

ASCI*4010 BAS Honours Research Seminar
Winter 2015
Wednesdays 2:30PM-5:20PM, MacKinnon 305

Instructor:

Dr. Pat Barclay

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Office Hours: Tues/Thurs 1:15-2:30, plus additional hours by appointment

Course Description

Under faculty supervision, students will plan, develop, peer-edit, and complete a major paper on a research topic selected in consultation with the faculty supervisor, which follows a general theme chosen by the student and approved prior to the commencement of the course. This course is designed to function as a senior-level writing seminar and is particularly recommended to students who wish to pursue graduate study.

Evaluation

Participation in lab meetings: 15%

- Includes participation in class, presentation of individual project on Feb 11th or Feb 25th, questions/feedback on other students' presentations, and at least one individual meeting with the assigned librarian (before Feb 5th)

Progress reports: 10%

- Every week, you must write a short paragraph (100-300 words) describing your progress. Must be submitted on Courselink's Dropbox & e-mailed to the professor before midnight every Tuesday evening. Late assignments will be penalized 10% per day.

Poster and poster presentation: 10%

- Poster-making workshop and assistance will be offered. No prior experience required!

Peer-review exercise: 5%

- Participation in a peer-review exercise in class on April 1st

Final paper: 60%

- Approx. 10,000 words including references (APA style). Due in Courselink's Dropbox & e-mailed to the professor by Wednesday April 8th before midnight
- Graded by the course instructor and a second reader (to be chosen by the student and the instructor)
- Late papers will not be accepted without prior agreement of the professor

Course Schedule (Tentative)

Jan 7: Introduction to course

Jan 14: Library workshop on Locating & Assessing Sources (Karen Nicholson)

Jan 21: Self-directed research & individual meetings with librarians

Jan 28: Workshop with Kim Garwood from Writing Services: Developing & Refining Your Arguments: How to Write a Strong Essay

Feb 4: Workshop with Shannon Rushe from Learning Services: Effective Oral Communication

Feb 11: Presentation of Individual Projects

Feb 18: READING WEEK

Feb 25: Presentation of Individual Projects

Mar 4: Workshop with Kim Garwood from Writing Services: Effective Written Communication

Mar 11: Poster workshop with Shannon Rushe from Learning Services

Mar 18: Poster workshop with Shannon Rushe from Learning Services

Mar 25 (tentative): ASCI*4010 Poster Session

Apr 1: Peer-Editing Session

FINAL PAPER DUE WED APRIL 8TH BEFORE MIDNIGHT

What are the presentations like?

Typical in the life sciences, the lab meeting is a weekly (or otherwise) meeting where members of a lab gather to watch presentations from colleagues regarding their research projects. The presenters are in the midst of their research, so they present the background and their most up-to-date findings. There is no expectation for the project to be complete. Instead, this is a forum where the presenter can benefit from feedback from the audience, as helpful insight can be incorporated into the ongoing research. The presenter can even present problems that he or she has encountered and solicit suggestions from the audience. Non-presenters are encouraged to ask questions and offer constructive criticism.

Presentations are about 15 minutes long followed by time for comments and questions. Presenters should have a slide presentation. Additional materials like handouts are options. An effective presentation engages the audience—speaks at the right level of knowledge/expertise,

provides background context for why the project is interesting and/or important, and explains the research clearly, thereby motivating the audience to critically think about the project and offer feedback.

Some tips for a successful lab meeting presentation:

<http://www.lifetechnologies.com/us/en/home/communities-social/blog/blogs/lab-meeting-presentations.html>

Do NOT go over your allotted presentation time. We will have a very tight presentation schedule due to the large class size, and may even have to make presentations be a bit less than 15 minutes (this will be announced if so). Given these time constraints, it would be unfair to other students if you used up their time on your oral presentation. In order to be fair to other students, I *will* cut you off if your oral presentation is far too long and encroaches on others' time. Please don't make me do this.

Who chooses the second reader?

You will recommend two qualified professors to me (with rank of preference). If you already know your first choice, approach them and invite them to take on this role. An official invitation will be sent by your prof to these individuals via email. The content of the invitation will be something like this:

Dear Professor _____,

I am writing to invite you to be a second reader on a senior honours research paper being undertaken by _____, a student in the Bachelor of Arts and Science program.

I am an instructor in the BAS program and am responsible for organizing the senior research paper component of our graduating students' degree requirements. The BAS program requires students to complete a minor from the BSc Program, a minor from the BA Program, and an interdisciplinary Arts/Sciences core of courses designed specifically for this program and available only to BAS students. The capstone experience for the senior cohort is **ASCI*4010 Arts and Sciences Honours Research Paper**. The goals of this intensive (1.0 credit) course are to permit the students to hone their library research skills and to experience and produce through their own work one extended example of integrating their Science and Arts minors in a single project.

This semester, the students will work on refining draft stages, and will each present their work-in-progress to their classmates. When the final paper is complete [around 10 000 words], it will be marked by me as the primary instructor for the course as well as by a second reader. The second reader's participation in the grading process will be to read through the final paper and provide written commentary that can be forwarded to the student by me. A second reader's additional perspective will provide a welcome opportunity for students to see possibilities for further work, should they choose to pursue further studies, and/or simply confirm for them where they have done well and where there could be improvement in their current level of study.

The paper that I would like to forward to you electronically is:

Topic of Paper:

Student's Name:

Student's Minors:

Should you be able to act as second reader, the paper will be sent to you electronically not later than Wednesday April 8th. I will

need to receive your comments on the paper (also electronically) by Friday, April 19th, after which time I will submit final grades and forward your input and my comments to the student.

This request represents a small investment of time for second readers but will yield significant benefits for this cohort of students in their final semester of this unique program. Your contribution will be formally acknowledged for your dossier with a letter of appreciation from the chair of the BAS Program Committee and the Designated Dean of the Program.

Please RSVP your willingness to act as a second reader for the above paper as soon as possible via email to barclayp@uoguelph.ca. I look forward to hearing from you and hope to have you join in and contribute to this very special academic programme and senior student experience.

Thank you.

Dr. Pat Barclay
BAS Program & Department of Psychology
cc. Sofie Lachapelle, Acting Program Director

Contribution of this course to the ASCI core:

The Integrated Plan for the BAS program, written in 2006, identifies a number of Learning Outcomes to be achieved by students graduating from the program. Graduates will be able:

- a. to pose and solve problems by drawing on and integrating the protocols and methods of the humanities/social sciences and sciences
- b. to communicate in both oral and written forms for both academic and general audiences
- c. to conduct research using both traditional and electronic sources in both humanities/social sciences and scientific contexts
- d. to be creative and analytical thinkers and practitioners
- e. to approach the complexities and ambiguities of the “risk society” with both creativity and vigour
- f. to integrate academic work and broader issues of global citizenship through experiential learning

All the instructors in the core of ASCI courses fully expect that you will look back on your 4 years here and agree that you have met those outcomes. But each course will not address every outcome. Nor will each instructor make the same kinds of bridges between the ‘Arts’ (i.e., the Humanities and Social Science) and Science. We each have very different ranges of expertise and skill sets – that is one of the strengths of the program. Initially you as a student might have some difficulty seeing how each ASCI course fits into the bigger picture of the complete list of Learning Outcomes. So the purpose of this section is to show you how this course provides you with one piece of a larger puzzle that you will complete by Year Four. As you go through the ASCI courses and gain new pieces, the whole puzzle will unfold.

Pieces of the jigsaw puzzle of learning outcomes

In the table below, the learning outcomes listed above are broken down into their components. The components you will be exposed to in this course are highlighted. You will work on other components on other courses to complete the table by year 4.

The table also indicates the level of competence that you are expected to achieve in each component in the course of this semester:

Introduce - Key ideas, concepts or skills related to learning outcomes are introduced.

Reinforce - Students develop and become increasingly proficient in demonstrating learning outcomes. Learning outcomes are reinforced with feedback.

Master - Students demonstrate learning outcomes with high level of independence and a level of understanding and sophistication expected upon graduation.

The following terms are used in the table to indicate the degree to which you should learn each skill, based on the level of practise.

| | | | | |
|---------------------------------|--|---|--|---------------------------|
| a. Solve Problems | Using Humanities/Social Science methods | Using methods from Science | Integrating both types of method | |
| | <i>Master</i> | <i>Master</i> | <i>Master</i> | |
| b. Communication | Written | Oral | Academic audience | General audience |
| | <i>Master</i> | <i>Master</i> | <i>Master</i> | <i>Master</i> |
| c. Research | Traditional sources | Electronic sources | Humanities/Social Science context | Scientific context |
| | <i>Master</i> | <i>Master</i> | <i>Master</i> | <i>Master</i> |
| d. Think | Creatively | Analytically | | |
| | <i>Master</i> | <i>Master</i> | | |
| e. Risk Society | Handle complexity | Handle ambiguity | | |
| | <i>Master</i> | <i>Master</i> | | |
| f. Experiential Learning | Learning by experience | Understanding global citizenship | | |
| | | <i>Master</i> | | |

Relevant University Rules and Regulations

E-Mail Communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

When You Cannot Meet A Course Requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or teaching assistant) in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. See the undergraduate calendar for information on regulations and procedures for Academic Consideration

(http://www.uoguelph.ca/undergrad_calendar/08_ac.shtml) or the BA Counseling Office Website (<http://www.uoguelph.ca/baco>)

Drop Date:

The last date to drop one-semester Winter 2014 courses, without academic penalty, is **Friday, March 6th, 2014**. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar. (http://www.uoguelph.ca/undergrad_calendar/c08/c08-drop.shtml)

Copies of Out-Of-Class Assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>