

Research and Creativity at UF
HUM2930
Credit Hours: 1
Summer B 2022

Class Meet: M | Period 7 (5:00 PM - 6:15 PM)

Location: NEB0202 (IN PERSON)

Instructor:

Morgan Yacoe, MFA

Contact: morganyacoe@ufl.edu; 973-735-3095

Morgan Yacoe Office Hours: 5:00pm-6:00pm Wednesdays

Zoom Link: <https://ufl.zoom.us/j/99326154976?pwd=Mmlxb29zWXVWbGVlQ0YzT1FrRExkZz09>

Graduate Teaching Assistant (TA):

Jenifer Hernandez

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Student Groups

Group 1

TAs: Savannah Still and Zaid Syed

Students: Natalie Landman, Andrew Wilson, Cadence Williams, Erik Ruszkowski

Group 2

TAs: Oluwagbemisola Awonusunu and Kayla Booth

Students: Madeline Browy, Jacob Hefty, Katia Huddleston, Jae Sarner, Matthew Wolf

Group 3

TAs: Eva Frost and Grace Granum Sami Hemaïdan

Students: Mai Camacho, Steven Cartwright, Caroline Eaton, Hailey Petriccione

Group 4:

TAs: Juliana Kong and Brianna McDonald, Vicky Freedman

Students: Ainsley Hamilton, Wasif Labib, Jared Ladrach, Isabella Martinez

Group 5:

TAs: Madison Moore, Chinmay Patil, Hoanah Rizo

Students: Kennedy Cook, Daniela Gomez, Shane Layman, Robley Redick

Course Website is on Canvas**Course Description**

How do artists, engineers, biologists, educators, physicians, writers, historians and other scientists and scholars know what they know? How do people become researchers? How do research practitioners approach a question or shape new knowledge within their disciplines?

This introductory seminar explores the questions inherent to the practice of research within, and across, the arts and sciences. The course provides a dynamic, interdisciplinary, and interactive overview of diverse research methodologies. Learning methods include two primary components: 1) Faculty panel discussions by guest faculty from a variety of disciplines and 2) *Research Toolkit* skills development and practice. Students will engage in research project development and workshops during class to practice skills such as literature review and mind mapping to develop a basic research toolkit.

This research seminar is appropriate for undergraduate students of all disciplines who are interested in research.

Course Objectives

1. Students will discuss what the process of research looks like in a minimum of 3 fields or disciplines.
2. Students will identify types of research professionals.
3. Students will identify methods of data collection, analysis, and dissemination.
4. Students will engage in a minimum 3 basic research skills.
5. Students will describe the role of creativity in forming research questions and developing research protocols.
6. Students will describe strengths and challenges of interdisciplinary research.
7. Students will be able to describe what research paths look like at undergraduate, graduate, academic, and professional levels.

Required Readings and Other Materials

Required readings and resources will be posted on the course website of eLearning under **Course Materials** and within the **corresponding Week #**. It is essential to the course that you understand how to navigate the eLearning system to access these important tools.

Assignments

Individual Assignments:

Library Resources Sessions

Students will attend the Resources Lecture on 6/30 from 9am-10am

How to Read a Research Article

Prior to beginning a research project, it is critical to understand what research has already been conducted on a topic. For this assignment you will view tutorials on how to read an academic or scholarly research article and complete an exercise that will require you to critically evaluate each of the sections of a research article. You will discuss this assignment in your group meeting with your designated TA.

Research the Researchers

When presenters are scheduled, students will “research the researcher” to familiarize themselves with the researchers’ background(s) and research interests. Students will come prepared to class with two well-developed questions to ask one or several of the researcher about how they came to their research (the path) and/or their process of research. You should also cite in correct APA reference format one article you were able to access and read, of interest to you, by one of the panel scholars. All assignments are to be submitted on Canvas.

RCR Modules

Students will work at their own pace to complete Research modules related to Responsible Research Conduct throughout the term

Link to modules: <https://reg.distance.ufl.edu/reg/Activity/Details/909fcdb8-75a2-493b-89e4-dba9e202f7dd>

Pre/Post Evaluation

These evaluations will specifically ask you about your research knowledge and is separate from the course evaluations that are distributed for each of your classes at the university. The evaluations are anonymous. You will complete these evaluations online and then upload proof that the evaluation was completed in order to receive credit.

Group Assignments:

Developing Research Questions

Students will develop clear, measurable and specific research questions that integrate creativity with their personal research interests

Literature Review and Mind Map

For this assignment, you will begin to locate and organize the literature that supports your research proposal by creating a Literature Review and Mind Map.

Group Research Poster Presentation

Students will develop a research proposal in their small groups and present the proposal to the class in the format of a poster presentation. This presentation will include the overarching research question, supporting literature review, and proposed research design.

Course Policies

The course requires *full* participation in attendance and class discussion/interaction. Given the short number of classes, there are no unexcused absences allowed. Each missed class will result in your grade being lowered one grade.

Participation:	20%
Individual Assignments:	40%
Group Assignments:	40%

Due to the compressed Summer B schedule, students are expected to spend additional time outside of class. We will meet this time requirement through regularly scheduled group meetings. Our intention in the structure of this course is to keep you engaged with stimulating conversation and hands-on learning during class time. Your grade will reflect your ability to effectively participate with your instructor, guest lecturers, and peers. The required course components are weighted as follows:

Grading Scale

Letter Grade	% Equivalency
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C- *	70-72%
D+	67-69%
D	63-66%
D-	60-62%
E	<60%

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculating> pa

Class Participation and Late Assignments

Late assignments will receive a 5% per day late deduction when submitted within one week of the due date, after which they will receive an automatic 50% deduction in grade.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Group Assignment Submission:

Each group member must submit a copy of their group assignment on canvas, not just one submission for the entire group

Attendance:

Due to the condensed nature of this course (lecture and group meetings only meet 5 times this semester) there are no unexcused absences allowed this semester. An excused absence counts as a family emergency or if you are sick with a doctor's note. If you do miss a lecture OR group meeting your FINAL grade will decrease by one letter grade per missed session. At the end of the semester your final grade will be calculated to reflect attendance. So, your final grade throughout the semester may not reflect your current canvas grade if you have missed class meeting times.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

University Policy on Accommodating Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/> Library Support, <http://cms.uflib.ufl.edu/ask>.

Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420.

General study skills and tutoring. <http://teachingcenter.ufl.edu/> Writing Studio, 302 Tigert Hall, 846-1138.

Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course Outline:

Class	What's Happening in Lecture	What's happening in group meeting	Assignments
06/27	Course Introduction - o Syllabus Review - o Review the assignments - o Review Canvas - o Instructor Presentation - o Meet with your group and set up group meeting time	• Meet your fellow group members and TAs • Start on Developing Research Questions	Group Assignments: • Set up group meeting times and meet with your group this week • Developing Research Questions (Due 7/11) Individual Assignments: • Research the Researcher 1 (Due 7/11) • Attend Library Resource Session on 6/30 9am -10am (If you cannot make that time, watch the recording)
7/4	Nothing! No class, 4th of July, but you will still meeting with your groups this week	Continue to work on Developing Research Questions	Group Assignments: • Developing Research Questions (Due 7/11) Individual Assignments: • Research the Researcher 1 (Due 7/11) • How to Read a Research Article Part 1– find an article and send your article to group (Due 7/11)

07/11	Faculty Panel 1: Interdisciplinary Research Faculty Panel Panelist: Sara Agnelli, Samsun Lampotang, and Barbara Mennel	Work on Developing Literature Review and Mind Map TAs: Check to make sure everyone has received their peers articles	Group Assignments: - Develop Literature Review and Mind Map (Due 7/18) Individual Assignments: - Research the Researchers 2 (Due 7/18) - How to Read a Research Article Part 2– read your group members articles and complete the assignment (Due 7/18)
07/18	Faculty Panel 2: Research Communication and Broader Impacts Panelists: Whitney Stoppel, Neil Weijer, Mike Cricchio, Leah Reade Rosenberg	TA Demo: The Poster Presentation How to Read a Research Article Presentations	Group Assignments: Start working on your poster presentation
07/25	Student Panel: Research Path with Graduate and Undergraduate Students Moderator: Jenifer and Kayla Panelists: Grace and Savanna (and more TBD)	Work on Poster Presentation TA Demo: How to find research opportunities as an undergraduate student at UF	Group Assignments: - Work on your Poster Presentation and print the poster. Individual Assignments: - RCR Modules Due (8/01)
08/01	Student Poster Presentations and Course Wrap Up	Optional: Meet with your group to debrief on the semester	Individual Assignments: - Pre/Post Evaluation - Course/Instructor Evaluation

