

## IDS 1054- Introduction to Research in the Liberal Arts and Sciences (Summer B)



### COURSE OVERVIEW

#### Instructor

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Office hours: Tuesdays 2-4pm on Zoom and by appointment.

#### Course Delivery

Online, asynchronous.

#### The goals for students in this course are to:

- (1) navigate relevant undergraduate research activities and opportunities available to UF students, including local, national, and international experiences;
- (2) develop transferrable competences, tools, and resources that can be applied in a broad range of research opportunities;
- (3) gain research-specific communication skills and research-oriented professionalization strategies; and
- (4) understand how to apply for, secure, and succeed in funded research opportunities.

#### Specific student learning objectives include:

- identifying a range of research opportunities and resources available to UF students
- understanding basic perspectives on research and research practices across disciplines
- communicating effectively with faculty mentors

- communicating research interests to peers in an accessible manner
- compiling a topical annotated bibliography
- formulating an effective research question
- conceptualizing, refining, and producing an original undergraduate research project proposal

## **ASSIGNMENTS**

### **Forum contributions**

Each week, students will be asked to post to the class forum. Forum posts will typically be assigned to supplement or reinforce classroom activities or readings. 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. Students must also reply to at least one classmate on the forum to earn full credit for the week.

### **Annotated bibliography**

To build a foundation for writing research proposals, students will develop an annotated bibliography. For this assignment, students must include at least 6, scholarly, peer-reviewed articles or books in their bibliography. For each source, a full Chicago, CSE, MLA, or APA-style citation should be included followed by a 5 to 6 sentence summary. When researching, be sure to take full advantage of the resources available through the UF libraries website and on the course Canvas page. This assignment will be graded in accordance with a rubric (see canvas resources>rubrics).

### **Working research question and project description**

Building on initial desk research, students will submit a draft research question—consisting of one precise and well-formulated sentence—that seeks to address an underexamined problem in the scholarly literature. While these draft questions are likely to change and evolve over time, at this stage in the course, they will serve to organize and inspire further investigation. An effective research question will be specific, meaningful, achievable, reasoned, and testable. To complete this assignment, students will also include a one paragraph explanation of how they plan to interrogate their chosen research question. This assignment will be graded in accordance with a rubric (see canvas resources>rubrics).

### **Report on research resources**

In order to gain a greater understanding of undergraduate research opportunities, students will turn in a short report (250-400 words) on a research resource in their field—such as a journal, conference, research group or lab, digital or physical tool, archive, or special collection. The report will be the result of students' investigation into an event, publication, space, or resource of interest. The goal of this assignment is twofold. Firstly, students will learn something about the research process, history, culture, or infrastructure associated with the selected resource. And secondly, students will articulate how they might use their selected resource in a way that could be useful for the student's own research career in the immediate future. This assignment will be graded in accordance with a rubric (see canvas resources>rubrics).

### **Mock proposal**

As the cap-stone assignment for this course, students will submit a mock research proposal for a hypothetical funded research opportunity. The application needs to be between 450 and 500 words in length (citations and figures excluded).

If this assignment happens to overlap with a funding opportunity of interest, students are encouraged to apply; otherwise, the application can be thought of as a “practice” document for possible future use. This assignment will be graded in accordance with a rubric (see canvas resources>rubrics).

Grading percentages are as follows:

- Forum posts and replies: 30%
- Annotated bibliography: 20%
- Working research question and project description: 10%
- Report on research resource: 10%
- Mock proposal: 30%

## **COURSE POLICIES**

### **Academic Integrity**

Academic honesty and integrity are fundamental values of the university community. Students should make sure that they understand the UF Student Honor Code and Student Conduct Code (<https://sccr.dso.ufl.edu/>). On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

On the use of generative AI tools (ChatGPT, etc.) in this course:

The use of such tools is permitted and may be valuable for activities such as brainstorming and refining ideas, finding information on selected topic, drafting an outline to organize thoughts, and checking grammar and style. Students may not submit any work generated by an AI program as their own, however. For example, students must not use generative AI tools to compose responses on class forums, write a draft of an assignment, write full sentences or paragraphs of assignments, or to complete class assignments.

### **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

Please refer to the UF Catalog for information on grading and GPA (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

### **Late work**

Timely submission of assignments is critical to your success in this course. Unexcused late work will be accepted up to one week after the deadline, but will be assessed an automatic 10 percent deduction per day late. It is your responsibility to ensure that assignments are submitted on time and correctly in Canvas (please double check your uploads for content and technical errors before the deadline). Assignments sent to the instructor outside of Canvas will not be accepted. Students in need of an

extension for medical or other reasons should meet with the instructor prior to the assignment deadline if possible. If you miss a deadline due to extraordinary circumstances beyond your control, you are responsible for informing the instructor as soon as possible and making arrangements to complete the missing assignment. Students in need of additional services and support are encouraged to consult the Dean of Students Office (<https://dso.ufl.edu/>).

### **Accessibility and accommodations**

This course intends to make learning accessible to all. The University of Florida Disability Resource Center further aims to provide a universally accessible community that supports the holistic advancement of students with disabilities. If you have a documented medical, physical, psychological, and learning disability or other difference that might require accommodations or modification of the course procedures, please contact the Disability Resource Center (<https://disability.ufl.edu/contact-us/>) to register. Students who receive an accommodation letter must present it to the instructors when discussing accommodations. Please follow this procedure as early as possible in the semester.

### **Course materials**

Course materials will be provided through Canvas by the instructor.

### **Evaluations**

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 manner is available [here](#). 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 2 GatorEvals, or [here](#). Summaries of course evaluation results are available [here](#).

## **TENTATIVE COURSE SCHEDULE**

### **Module 1: Welcome to research**

Zina O'Leary, *The Essential Guide to Doing Your Research Project* (2013), Chapter 1: "Taking the Leap into the Research World."

#### Assignments:

Forum post and reply

### **Module 2: Preliminary Research**

W. Caleb McDaniel, "How to Read for History," Rice University (2008).

Elisabeth Pain, "How to (Seriously) Read a Scientific Paper," *Science*, March 21, 2016.

The CRAAP Test

#### Assignments:

Forum post and reply

### **Module 3: Formulating your research question**

Reading: O'Leary, *The Essential Guide*, Chapter 4, "Developing Your Research Question."

Assignments:

Forum post and reply

Annotated bibliography

**Module 4: Developing your proposal**

O'Leary, *The Essential Guide*, Chapter 5, "Crafting a Research Proposal."

Proposals 101 training module

Assignments:

Forum post and reply

Working research question

**Module 5: Reaching out and finding resources**

David G. Oppenheimer, *Getting In: The Insider's Guide to Finding the Perfect Undergraduate Research Experience* (2015), Chapter 6, "Your Application Strategy."

Assignments:

Forum post and reply

Report on research resource

**Module 6: Writing up your research**

David Lindsay, *Scientific Writing=Thinking in Words* (2011), Chapter 1: "Thinking about Your Writing."

Research writing training module

Assignments:

Forum post and reply

Mock research proposal