

# Research and Creativity at UF

HUM2930

Credit Hours: 1

Fall 2023

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

Location: Room: CLB C130

## Instructors:

Morgan Yacoe, MFA

Contact: [morganyacoe@ufl.edu](mailto:morganyacoe@ufl.edu)

## Office Hours:

Wednesday 5pm-6pm over Zoom

[Zoom Link to Office Hours](#)[Links to an external site.](#)

Jennifer McAninch, MA

Graduate Assistant

Contact: [artzysmartzy@ufl.edu](mailto:artzysmartzy@ufl.edu)

## Undergraduate TAs: Please contact TAs through the Canvas Inbox

Janna Scholtz

Ryan Walsh

Jacob Rothman

Amy Zhang

Elizabeth Riotto

Vanessa Hervie

Peyton Harris

Kaidyn Jordan

Marissa Baney

Jordan Lewis

Aliya Khan

Aanya Manvi

Anne Fang

Kennedy Cook

Poorvi Narendranath

Sarah Wutzler

Maheera Hossain

Kate Bass

Bianca Barroso

Harleen Gill

Joseph Alberto

## 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 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.

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.

### Group Meetings:

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. 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! **You can find your group number on canvas under the "People" tab. Once you are on that page, please click the "Groups" tab.**

**Question? Where do I find my group number? On canvas under the "People" tab!**

### Assignments:

**Individual Assignments:**

## **Reading 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 a well-developed question to ask one of the researchers about 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.

**Extra credit opportunity: If you post a question on the discussion board and it is chosen - or- raise your hand and ask a question during the panel discussion, you will receive extra credit.**

## **RCR Modules:**

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

[Link to RCR Modules](#)[Links to an external site.](#)

## **Pre/Post Evaluation:**

These evaluations 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.

## **Group Assignments:**

### **Developing Research Questions:**

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

### **Central Topic for Research Proposal and Mind Map**

As a group, you will use this assignment to land on your final topic for your research proposal. Next, you will create a mind map with your group to organize themes and topics for your literature search for you annotated bibliography

### **Annotated Bibliography**

For this assignment, you will organize and annotate the literature that supports your research proposal by creating an Annotated Bibliography

### 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. Students will present their poster during the Research and Creativity Symposium on the last day of class.

### Course Policies

The course requires *full* participation in attendance and class discussion/interaction. The required course components are weighted as follows:

Participation	20%
Individual Assignments	40%
Group Assignments	40%

### Participation:

Participation is critical in this course. Participation is attending class, attending your weekly group meetings, and participating fully through active discussion and asking questions during the guest lectures and in the panel discussions during the Q&A section.

### Grading Scale:

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

*\*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](#)[Links to an external site.](#)*

### 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>Links to an external site.

### **Group Assignment Submission:**

One group member should make the submission for the entire group.

### **Attendance:**

Class attendance is mandatory and so are your weekly group meetings. You are allowed three absences (excused or unexcused) for the entire semester of the course, so use them wisely. Your TAs will take attendance every class period, you will sit with your group during lecture. What to do if your TA is not present in class? Report to the graduate assistant (Jen McAninch) at the end of class and she will record your attendance.

Your TAs will also take attendance for each weekly group meeting. After three absences, 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.

**Important: Your TA will be taking attendance during lecture AND in your weekly group meetings in a separate attendance sheet not on Canvas. To check your attendance record, please contact your TA or your instructor.**

### **Seating:**

You will sit with your group members during lecture, there is assigned seating. The GTA will share the seating chart the second week of class.

### **Classroom Etiquette:**

During class, your attention must be focused on the speaker and the course. No side conversations or distracting, disrespectful behavior will be tolerated. Your TA will be moderating the groups. Anyone who is not showing respect will be asked to leave and you will be counted as absent, UNEXCUSED.

### **Technology Use in the Classroom:**

You may not use your laptops, tablets, or cell phones during class. You may take notes using pen/pencil and paper.

### **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/](http://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 Counseling Center:**

301 Peabody Hall, P.O. Box 114100, University of Florida, Gainesville, FL 32611-410  
Phone: 352-392-1575 (available 24/7) Web: <https://counseling.ufl.edu>

### **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>[Links to an external site.](#).

### **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/>[Links to an external site.](#).

### **Academic Resources**

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

Career Resource Center, Reitz Union, 352-392-1601.

Career assistance and counseling. <http://www.crc.ufl.edu/>[Links to an external site.](#)

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

Library Support, <http://cms.uflib.ufl.edu/ask/>[Links to an external site.](#).

Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420.

General study skills and tutoring. <http://teachingcenter.ufl.edu/>[Links to an external site.](#)

Writing Studio, 302 Tigert Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/Links to an external site.>

Student Complaints

Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) [Links to an external site.](#)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess> [Links to an external site.](#)

## Course Calendar:

(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	What
<b>Week 1</b>  <b>8/28</b>	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>Syllabus Presentation</li> <li>Give out pre-assigned groups and TAs (your TA will reach out to you that night to set up a weekly group meeting)</li> <li>Overview of canvas and assignments</li> <li>No class next week, holiday</li> </ul>	<ul style="list-style-type: none"> <li>No weekly group meeting</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>Complete Research the Researchers 1 Assignment</li> <li>Review and Begin RCR Modules</li> </ul>	<b>Sch</b> <b>we</b> <b>me</b>
<b>Week 2</b>  <b>09/11</b>	<b>Panel 1: Interdisciplinary Research</b>  Panelists: <ul style="list-style-type: none"> <li>Eleni Bozia</li> <li>Christina Shaw</li> <li>Jaime Ahlberg</li> </ul>	<ul style="list-style-type: none"> <li>Get to know your TAs</li> <li>Your TAs will go over the assignments</li> <li>Begin working on "Developing Research Questions"</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>Developing Research Questions</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>Finish RCR Modules</li> </ul>	<b>Res</b> <b>Re</b>

<b>Week 3</b>  <b>09/18</b>	<b>Basic Research Skills: Library Presentation</b>	<ul style="list-style-type: none"> <li>Continue working on “Developing Research Questions” assignment</li> <li>TA Demo: How to find research publications</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>Finish Developing Research Questions Assignment</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>None</li> </ul>	<b>RC</b>
<b>Week 4</b>  <b>09/25</b>	<b>Instructor Presentations:</b> Morgan Yacoe Jennifer McAninch	<ul style="list-style-type: none"> <li>Work together to help each other find research articles for “Research the Researcher”</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>Research the Researchers 2</li> </ul>	<b>De Res Qu</b>
<b>Week 5</b>  <b>10/02</b>	<b>Panel 2: Research Paths</b>  Panelists: <ul style="list-style-type: none"> <li>Neil Weijer</li> <li>Adam G. Dale</li> <li>Timothy Garrett</li> </ul>	<ul style="list-style-type: none"> <li>TA Demo: How to find research opportunities</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>Reading a Research Article</li> </ul>	<b>Res Res</b>
<b>Week 6</b>  <b>10/09</b>	<b>CURE presentation TBD</b>	<ul style="list-style-type: none"> <li>Present your articles to group Members from “Reading a Research Article”</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>None</li> </ul> <b>Individual Work:</b>	<b>Res Res Art</b>



			<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>Week 7</b>  <b>10/16</b>	<b>Panel 3: Graduate Student Panel:</b>  <b>Panelists: TBD</b>  Moderator: Jennifer McAninch	<ul style="list-style-type: none"> <li>• Central Topic for Research Proposal and Mind Map</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• Central Topic for Research Proposal and Mind Map</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• Research the Researcher 3</li> </ul>	<b>Mi</b>
<b>Week 8</b>  <b>10/23</b>	<b>Panel 4: Research Breadth and Data Collection Methods: Faculty</b>  Panelists: <ul style="list-style-type: none"> <li>• Sarah Gamble</li> <li>• Heather Ray</li> <li>• Jeanette Mary Andrade</li> <li>• Dennis McCarty</li> </ul>	<ul style="list-style-type: none"> <li>• TA Demo: Annotated Bibliography</li> <li>• Annotated Bibliography</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• Annotated Bibliography</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• none</li> </ul>	<b>Res Res</b>
<b>Week 9</b>  <b>10/30</b>	<b>Panel 5: International Research</b> <ul style="list-style-type: none"> <li>• Moderators <ul style="list-style-type: none"> <li>○ Kaidyn Jordan</li> <li>○ Aliya Kahn</li> </ul> </li> <li>• Panelists <ul style="list-style-type: none"> <li>○ Jacob Roman</li> <li>○ Emma Hanley</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Bibliography</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• Annotated Bibliography</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• Research the Researcher 4</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Mahir Rahman</li> <li>○ Cody Case</li> </ul>			
<b>Week 10</b>  <b>11/06</b>	<b>Guest Lecture:</b> Dionne Champion	<ul style="list-style-type: none"> <li>• TA will share their Poster presentations</li> <li>• Start your group poster presentation</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• Start on Poster Presentation</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• Research the Researcher 5</li> </ul>	<b>Ar</b> <b>Bib</b>
<b>Week 11</b>  <b>11/13</b>	<b>Panel 7: Research Communication/Broader Impacts</b>  Panelists: <ul style="list-style-type: none"> <li>• Sara Agnelli</li> <li>• Angelika Neitzel</li> <li>• Porchia Moore</li> <li>• Michaela Hogan</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Poster Presentation</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• Work on Poster Presentation</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Res</b> <b>Res</b>
<b>Week 12</b>  <b>11/27</b>	<b>Panel 8: The Undergraduate Research Experience</b>  Panelists: <ul style="list-style-type: none"> <li>• Peyton Harris</li> <li>• Miriam Girgis</li> <li>• Elizabeth Riotto</li> <li>• Aliya Khan</li> </ul>	<ul style="list-style-type: none"> <li>• Work on Poster Presentation</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• Work on Poster Presentation</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• Pre/Post Test Survey</li> </ul>	<b>Not</b>

	Moderators: <ul style="list-style-type: none"> <li>• Maheera Hossain</li> <li>• Joseph Alberto</li> <li>• Janna Scholtz</li> </ul>			
<b>Week 13</b>  <b>12/04</b>	<b>Research and Creativity Symposium</b>  <b>Poster Presentations</b>  <b>Reitz Union Ballroom</b>	<ul style="list-style-type: none"> <li>• Optional: Meet with your group to debrief on the semester</li> </ul>	<b>Group Work:</b> <ul style="list-style-type: none"> <li>• None</li> </ul> <b>Individual Work:</b> <ul style="list-style-type: none"> <li>• Course/Instructor Evaluation</li> </ul>	<b>Pos</b>  <b>Pre</b>  <b>Pre</b>  <b>Sun</b>