

**Trial COURSE or New Course - FORMAT 1**

**Preliminary Syllabus: This syllabus for URSA 493P 201103 serves as an example**  
**URSA 492 Undergraduate Research and Creative Scholarship Seminar**

**Fall 2011**

CRN TBD 1 Credit  
Day; time TBD Schaible Auditorium

Instructor: Dr. Barbara Taylor (betaylor@alaska.edu)  
Office: 301 Bunnell (URSA Office) 474-2487  
Office hours: The URSA Office is open weekdays 9AM to 5PM

**Course description:** This is a once-weekly seminar for undergraduate student researchers providing them a venue for presenting their research and learning about peer research at UAF. Instruction on effective seminar preparation and delivery is given by the instructor or guest expert. Example seminars may be given by graduate student researchers. The majority of presentations are given by students who present their active or proposed research. Each enrolled student is required to present one research seminar as well as attend the weekly presentations and complete evaluation forms. Seminars will vary in length from 10 to 60 min. Multiple seminars may be given in a single class meeting. In addition to facilitating the gain and practice of oral presentation skills, the seminars will provide an overview of the diversity of research at UAF. Students will gain a broad understanding of the significance process and impact of research as conducted across the wide range of scholarly disciplines represented on all the UAF campuses.

**Course goals:** Students will gain and sharpen their critical thinking and presentation skills as well as learn about a variety of life science topics from the molecular to the organismal, to the population level. They will also sharpen their critical thinking and presentation skills.

**Instructional methods:** This course will comprise student-led presentations about current research topics at UAF.

**Course readings/materials:**

1. Students may wish to refer to:  
*The Craft of Scientific Presentations: critical steps to succeed and critical errors to avoid*  
by Michael Alley 2003 Springer  
for instruction on preparing and making scientific presentations
2. Occasionally, journal articles resulting from UAF research may be presented, and students will be emailed a pdf copy of the article prior to the presentation.

**Policies:** Students are expected to attend and complete an evaluation for all seminars.

**Assignments:** Students will be informed of each seminar topic one week in advance. Students will research, using the internet, the topic and write a two-paragraph research-reflection on what they learn through their internet search and how their expectations for the seminar have been shaped by their research. The research-reflection is due at the seminar. Following the seminar students will write a two-paragraph seminar-reflection articulating what they learned from the seminar and how their views, formed through the internet search, were reshaped by the seminar itself. They will also be asked to reflect on the quality of the presentation and describe what aspect they believe worked best and which worked poorest. Together, these three paragraphs compose the seminar-reflection.

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Seminar-reflections are due at the seminar; thus, two assignments will be turned in at all seminars except the first and the last. Seminar-reflections for the final seminar are due one week after the seminar. Reflection assignments will not be accepted if the student does not attend the seminar. Students do not complete reflection assignments for the seminar they deliver.

**Grading:** Each reflection (one research-reflection and one seminar-reflection for each of approximately 15 seminars – 30 reflections in all) will be graded out of ten points by the instructor (aided by a TA if class size warrants). Each student's seminar will also be graded by the instructor out of ten points. This is a Pass/Fail course. Students must accumulate 210 points on their assignments to pass the course.

**Disabilities:** The instructors will work with the Office of Disabilities Service (203 WHIT, 474-7043) to provide accommodations in both the classroom and laboratory to provide equal access to all materials in this course to all students.

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**Course calendar:** The following is a PRELIMINARY seminar schedule.

DATE	SPEAKER	SEMINAR TITLE
SEP		
6	Course Introduction	
15	Barbara Taylor	Effective Research Presentations
22	Webinar and sign-up	
29	Enrolled student	
OCT		
6	Enrolled student	
13	Enrolled student	
20	Enrolled student	
27		
NOV		
3		
10		
17		
24	THANKSGIVING - NO SEMINAR	
DEC		
1		
8		