

Tentative Course Outline and Schedule for Fall 2024
FOS6915: Research Planning
Tuesdays/Thursdays, Period 3 (9:35 a.m. – 10:25 a.m.)
MAEB 0229

INSTRUCTOR:

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Office Hours: By appointment - email Dr. Henken to schedule. Walk-in – if my office door is open, feel free to stop by.

COURSE DESCRIPTION:

Required of first-year graduate students. Planning and initiating research, experimental techniques, analyzing data, reporting results.

COURSE OBJECTIVES: After completing this course, students will be able to.

1. Determine and complete appropriate trainings for their area of research.
2. Improve skills for conducting literature searches.
3. Plan a study matching the study design and type of graph of study results to the hypothesis.

TEXT AND MATERIALS:

No text is required; however, access to journals for literature review relevant to your research project is required. Additional resources are provided on e-Learning in Canvas: <https://elearning.ufl.edu>. E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail - helpdesk@ufl.edu.

STUDENT EVALUATION:

Students will be evaluated on assignments, presentations, participation, and attendance.

ASSIGNMENTS:

- **PowerPoint presentation: Who am I? What research does my lab do? What trainings do I need?** Put together a PowerPoint presentation that introduces you and your lab. The presentation should contain at least 1 slide on each of the following.
 - 1. Introduction to you (e.g., name, where are you from, where did you attend college/graduate school, interests, hobbies, interesting fact about you, etc.)
 - 2. Who is your faculty mentor/chair? What research is being done in your lab?
 - 3. What trainings do I need to work in my lab?
- **Training for research and teaching responsibilities.** Upload the certificates showing completion of training or a screenshot of your training transcript that shows that you completed the trainings required for your research and teaching responsibilities. For training and training transcripts: <https://mytraining.hr.ufl.edu/>
- **PowerPoint presentation: What study designs are used in my lab and why?** Put together a PowerPoint presentation that addresses a study design used in your lab and why. The presentation should contain at least 1 slide on each of the following.
 - 1. Brief background on research objectives.
 - 2. Describe the study design used to test the objectives.
 - 3. Why is this the appropriate design? Address the "participants", controls, variables, outcomes, replications, limitations, strengths, ethical considerations, etc. that went into the selection of the design.
- **Group PowerPoint presentation of study.** Your group has unlimited resources to carry out a study. As a group determine an area of interest. Conduct preliminary research to find the gaps in existing knowledge, write a clear and testable hypothesis, design a study, make appropriate graphs/figure/tables to present anticipated results.

- **PowerPoint presentation: My proposed study.** Conduct preliminary research to find the gaps in existing knowledge, write a clear and testable hypothesis, design a study, make appropriate graphs/figure/tables to present anticipated results.
- **Written specific aims / overall objectives page.** Write a specific aims / overall objectives page for your dissertation/thesis research that is appropriate for your discipline (one page max).
- **Class attendance and participation.** Attendance is expected/required for all classes. You will score your attendance/participation using the included rubric. The instructor will then use that information to assign a final score.

GRADING:

Assignments	Points
Presentations - Who am I? What research does my lab do? What trainings do I need?	10
Upload training certificates	10
Presentations - What study designs are used in my lab and why?	10
Group presentations of study	20
My proposed study presentation	20
Written specific aims / overall objectives page (1 page max)	20
Attendance rubric	10
Total	100

A = 100-94.0; A- = <94.0-90.0; B+ = <90.0-87.0; B = <87.0-84.0; B- <84.0-80.0; C+ = <80.0-77.0; C = <77.0-74.0; etc.

Grades and Grade Points: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Absences and Make-Up Work: Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Course Evaluation Process: Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/students/>. 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/>.

Tentative Course Schedule

August	Day	Topic
	22	Introduction to course
	27	Rules and expectations of graduate study
	29	Required training for research and teaching - FERPA, IACUC, IRB
September	3	Guest lecture by CJ Nieves, Jr, M.S.: Required training for research and teaching - EHS, BBP, Radiation Safety
	5	Presentations - Who am I? What research does my lab do? What trainings do I need? Upload your PowerPoint presentation before class.
	10	Presentations - Who am I? What research does my lab do? What trainings do I need?
Marston Science Library Rm 308	12	Guest lecture by Melody Royster: Database searching, predatory journals, and peer-review vs. popular press Upload your training certificates on our course Canvas site.
	17	Guest lecture by Melody Royster: Citation management
	19	Ethics in science
	24	Study design
	26	Presentations - What study designs are used in my lab and why? Upload your PowerPoint presentation on our course Canvas site.
October	1	Presentations - What study designs are used in my lab and why?
	3	Presentations - What study designs are used in my lab and why?
	8	Writing a hypothesis and matching study design
	10	Designing a study - Group project
	15	Designing a study - Group project
	17	Graphs and figures
	22	Designing a study - Group project
	24	Group presentations of study Upload your PowerPoint presentation on our course Canvas site.
	29	Group presentations of study
	31	Group presentations of study
November	5	Analyzing data
	7	Writing a specific aims / overall objectives page
	12	Writing a graduate study proposal and defending (rubrics)
	14	How to critically evaluate the literature
	19	My proposed study presentation Written specific aims / overall objectives page due (upload)
	21	My proposed study presentation
	26	Holiday - no class
	27	Holiday - no class
December	3	My proposed study presentation Attendance and participation rubric due (upload)

GRADING RUBRICS:

PowerPoint presentation: Who am I? What research does my lab do? What trainings do I need?		
Criteria	Ratings	Pts
This criterion is linked to a Learning Outcome Slide: Who am I?	3 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Slide: Who is your faculty mentor/chair? What research is being done in your lab?	4 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Slide: What trainings do I need?	3 pts Full Marks	0 pts No Marks
Total Points: 10		

PowerPoint presentation: What study designs are used in my lab and why?		
Criteria	Ratings	Pts
This criterion is linked to a Learning Outcome Brief background on research objectives.	2 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Describe the study design used to test the objectives.	3 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Why is this the appropriate design? Address the "participants", controls, variables, outcomes, replications, limitations, strengths, ethical considerations, etc. that went into the selection of the design.	5 pts Full Marks	0 pts No Marks
Total Points: 10		

Group PowerPoint presentation of study		
Criteria	Ratings	Pts
This criterion is linked to a Learning Outcome Preliminary research justifies proposed study.	5 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Clear and testable hypothesis	5 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Appropriate study design for hypothesis	5 pts Full Marks	0 pts No Marks
This criterion is linked to a Learning Outcome Figures/graphs/tables are appropriate for hypothesis.	5 pts Full Marks	0 pts No Marks
Total Points: 20		

Attendance/Participation Rubric

Please use this rubric to score your attendance/participation in this course and provide an explanation for the score you've determined. The instructor will then use this information assign your final attendance and participation grade. *Adopted from Carnegie Mellon – Participation Rubric 11/19/14*
<https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf>

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
Attendance	0-1.6 points 3 or more unexcused absences	1.7-1.9 points 2 unexcused absences	2.0-2.2 points 1 unexcused absence	2.3-2.5 points Attended all class sessions or received approval for all necessary absences	/2.5
	0-1.6 points Student does not initiate contribution & needs instructor to solicit input.	1.7-1.9 points Student initiates contribution at least in half of the class sessions	2.0-2.2 points Student initiates contribution once in each recitation.	2.3-2.5 points Student initiates contributions more than once in each class session.	/2.5
Quality	0-1.6 points Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.	1.7-1.9 points Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	2.0-2.2 points Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	2.3-2.5 points Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	/2.5
	0-1.6 points Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.	1.7-1.9 points Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	2.0-2.2 points Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks.	2.3-2.5 points Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say & contributes to the dialogue.	/2.5
				TOTAL	/10.0

Explanation:

OTHER INFORMATION:

Academic Honesty: As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*” It is assumed that you will complete all work independently in this course unless I give explicit permission for you to collaborate on course tasks (e.g., in-class assignments). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [Student Honor Code and Student Conduct Code – Regulation and Policy Hub \(ufl.edu\)](#)

In-class Recording by Students: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Software Use: All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources: Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- **University Counseling & Wellness Center.** 3190 Radio Road, 352-392-1575, <https://counseling.ufl.edu/>. Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching.
- **U Matter We Care.** If you or someone you know is in distress, please contact us at 352-392-1575 or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- **Career Resource Center.** First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- **Student Complaints:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **Student Health Care Center.** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://www.shcc.ufl.edu/>.
- **University Police Department.** Visit <https://www.police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center.** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://www.uflhealth.org/emergency-room-trauma-center>.
- **Field and Fork Food Pantry** located behind the FSHN Bldg (520 Newell Dr) is available to assist members of the campus community who experience food insecurity.

Services for Students with Disabilities: The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>