



MCB*6500 MSc Research Topics in Molecular and Cellular Biology

Summer 2021

Section(s): C01

Department of Molecular and Cellular Biology

Credit Weight: 1.00

Version 1.00 - May 07, 2021

1 Course Details

1.1 Calendar Description

This mandatory two semester course emphasizes the development and refinement of the skills of scientific communication. Students submit a written thesis proposal and present a public seminar on a contemporary subject in the molecular biosciences. MCB MSc students normally complete this course within the first two semesters of their program. Students will register in each semester and receive a grade of INP (in progress) at the end of the first semester and a grade at the end of the second semester.

1.2 Course Description

Welcome to the graduate program in Molecular and Cellular Biology! One of the graduate degree requirements is completion of the two-semester course MCB*6500 (M.Sc.) or MCB*7500 (Ph.D.). In this course you will prepare a written research proposal related to your thesis project and present it to the department in a seminar. **Due to COVID19 related restrictions, the S21 seminars will occur via MS Team meetings (see <https://www.uoguelph.ca/ccs/services/office365/teams> for more information on how to install it on your computer).** These tasks will help you develop the writing and oral presentation skills you will need to write and defend your thesis, as well as help you to prepare for a career in science or a science-related field. This document is the Course Outline for both MCB*6500 and MCB*7500; it outlines all the requirements. Please read this outline carefully. If you have any questions, please ask the Course Coordinator.

1.3 Timetable

Timetable and due dates for written Research Proposals and dates of seminars will be emailed to each student. See also section 5.5 below and the courselink pages for MCB*6500

and MCB*7500.

1.4 Final Exam

No exam.

2 Instructional Support

2.1 MCB*6500/7500 S21 Teaching Team

Dr Marc Coppolino - Course Coordinator

mcoppoli@uoguelph.ca

SSC - Rm:4477 - ext 53031

Dr Steffen Graether

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Jillian Cockwell - Graduate Program Assistant

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3 Learning Resources

You need to install MS Teams on your computer- see

<https://www.uoguelph.ca/ccs/services/office365/teams> for more information. Do this well in advance and try it out so that you are ready to go when the S21 semester starts!

You will be "invited" to each class meeting so you can participate!

4 Learning Outcomes

4.1 Learning Outcomes

As you move from passive to *active* involvement in your field, you are going to create new knowledge and put your own ideas forward, instead of just learning what other scientists have done.

These courses are focused on the development of your *intellectual independence*. You will learn how to study the literature, identify important papers, read them critically, summarize them, and think about their significance. Most importantly, you will learn how to *synthesize* what you have read: that is, rather than just reading specific papers or reviews one at a time and repeating their conclusions, you will *integrate them into a coherent whole*, making a "mental map" of how they fit together. Perhaps you read a 2001 paper that hypothesizes that one particular gene is regulated by another; and a 2007 paper that proved that this hypothesis is correct; but then a 2015 paper said, "No, it's not so". Finally, a 2018 paper resolved the apparent contradiction by showing that the hypothesis is correct in yeast but is incorrect in mammals. What you have now assembled is a *narrative*: a sequence of contributions that fit together to make a story, advancing our knowledge of the subject. Making coherent sense out of these distinct facts is *integration*. Learning to do this is an important part of your maturation as a student. Based on your understanding of the state of the field, you will then explain the contribution that you hope to make. Finally, in the seminar, you will convey all these ideas to your audience.

Reading the scientific literature: A naive reader will take everything he or she reads "for granted", as the plain truth. A sophisticated reader recognizes that each writer - even a scrupulously honest author - has a particular point of view, with biases, preconceptions, or misunderstandings that colour their work. Sorting out the true from the false, the brilliant from the mediocre, the innovative from the mundane - these are aspects of critical analysis. They are examples of the most general question that we all must grapple with: what is the nature of the "good"?

The understanding and wisdom you are developing as a graduate student will bring little reward unless you can express them in words that others can follow and understand. So, another key aspect of the course is development of your writing skills. Scientific writing is a specialized art: you need to learn the rules and practices of good general writing, and you also need to learn the disciplinary conventions. The skills you develop now will serve you throughout your career - when you write manuscripts, prepare your thesis, and, later, when you write grant applications, contract proposals, technical reports, and so on.

Originality: Your written and oral presentations for this course are understood to be *your own original creative work*. Putting your name on your presentations is a type of warranty, certifying that you are the author of the work and are responsible for its content. Scientists are deeply aware of the problem of plagiarism. This is because our most important outputs are our words, data, and drawings. Baseball players can point to their home runs; contractors can show off the houses they have built; but most scientists can only list their publications - their *ideas*. If someone else takes credit for those ideas, the real author feels violated. A person who advances his or her career by presenting other peoples' ideas as his own is cheating - gaining an undeserved advantage over his or her peers.

5 Teaching and Learning Activities

5.1 Summary of your tasks

In the first semester (Summer 2021), you will write a **Research Proposal (RP)** describing your research plans and attend the seminar presentations given by the students (**in an MS Teams meeting**) who started their programs one semester before you (Winter 2021). In the second semester (Fall 2021), you will give your own oral presentation and attend the presentations given by your classmates.

5.2 The Research Proposal

This component of the course provides you with an opportunity to develop and refine your skills in scientific communication. The emphasis is on writing skills in the context of developing a thesis proposal. You are not expected to present preliminary data from your thesis research.

The RP is prepared under the guidance of your Advisor and Advisory Committee members. The *literature review* section gives an introduction to your area of research, a detailed description of the significance of the research, and a discussion of relevant background literature, focused on the key experiments leading to your proposal. The *research proposal* section includes a clear, testable hypothesis; specific objectives; experimental approaches (including rationale for choice of the experimental systems and techniques); possible pitfalls or limitations (and how they might be circumvented); anticipated outcomes and how they will be interpreted.

For **MCB*6500**, the RP should be ~3500 – 4000 words or about *15 pages* in length, consisting of 10 pages of literature review and 5 pages of research proposal. For **MCB*7500**, the RP should be ~5500 – 6500 words or about *25 pages* in length, consisting of 15 pages of literature review and 10 pages of research proposal. (Title page, references, tables, and figures/figure legends are not counted as part of the page-length.) Bibliography references must include article titles; please use the same format as the journal *Molecular and Cellular Biology*.

RP documents should be prepared single-sided, double-spaced, using a standard 12-point font (e.g., Times New Roman) and 1" margins. Please do not use extra-wide margins and do not leave blank lines between paragraphs. Use a cover page (not numbered) and number the pages. Reproducing some tables and figures from the literature is acceptable, as

long as the sources are clearly indicated; however, preparing your own figures is preferable, since that will allow you to focus on the specific message that you want to convey.

5.3 RP Submission and Grading

Submit by e-mail an electronic copy of your RP to **each member of your Advisory Committee and the Course Coordinator**. Also deposit an electronic copy (.pdf format) in the Courselink Dropbox. Each member of your Advisory Committee will evaluate your RP independently and submit a grade to the Course Coordinator. These grades will be averaged (grade A). Two members from the faculty panel will submit grades (grades B and C). The three grades (A+B+C) will be averaged to give the final grade. The RP evaluations will be returned to you two weeks before your brown-bag seminar.

5.4 The "Brown Bag" Seminar (BB)

In the second semester, you will make your oral presentation ("brown-bag" seminar, based on your Research Proposal), providing you with the opportunity to develop your skills in scientific communication. You will prepare the seminar under the guidance and direction of your thesis advisor. Your seminar should be 30 min. long. **Presentations that deviate more than 5 min from this timing will be penalized 5%.**

Prior to the start of the Fall 2021 semester, you must sign up for a seminar slot: The Graduate Program Assistant, Jillian Cockwell, will send an announcement by email when the sign-up period begins. Students should ensure that their Advisors and Advisory Committee members are available to attend, before confirming their seminar dates. Depending on COVID19-related restrictions, these seminars might again take place in an MS Teams meeting format - you will be contacted about this near the end of the S21 semester.

You must submit your **seminar title** and an **abstract** (maximum, 250 words) by email to the Graduate Program Assistant by noon Wednesday of the week before your seminar. **A 5% penalty will be applied for late submissions.**

5.5 Schedule and Checklist

When?	What?	<input type="checkbox"/>

<p>Friday May 14 2021</p> <p>@ 12:00 noon</p> <p>MS Teams MCB-BB meeting</p>	<p>First class meeting. All new graduate students are required to attend. <i>Advisors and second-semester graduate students are also welcome to attend. This is an opportunity to check if you MS team connection works well, and to ask any questions you might have!</i></p>	
<p>Friday May 21 2021 @ 12:00 noon</p> <p>MS Teams MCB-BB meetings</p>	<p>Students (W21 and S21 cohorts) are required to attend the seminar presentation on May 21. Attendance will be recorded. Expected absenteeism should be reported to the course coordinator prior to the date, providing an appropriate reason. An incomplete grade will be assigned for undocumented absenteeism</p>	
<p>Later in the semester</p>	<p>The Graduate Program Assistant will contact students in the first semester to organize and schedule your seminar slot for next semester. By this time you will have established your Advisory Committee.</p> <p>Remember to register again for the second semester of the course.</p>	
<p>Fri August 6 2021</p> <p>Noon</p>	<p>Submit by e-mail an <u>electronic</u> copy of your RP to the Course Coordinator and each member of your Advisory Committee. Deposit an electronic copy in the Courselink Dropbox. The graded RPs will normally be returned to you two weeks before your "brown-bag" seminar.</p> <p>A penalty of 10% will be applied for any late submission.</p>	

6 Assessments

6.1 Marking Schemes & Distributions

Research Proposal: 50% (to be handed in on August 6, 2021)

"Brown Bag" Presentation: 50% (takes place in Fall 2021)

7 Department of Molecular and Cellular Biology

Statements

7.1 Academic Advisors

If you are concerned about any aspect of your academic program:

- Make an appointment with a program counsellor in your degree program. [B.Sc. Academic Advising](#) or [Program Counsellors](#)

7.2 Academic Support

If you are struggling to succeed academically:

- Learning Commons: There are numerous academic resources offered by the Learning Commons including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a learning specialist. <http://www.learningcommons.uoguelph.ca/>
- Science Commons: Located in the library, the Science Commons provides support for physics, mathematic/statistics, and chemistry. Details on their hours of operations can be found at: <http://www.lib.uoguelph.ca/get-assistance/studying/chemistry-physics-help> and <http://www.lib.uoguelph.ca/get-assistance/studying/math-stats-help>

7.3 Wellness

If you are struggling with personal or health issues:

- Counselling services offers individualized appointments to help students work through personal struggles that may be impacting their academic performance. <https://www.uoguelph.ca/counselling/>
- Student Health Services is located on campus and is available to provide medical attention. <https://www.uoguelph.ca/studenthealthservices/clinic>
- For support related to stress and anxiety, besides Health Services and Counselling Services, Kathy Somers runs training workshops and one-on-one sessions related to stress management and high performance situations. <http://www.selfregulationskills.ca/>

7.4 Personal information

Personal information is collected under the authority of the University of Guelph Act (1964), and in accordance with Ontario's Freedom of Information and Protection of Privacy Act (FIPPA) <http://www.e-laws.gov.on.ca/index.html>. This information is used by University officials in order to carry out their authorized academic and administrative responsibilities and also to establish a relationship for alumni and development purposes.

For more information regarding the Collection, Use and Disclosure of Personal Information policies please see the Undergraduate Calendar.
(<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/intro/index.shtml>)

8 University Statements

8.1 Email Communication

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

8.2 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 designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 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.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct

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

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

8.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

8.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.
