



CBN HONORS SEMINAR SYLLABUS

COURSE TITLE: CBN Honors seminar

COURSE CATALOG NUMBER: 01:146:405

SEMESTER: Spring; 3 credits

COURSE INSTRUCTOR AND CONTACT INFORMATION:

Faculty

Dr. Shu Chan Hsu (Coordinator)

D410 Nelson Labs

Busch Campus

hsu@biology.rutgers.edu

Dr. Bonnie Firestein

D411 Nelson Labs

Busch Campus

firestein@dls.rutgers.edu

COURSE MEETING DAYS, TIMES, LOCATION, MODALITY:

In-person class.

Classes will meet at a designated classroom in Nelson Biological Labs on Busch Campus on Wednesdays from 12:00 to 3:00pm.

OFFICE HOURS / STUDENT SUPPORT HOURS:

Weekly office hours with faculty will be announced on course Canvas site.

Students can also schedule additional office hours with faculty instructors as needed.

COURSE DESCRIPTION:

This course aims to familiarize students in oral communication and written skills needed by professionals in cell biology and neuroscience. Specifically, students will be trained in scientific data organization, integration, analysis and communication. Upon the completion of this course, students are expected to be able to communicate scientific information in the format of Honors thesis written report and oral presentation. This course fulfills the SAS core Wcd writing requirement.

Course URL

The course makes use of Canvas, which is a password protected site that is used to post lecture notes, grades and supplementary information.

Prerequisites

-Cumulative CBN GPA of 3.4

-CBN Honors students

-Permission from the course coordinator

REQUIRED TEXTS AND COURSE MATERIALS:

None. All course materials will be available online via the Canvas course site.

TECHNICAL / TECHNOLOGY REQUIREMENTS:

A laptop with internet access for accessing course materials and submitting online assignments.

Technology challenges:

Please visit the Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu or complete the contact form for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

SAS WCD LEARNING GOALS:

1. Communicate effectively in the fields of Cell Biology and Neuroscience;
2. Evaluate and critically assess sources and use the convention of attribution and citation correctly
3. Analyze and synthesize information and ideas from multiple sources to generate new insights.

COURSE LEARNING GOALS:

1. *Master factual and conceptual knowledge in cell biology and neuroscience that will provide a solid foundation for success in advanced training and professional careers.*

-Can describe novel experimental procedures and reagents, as well as able to reference published procedures and purchased reagents.

-Know to include key literature relevant to the research project.

-Know how to give complete and accurate references to all referenced literature.

-Know how to give appropriate acknowledgement to all personnel and agencies that contribute to and support the research project.

2. *Develop an ability to summarize, integrate and organize information.*

-Know how to organize literature information to give comprehensible background information relevant to the research project.

-Know how to organize experimental findings into a coherent account of the research project.

-Know to label, write appropriate figure legends and include necessary statistics for research data tables and figures.

-Know how to organize introduction, results and discussions for effective communication of scientific findings via oral presentation.

3. *Use scientific reasoning to evaluate the potential for current research and new discoveries to improve our understanding of cell biology and neuroscience and its relevance to human health and to our society.*

-Know to analyze research and literature data in unbiased and quantitative manner.

-Able to draw supported conclusions from available research and literature data to prove or disprove research hypothesis.

-Know to compare research findings with published literature to understand the physiological importance or application of the research project and to plan future directions.

DEPARTMENTAL LEARNING GOALS:

<https://cbn.rutgers.edu/academics/undergraduate/learning-goals>

1. Master factual and conceptual knowledge in cell biology and neuroscience that will provide a solid foundation for success in advanced training and professional careers.
2. Develop an ability to summarize, integrate and organize information.
3. Use scientific reasoning to evaluate the potential for current research and new discoveries to improve our understanding of cell biology and neuroscience and its relevance to human health and to our society.

GRADING SCALE:

A:	89.5% - 100%
B+:	84.5% - 89.4%
B:	79.5% - 84.4%
C+:	64.5% - 79.4%
C:	49.5% - 64.4%
D:	39.5% - 49.4%
F:	< 39.5%

ASSESSMENT / GRADING COMPONENTS:In-person classes:

- The class will meet once a week at the designated class time: Wednesdays from 12 noon to 3pm.
- Sample writings of individual Honors thesis sections will be presented, assessed and discussed.
- Students will take turn in presenting their thesis work to the class as practice for their thesis defense.
- Students are expected to attend all classes and participate in class discussions to receive full grade.

In-class assignments:

- One 15-30 min Powerpoint presentation of the student's thesis work, with 5-10 min Q&A/rubric-based evaluation.
- Participate in discussion of sample Honors thesis writing
- Participate in Q&A after student Honors thesis presentations
- Submit feedback rubrics for each student thesis presentation

Home assignments:

- Students are expected to submit a draft of each of the following Honors thesis sections at each designated due date.
 - Materials and methods
 - Acknowledgements
 - References

- Introduction
- Results
- Discussions
- Abstract

-Students are expected to review the provided writing checklist and rubrics and assess their thesis draft based on the rubrics. The rubrics assessment will be submitted with each thesis section draft.

-A 3-5 page of thesis summary is due one week prior to student’s Powerpoint presentation in class.

Honors seminar resources:

- At the Canvas course “Modules/Student resources” site, students can find
- Course introduction, Assignment list/due dates and student presentation dates
- Honors thesis writing resources
- Honors thesis presentation resources

Assignment submission extension policy

Students should contact the instructor for extension if he/she cannot submit an assignment on time. Points will be taken off for late assignments without approved extension.

Weighting of Assessments:

- i) Home assignments: 30% final grade
- ii) In-class assignments: 50% final grade
- iii) Class attendance and in-class discussion: 20% final grade

SCHEDULE OF TOPICS:

Date (Wednesdays)	Class work and home assignments
Jan 18	-Introduction of course format, writing and oral presentation rubrics -Presentation and discussion of guidelines on how to write “Materials and methods” -Students sign up for thesis presentation time slots Home assignments due on Jan 23: -Draft of thesis “Materials and methods” -Rubric-based self-evaluation of “Materials and methods” draft
Jan 25	Class work: -Discussion and feedback of “Materials and methods” writing samples

	<p>-Presentation and discussion of guidelines on how to write “Acknowledgements”</p> <p>Home assignments due on Jan 30:</p> <p>-Draft of thesis “Acknowledgements”</p> <p>-Rubric-based self-evaluation of “Acknowledgements” draft</p>
Feb 1	<p>Class work:</p> <p>-Discussion and feedback of “Acknowledgements” writing samples</p> <p>-Presentation and discussion of guidelines on how to organize “References”</p> <p>-Rubric-based feedback of student thesis presentations</p> <p>Home assignments due on Feb 6:</p> <p>-Draft of thesis “References”</p> <p>-Rubric-based self-evaluation of “References” draft</p>
Feb 8	<p>Class work:</p> <p>-Discussion and feedback of “References” writing samples</p> <p>-Presentation and discussion of guidelines on how to organize “Introduction”</p> <p>-Rubric-based feedback of student thesis presentations</p> <p>Home assignments due on Feb 13:</p> <p>-Draft of thesis “Introduction”</p> <p>-Rubric-based self-evaluation of “Introduction” draft</p>
Feb 15	<p>Class work:</p> <p>-Discussion and feedback of “Introduction” writing samples</p> <p>-Presentation of guidelines on how to organize “Results”</p> <p>-Rubric-based feedback of student thesis presentations</p> <p>-Home assignments due Feb. 27:</p> <p>-Draft of thesis “Results”</p> <p>-Rubric-based self-evaluation of “Results” draft</p>
Feb. 22	<p>Class work:</p> <p>-Rubric-based feedback of student thesis presentations</p>

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Mar 1	<p>Class work:</p> <ul style="list-style-type: none"> -Discussion and feedback of “Results” writing samples -Presentation of guidelines on how to organize “Discussions” -Rubric-based feedback of student thesis presentations <p>Home assignment due Mar 6:</p> <ul style="list-style-type: none"> -Draft of thesis “Discussions” -Rubric-based self-evaluation of “Discussions” draft
Mar 8	<p>Class work:</p> <ul style="list-style-type: none"> -Discussion and feedback of “Discussions” writing samples -Presentation of guidelines on how to write “Abstract” -Rubric-based feedback of student thesis presentations <p>Home assignment due Mar 20:</p> <ul style="list-style-type: none"> -Draft of thesis “Abstract” -Rubric-based self-evaluation of “Abstract”
Mar 22 Written Honors thesis due for students on March 30	<p>Class work:</p> <ul style="list-style-type: none"> -Discussion and feedback of “Abstract” writing samples -Rubric-based feedback of student thesis presentations
March 29	<p>Class work:</p> <ul style="list-style-type: none"> -Rubric-based feedback of student thesis presentations -Q&A session for thesis writing and defense
April 5 Honors thesis defense deadline on April 14	<p>Class work:</p> <ul style="list-style-type: none"> -Rubric-based feedback of student thesis presentations -Q&A session for thesis writing and defense
April 12	<p>Class work:</p> <ul style="list-style-type: none"> -Rubric-based feedback of student thesis presentations -Q&A session for thesis writing and defense
April 19	<p>Class work:</p> <ul style="list-style-type: none"> -Rubric-based feedback of student thesis presentations -Q&A session for thesis writing and defense

April 26	Class work: -Rubric-based feedback of student thesis presentations -Q&A session for thesis writing and defense
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POLICIES:**Academic Integrity Policy:**

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy (<http://academicintegrity.rutgers.edu/academic-integrity-policy>). As per the policy, all suspected violations will be reported to the Office of Student Conduct. Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution, including re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If you are ever in doubt, consult your instructor.

Student-Wellness Services:***Just In Case Web App***

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884

17 Senior Street, New Brunswick, NJ 08901

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Crisis Intervention:

<http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention>

Report a Concern: <http://health.rutgers.edu/do-something-to-help>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181

3 Bartlett Street, New Brunswick, NJ 08901

www.vpva.rutgers.edu

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800

Lucy Stone Hall, Suite A145, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

<https://ods.rutgers.edu>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555

<http://www.scarletlisteners.com>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

** All information is subject to change at the discretion of the course coordinator.