bibliography related to a specific research question
- conceptualize and propose an original undergraduate research project

## **ASSIGNMENTS**

### **Forums**

Every week, students will be asked to post an assignment to the class forum. In addition to creating posts, students will also be asked to reply to their classmate's posts as part of their weekly discussion forum activity. As a general rule, posts contributed to the forum will be evaluated for thoughtful completion. To do well in this category, students should post whenever asked to do so and do their best on each forum assignment. Each student's overall contribution to the forums will be assessed as one quarter of their total course grade.

### **Annotated Bibliography**

At the midpoint of the semester, students will turn in a bibliography of sources related to a research question of interest. The bibliography should contain at least six scholarly sources. Each source listed will be accompanied by a 1-paragraph original summary and explanation of relevance. Bibliographies will be graded in accordance with a rubric.

### **Proposal**

At the end of the semester, students will turn in a research project proposal similar to what many research program applications require. The proposal will outline a hypothetical project that the student could undertake to investigate their research question. It will include a description of the significance of the research project and will discuss the proposed methods that will be used to achieve a result. The proposal should be realistic in scope and founded in the preliminary knowledge gained through previous assignments and classroom activities. Proposals will be graded in accordance with a rubric.

### **Participation**

The participatory components of this course will include reading discussions, Q&A sessions, and other class activities. There will be asynchronous written/video and live zoom options to choose between for each participation component. For Q&As, everyone is required to post (or ask) two questions for the guest speaker before or during the Q&A session and write-up their biggest takeaway from the Q&A by the day after.

About half of the total participation grade will be based on the Q&A questions and written responses. The other half will be based on quality of reading responses. Students who opt to join discussion groups can earn these points by speaking in reading discussion meetings. Totally asynchronous students will have a written conversation by posting and replying on the discussion board. For either option, only meaningful contributions that show evidence of having done the required reading will count.

In general, student should ALWAYS avoid doing or saying anything hostile or disrespectful toward any person in the class. Overall quality of weekly participation will be evaluated as one quarter of the course grade.

## GRADING

Grading percentages are as follows:

- **Forums: 25%**
- **Participation: 25%**
- **Annotated Bibliography: 25%**
- **Project Proposal: 25%**

Grading scale:

**A=92.5-100; A-=89.5-92.4; B+=86.5-89.4; B=82.5-86.4; B-=79.5-82.4; C+=76.5-79.4; C=72.5-76.4; C- =69.5-72.4; D+=66.5-69.4; D=62.5-66.4; D-=59.5-62.4; E=<59.5**

## LATE WORK

Late work will not be accepted except under extenuating circumstances. Students in need of an extension for medical or other reasons should meet with the instructor *prior* to the assignment deadline if possible.

## EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>. To help improve the course and maximize the benefit for students, additional, informal evaluations will be assigned at the beginning and midpoint of the semester.

## DISABILITY NOTICE

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://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.

## **SCHEDULE**

### **Week 1: Welcome to Research**

syllabus; course overview; introductory forum posts

Why Research? video; University Scholars Q&A; reading discussion

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

### **Week 2: Preliminary Research**

conducting online research; how to read an article; topic selection activity

guest live Q&A; reading discussion

Readings: *Constructing Research Questions*, ch. 2

### **Week 3: The Research Project**

refining the research question; how to make a bibliography; research question activity

guest live Q&A; reading discussion

Readings: *The Essential Guide*, ch. 5: "Crafting a Research Proposal"

### **Week 4: Reaching Out**

finding a mentor; how to write a proposal; contacting PIs activity

guest live Q&A; reading discussion

Readings: David G. Oppenheimer, *Getting In*, ch. 6: "Your Application Strategy"

### **Week 5: Finding Resources and Funding**

virtual visit to a special collection; application activity

student panel live Q&A; reading discussion

Readings: JUR articles (TBD)

### **Weeks 6: Research Writing**

visually and verbally curating data; academic conferences; JUR activity

guest live Q&A; reading discussion

Readings: *Scientific Writing = Thinking in Words*, ch. 1: "Thinking about Your Writing"