

ASCI*4010, Course Outline: Winter 2018

General Information

Course Title: BAS Honours Research Seminar

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.

Credit Weight: 1.0

Academic Department (or campus): Arts & Sciences

Semester Offering: Winter 2018

Class Schedule and Location: Wednesdays 11:30-2:30, MACS 301

Instructor Information

Instructor Name: Pat Barclay

Instructor Email: barclayp@uoguelph.ca

Office location and office hours: MacKinnon 3009. Drop-in office hours on Wednesdays 3-4 (no appointment necessary), other office hours available by appointment. You are strongly encouraged to meet with me occasionally for individualized feedback.

GTA Information

GTA Name: N/A

GTA Email: N/A

GTA office location and office hours: N/A

Course Content

Specific Learning Outcomes:

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.

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 [1]	Using methods from Science [2]	Integrating both types of methods [3]	
	Master	Master	Master	
b. Communi- cation	Written [4]	Oral [5]	Academic audience [6]	General audience [7]
	Master	Master	Master	Master
c. Research	Traditional sources [8]	Electronic sources [9]	Humanities/ Social Science context [10]	Scientific context [11]
	Master	Master	Master	Master
d. Think	Creatively [12]	Analytically [13]		
	Master	Master		
e. Risk Society	Handle complexity [14]	Handle ambiguity [15]		
	Master	Master		
f. Experiential Learning	Learning by experience [16]	Understanding global citizenship [17]		
		Master		

Lecture Content:

Jan 10: Introduction to course

Jan 17: Library workshop on Locating & Assessing Sources (Danica Pawlick-Potts, Library)

Jan 24: Self-directed research & individual meetings with librarians

Jan 31: Writing workshop (Jacqui McIsaac, Writing Services): Developing & Refining Your Arguments – How to Write a Strong Essay

Feb 7: Presentation workshop (Victoria Fritz, Learning Services): Effective Oral Communication

Feb 14: Student presentations of individual projects: aim to have your research be >50% complete

Feb 21: READING WEEK (no class)

Feb 28: Student presentations of individual projects: aim to have your research be >50% complete

Mar 7: Poster workshop 1 (Victoria Fritz, Learning Services): How to Create Research Posters

Mar 14: Writing workshop (Jacqui McIsaac, Writing Services): Effective Written Communication

Mar 21: Poster workshop 2 (Victoria Fritz, Learning Services): bring a draft of your poster for comments on the poster and your presentation of it

Mar 28: ASCI*4010 Poster Session in University Centre (South Concourse). Your poster must be printed at least 2 days in advance.

Apr 4: Peer-Reviewing Session: bring a draft of your final paper for others to comment on it

Labs: None

Seminars: None other than the scheduled lectures

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation in class	Weekly in class	10%	1-3,5,12-13
Progress reports	11:59PM every Tues (except week 1)	10%	4,6,8-16
Detailed outline	Wed Feb 7 in class	5%	1-4,6,8-11
Oral presentation	In class Wed Feb 14 or 28 (TBD in class 1)	10%	
Poster & poster presentation	Wed. March 28 th , 11:30-2:30, UC south concourse	10%	1-3,5,7,8-17
Peer-review exercise	Wed. Apr 4 in class	5%	5,6,17
Final paper	Wed Apr 11 11:59PM	50%	1-4,6,8-17

Additional Notes (if required):

Participation in lab meetings (10%): Includes participation in class, questions/feedback on other students' presentations, and at least one individual meeting with the assigned librarian (*before* your presentation)

Progress reports (10%): Every week, you must write a short paragraph (100-300 words) describing your progress. Be as specific as possible... “I read 6 papers” is better than “I read some papers”. Must be submitted on Courselink’s Dropbox before midnight every Tuesday evening. Late assignments will be penalized 20% per day. If you miss two progress reports in a row, you must meet with me to continue in the course.

Detailed outline (5%): Skeleton outline of your proposed project, approx. 1 page, which outlines all major planned sections (e.g., intro, 2-6 body sections, conclusions), all planned subsections and sub-subsections, estimated word counts for each part to display relative weights, and number of references currently read in each part (some sections may be zero at time of writing, if other sections are well-researched). You are not bound to stick to your detailed outline, but it can help in your planning. You may re-use this outline as a Table of Contents in final paper (but are not obligated to do so).

Oral presentation (10%): Present your individual project in class on Wed Feb 14th or Wed Feb 28th. The schedule will be determined in the first class.

Poster and poster presentation (10%): Present your research in poster form in the University Centre. 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 (50%): Approx. 10,000 words, not including references (APA style preferred). Due in Courselink’s Dropbox & e-mailed to the professors by Wednesday April 11th *before* midnight. Final papers will be 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***

Final examination date and time: There is no final exam.

Final exam weighting: N/A

Course Resources

Required Texts: none. Students will be conducting independent research.

Recommended Texts: none. Students will be conducting independent research.

Lab Manual: none.

Other Resources: none

Field Trips: none (other than presenting your posters Wed. March 28th in University Centre)

Additional Costs: none. The ASCI program will cover the costs of printing your poster, as long as you print it at least two days in advance with the printer we suggest.

Course Policies

Grading Policies

Progress reports, detailed outlines, and final papers should be submitted on Courselink by the deadlines listed above. Please also bring a hard copy of your detailed outline to class on the due date. Late progress reports and detailed outlines will be penalized 20% per day or portion thereof without prior written agreement by the instructor. ***Final papers will not be accepted late without prior agreement of the instructor*** (this is due to time constraints for grade submission). For participation grades, if you must miss a week, please let me know so I can reweight participation to the other weeks (no documentation required for 2 or fewer absences). Students who miss their oral presentation, poster presentation, or peer-review exercise must have appropriate documentation, otherwise a zero will be assigned. You are expected to have something for a draft of your poster for the second poster workshop (March 21st) and of your final paper for the peer-review exercise (Apr 4th): these need not be finished products, and there are no points assigned to these drafts, but if you come with nothing then your final product will be graded down.

Undergraduate Grading Procedures

Course Policy on Group Work:

You are welcome to ask others for advice, or to have them comment on drafts of your work or practice presentations... this is how research often works. However, you must prepare all writing and presentations yourself. After all, this is a course on conducting independent research!

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is Friday March 9th. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)

Additional Course Information

Course policy on Turnitin

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

What are 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 (e.g., PowerPoint, Prezi). 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.

Do NOT go over your allotted presentation time. We will have a relatively tight presentation schedule due to the large class size. If we have more than 16 students registered, we 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.

Some tips for a successful lab meeting presentation:

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

What will the final paper look like?

The final paper should have:

- Title page with name, title, and word count
- Abstract (100-200 word summary of research question & findings)
- Table of Contents: this not only helps the reader, but also helps you ensure that all subheadings are at the same "level"
- Main text of ~10,000 words (\pm 1000 words), not including references. You may use subheadings as appropriate, or tables and figures if needed, but you are not obligated to do so. Tables and figure captions count towards the word count.
- Reference section with all cited works (APA style preferred)
- Format: 12-point Times New Roman, double-spaced, 1" or 1.25" margins, page numbers, and running head (unless your topic explicitly requires you to deviate from this format)

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 instructor 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 Honours Research Seminar**. 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 11th. I will need to receive your comments on the paper (also electronically) by Friday, April 22nd, 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. Ruediger Muller, Assoc. Dean Academic, College of Arts