Instructions to Students

BIOL 198: Undergraduate Research

Biology Undergrad Research Advisor: Dr. Bryan Ballif\*

\*subject to change before the beginning of the fall semester – we will notify all enrollees by email if this is the case

Students are responsible for understanding and following requirements, address questions to Dr. Ballif\*.

**Section Description:**

Students work closely with an experienced researcher who will aid in the identification and conduct of an original project. Each credit requires a minimum of 40 hours. However, students put in even more time. Often students do not have prior research experience and step into an ongoing project, but are working independently by the end of the semester.

Students enrolling in BIOL 198 are more than an Apprentice (BIOL 098, student shadows a researcher learning skills), but less than an Advanced researcher (BIOL 298, student prepares 3-5 page research proposal on an independent project at the beginning of the semester). By the end of the project (either 1 or 2 semesters), both the BIOL 198 and 298 students are expected to write a final paper in the format of a journal article. Students who are Biology/Biological Science/Zoology/A&S Environmental Sciences majors may work with either a Biology Department faculty member or a faculty member in another life science department. Students who are not majors within the Biology Department must work with a Biology Department faculty member. Students in the Continuing Education PostBac Program may also enroll.

Students can enroll for 1-18 credits. Each credit requires a minimum of 40 hours. For example, 3 credits require a minimum of 120 hours, or at least 8 hours per week during a 15-week semester or 10 hours per week during 12 weeks in the summer.

**Section Expectations:**

Enrolling in BIOL 198: Students first identify a laboratory and research mentor. To obtain an override the student or mentor needs to email Dr. Ballif\* the student name, netid, mentor’s name, course number and number of credits. Note: occasionally students enroll after the drop/add period, email Dr. Ballif\* if you have questions about this.

Enrollment Form: Required of all students by the end of the drop/add period. Available through Blackboard.

Learning goals: Form is available on and submitted through Blackboard, to be developed with and approved by the mentor. Complete the check list with 10 skills you will develop during the project. Possible skills include writing and information literacy, lab techniques (e.g. pipetting, PCR), data collection and record keeping, data management on spreadsheets, statistical analysis and writing reports.

Proposal: In addition to the enrollment and learning goals forms, write two paragraphs, one briefly stating the goals of the mentor’s research that you will participate in, the second outlining your role in the project.

Research Presentation: Biological Science or Zoology BS majors who plan to use six credits of Undergraduate Research (a total of 6 with up to 3 credits of 198, 3-6 of 298) as part of their required advanced courses MUST give a short presentation, sometime in April, at an approved venue (e.g., Biology Department BioLunch, UVM Student research conference). All other students are encouraged to present and may be required to do so by their Mentor.

Final Assignment: Students continuing the project and enrolling in research the next semester will prepare a short summary of the semester’s activities and a plan for the upcoming semester. Students not continuing with the project will prepare a paper in standard journal format under the supervision of the research mentor. The length of the paper should reflect the time and credits devoted to the project (e.g., 1-6 credits over 1-2 semesters). The final assignment, after approval by the Research Mentor, should be submitted through Blackboard.

Target dates for final paper:

Mentor student meeting to review project and outline report Nov. 14-18

Draft of paper to mentor Friday, Dec. 2

Final paper to mentor and to Dr. Ballif\* (through Blackboard) Friday, Dec. 9

Grade to Dr. Ballif\* Friday, Dec. 9

MESSAGE TO UNDERGRADUATE RESEARCH MENTORS

Thank you for agreeing to serve as an undergraduate research mentor! Over the years students have told us that undergraduate research projects were a central event in their academic experience. Students remember the Research Mentors as their most important role models.

The goal of an Undergraduate Research Project is to work closely with experienced researchers as part of an ongoing, research project. Advisors are always a faculty member but the student may work day-to-day under the supervision of a Postdoctoral Fellow or senior graduate student. Although the student will be incorporated into an ongoing project, for BIOL 198 the student is expected to be working independently by the end of the first semester. BIOL 198 is our intermediate level research course, often taken by students with little experience at the beginning, but students are expected to be working independently by the end of the semester. The students should be more than an Apprentice (BIOL 098, student shadows a researcher learning skills), but less than an Advanced researcher (BIOL 298, student prepares 3-5 page research proposal on their independent project at the beginning of the semester). By the end of the project, both the BIOL 198 and 298 students are expected to write a final paper in the format of a journal article.

Students may take BIOL 198 for 1-18 credits. Each credit requires a minimum of 40 hours. For example, 3 credits require a minimum of 120 hours, or at least 8 hours per week during a 15-week semester or 10 hours per week during 12 weeks in the summer.

**Evaluation:**

Dr. Ballif\* will submit the final grade based on the evaluation of the Mentor. A recommended timeline is above. The student is responsible for reminding you to submit the grade, but please help the student to complete assignments by the grade deadline.

The guidelines for grades are:

A = Completed assigned duties on time, highly dedicate, high quality work. Participated in all lab discussions. Read and thoughtfully discussed assigned publications. Student has a strong understanding of the hypotheses, data collection and analysis of data. The final paper is excellent.

B = Completed most assigned duties on time and with good accuracy. Sometimes participated in lab discussions. Read assigned publications and asked solid questions. Final paper is useful to the lab.

C = Completed many of the assigned duties, mostly on time. May have had to repeat observations to attain accuracy. Read and generally understood assigned publications. The work is useful to the lab.

D = Completed some assigned duties, often with low quality. Failed to complete some readings. The final work has limited interest and not likely to be used in future studies.

F = Failed to meet minimum requirements for a passing grade.

SP/UP **=** For students continuing into the next semester. Neither SP nor UP is included in the student's GPA. The grade of SP indicates satisfactory progress and credit will be awarded. The grade of UP indicates unsatisfactory progress and no credit will be awarded. Both SP and UP can be final grades and remain on the transcript. If desired, they may be changed according to the following: SP may be changed to a letter grade once the final grade for the multiple semester work is completed; SP cannot be changed to UP or F based on completing the final semester's work unsatisfactorily. UP may be changed to an F.