

**Research and
Creativity at UF
HUM2930
Credit Hours: 1
Fall 2025**

Class Meet: M | 5:10-6:00

Location: Room: Norman Hall 011020

You are expected to attend a weekly IN-PERSON group meeting with your TA and assigned research project group. Attendance in the group meetings is required.

Instructor:

Tim Murray, PhD.

Contact: timothymurray@ufl.edu

Office Hours: Wednesday 5pm-6pm over zoom or by appointment

Graduate Teaching Assistant (GTA): Christy Salley E-Mail: christysallee@ufl.edu

Undergraduate TAs: Please contact TAs through the Canvas Inbox

Course Website is found 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 three primary components: 1) *Faculty panel discussions* by guest faculty from a variety of disciplines, 2) *Student panel discussion* by undergraduate, graduate, and doctoral students, and 3) *Research Toolkit* skills development and practice. Students will engage in research proposal development and workshops during class to practice skills such as developing research questions, annotated bibliography and mind mapping to develop a basic research toolkit.

Important note: This course is designed to give you the skills you will need to pursue research at UF. In the spring your CURE class will be your first research experience and URSP will then guide you through the process of locating a subsequent one-on-one research position.

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

UF Academic Policies & Resources: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

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.

Group Meetings:

Students will have regularly scheduled group meetings in person with their undergraduate TA. We will meet this time requirement through regularly scheduled group meetings. Student groups are listed in the table below. Your TA will reach out to you the first week of class to schedule a weekly group meeting time. For these weekly group meetings, attendance is mandatory, your TA will be taking attendance. This is the group you will work with for the group projects of the course. Your TA is also your main point of contact for the course. They can answer any questions you may have about the assignments, course, and undergraduate research. Your TA is also your mentor!

Question? Where do I find my group number? On canvas under the “People” tab! You can find your group number on canvas under the “People” tab. Once you are on that page, please click the “Groups” tab.

Calendar Fall 2025

(Calendar is subject to change)

Week #	What's going on in lecture	What to do you in your weekly group meeting	Assignments for this Week: due at the beginning of class unless otherwise stated
Week 1 8/25	Course Introduction <ul style="list-style-type: none">• Syllabus and Final Project Review• Group Organization and Seating Chart• Give out pre-assigned groups and TAs (your TA will reach out to you that night to set up a weekly group meeting)• Overview of canvas and assignments• The Research Process:<ul style="list-style-type: none">○ https://www.youtube.com/watch?v=mV0bUQpz468	<ul style="list-style-type: none">• No weekly group meeting this week	Group Assignments: <ul style="list-style-type: none">• Schedule your weekly group meetings: Due by 8/29 Individual Assignments: <ul style="list-style-type: none">• Complete RCR Modules- upload copy of certificate by 8/29

Week 2 09/08 9/1	Basic Research Skills: Library Presentation Navigating the Library Labor Day Holiday: No Class Connecting to UF VPN Lisa Campbell, Instruction and Outreach Librarian: Library West	<ul style="list-style-type: none"> Continue working on Forming Research Questions assignment this week even though there is no class Research publications Get to know your TAs Your TAs will go over the assignments 	Individual Assignment: Accessing/ Reading Research Articles assignment
Week 3 09/15	Faculty Panel: Interdisciplinary Research <ul style="list-style-type: none"> Dr. Jared Tanner (PHHP) Dr. Eleni Bozia (Classics) 	<ul style="list-style-type: none"> Begin working on Forming Research Questions Reading a Research Article 	Group Assignments: Forming Research Questions Assignment Individual Assignment:
	<ul style="list-style-type: none"> Dr. Dennis McCarty (Writing Center) 	<ul style="list-style-type: none"> Final Question for Research Poster 	Research the Researcher 1 Watch the Biomimicry video and do a 200 word reflection
Week 4 09/22	Undergraduate TA Panel: The Undergraduate Research Experience/ CUREs	TA Demo: The CURE process and begin work on literature review for chosen topic	Group Assignment: Final Research Question for poster
Week 5 09/29	Faculty Panel: Research Paths Panelists: <ul style="list-style-type: none"> Dr. Christiana Shaw (Surgery) Dr. Heather Ray (Physics) Dr. Amy Williams (Astraeus Space Institute) 	<ul style="list-style-type: none"> Review poster guidelines on UF CUR website Work on literature review for research question 	Group Assignment: None Individual Assignment: Research the Researcher 2

Week 6 10/6	Research abroad panel Panelists: <ul style="list-style-type: none"> • SUIRP students • UF x Newcastle Researchers 	<ul style="list-style-type: none"> • Start draft of introduction section and methods for poster 	Group Work: Literature review for research question (minimum 5 references) Individual Work: <ul style="list-style-type: none"> • None
Week 7 10/13	Graduate Student Panel: Panelists: <ul style="list-style-type: none"> • Taylor Morris • Kyle Adams 	<ul style="list-style-type: none"> • Work on the introduction section and methods for poster 	Group Work: Individual Work: <ul style="list-style-type: none"> • Research the Researcher 3 • Humanities article and reflection
Week 8 10/20	Faculty Panel: Data Collection Methods Quant vs. Qual Panelists: <ul style="list-style-type: none"> • Sarah Gamble • Jeanette Mary Andrade (Food Science and Human Nutrition Department) • Adrienne Strong <ul style="list-style-type: none"> ○ (Anthropology) 	<ul style="list-style-type: none"> • Begin Discussion and broader impacts sections 	Group Work: Draft of Introduction and methods for poster Individual Work: Research the Researcher 3 STEM article and reflection
Week 9 10/27	Creativity in Research guest speaker	<ul style="list-style-type: none"> • Work on Discussion and broader impacts • TA led Quant versus qual discussion and review of articles 	Group Assignment: None Individual Assignment: Brain on improv video and 200-word reflection Research the Researcher 4

Week 10 11/03	Faculty Panel: Research Communication and Broader Impacts <ul style="list-style-type: none"> • Dr. Gabriela Hamerlinck • Dr. Jamie Tayar (Astronomy) • Dr. Ginessa Mahar (Anthropology Librarian) 	<ul style="list-style-type: none"> • Confirm that literature review completed early in the semester still works for the poster 	Group Work: Draft of Discussion and Broader Impacts Individual Work: <ul style="list-style-type: none"> • Research the Researcher 5
Week 11 11/10	Poster Workday	<ul style="list-style-type: none"> • Start your group poster presentation 	Group Work: Individual Work: <ul style="list-style-type: none"> • Research the Researcher 5
Week 12 11/17	The URSP Experience and Involvement Panelists: <ul style="list-style-type: none"> • URSP Advisory Board 	<ul style="list-style-type: none"> • Work on Poster and practice Presentation 	Group Work: <ul style="list-style-type: none"> • Work on Poster Presentation: make sure you print your poster soon!
11/24	No class: Thanksgiving Holiday		
Week 13 12/1	Research and Creativity Symposium Poster Presentations	<ul style="list-style-type: none"> • Optional: Meet with your group to debrief on the semester and practice presenting your poster 	Group Assignments: <ul style="list-style-type: none"> • Poster Presentations during class Individual Assignments: <ul style="list-style-type: none"> • Course/Instructor Evaluations (GatorEval) • URSP Post Class Survey (This is different than a GatorEval)

Assignments:

Week 1

Individual Assignment: Responsible Conduct of Research (RCR) Module (10 pts)

Complete the entire Responsible Conduct of Research Module:

[https://cur-elearning.center.ufl.edu/courses/rcr-for-](https://cur-elearning.center.ufl.edu/courses/rcr-for-undergrads/)

[undergrads/](https://cur-elearning.center.ufl.edu/courses/rcr-for-undergrads/) Upload your certificate to the assignment in Canvas

0 Points	10 points
No submission	RCR module completed, upload certificate to canvas clearly showing your name

Extra resource: What is Research, the Research Process: <https://www.youtube.com/watch?v=mV0bUQpz468>

Group Assignment: Schedule Weekly in-person TA group meetings that will continue throughout the whole semester.

Week 2

Individual Assignment: Accessing/ Reading Research Articles (20 pts)

This assignment prepares students to begin the literature review and research process by familiarizing themselves with the UF IRB and UF library. Students will learn the definition of human subjects research, how to differentiate scholarly articles from popular articles and how to find research articles using the library databases.

Article Search:

If you are unfamiliar with how to locate academic/scholarly articles, begin by reviewing the links under Additional Resources and Materials on the Home Page. You may also review the [How to Read a Research Article](#) assignment for additional information about scholarly articles.

Go to the [UF Libraries \(Links to an external site.\)](#) website and use the databases and journals tab on the main page to conduct your search.

* You will need to do this either while connected to the UF wireless network or while connected to the UF VPN. You can find instructions on how to connect to the UF VPN from off campus [here](#)

Once you begin your search, you will find lists of databases and journal articles that are relevant to your topic of interest. Make note of these

because you will be required to search for additional article for upcoming assignments

The first step to being a researcher is to understand how to read the literature. Some of you might be seasoned researchers and you are very familiar with the sections of academic articles. You know clearly how to go about reading an article so that you can summarize and synthesize the information in it. For other students, this task might be foreign, overwhelming, and daunting.

This assignment will help us break down the steps to reading an article and extrapolating the information within it in a palatable way. This exercise may seem cumbersome and labor intensive at first, but with practice, moving through the steps suggested in this exercise will help you read articles efficiently and effectively. It will allow you to move-on from "bad" or unrelated articles quickly and it will help you deeply unpack the articles that are most important for your literature review or research.

Prior to completing this assignment, it may be helpful to view the videos "How to Read and Comprehend Scientific Research Articles" and "How to Read Academic Research". Links are available at the bottom of this assignment.

Be sure to read all of the assignment directions carefully and completely. Don't forget to prepare for the in-class discussion/group work.

Assignment Directions:

- Find an article that relates to your small group's research question using the databases or journals tab found on the <https://uflib.ufl.edu/>
- When choosing an article for this assignment, be sure that the article contains all parts of a scientific article (abstract, introduction, methods, results, and discussion) that are discussed in the "**How to Read and Comprehend Scientific Research Articles**" video below.
- Please download and **print** the article you have chosen (*If you choose not to print the article, you will need to have a way to mark it up electronically on the actual article*).
- Download this [Article Exercise Document](#)
- You will do a combination of typing into the **Article Exercise Document** and marking up the **actual article**.
- You should answer the questions clearly and succinctly. Please be mindful that even though we are summarizing an articles findings, you should use your own words through paraphrasing to answer the questions. This is good practice so that we don't find ourselves plagiarizing in our literature reviews due to lack of paraphrasing or quoting with citations.
- Although you will be filling in questions, please still be mindful of paper formatting, writing mechanics, and please name your file appropriately: LastNameFirstInitial_ArticleExercise
- You will need to upload the completed version of the Article Exercise Document **and** a scanned or downloaded copy of the marked-up article- if you use a tablet to mark it up .

Prepare for Small Group Discussion:

- Prior to meeting with your small group this week, your UTA will ask you to download and **print** an article for discussion. **Read** the article before your small group meeting, and be ready to discuss the article in terms of the [Article Exercise Document in a group](#):

VIDEOS

How to Read and Comprehend Scientific Research Articles: <https://www.youtube.com/watch?v=t2K6mJkSWoA> (Links to an external site.)

How to Read Academic Research: <https://www.youtube.com/watch?v=XvnUojPCftk>

0 points	5 points	10 points	15 points	20 points
Did not submit any portion of the assignment OR submitted content unrelated to the task.	Submitted only one component (ex: article but no exercise document), or both were incomplete/incorrect. Minimal effort shown.	Submitted both files but had errors in article selection, incomplete exercise, or unclear markup. Some attempt made.	Mostly complete and appropriate article selected. Exercise document is largely accurate. Article is marked up with some care.	Article is peer-reviewed and well-chosen. Document is thorough and well-written. Article markup is complete. All materials uploaded properly. Prepared for group discussion.

Week 3

Individual Assignment: Research the Researchers (5 pts)

An important professional skill is to know who you are talking to/meeting with any time you are meeting new people, particularly in an academic setting. One way to do this is to do the homework first and know who you are talking/listening to. We are fortunate to have several panels of UF Faculty researchers in class to discuss various aspects of research. ***Prior to the class period where they come to speak*** you will be expected to “research the researcher” You should come prepared to class with two well-developed questions to ask one or several of the researcher about topic of the panel. Dedicate time to this and go beyond basic surface level questions. This is an important skill to cultivate as it will be important to you in college and beyond (wherever you go next.) You should also cite in correct APA reference list format one article you were able to access and read, of interest to you, by one of the panel scholars.

0 points	2.5 points	5 points
No submission or submission does not meet basic requirements (e.g., no questions or no citation).	Submission includes either one question and/or incomplete citation. Questions are vague or lack depth.	Submitted two thoughtful, well-developed questions AND a properly formatted APA citation of a relevant article by a panelist. Demonstrates preparation.

Individual Assignment: Watch the Biomimicry TED talk and write a 200 word reflection (10pts)

[Janine Benyus: Biomimicry in action | TED Talk](#)

Watch this short video and write a quick 200-word reflection about it. If you are stuck, some brainstorming suggestions include: why is interdisciplinary research important? How can researchers work together to solve important problems? Do you have any research ideas that could be interdisciplinary in nature?

Group Assignment: Forming Research Questions (20 pts)

This assignment will give students an overview of how researchers formulate their research questions. Students will learn what makes a strong research question and use observational research methods to identify potential research questions.

Finding and structuring strong research questions is an essential component of research. All research begins with a question and the success of your research study depends on the strength of that question. For this assignment, you are asked to begin thinking about research questions that may relate to the Group Research Poster project due at the end of this course.

This assignment has three steps:

1. Spend some time thinking about how creativity relates to your personal research interests and those of your group. You may clearly see this connection or it initially may be difficult to envision. If you are having difficulty seeing the connection, you may conduct a simple web or scholarly article search, that includes your field (i.e. "engineering" or "mathematics") and a word like "creativity" or "innovation". Once you have gathered your thoughts, and in your group's own words, **write a list of at least 10 questions that you could answer if you were to conduct research on this topic. Submit these questions as Part 1 of your document**
2. Conduct an independent internet search using search terms such as "how to write a strong research question" or "how to develop a research question" and review some of the common themes that emerge. You will want to learn how to write research questions that are clear, specific, and neither too broad nor too narrow. After you look this up, go back and review the questions you wrote in step 1. **Use what you learned to write three strong research questions that connect to some of the questions that arose for you when you in step one. Submit these questions as Part 2 for this assignment.**
3. For each of the three questions in step two, begin to brainstorm the type(s) of research process(es) you could use to answer the research question. You may not know how to answer this yet and that is okay. This portion of the assignment is designed simply for you to begin thinking through what may be involved in answering your question in greater detail. Again, it is understood that you may be unfamiliar with formal research processes. Simply describe the steps you think one may go through to try and answer each research question. For Part 3, you are asked to submit a page that shows each of the three research **questions you revised in step two and one typed paragraph that summarizes what you believe would be involved in setting up a study to answer the question.**

This should be all in one word document that has 3 parts, see the bolded sections above.

Week 4

Group Assignment: Decide on one Research Question that you will create your research poster about (10 pts)

0 Points	10 points
No submission or submission that is not relevant to the assignment	One single research question is selected and inserted into the text box.

Week 5

Individual Project: Research the Researcher 2 (See Above) (5 pts)

0 points	2.5 points	5 points
No submission or submission does not meet basic requirements (e.g., no questions or no citation).	Submission includes either one question and/or incomplete citation. Questions are vague or lack depth.	Submitted two thoughtful, well-developed questions AND a properly formatted APA citation of a relevant article by a panelist. Demonstrates preparation.

Week 6

Group Assignment: Literature Review (20 pts)

For this assignment, you are asked to begin organizing literature using a literature review rubric. The literature you locate and organize should directly relate to the research question identified for your final poster. You may not be able to find literature that describes a research question exactly like the one in your proposal and that is fine. If you cannot find literature that relates to similar questions, you will instead look for literature about individual aspects of your question. For instance, if you focus on how creative thinking improves healthcare device design for youth but are unable to find literature on this topic you would instead look for topics related to some combination of creative thinking, healthcare device design, and youth who utilize healthcare devices. If you were to then go on to write about your topic you would need to explain in your writing how and why these aspects were combined together.

The purpose of a literature review rubric is to assist you in the process of collecting research articles, determining if they are relevant to your

topic, and synthesizing information. You should use the skills you learned in the Article Exercise to extrapolate information from the articles in an efficient and effective way. If you find that your search results in so many articles that you are arbitrarily selecting them, then your search may be too broad, and you will want to consider how to narrow your search terms. If you are unable to find enough articles, you may need to consider a different combination of search terms or broaden your search. The articles you find for this assignment will likely be the articles you will use to write future literature reviews. Investing additional time in this assignment now will give you a strong foundation as you transition into more in depth academic writing.

A Note on Literature Reviews: A literature review can be a standalone document or a component of a larger paper. As a stand along document, a literature review will generally consolidate and synthesize all of the available research articles on a topic so that this information is presented as a cohesive whole. Literature reviews can contribute powerfully to the literature by helping to identify areas of strength and gaps in the existing literature. A literature review is also a section of most research papers, including professional papers that describe experimental research. As a component of a larger article, a literature review provides an explanation of previous research on a topic and lays the foundation for the remainder of the research presented in the article.

Assignment Directions

This assignment will include the following three components:

1. Title for Project
2. Topic Sentence
3. Literature Review

Please see below for additional information on each of these components:

1. Title for Project

Begin by thinking about the population you would like to work with and the type of work you would like to do. Your title should clearly and succinctly convey both of these to a potential reader. You may or may not choose to also make your title creative or include a play on words. However, do not allow a creative title to come at the expense of clearly conveying the information. Authors often balance this by following a short creative title with a longer and more descriptive subtitle.

2. Topic Sentence

Your topic sentence will clearly state the overarching theme of the literature you consolidate. It is the unifying theme that ties together what may be seemingly disparate topics in your literature review rubric. If you were writing a full paper, the topic sentence would usually be included in the first paragraph of the paper to immediately let the reader know what to expect.

3. Literature Review

This is a description and synthesis of the 5-15 peer-reviewed research articles you found for your project. You are not simply listing out the articles and summarizing them. You should group them by topic and describe what the existing literature says about your project. You can also point out the gaps in the literature that your study would aim to fill.

Please keep in mind the follow things that could impact your grade for this assignment:

- It is expected that you will *not* simply use the first 5-15 articles you find, but rather, you spend time searching for well-written and relevant articles that directly support your writing goals. Thus, you may have to look at many more articles than the required number for this assignment so you can edit your bibliography down to 5-15 strong sources.
- Please be sure your resources are *peer-reviewed*. Contact a librarian if you are still unclear about this distinction.

It is best-practice that the majority (at least over half) of the articles have been published within the past 5 years

- It is expected that you will review the *entire* article, using the skills suggested in the Article Exercise.
- It is recommended that when you find a good article, you save it to your computer or print it so you will have it to use for writing future papers.

Week 7

Individual Project: Research the Researcher 3 (See Above) (5 pts)

0 points	2.5 points	5 points
No submission or submission does not meet basic requirements (e.g., no questions or no citation).	Submission includes either one question and/or incomplete citation. Questions are vague or lack depth.	Submitted two thoughtful, well-developed questions AND a properly formatted APA citation of a relevant article by a panelist. Demonstrates preparation.

Individual Project: Humanities Article and Reflection (10 pts)

Use the skills you have learned in this class to effectively read a humanities research paper. Choose from one of the articles listed below and write a structured research paper reflection. The reflection should be no less than 500 words in length. Please put the APA citation of the paper you chose at the top of the page. Your reflection should briefly summarize who wrote the article, and what the article was about. Identify what methods the author used as well as the research results. Please reflect on the article itself and consider things like what makes sense? What did not make sense about the article? Were there any gaps in the research? How could the research be expanded?

List of articles to choose from:

Shapin, S. (2014). 'You are what you eat': Historical changes in ideas about food and identity. *Historical Research*, 87(237), 377–392.

<https://doi.org/10.1111/1468-2281.12059>

Tam, K. Y. Y., Poon, C. Y. S., Hui, V. K. Y., Wong, C. Y. F., Kwong, V. W. Y., Yuen, G. W. C., & Chan, C. S. (2020). Boredom begets boredom: An experience sampling study on the impact of teacher boredom on student boredom and motivation. *British Journal of Educational Psychology*, 90(S1), 124–137. <https://doi.org/10.1111/bjep.12309>

Moulin, C. J. A., Bell, N., Turunen, M., Baharin, A., & O'Connor, A. R. (2021). The induction of jamais vu in the laboratory: Word alienation and semantic satiation. *Memory*, 29(7), 933–942. <https://doi.org/10.1080/09658211.2020.1727519>

Wu, J., Számadó, S., Barclay, P., Beersma, B., Cruz, T. D. D., Iacono, S. L., Nieper, A. S., Peters, K., Przepiorka, W., Tiokhin, L., & Van Lange, P. A. M. (2021). Honesty and dishonesty in gossip strategies: A fitness interdependence analysis. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 376(1838), 20200300. <https://doi.org/10.1098/rstb.2020.0300>

0 points	5 Points	10 Points
No submission or submission does not meet basic requirements (e.g. did not choose a listed article, or did not address the research itself)	Less than 500 words. APA citation provided but with errors; summary or reflection missing key elements (author, topic, methods, or results). Reflection addresses few prompts with limited depth.	At least 500 words. Complete and accurate APA citation provided. Clear and concise summary including author(s), topic, methods, and results. Well-developed reflection addressing what made sense, what did not, research gaps, and how the study could be expanded. Applies class skills effectively.

Week 8

Individual Project: Research the Researcher 4 (See Above) (5 pts)

0 points	2.5 points	5 points
No submission or submission does not meet basic requirements (e.g., no questions or no citation).	Submission includes either one question and/or incomplete citation. Questions are vague or lack depth.	Submitted two thoughtful, well-developed questions AND a properly formatted APA citation of a relevant article by a panelist. Demonstrates preparation.

Individual Project: STEM Article and Reflection (10 pts)

Use the skills you have learned in this class to effectively read a humanities research paper. Choose from one of the articles listed below and

write a structured research paper reflection. The reflection should be no less than 500 words in length. Your reflection should briefly summarize who wrote the article, and what the article was about. Identify what methods the author used as well as the research results. Please reflect on the article itself and consider things like what makes sense? What did not make sense about the article? Were there any gaps in the research? How could the research be expanded?

Article choices:

Holt, S., Miks, M. H., Trindade de Carvalho, B., Foulquié-Moreno, M. R., & Thevelein, J. M. (2019). The molecular biology of fruity and floral aromas in beer and other alcoholic beverages. *FEMS Microbiology Reviews*, 43(3), 193–222. <https://doi.org/10.1093/femsre/fuy041>

DeWitt, J. C., & Sunderland, E. M. (2023). PFAS exposure pathways for humans and wildlife: A synthesis of current knowledge and key gaps in understanding. *Environmental Science & Technology*, 57(8), 2890–2908. <https://doi.org/10.1021/acs.est.2c08350>

Votier, S. C., Archibald, K., Morgan, G., & Morgan, L. (2011). Litter impacts on marine birds: The Mediterranean Northern gannet as a case study. *Marine Pollution Bulletin*, 62(8), 1560–1564. <https://doi.org/10.1016/j.marpolbul.2011.05.001>

Ismail-Zadeh, A. (2024). Earthquakes yes, disasters no. *Nature Reviews Earth & Environment*, 5, 779–780. <https://doi.org/10.1038/s44304-024-00049-0>

0 points	5 Points	10 Points
No submission or submission does not meet basic requirements (e.g. did not choose a listed article, or did not address the research itself)	Less than 500 words. APA citation provided but with errors; summary or reflection missing key elements (author, topic, methods, or results). Reflection addresses few prompts with limited depth.	At least 500 words. Complete and accurate APA citation provided. Clear and concise summary including author(s), topic, methods, and results. Well-developed reflection addressing what made sense, what did not, research gaps, and how the study could be expanded. Applies class skills effectively.

Group Assignment: Draft of Introduction and methods for poster (10 pts)

Using the template described in the poster guidelines, submit in the proper format draft Introduction and Methods sections. Poster Guidelines: <https://cur.aa.ufl.edu/presentation-tips-and-templates/>

0 points	5 Points	10 Points
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No submission or submission does not meet basic requirements (e.g. did not choose a listed article, or did not address the research itself)	Less than 500 words. APA citation provided but with errors; summary or reflection missing key elements (author, topic, methods, or results). Reflection addresses few prompts with limited depth.	At least 500 words. Complete and accurate APA citation provided. Clear and concise summary including author(s), topic, methods, and results. Well-developed reflection addressing what made sense, what did not, research gaps, and how the study could be expanded. Applies class skills effectively.
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Week 9

Individual Project: Research the Researcher 4 (See Above) (5 pts)

0 points	2.5 points	5 points
No submission or submission does not meet basic requirements (e.g., no questions or no citation).	Submission includes either one question and/or incomplete citation. Questions are vague or lack depth.	Submitted two thoughtful, well-developed questions AND a properly formatted APA citation of a relevant article by a panelist. Demonstrates preparation.

Individual Assignment: Watch the TED talk and write a 200 word reflection (10pts)

[Charles Limb: Your brain on improv | TED Talk](#)

Watch this short video and write a quick 200-word reflection about it. If you are stuck, some brainstorming suggestions include: how can research be creative? What ways could current research questions be made more creative? Do you have any combination of interests (like piano and neuroscience) that could be combined to solve important problems?

0 points	5 Points	10 Points
No submission or submission does not meet basic requirements	Less than 200 words. Summary or reflection missing key elements. Reflection addresses few prompts with limited depth.	At least 200 words. Clear and concise summary. Applies class skills effectively. Reflection addresses few prompts with limited depth.

Week 10

Group Assignment: Draft of Discussion and Broader Impacts (10 pts)

Using the template described in the poster guidelines, submit in the proper format draft Introduction and Methods sections.

0 points	5 Points	10 Points
No submission or submission does not meet basic requirements	Draft is poorly written and lacks detail. Introduction may not clearly present the research topic, background, or purpose. Methods are vague, incomplete, or missing critical information. Formatting and organization may not follow the poster guidelines.	Draft is well-written and follows the poster guidelines. Introduction clearly introduces the research topic, provides relevant background/literature context, and states the research question or objectives. Methods clearly describe participants or data sources, materials/instruments, and procedures in enough detail for replication. Both sections are logically organized, concise, and appropriate for a research poster audience.

Individual Project: Research the Researcher (See Above) (5 pts)

0 points	2.5 points	5 points
No submission or submission does not meet basic requirements (e.g., no questions or no citation).	Submission includes either one question and/or incomplete citation. Questions are vague or lack depth.	Submitted two thoughtful, well-developed questions AND a properly formatted APA citation of a relevant article by a panelist. Demonstrates preparation.

Week 11

Work on poster!

Week 12

Work on poster! Make sure it is printed soon!

Week 13

Poster Presentation!!! (20 pts)

Show up to present your poster with your group during class time.

0 Points	5 Points	10 Points	20 Points
Did not attend class and did not participate in the poster presentation.	Attended class but did not meaningfully participate in the presentation (e.g., left early, arrived extremely late, or was disengaged).	Attended class and participated minimally in the presentation (e.g., spoke briefly, contributed limited information, or showed partial preparation). Did not assist with poster take-down.	Attended class on time and actively participated in the full poster presentation with the group, demonstrating preparation and engagement. Aided with poster take-down.

Poster Reflections (5 pts)

Go to three posters. One in an area you know nothing about. Take a picture and write a 100 word reflection on each poster. You should have three pictures and 300 words worth of reflection.

Individual Assignment: Post URSP Evaluations (5 pts)

Your input is important. In this course there are two post-evaluations in the final class. The URSP required evaluation will specifically ask you about your research knowledge and are 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.

0 Points	5 Points
1 or more evaluation is missing	Both evaluations are present.

Extra credit opportunity: If you raise your hand and ask a question during the panel discussion, you will receive 3 points for this assignment.