
Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Biology
Fiscal Unit/Academic Org Introductory Biology - D0326
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4210
Course Title Undergraduate Research in Biology Education
Transcript Abbreviation Ugd Rsch in Bio Ed
Course Description A course-based undergraduate research experience for students to gain valuable skills as both researchers and lifelong learners. This course focuses on discipline-based research (educational research) and human subjects research to explore the academic environment and answer questions around the topic of biology education.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Biology 1101, or 1110, or 1112, or 1113xx, or 1114xx, or permission of instructor.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.0301
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

Lived Environments; Research Seminar

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Find and evaluate the credibility of a variety of sources of scientific information.
- Interpret and summarize evidence in primary literature.
- Evaluate claims in scientific papers, popular science articles, and other sources using evidence-based reasoning.
- Recognize gaps in our current understanding of a topic and identify what specific information is missing.
- Develop research questions based on observations.
- Formulate testable hypotheses.
- Compare strengths and limitations of various study designs
- Design controlled experiments
- Execute protocols and accurately record measurements and observations.
- Identify methodological problems and suggest how to troubleshoot them.
- Analyze data, summarize resulting patterns and draw appropriate conclusions.
- Describe sources of error and uncertainty in data.
- Make evidence-based arguments using your own and others' findings.
- Relate conclusions to original hypothesis, consider alternative hypothesis, and suggest future research directions based on findings.
- Record, organize and annotate simple data sets.
- Create and interpret informative graphs and other data visualizations
- Select, carry out, and interpret, statistical analyses.
- Use appropriate language style, and various modes to communicate science effectively to targeted audiences.
- Elicit, listen to, and incorporate ideas from teammates with different perspectives.
- Work effectively with teammates to complete projects.
- Evaluate feedback from others and revise work or behavior appropriately
- Critique others' work and ideas constructively and respectfully.

Content Topic List

- Biology Education Research in the academic environment
- Developing research questions
- Effective use of primary literature
- Developing hypotheses and predictions
- Data collection and protocols
- Statistical analysis
- Reporting of data
- Scientific posters

Sought Concurrence

No

Attachments

- Biology 4210 research-creative-inquiry-inventory.pdf: HIP -Creative Inquiry inventory

(Other Supporting Documentation. Owner: Andrews,Adam Lee)

- Biology 4210 submission-lived-environments.pdf: Lived Environments Inventory

(Other Supporting Documentation. Owner: Andrews,Adam Lee)

- Biology BS Curriculum Map.docx: Curriculum Map

(Other Supporting Documentation. Owner: Andrews,Adam Lee)

- Biology 4210_Syllabus.pdf

(Syllabus. Owner: Andrews,Adam Lee)

- Biology 4210 Responses to the Panel.pdf: Response to the Panel

(Cover Letter. Owner: Andrews,Adam Lee)

Comments

- Please see Subcommittee feedback email sent 04/09/2025. (by Hilty,Michael on 04/09/2025 08:52 AM)

- If this course will be able to count in your major (even as an elective), please upload an updated curriculum map. (by

Vankeerbergen,Bernadette Chantal on 03/19/2025 01:32 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Andrews,Adam Lee	03/07/2025 01:09 PM	Submitted for Approval
Approved	Kulesza,Amy Elizabeth	03/07/2025 01:10 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/19/2025 01:32 PM	College Approval
Submitted	Andrews,Adam Lee	03/20/2025 10:42 AM	Submitted for Approval
Approved	Kulesza,Amy Elizabeth	03/20/2025 10:45 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/20/2025 12:54 PM	College Approval
Revision Requested	Hilty,Michael	04/09/2025 08:52 AM	ASCCAO Approval
Submitted	Andrews,Adam Lee	08/11/2025 12:41 PM	Submitted for Approval
Approved	Kulesza,Amy Elizabeth	08/20/2025 02:54 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/25/2025 09:44 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/25/2025 09:44 AM	ASCCAO Approval



11 August 2025

To the NMS Panel of the Arts & Sciences Curriculum Committee:

We would like to thank the Panel members for their thoughtful consideration and feedback regarding our proposal for Biology 4210. We have made adjustments to the syllabus and described the updates below.

The Subcommittee noted (as stated on page 1 of the syllabus) that the course is set to only meet twice weekly for 80 minutes each class session. This is not enough contact hours to meet the standards of a 4-credit hour course. As a reminder, for every credit hour, there should be one hour of direct instruction and two hours of out-of-classroom experiences (or, if calculated at the laboratory rate, 2 hours of direct instruction and one hour of out-of-classroom experiences) in order for a student to earn a letter grade of "C". This means that for a 4-credit course meeting twice a week, class meetings will need to be 110 minutes each session (if calculated at the traditional "lecture" style). Additionally, underneath the "Credit Hours and Work Expectation" section on page 1 of the syllabus, this statement should be corrected to read that there will be 4 hours a week of direct instruction and 8 hours a week of out-of-classroom experiences.

Thank you for this feedback. We have corrected the syllabus to match the 4-credit hour course expectations.

The Subcommittee would like to see a small sampling of the articles and primary literature that will be read within the course to allow them to have a better understanding of both student workload and how the literature will interact with course assignments.

We've added some sample readings to the table at the end of the syllabus. Because the research focus will change over time, the articles may change as well, but we hope we've given you some examples of the types of articles students will engage with.



The Subcommittee noted that a goal of the course was to produce a publishable work (as noted on page 4 of the syllabus). They would like to see additional information in the syllabus surrounding the logistics of publishing the work students complete during the session. How will authorship be dispersed? What obligations will students have outside of the course once the work is published? How will students be able to manage control of how they want to be included on the publication? Recognizing that the work will likely not be published prior to the end of the semester, how will the instructor continue to work with students once the semester ends and the work moves through the publication process?

Publishing the work will absolutely be a challenging but exciting outcome of this course! In speaking with Dr. Katey Cooper, and reading her article (Cooper and Brownell, 2018), many of the projects do not end up as publications. As a result, we have built in other presentation types for the students to practice science skills. The Subcommittee's questions around this process are important. I spoke more with Dr. Cooper about her process, and have developed this plan, which I've also added to the syllabus as requested.

Publishing the work in scholarly, peer reviewed journals, is an important part of the scientific process. Although our goal is to do this, it may not be guaranteed, and thus not a component of your grade in this course. You will have other mechanisms in which to talk about and share your research. Importantly, the course is designed for you to achieve the learning outcomes, regardless of whether our work is publishable. During this CURE course, students will learn about the responsible conduct of research, and that includes authorship. Turner, Challa, and Cooper (2021) have documented common misconceptions that CURE students have related to authorship. We will use this as a guide for authorship discussion in our curriculum, and students will enter the course aware of how their efforts relate to authorship.

In DBER CUREs, students typically make relatively equivalent contributions and are listed in alphabetical order (usually following a graduate student first-author, if applicable), with a designation that indicates all students contributed equally. After the work is published, students have no obligations. As the corresponding author, I will take care of any additional correspondence. Students will be invited to edit versions of the manuscript as it approaches submission but not required to provide edits in order to earn authorship once the class has ended (assuming they have already contributed enough to earn authorship). However, before submission, all co-authors must read and sign off on a final version of the manuscript before it is submitted. Any student can ask to be removed from the manuscript if they would like. We will collect non-university affiliated email addresses prior to the end of the course to ensure that we can keep in touch with graduated students. The first author and last author (me) will take care of



any requested revisions. The revised manuscript will be circulated to the authorship team and once again, all authors will be asked to sign off on the manuscript before it is submitted for re-review.

The Subcommittee asks that the unit seek concurrence with the College of Education and Human Ecology. The contact for the College of Education and Human Ecology is Associate Dean Anastasia Synder.893.

We have sought and received concurrence for this course from EHE.

The Subcommittee noted that the prerequisite for this course is Biology 3501.xx. Biology 3501.xx is a course that will predominantly only be taken by students within the Biology major and minor. As a reminder, General Education courses must be broadly available to students from a diverse and large background and should not be geared towards any particular population of student. While the issue of determining whether a course is a valid GE course is the purview of the Themes Subcommittee, the Natural and Mathematical Sciences Subcommittee would like to make the recommendation to change the prerequisite to be far more inclusive of non-Biology students.

We appreciate this feedback, and will open the prerequisite requirements to include 1101, 1110, 1113xx, or 1114xx. Including these additional courses as appropriate prerequisites, a much broader student population will be able to take 4210.

We welcome the Panel's further review of this course.

Sincerely,

Adam Andrews

Assistant Director for Curriculum & Instruction



Biology 4210
Undergraduate Research in
Biology Education
Spring 2026 – 4 Credit Hours

Lecturer: Amy Kulesza, Ph.D.

Email: kulesza.5@osu.edu

Office: 240A Jennings Hall

Student Hours: TBD

other times scheduled by appointment

Class Meeting Schedule:

Lecture: Twice Weekly for 110 minutes

Prerequisites:

Biology 1101, or 1110, or 1113xx, or 1114xx, or permission of instructor.

Required Course Materials:

This course has no required text. Students can expect regular reading assignments from the primary and secondary literature, which will be linked on Carmen.

Credit Hours and Work Expectation:

This is a 4-credit hour research course. According to Ohio State policy, students should expect approximately four hours of week of direct instruction and approximately 8 hours of week associated with homework and the research project. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Course Description:

A course-based undergraduate research experience for students to gain valuable skills as both researchers and lifelong learners. This course focuses on discipline-based research (educational research) and human subjects research to explore the academic environment and answer questions around the topic of biology education.

Course Learning Outcomes:

This course fulfills the Goals and Outcomes for the General Education Lived Environments Theme.

<i>Theme: Lived Environments</i>	
<i>Goals</i>	<i>Expected Learning Outcomes</i>
1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]	<i>Successful students will be able to ...</i>
	1.1. Engage in critical and logical thinking about the topic or idea of the theme.
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
	2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and

	creative work, building on prior experiences to respond to new and challenging contexts.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.	3.1. Engage with the complexity and uncertainty of human-environment interactions.
	3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.	4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
	4.2. Describe how humans perceive and represent the environments with which they interact.
	4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Students will draw on their experiences as learners in a previous biology course to explore and make connections to the broader academic environment, synthesizing new information through active research in the field of biology education. An authentic research project will allow students to experience the complexity and variability that comes naturally with human subjects research while understanding how that research can directly impact the academic environment through analysis of practice and development of improved pedagogical techniques. As part of the research project, students will have the opportunity to measure perceptions of students and / or faculty and how those perceptions manifest in the academic classroom environment. Students in the course will have the opportunity to actively contribute to the authentic analysis and synthesis occurring in the academic environment.

As a course-based undergraduate research experience (CURE), this course is also a high impact practice. Courses identified as GE Integrative Practice (Research and Creative Inquiry) include:

- Performance expectations set at appropriately high levels (e.g., students investigate their own questions or develop their own creative projects).
- Significant investment of time and effort by students over an extended period (e.g., scaffolded scientific or creative processes building across the term, including, as examples, reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work).
- Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.
- Frequent, timely and constructive feedback for students on their work (iteratively scaffolding research or creative skills in curriculum to build over time).
- Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.
- Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).
- Public demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.
- Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.
- Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students (e.g., use of universal design principles, culturally responsible pedagogy).
- Clear plan to market this course to get a wider enrollment of typically underserved populations.

The major goals of this course are adapted from the Vision and Change report (AAAS, 2010), which has outlined core competencies that all life sciences students should develop the following skills: *Process of science skills*, *Quantitative reasoning skills*, and *Communication and collaboration skills*.

Biology 4210– Undergraduate Research in Biology Education		
V & C Core Competency	Goals	Expected Learning Outcomes
Develop Process of Science Skills	Goal 1: Improve students' information literacy.	Successful students are able to ...
		1.1 Find and evaluate the credibility of a variety of sources of scientific information.
		1.2 Interpret and summarize evidence in primary literature.
	Goal 2: Develop students' abilities to formulate research questions.	1.3 Evaluate claims in scientific papers, popular science articles, and other sources using evidence-based reasoning.
		2.1 Recognize gaps in our current understanding of a topic and identify what specific information is missing.
		2.2 Develop research questions based on observations.
	Goal 3: Develop students' abilities to design a scientific study.	2.3 Formulate testable hypotheses.
		3.1 Compare strengths and limitations of various study designs
		3.2 Design controlled experiments
		3.3 Execute protocols and accurately record measurements and observations.
	Goal 4: Enhance students' abilities to interpret, evaluate, and draw conclusions from data.	3.4 Identify methodological problems and suggest how to troubleshoot them.
		4.1 Analyze data, summarize resulting patterns and draw appropriate conclusions.
		4.2 Describe sources of error and uncertainty in data.
		4.3 Make evidence-based arguments using your own and others' findings.
Quantitative reasoning skills	Goal 5: Students will develop quantitative and computational data analytic skills.	4.4 Relate conclusions to original hypothesis, consider alternative hypothesis, and suggest future research directions based on findings.
		5.1 Record, organize and annotate simple data sets.
		5.2 Create and interpret informative graphs and other data visualizations
Communication and collaboration skills	Goal 6: Practice sharing ideas data and findings with others clearly and accurately.	5.3 Select, carry out, and interpret, statistical analyses.
		6.1 Use appropriate language style, and various modes to communicate science effectively to targeted audiences.
	Goal 7: Work productively in teams with people who have diverse backgrounds, skillsets, and perspectives.	7.1 Elicit, listen to, and incorporate ideas from teammates with different perspectives.
		7.2 Work effectively with teammates to complete projects.

	Goal 8: Provide and respond to constructive feedback to improve individual and teamwork.	8.1 Evaluate feedback from others and revise work or behavior appropriately
		8.2 Critique others' work and ideas constructively and respectfully.

Students in Biology 4210 will conduct an authentic undergraduate biology education research project as a whole class. The end goal is to publish the work conducted (please see information below on this process). Students will engage in the process of science including developing research questions, collecting data, analysis, and communicating their findings through writing. Students will learn both qualitative and quantitative biology education research methodologies. We will use SPSS for all statistical analyses, but no prior experience is needed. The overarching goal of this course is to deepen students' knowledge of biology education research, strengthen students' abilities to think critically, and to enhance their knowledge of research methodologies. This course will be unique because some of the assignments will depend on how the research progresses.

Grading and Evaluation:

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below:

- **Independent Work (↑):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited and constitute academic misconduct.
- **Required Collaboration (👥):** An explicit expectation for collaboration among students either in-class or outside (i.e., group work).
- **Optional Collaboration (💬):** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

Assignment	Points	Assignment Type
Practice Honor Lock Quiz	3	↑
Module Quizzes (8 x 20 points each)	160	↑
Human Subjects Training (3 x 10 points each)	30	↑
Course Specific Training	30	💬
Literature Review & Annotated Bibliography	50	👥
Research Proposal	50	👥
Group Meeting Presentation	30	💬
Scientific Poster	50	💬
Poster Peer Review	20	↑
Poster Presentation	30	👥
Minute Papers (2 x 5 points)	10	↑
Final Course Reflection	10	↑
SALG	5	↑
Total Points Possible	478	

Practice HonorLock Quiz

You will complete a practice quiz using HonorLock at the beginning of the term. You will not be graded on the content of the quiz, just whether or not you completed it. The purpose of this practice quiz is to ensure you've downloaded the software properly and for you to familiarize yourself with the HonorLock process before taking our first lecture quiz.

Module Quizzes

There will be eight quizzes throughout the semester (see schedule). Quiz questions will be based on lecture material, assigned readings, and videos. The quizzes will mainly focus on the previous weeks' material, but because most of the concepts in this course build on one another, relevant material will be included from previous topics as well. Question formats may include multiple choice, short answer, matching, fill-in-the-blank, labeling, etc. There will not be traditional, large exams in the class, nor a final exam. Quizzes will be administered remotely using HonorLock. You will have from 12:00 AM on Friday until 12:00 PM on Mondays to complete each quiz as indicated on the course schedule. Quiz extensions will only be given for extreme circumstances. You are strongly encouraged not to wait until the last minute to complete the quiz as technological issues (i.e. internet or power failures, etc.) will not be grounds to extend the quiz window. *If a technological issue arises, please contact Dr. Kulesza. It may be possible to reset a quiz attempt during the quiz window, but deadlines will not be extended if the attempt is not reset or technical problems are not solved before the deadline.*

HONORLOCK:

- HonorLock, an online proctoring tool, will be used during this course for the scheduled quizzes.
- HonorLock offers you flexibility to take your quizzes at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of a quiz, HonorLock will record the testing environment, therefore students should select private spaces for the quiz session where disruptions are unlikely and where recording devices can be enabled. Instructions for HonorLock use will be provided. The tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.**
- HonorLock offers free [student support](#) through web chat or email.

Human Subjects Training

Students will complete human subjects (CITI) training, Institutional Data Policy training, Responsible Conduct of Research training, and a Conflict-of-Interest form. Your certificates of completion will be uploaded to Carmen.

Course Specific Training

Depending on each cohort's specific projects, students may need additional training in interviewing participants, running focus groups, or using survey tools such as Qualtrics. See Carmen for details about your cohort's training.

Literature Review & Annotated Bibliography

Students will conduct a literature review on their research topic using appropriate databases, and write an annotated bibliography. See Carmen for assignment details.

Research Proposal

Students will write a brief research proposal in the style of an Institutional Review Board (IRB) proposal. This will be as a whole class, or in smaller groups as needed. See Carmen for assignment guidelines.

Group Meeting Presentation:

Oral presentations are a hallmark of life in the scientific community. Each student will present a small portion (~5-7 minutes) of the research comprising their ongoing research to the class.

Scientific Poster:

In pairs, students will present a summary of their research in the form of a Scientific Poster, which will be presented during the CLSE poster session (Date TBD), a traditional scientific poster session style event.

Poster Peer Review:

Students will be expected to visit multiple posters and provide written feedback in the form of a peer review.

Minute Papers

At the end of a class session, students will be asked to write (in one minute) either a quick summary of the day's activities related to their research project, or the muddiest point—something they are still confused about or struggling with. The minute paper can promote metacognitive skill development in students (Angelo and Cross, 1993). See course schedule for due dates.

Final Course Reflection

Students will submit a final reflection paper discussing at least three course learning outcomes in which they made gains over the course of the research project.

SALG (5 points):

At the end of the course, 5 points will be assigned based on participation in a survey, the Student Assessment of Learning Gains (SALG). Grades on the SALG will be based solely on completion. The SALG will allow students to reflect on the gains they made in the course, including on the Learning Outcomes, Skills, and in other areas pertaining to the research goals.

Your Final Grade:

Your final grade will be based on the percentage of the 478 points that you earn during the course of the semester as described above. Please note that we do not grade the course on a curve and Carmen does not round averages up to the next nearest percentage point, so 92.11% and 92.97% both earn the grade of A-. Final letter grades will be determined by the university-approved grade scale below:

Grade Scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 – 93.0%	92.9 – 90.0%	89.9 – 87.0%	86.9 – 83.0%	82.9 – 80.0%	79.9 – 77.0%	76.9 – 73.0%	72.9 – 70.0%	69.9 – 67.0%	66.9 – 60.0%	59.9 – 0%

Posting of Grades:

All grades will be posted on Carmen. After grades are posted you have 10 working days to challenge any grade or inquire regarding an unposted or missing grade. **After that time, grades are final.** To challenge or inquire about a missing grade, contact your instructor.

Publishing our work in a scholarly journal:

Publishing the work in scholarly, peer reviewed journals, is an important part of the scientific process. Although our goal is to do this, it may not be guaranteed, and thus not a component of your grade in this course. You will have other mechanisms in which to talk about and share your research. Importantly, the course is designed for you to achieve the learning outcomes, regardless of whether our work is publishable. During this CURE course, students will learn about the responsible conduct of research, and that includes authorship. Turner, Challa, and Cooper (2021) have documented common misconceptions that CURE students have related to authorship. We will use this as a guide for authorship discussion in our curriculum, and students will enter the course aware of how their efforts relate to authorship.

In DBER CUREs, students typically make relatively equivalent contributions and are listed in alphabetical order (usually following a graduate student first-author, if applicable), with a designation that indicates all students contributed equally. After the work is published, students have no obligations. As the corresponding author, I will take care of any additional correspondence. Students will be invited to edit versions of the manuscript as it approaches submission but not required to provide edits to earn authorship once the class has ended (assuming they have already contributed enough to earn authorship). However, before submission, all co-authors must read and sign off on a final version of the manuscript before it is submitted. Any student can ask to be removed from the manuscript if they would like. We will collect non-university affiliated email addresses prior to the end of the course to ensure that we can keep in touch with graduated students. The first author and last author (me) will take care of any requested revisions. The revised manuscript will be circulated to the authorship team and once again, all authors will be asked to sign off on the manuscript before it is submitted for re-review.

****IMPORTANT****

Make sure that all of your grades are properly posted on Carmen as you receive them. Challenges about grades, particularly after the end of the semester, will not be entertained after the 10-day grace period.

Late Assignments:

All assignments are due on the date and time prescribed in the course schedule. Late work will not be accepted, except in rare (and documentable) circumstances.

Absences:

If you miss a class, you must contact your instructor within 48 hours of their missed class in order to be eligible to complete a make-up assignment. All make-up work requires a valid written excuse from a doctor, therapist, athletic coach, or other person involved with the absence (preferably before the event occurs, if it's a planned absence). We will consider one absence for every student to be excused without documentation, however students must contact their instructor within **48 hours** of their missed class to receive the make-up exercise. Therefore, it is essential that you contact your instructor immediately if you miss a class, or if you know in advance that you cannot attend class on a specific date.

Make-up work must be completed and received within one week of the original assignment date (unless very unusual circumstances apply), or else you forfeit all points for that workshop.

Excused absences include, but are not limited to:

1. Illness and injury
2. Mental health
3. Disability-related concerns
4. Military service
5. Death in the immediate family
6. Religious observance
7. Academic field trips
8. Participation in university sanctioned concert or athletic event
9. Participation in university disciplinary hearings

If you have a reason to miss class that is not listed above, please reach out to the instructor to discuss your options. It is the intention of the Center for Life Sciences Education to remain supportive of the needs of each of our students. Students who do not contact their instructor within 48 hours of the missed class will not be eligible for make-up work.

Disability Services:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or

experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. This will help us ensure that your individual needs will be met appropriately and fairly.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let your instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor or course coordinator, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**. (Policy: **Religious Holidays, Holy Days and Observances**)

Intellectual Diversity:

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Weather or Other Short-Term Closing:

Should in-person classes be canceled, students will be notified as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via Carmen announcements and course-wide email.

Instructor Feedback and Response Expectations:

- **Email response:** The CLSE's expectation of instructors is that emails will be responded to within one business day. If your email is sent during the evening or over the weekend, you may not receive a response until the next business day.
- **Class announcements:** I will send important class-wide messages through the Announcements tool in Carmen. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Graded assignments:** Assignments will be graded and returned to you within one week after they were due. All scores are posted on Carmen no later than the day the graded assignment is returned.

Course Technology:

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Carmen

- Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
- **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
- [Carmen accessibility](#)

CarmenZoom

- Office hours will be held through Ohio State's conferencing platform, CarmenZoom. A separate guide to accessing CarmenZoom and our office hours is posted on the course Carmen page under Files.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within CarmenZoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen Zoom](#) help guide

TurnItIn

- Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made TurnItIn, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to TurnItIn from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about TurnItIn, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- Please know that I view TurnItIn first and foremost as a teaching tool to make you a better writer. You will see in your individual originality reports exactly what the instructors see. We WANT you to look at this report as soon as you submit your assignments. If you see an issue, please correct it right away, before we start grading the assignment. You can resubmit without penalty as many times as you want prior to the established due date for any assignment. After the due date, the late policy is in effect.

Discussion and Communication Guidelines:

The following are expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online and is not always appreciated in-person. The instructional team work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your class communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say.

Issue Resolution:

The CLSE believes that student concerns are usually most effectively addressed by the staff closest to the situation. Therefore, students are ordinarily expected to address issues or concerns first with their instructors. If the issue cannot be resolved by your instructor, or for some reason you feel that you absolutely cannot address your concern with your instructor, please feel free to contact Assistant Director Adam Andrews (andrews.171@osu.edu).

Building Emergency Action Plan:

Each building on campus has a Building Emergency Action Plan (BEAP) outlining that specific building's specific procedures to be followed in the event of a range of emergency situations, including fire, weather, terrorism, chemical spills, etc. It is the role of every Buckeye to help keep each other safe and to be aware of these procedures. You can find all of the campus BEAPs at <https://dps.osu.edu/beap>.

Lyft Ride Smart:

Lyft Ride Smart at Ohio State offers eligible students discounted rides, inside the university-designated [service area](#), from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. For more information, visit: <https://ttm.osu.edu/ride-smart>.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone

you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Safe Environments

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

- Online reporting form at <http://civilrights.osu.edu/>,
- Call 614-247-5838 or TTY 614-688-8605,
- Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
 - The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. We will adhere to this policy.

- Unless otherwise specified for a particular assignment, all submitted work should be a student's own unique effort. Collaborative efforts are not permitted unless expressly sanctioned for a particular assignment.
- Unless otherwise specified for a particular assignment, use of AI-generated materials for course submissions is not permitted.
- Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- Using others' verbatim words without the use of quotation marks and citation is plagiarism. Paraphrased work requires citation to denote the use of others' ideas. Copying other's words without quotation while using citations is still considered plagiarism.
- Use of any technology during a quiz or exam (including but not limited to cell phones, smart watches, headphones, electronic dictionaries, etc.) is strictly prohibited.

Copyrighted Class Materials:

© The Instructor's lectures and all course materials, including power point presentations, tests, outlines, assignments, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the course instructor.

Course Schedule: Spring 2026

Schedule and assignments subject to change with as much advance notice as possible

Week	Lecture Topic	Learning Outcomes*	Assignments Due	At Home Readings/Videos/Activities
1	Overview of biology education research Research ethics, institutional review board, how to read a scientific paper	Define biology education research. Define human subjects research. Recognize the ways that who researchers are can affect their results. Explain how to approach reading of a scientific paper.		
2	Idea generation Literature review	Recognize gaps in our current understanding of a topic and identify what specific information is missing. Develop research questions based on observations. Find and evaluate the credibility of a variety of sources of scientific information. Elicit, listen to, and incorporate ideas from teammates with different perspectives. Work effectively with teammates to complete projects. Explain the purpose of the IRB, and what our ethical obligations are as researchers of human subjects. Define theoretical research frameworks.	Module 1 Quiz Human Subjects Training	Complete: IRB CITI training ~3 hours; upload certificate to Carmen Complete: IRB Responsible Code of Conduct training ~4 hours; upload certificate to Carmen Complete: COI form ~ 10 minutes Read- Literature Reviews, Theoretical Frameworks, and Conceptual Frameworks: An Introduction for New Biology Education Researchers (Luft, Jeong, Idsardi, and Gardner, 2022) https://www.lifescied.org/doi/10.1187/cbe.21-05-0134
3	Literature review Research question development	Find and evaluate the credibility of a variety of sources of scientific information. Identify appropriate search engines and databases. Interpret and summarize evidence in primary literature.	Literature Review & Annotated Bibliography	Read- Brady, A. C., Hensley, L. C., Sovic, D., Kulesza, A., Wolters, C. A., & Breitenberger, C. (2022). What makes a study strategy intervention impactful? An interview-based study. <i>College Student Affairs Journal</i> , 40(1), 17-31 Read- Knowledge of Learning Makes a Difference: A Comparison of Metacognition in Introductory and Senior-Level Biology Students . Julie Dangremond Stanton, Kathryn Morris Dye, and Me'Shae Johnson CBE—Life Sciences Education 2019 18:2

		Evaluate claims in scientific papers, popular science articles, and other sources using evidence-based reasoning. Develop research questions based on observations. Elicit, listen to, and incorporate ideas from teammates with different perspectives. Work effectively with teammates to complete projects. Situate the research questions within an appropriate theoretical framework.		Read- a 3 rd article the student finds related to metacognitive skill development
4	Research question development Experimental design	Develop research questions based on observations. Formulate testable hypotheses.	Module 2 Quiz Minute Paper 1	Read: Design-Based Research: A Methodology to Extend and Enrich Biology Education Research Emily E. Scott, Mary Pat Wenderoth, and Jennifer H. Doherty CBE—Life Sciences Education 2020 19:3 Read: Jensen JL, Bailey EG, Kummer TA, Weber KS. 2017. Using Backward Design in Education Research: A Research Methods Essay. J Microbiol Biol Educ. 18:10.1128/jmbe.v18i3.1367. https://doi.org/10.1128/jmbe.v18i3.1367
5	Experimental design Tests and measurement development	Formulate testable hypotheses. Compare strengths and limitations of various study designs. Design controlled experiments. Choose appropriate methods for the research question. Define reliability and validity in measurement. Differentiate between the different types of data that can be collected and identify the benefits of each type.	Research Proposal	Read: Mixed-Methods Design in Biology Education Research: Approach and Uses Abdi-Rizak M. Warfa CBE—Life Sciences Education 2016 15:4 Read: Venturing into Qualitative Research: A Practical Guide to Getting Started; Mariel A. Pfeifer and Erin L. Dolan; SPUR (2023) 7 (1): https://doi.org/10.18833/spur/7/1/2
6	Tests and measurement development	Choose appropriate methods for the research question.	Course Specific Training	Complete IDP training (~1 hour)

		Compare and contrast quantitative and qualitative tools. Define reliability and validity in measurement. Identify methodological problems and suggest how to troubleshoot them.	Module 3 Quiz	Read: Contemporary Test Validity in Theory and Practice: A Primer for Discipline-Based Education Researchers Todd D. Reeves and Gili Marbach-Ad CBE—Life Sciences Education 2016 15:1
7	Tests and measurement development Data collection	Choose appropriate methods for the research question. Execute protocols and accurately record measurements and observations.	Module 4 Quiz	Read: The Other Half of the Story: Effect Size Analysis in Quantitative Research Jessica Middlemis Maher, Jonathan C. Markey, and Diane Ebert-May CBE—Life Sciences Education 2013 12:3, 345-351
8	Data collection Quantitative and qualitative analysis practice	Execute protocols and accurately record measurements and observations. Practice secure data management strategies.	Module 5 Quiz	Read: One Size Doesn't Fit All: Using Factor Analysis to Gather Validity Evidence When Using Surveys in Your Research Eva Knekta, Christopher Runyon, and Sarah Eddy CBE—Life Sciences Education 2019 18:1
9	Data cleaning Quantitative and qualitative analysis practice	Record, organize and annotate simple data sets. Practice secure data management strategies. Describe sources of error and uncertainty in data. Select, carry out, and interpret, statistical analyses.	Module 6 Quiz	Read: Developing and Using a Codebook for the Analysis of Interview Data: An Example from a Professional Development Research Project; Jessica T. DeCuir-Gunby, Patricia L. Marshall, and Allison W. McCulloch; Volume 23, Issue 2 https://doi.org/10.1177/1525822X10388 <u>Complete: Practice analysis</u>
10	Quantitative and qualitative data analysis	Select, carry out, and interpret, statistical analyses. Use statistical software.	Module 7 Quiz Minute Paper 2	Read: Module 2 from Shultz, Kenneth S., et al. <i>Measurement Theory in Action: Case Studies and Exercises, Second Edition</i>, Taylor & Francis Group, 2013. Available online through OSU libraries <u>Begin: Class data analysis</u>
11	Quantitative and qualitative data analysis	Select, carry out, and interpret, statistical analyses. Use statistical software.	Module 8 Quiz	Watch: Responsible Conduct of Research-Authorship; https://www.youtube.com/watch?v=VTrDW_HMwV8 <u>Complete: Video Reflection</u> <u>Continue: Class data analysis</u>
12	Quantitative and qualitative data analysis Initial findings presentations	Select, carry out, and interpret, statistical analyses. Use statistical software.	Group Meeting Presentations	<u>Continue: Class data analysis</u>

		Use appropriate language style, and various modes to communicate science effectively to targeted audiences. Critique others' work and ideas constructively and respectfully. Make evidence-based arguments using your own and others' findings. Relate conclusions to original hypothesis, consider alternative hypothesis, and suggest future research directions based on findings. Elicit, listen to, and incorporate ideas from teammates with different perspectives. Work effectively with teammates to complete projects.		
13	Summarizing findings and manuscript outline/poster creation Initial findings presentations	Create and interpret informative graphs and other data visualizations. Analyze data, summarize resulting patterns and draw appropriate conclusions. Use appropriate language style, and various modes to communicate science effectively to targeted audiences. Critique others' work and ideas constructively and respectfully. Make evidence-based arguments using your own and others' findings. Relate conclusions to original hypothesis, consider alternative hypothesis, and suggest future research directions based on findings. Elicit, listen to, and incorporate ideas from teammates with different perspectives. Work effectively with teammates to complete projects.	Group Meeting Presentations	Complete: Class data analysis

14	Final manuscript/posters	Use appropriate language style, and various modes to communicate science effectively to targeted audiences. Critique others' work and ideas constructively and respectfully. Elicit, listen to, and incorporate ideas from teammates with different perspectives. Work effectively with teammates to complete projects. Evaluate feedback from others and revise work or behavior appropriately	Poster Due Peer Reviews	Prepare: final products
15	Poster Presentations	Use appropriate language style, and various modes to communicate science effectively to targeted audiences. Make evidence-based arguments using your own and others' findings. Work effectively with teammates to complete projects.	Final Posters	Prepare: final products

*Course Learning Outcomes in **bold**

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>
ELO 2.1 <i>Identify, describe, and synthesize approaches or experiences.</i>	<i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i> <u><i>Lecture</i></u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i> <u><i>Reading</i></u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i> <u><i>Discussions</i></u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i> <i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i>
ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i>	<i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i> <i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i>

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:

- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)

5. Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

6. Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)

Biology BS Curriculum Map

B = beginning, I = intermediate, A = advanced

[illegible]

	Phys 1250	Mechanics, Work and Energy, Thermal Physics (5 Hrs.)																	
PHYS Req. #2	Phys 1201	E&M, Optics, Modern Physics	5	B		B								B	B	B	B		
	or																		
	Phys 1251	E&M, Waves, Optics, Modern Physics																	
Total Hrs.			48-61																
Core Electives for the Major									Biology BS Learning Outcomes										
Sem. Course Number	Course Title		Sem. hrs.	1.1	1.2	1.3	1.4	1.5	1.6	1.7	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	4
MICRBIOL 4000 or 4100	General Microbiology		4/5	A	I	I	I	I	I	I				A	A	I	A	I	I
BIOCHEM 4511 or 5613 AND 5614	Biochemistry		4/6	A	I	A		I								I		I	I
MOLGEN 3300	General Plant Biology		4	A	I	I	I	I	I	I				A	A	I	A	I	I
MOLGEN 4500 or 4606	General Genetics		3 / 4	A	I	A	A	I	I							I		I	I
EEOB 2510 or 2511	Human Anatomy		3 / 4	I														I	B
EEOB 2520	Human Physiology		3	I														I	B
EEOB 3510 or MOLGEN 4700	Cell Biology		3	A	A	I	I	I						I					I
EEOB 3310	Evolution		4	A	I		I	A	I	I						I		I	I
EEOB 3410	Ecology		4	I	I			I		A				A	I	I	I	I	I
EEOB 3520	Microscopic Anatomy		3	I	I	I												I	I
EEOB 4510	Comparative vertebrate anatomy		3	I	I														I
ANTHRO 2200	Physical Anthropology (Additional Prereq)		4				B	B	B	B				B	B		B	B	B
BIO 3401 or 3501	Integrated Biology or Integrative Skills in Biology		4/3	I	I	I	I	I	I	I				I	B	I	I	I	I
BIO 4901	Biological Capstone		2	A	A	A	A	A	A	A	A	A	A	A	B	A	I	I	A
Additional Biology Electives									Biology BS Learning Outcomes										
Sem. Course Number	Course Title		Sem. hrs.	1.1	1.2	1.3	1.4	1.5	1.6	1.7	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	4
BIO 2200	Genome Biology		1		I		I							I	I	I	I	I	B
BIO 2750	Scientific Thought in an Anecdotal World		3													B		I	I
BIO 4210	Undergraduate Research in Biology Education		4											A	A	A	A	A	A
BIO 4798	Scientific Roots in England		3	I					I										I
BIO 5001	Topics in Biology Teaching		1															A	A

*** Full text of program learning goals:**

Describe the hierarchical relationship between structure and function at all levels:

1.1 molecular, cellular, and organismic.

Diagram, explain, and contrast the major cellular processes in Archaea, bacteria,

1.2 and eukaryotes.

Differentiate types of biological macromolecules and compare their contributions

1.3 to cellular structure and function.

1.4 Apply the principles of genetics and describe the flow of genetic information.

Explain changes in organisms through time by applying the principles of

1.5 evolutionary biology.

- Demonstrate how relationships among living things are understood through
- 1.6** taxonomy and phylogenetic analysis.
 - 1.7** Describe ecological relationships between organisms and their environment.
Apply the scientific process, including designing and conducting experiments and
 - 2.1** testing hypotheses.
Use laboratory equipment, employ safe laboratory practices, and adapt tools such as laboratory notebooks and spreadsheets to organize and analyze data
 - 2.2** associated with scientific processes.
Retrieve information from the life sciences literature; read, understand, and
 - 2.3** critically review scientific papers.
 - 2.4** Prepare oral and written reports following a recognized scientific format.
Develop an awareness of the careers and professions that rely on knowledge of
 - 2.5** biological sciences.
 - 3.1** Integrate biological knowledge in discussions of society and everyday life