

Syllabus – MORE-BIO student orientation

Course meets live online MWF 12-12:50

All S-STEM recipients take this course their 1st semester in the program

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Upon successful completion, students should:

1. Be able to discuss the benefits of engaging in undergraduate research
2. Be aware of strategies for STEM career planning
3. Be preparing a project with a biology research mentor
4. Understand the basics of research funding applications
5. Understand the basics of what a graduate degree program entails
6. Have an understanding of how to prepare scientific manuscripts and presentations
7. Be able to identify their learning strategies and goals

COVID-19 Considerations:

The course is meeting **entirely online**. All discussions will be live-streamed and recorded. Use the course web page as a map of the semester, but also be sure to stay active on Canvas and our Slack channel!

You should make **every** effort to be present for the live class sessions. There's really no substitute for being able to ask questions and participate in discussions in this course. We will have a few guest speakers. You need to be present and engaged for those or you will embarrass me and UVU. Don't be a Karen.

Overview:

This course serves as an introduction to undergraduate research. The bulk of the course consists of laboratory rotations through several potential mentors. We will meet to discuss progress and other topics of concern for students just getting involved with research. The weekly topics are outlined below. By the end of the course, you should have selected a research mentor and developed a first project that you will work on together. The course final will be a poster presentation outlining your proposed research project, methods, and hypotheses.

Communication:

We will mainly use the group Slack channel to communicate. This has several benefits. Firstly, everything is in one place and is searchable. You can send private messages to each other in there if you like, but the main benefit is that it's a nice forum that lets all of us stay on the same page. Secondly, if I am forced to search through super long email chains for a piece of information, I

get grumpy. We all do. It's horrible. Let's not do that.

Grading:

The main points in this course come from steady participation. You will lose points if you don't show up. One of the benefits of being in this program is that you have a solid cohort of students and can lean on each other for help. That doesn't work if you are a slacker. I don't expect anyone to be a slacker, but I have to mention it as this is a syllabus. Additional points will come from short homework tasks that you will need to prepare before we meet. If we are going to workshop our Cvs, and you don't bring one to class, then you can't participate and everyone loses out. Don't be like that. Do your work...I promise it isn't busywork in this class. It's designed to help you be ready for professional programs.

Your chosen research mentor will also grade you on maintaining sufficient progress as you develop a research plan. That grade will be incorporated into your class participation grade. There are no exams.

Points possible:

Weekly participation	160 pts
Homework tasks	40 pts
Mentor grade	100 pts
Poster presentation	100 pts (online)

Grading scale:

A	360 pts
B	320 pts
C	280 pts
D	240 pts
E	< 240 pts

Remember that if your GPA drops below 3.0, you're put on probation from this scholarship and can't receive funds until you get it back up.

Weekly topics and activities on next page:

Weekly topics/activities for S-STEM orientation course

WEEK 1	biology research mentors' presentations <i><u>*select mentors for rotations*</u></i> getting to know your cohort logistics and expectations of S-STEM program
WEEK 2	expectations for advisors and advisees <i><u>*begin lab rotations (2 weeks per lab, 5 labs)*</u></i> what to look for in an advisor
WEEK 3	effective time management fitting research into academics work-life balance mental health
WEEK 4	issues facing underrepresented scholars racial, gender, and sexual-orientation biases finding and fixing our own biases how to be part of the solution
WEEK 5	applying for funding internal funding opportunities at UVU application process
WEEK 6	how to read a scientific paper research reports / reviews / editorials following the citation trail critical evaluation
WEEK 7	how to find gaps in knowledge using the library literature reviews managing references with Zotero
WEEK 8	experimental design - principles and types qualitative, quantitative, how we "know" observational vs manipulated inductive and deductive reasoning
WEEK 9	realities of research keeping a lab notebook reproducibility adapting to inevitable failure
WEEK 10	the publication process selecting an appropriate journal peer review process (fall break starts Thursday)
WEEK 11	giving effective presentations

	poster design
	telling a story
WEEK 12	getting the most out of a conference <i><u>*finish lab rotations / select research mentor*</u></i>
WEEK 13	how to build and prepare an effective CV effective use of social media web presence <i><u>*work with mentor to select research topic*</u></i>
WEEK 14	(Thanksgiving Break)
WEEK 15	next steps - getting the most from the S-STEM program setting goals building a support network of collaborators and allies <i><u>*literature review of research topic*</u></i> <i><u>*develop research plans*</u></i>
WEEK 16	research plan presentations <i><u>*poster session in SB atrium*</u></i> (Cancelled due to COVID-19)