

# SPECIAL PROBLEMS (BIOL 4198, 4298, 4398) – FALL 2016

**Instructor:** Dr. Jeffrey Olimpo

**Office:** B226A Biology Building (Tues. 1:30 - 2:30pm & Thurs. 10:30 - 11:30am)\*

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\*These are hours when I am **guaranteed** to be in my office and we can arrange a time to speak privately, if need be, about research-related concerns or matters of personal importance.

## COURSE DESCRIPTION

Welcome to the Biology Education Research Group (BERG) at UTEP! As members of the BERG team, and through the BIOL 4X98: Special Problems course, you will gain firsthand experience in the development, implementation, and evaluation of various bioeducation research initiatives. In addition, you will have the opportunity to co-author conference abstracts and manuscripts resultant from these research activities and will become an integral contributor to the success of the group. On behalf of the BERG team, welcome, and we look forward to a productive semester of collaboration!

## COURSE EXPECTATIONS

Students enrolled in the Special Problems course are expected to dedicate approximately three to ten hours each week to research-related tasks (including attendance at laboratory meetings), according to the total number BIOL 4X98 credits attempted, as indicated below:

COURSE	TIME COMMITMENT
BIOL 4198	3 hrs./wk.
BIOL 4298	4 - 7 hrs./wk.
BIOL 4398	8 - 10 hrs./wk.

Please note that these courses may be utilized as upper-division elective units. **However**, no more than six hours of BIOL 4198-4298-4398 may be counted towards one's graduation requirements.

In addition, though the learning outcomes for each student will differ based on the research initiative with which they are associated, upon completion of BIOL 4198, 4298, or 4398, *all* students will be able to:

- Demonstrate the ability to engage in the development, implementation, and evaluation of bioeducation research initiatives

- Utilize and demonstrate an understanding of quantitative and/or qualitative approaches necessary to conduct rigorous bioeducation research
- Discuss and demonstrate attitudes important to the research community, including research ethics, collaboration, and appropriate dissemination of research findings
- Demonstrate the ability to think critically, as evidenced through the co-authorship of conference proceedings and manuscripts (among other products/observable outcomes)

### **COURSE GRADING:**

- Attendance (Including Laboratory Meetings) 50%
- Contribution to BERG Research 45%
- Personal Research Statement 5%

A = 90 - 100%	D = 60 - 69%
B = 80 - 89%	F = <60%
C = 70 - 79%	

### **PERSONAL RESEARCH STATEMENT**

In addition to contributing to weekly laboratory-related goals, students will be expected to prepare a one-page, single-spaced personal research statement detailing their efforts during the course of the semester, as well as their future research plans. Specific instructions for this assignment will be distributed to students during the first week of the semester. Through scaffolded interaction with the course instructor, students will generate a personal research statement that will allow them to be competitive in securing additional internships, graduate and/or professional school admission, or research-related positions in the field.

*\* Please note that if you wish to withdraw from the course with a grade of "W," you must do so no later than **October 28<sup>th</sup>**.*