



# **MARINE BIOLOGY RESEARCH** **PROGRAM**

## **COMBINED MARINE BIOLOGY & SCIENCE RESEARCH SYLLABI**

**2014-2015**



## NYHS Marine Biology Syllabus

### Courses

- 01. Introductory Marine Research (2 credits, September - June) - Sophomores**
- 02. Intermediate Marine Research (2 credits, September - June)- Juniors**
- 03. Advanced Marine Research (2 credits, September - June) - Seniors**
- 04. Career and Financial Management (1 credit, September - June) - Seniors**

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New York Harbor School Research Program  
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### Introduction

This is the Marine Biology component of the Marine Biology Research Program. The core of this program is based on the concepts and skills necessary to understand how living marine organisms interact and depend on the quality of their environment. The program begins with the chemistry behind aquatic ecosystems and continues with aquatic ecology (how aquatic organisms interact with each other and their environment). During junior year, you will focus on more specialized topics such as oceanography, limnology, marine botany, marine zoology, and marine ecology. You will also begin the study of geographic information systems (GIS). During this year you will have the opportunity to apply your knowledge on an independent research project for college credit (See the attached Science Research syllabus). During the senior year, if you chose to work on a research project you will continue to apply your marine biology knowledge learned to date to finish and compete in research fairs throughout the city. If you chose to follow the GIS path your junior year, you will continue to learn intermediate and advanced concepts that will prepare you for the SPACE exam to become GIS certified. In all, the program seeks to teach using a combination of seminars and laboratories. Hands-on problem-based learning is our pedagogical philosophy. For more information, updates on our work, and specific lessons, please visit our webpage at [www.harborseals.org](http://www.harborseals.org)

### Course Descriptions

#### **01. Introductory Marine Research (2 credits, September - June) - Sophomores**

On the first few weeks you will be introduced to the program and the basic tools you'll need to keep track of your work. The program will quickly continue with the chemistry of aquatic ecosystems and critical thinking activities to help you begin to think like a scientist. Once you've learned the basic skills of acquiring and logging data, you will learn how water chemistry affects aquatic organisms. Students will build an aquatic ecosystem and adjust the water quality in order to keep it healthy using sophisticated instruments.



**Modules:**

- 01. Introduction to Marine Biology**
- 02. Aquatic Ecology and Instrumentation**
- 03. Project Management**
- 04. Microscopy**
- 05. Advanced Aquatic Ecology**

**02. Intermediate Marine Research (2 credits, September - June)- Juniors**

During your junior year, you will have the option of working on an independent research project or follow the GIS path. If you follow the GIS path, you will begin to learn basic geographic information system concepts. In the GIS path you will learn how to use the premiere GIS software package ArcGIS. You will learn how to generate maps using real-life based case studies. All students will learn topics in oceanography, limnology, marine botany, marine zoology, and marine ecology through hands-on problem based lessons. This course requires the submission of map drafts, poster board drafts, and power point presentation drafts. Students must present their final projects at the New York Harbor School Symposium in May. Students are expected to invest at least five (5) hours per week outside of class on their work.

**Modules:**

- A. Project Management**
- B. Oceanography**
- C. Limnology**
- D. Phylogenetics**
- E. Marine Microbiology**
- F. Marine Botany**
- G. Sampling techniques**

**03. Advanced Marine Research (2 credits, September - June) - Seniors**

Continuation of work undertaken in A CAS 110 or equivalent with emphasis placed upon the communication of results. This course requires the submission of at least 4 research paper drafts, 3 poster board drafts, and 2 power point presentation drafts. Students must submit their completed projects to 3 or more research fairs throughout the NYC region. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): satisfactory completion of A CAS 110 or completion of two years of an approved science research course at the high school level; permission of instructor; students must be enrolled throughout an entire academic year to obtain credit.



**Modules:**

- A. Marine Zoology**
- B. Marine Ecology**
- C. Human Impacts on Marine Resources**

**04. Career and Financial Management (Integrated in Advanced Marine Research) - Seniors**

As part of our CTE Work-Based Learning initiative, you will be receiving instruction on job awareness and, more specifically, job readiness. Through a comprehensive job development curriculum you'll learn what it takes to thrive in the 21<sup>st</sup> Century hyper-globalized economy. Because it is no longer viable to perform routine tasks in a routine way, you'll learn how to be a creative creator or creative server in the new economy. In addition, you'll learn vital financial management skills such as how to manage your money and your spending behavior as well as how to plan ahead for future goals that require money. These skills will be taught using the National Endowment for Financial Education curriculum.

**The Requirements of this course:**

1. Attend all regularly scheduled classes
2. Be on time to your classes
3. Write research papers of your work in class
4. Present aspects of your work to a class audience
5. Maintain your portfolio (or ePortfolio) with your work
6. Maintain your research journal
7. Obtain your working papers and develop Work-Based Learning skills
8. Keep your Work Skills Employability Profile (WSEP) up-to-date
9. Keep your Career and Financial Management (CFM) log up-to-date
10. Strive to obtain an internship in the area of science and technology
11. Behave in a professional manner
12. Demonstrate leadership and maturity
13. Work as one team with all your colleagues

**Lastly, it is mandatory for all students to attend our annual research symposium and present a poster of an article read, their work to date, and their findings. In addition to the posters, all research students will present a PowerPoint talk on their research findings.**



**Location and Meetings**

Seniors will meet Mondays and Wednesdays from 6<sup>th</sup> through 8<sup>th</sup> periods in room 120 unless previously warned. On Fridays, seniors will meet in the same lab room 120 during periods 7 and 8. Juniors will meet Tuesdays and Thursdays from 6<sup>th</sup> through 8<sup>th</sup> periods in room 120 unless previously warned.

**Figure 01. Class activity schedule for The Marine Biology Research Program**

Period	Monday	Tuesday	Wednesday	Thursday	Friday
4	Sophomores	Sophomores	Sophomores	Sophomores	Sophomores
6-8	Seniors - Advanced Science Research	Juniors - Intermediate Science Research	Seniors - Advanced Science Research	Juniors - Intermediate Science Research	
7-8					Seniors – Career and Financial Management

**Grading Scheme**

High school report card grades are on a numerical scale from 0 to 100%. Grading will be based on the following components: Research Project (*i.e.* research plan, paper + poster drafts, self evaluations), Tech. Read + Write (*i.e.* PRJA Summaries), Journal and Portfolio, Lab/Field Work, Applied Statistics, Teacher/Student Conferences, Applications, Presentations (*i.e.* articles, research fairs), and Work-Based Learning (See figure 02). Final grades will be curved based on the top performing student in the class. The instructor can choose to bring the top score up to a range of 95 – 100%. Depending on the value of the factor used to raise this score, all other students will receive the factor added on to their final marking period and semester average. **In addition, Full participation in the local symposium will account for 20 percent (figure 02) of the final grade, in lieu of a final exam as follows:**

01. Sophomores will participate in the full symposium and each will produce and present a poster/slide show based on a previous peer reviewed article in his/her field.
02. Juniors will participate in the full symposium and each will produce and present a poster/slide show based on her/his own review of pertinent literature and any work done to date under the aegis of a mentor.
03. Seniors will present both a poster of their research findings and slide show with a talk of their research findings.

**Figure 02. Grading Components**

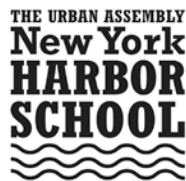
Research Project ( <i>i.e.</i> research plan, steps, + drafts)	<b>25 %</b>
Tech. Read + Write ( <i>i.e.</i> PRJ article summaries, other summaries)	<b>05 %</b>
Research Journal + Portfolio	<b>10 %</b>
Lab + Field Work ( <i>i.e.</i> theory + practice exercises, data collection)	<b>10 %</b>
Applied Statistics	<b>05 %</b>
Teacher/Student Conferences	<b>05 %</b>
Applications + Forms ( <i>i.e.</i> college, fair, summer programs, <i>etc.</i> )	<b>05 %</b>
Practice presentations ( <i>i.e.</i> articles, drafts, judging sheets)	<b>05 %</b>
Final Presentation at local symposium	<b>20 %</b>
Work-Based Learning	<b>10%</b>

**Figure 03. Required materials**

Research Journal	Poster Board	Clip Board
Thumb drive	Paper Ream	3 Ring Binder/Portfolio
Pencils	Sheet Protectors	Stickies

**Figure 04a. Detailed chronogram of major due dates – 10<sup>th</sup> grade Prerequisite Course**

Item	February				March				April				May				June			
	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Mentor Search	>X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Choose Topic	>X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6 general articles	>X	X	X	X	X	X	X													
1 PRJ Article		X	X	X	X	X	X	X	X											
Article summary					X	X	X	X	X	X										
PRJA Digital Present.									X	X										
1 <sup>st</sup> draft poster board										X										
2 <sup>nd</sup> draft poster board												X								
Final presentation															X					
3 Design Matrices																X	X	X		



**Figure 04b. Detailed Chronogram – Intermediate & Advanced Marine Research**

Item	September				October				November				December				January			
	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analysis of Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1 <sup>st</sup> Draft – Lit. Review								X												
2 <sup>nd</sup> Draft										X										
3 <sup>rd</sup> Draft												(X)								
4 <sup>th</sup> (Final) Draft															(X)					
Poster Board Drafts												(X)						(X)		
Final Presentation																				(X)

(Parenthesis are due dates for students competing in regional science fairs with deadlines in December)

**Figure 04c. Detailed Chronogram – Intermediate & Advanced Marine Research**

Item	February				March				April				May				June			
	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analysis of Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5 <sup>th</sup> Draft					X															
6 <sup>th</sup> Draft									X											
7 <sup>th</sup> (Final) Draft													X							
Poster Board Drafts											X	X		X						
Digital Presentation	X					X				X		X	X	X						
Final Presentation		(X)													X					

**Attendance policy**

Attendance is required at all sessions, unless the student is at their specific research site conducting their work IN WHICH CASE THEY MUST KEEP A DETAILED LOG SHEET WITH DATES, TIMES, AND MENTOR SIGNATURES. No more than 10 absences from the group sessions are allowed in the full year classes. Unexcused absences that occur on the day students are assigned to present results will result in failure for that day. An unexcused absence from an individual research meeting results in reduction of points on your biweekly grading sheet.

**Safety policy**

Working in laboratories and the field carries the potential for accidents. All students are expected to behave in a safe manner to prevent mishaps. All students will be given training for both lab and field safety throughout the program.



### **Standards of Academic Integrity**

The Urban Assembly New York Harbor School expects all members of its community to conduct themselves in a manner befitting its tradition of honor and integrity. Members are expected to assist the School by reporting suspected violations of academic integrity to appropriate faculty and/or administrative offices. Behavior that is detrimental to the School's role as an educational institution is unacceptable. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.

The following are examples of the types of behaviors that are defined as academic dishonesty and are therefore unacceptable:

**Plagiarism:** Presenting as one's own work the work of another person. Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else; **Cheating on Examinations:** Giving or receiving unauthorized help before, during, or after an examination; **Multiple Submission:** Submitting substantial portions of the same work for credit more than once; **Sabotage:** Destroying, damaging, or stealing of another's work or working materials; **Unauthorized Collaboration:** Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s); **Falsification:** Misrepresenting material or fabricating information in an academic exercise or assignment; and **Bribery:** Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class. **Circumventing Security:** Users are prohibited from attempting to circumvent or subvert any system's security measures. Users are prohibited from using any computer program or device to intercept or decode passwords or similar access control information.

The violations listed above should be reported to the Dean immediately. All parties involved will be directed accordingly.





## NYHS Science Research Program Syllabus

### Courses

**ACAS 109\*** - Intermediate Science Research (2 credits, July - August) - Juniors

**ACAS 110** - Intermediate Methods of Research (4 credits, September - June) - Juniors

**ACAS 209\*** - Advanced Science Research (2 credits, July - August) - Seniors

**ACAS 210** - Advanced Methods of Research (4 credits, September - June) - Seniors

*\* Please note that ACAS 109 and ACAS 209 are offered only during the summer.*

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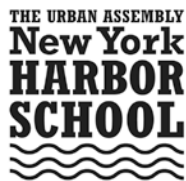
### Introduction

The core of this science research program is based on independent and open-ended research. Although it incorporates hands-on experiences, its focus is problem-based learning. You will formulate and execute a scientific research project from the beginning to the end to address a real-world problem. In order to be successful you must be ambitious, be able to think outside the box, not be daunted by failure, not be afraid to ask questions, build your own knowledge base, have a lot of grit, and be able to work in a team.

### Course Descriptions

#### **A CAS 109 Intermediate Science Research (2 college credits)**

Students will be introduced to research methods in the natural and social sciences by accessing scientific databases, by using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses and formulating experiments to test them, and completing a research plan. It is expected that the students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon the formulation of hypotheses and experiments in consultation with mentors. Prerequisite(s): completion of the 10<sup>th</sup> grade Marine Biology Research class at the high-school level; permission of instructor. This course is only offered during the summer.



### **A CAS 110 Intermediate Methods of Research (4 college credits)**

Students will learn research methods by formulating projects in the natural and social sciences. Authentic data will be generated or accessed from on-line databases. Students will also perform exhaustive bibliographic searches, consult doctoral-level research scholars, develop hypotheses, and execute projects to test them. This course requires the submission of at least 5 research paper drafts, 3 poster board drafts, and 4 power point presentation drafts. Students must submit their completed projects to 3 or more research fairs throughout the NYC region. It is also expected that prospective students will have done many of these activities in the prerequisite high school course, and in this course emphasis is placed upon obtaining meaningful results in consultation with mentors. Students are expected to invest at least five (5) hours per week outside of class on their research work and must be enrolled throughout an entire academic year to obtain credit. Prerequisite: completion of the 10<sup>th</sup> grade Marine Biology Research course.

### **A CAS 209 Advanced Science Research (2 college credits)**

Continuation of work undertaken in A CAS 109 or equivalent with emphasis placed upon the completion of experiments in consultation with mentors. Students will consult with their teachers as necessary, but will not meet in a formal classroom period. Prerequisite(s): satisfactory completion of A CAS 109 or completion of two years of an approved science research course at the high school level; permission of instructor; offered summer session only.

### **A CAS 210 Advanced Methods of Research (4 college credits)**

Continuation of work undertaken in A CAS 110 or equivalent with emphasis placed upon the communication of results. This course requires the submission of at least 4 research paper drafts, 3 poster board drafts, and 2 power point presentation drafts. Students must submit their completed projects to 3 or more research fairs throughout the NYC region. Students are expected to spend at least three hours per week outside of class. Prerequisite(s): satisfactory completion of A CAS 110 or completion of two years of an approved science research course at the high school level; permission of instructor; students must be enrolled throughout an entire academic year to obtain credit.

### **The Requirements of this course as stipulated by the Science Research Program at the University at Albany are as follows:**

1. Attend all regularly scheduled classes.
2. Participate at a level appropriate to present year of course, in the school's annual symposium.



3. Commit to 240 or more hours per school year (September to June) for their research work (this includes class time, assessment meetings, and all out of class time spent on the research).
4. Summer research carries a commitment of a minimum 90 hours plus assessment time. These hours include full attendance at your local school symposium for each year that you are in the research course.
5. Maintain a laboratory notebook/journal of all research related work starting at beginning of entry into research course.
6. Maintain a comprehensive portfolio of all research work.
7. Present research at all stages of the work, at all available venues and competitions.
8. Maintain regular, demonstrable contact with a mentor once one is obtained.
9. Develop quarterly chronograms, an end of year abstract, an annual reflection and an assessment of goals.

**Lastly, it is mandatory for all students to attend our annual research symposium and present a poster of an article read, their work to date, and their findings. In addition to the posters, all research students will present a PowerPoint talk on their research findings.**

### **Location and Meetings**

A CAS 210 will meet Mondays and Wednesdays from 6<sup>th</sup> through 9<sup>th</sup> periods in room 120 unless previously warned. A CAS 110 will meet Tuesdays and Thursdays from 6<sup>th</sup> through 8<sup>th</sup> periods in room 120 unless previously warned. The class structure will be broken down into 3 components: Technical Reading and Writing, Applied Statistics, and Seminars of Project Formulation (figure 01). Every other week each student meets with the instructor where the student's progress in developing a research plan and carrying out a project is discussed and evaluated. In addition, new goals are formulated for the next session. Proposing a conference appointment is the responsibility of the student and should occur during office hours unless otherwise instructed. In the seminar, students will be required to present their findings to their fellow classmates. In this environment they are critiqued on the content of their research, as well as their presentation skills. Project Formulation theory will be given during the Seminar class.

**Figure 01. Class activity schedule for A CAS 110 + 210**

Period	Monday	Tuesday	Wednesday	Thursday	Friday
6-8	A CAS 210 Advanced Science Research	A CAS 110 Intermediate Science Research	A CAS 210 Advanced Science Research	A CAS 110 Intermediate Science Research	*Note: field work can override schedule.
9	A CAS 210		A CAS 210		

**Grading Scheme**

Grades are on an A-E scale and there are no S/U (pass/fail) options (figure 02). Grading will be based on the following components: Research Project (*i.e.* research plan, paper + poster drafts, self evaluations), Tech. Read + Write (*i.e.* PRJA Summaries), Journal and Portfolio, Lab/Field Work, Applied Statistics, Teacher/Student Conferences, Applications, Presentations (*i.e.* articles, research fairs), and Work-Based Learning. Final grades will be curved based on the top performing student in the class. The instructor can choose to bring the top score up to a range of 95 – 100%. Depending on the value of the factor used to raise this score, all other students will receive the factor added on to their final marking period and semester average. **In addition, Full participation in the local symposium will account for 20 percent (figure 03) of the final grade, in lieu of a final exam as follows:**

01. Sophomores will participate in the full symposium and each will produce and present a poster/slide show based on a previous peer reviewed article in his/her field.
02. Juniors will participate in the full symposium and each will produce and present a poster/slide show based on her/his own review of pertinent literature and any work done to date under the aegis of a mentor.
03. Seniors will present both a poster of their research findings and slide show with a talk of their research findings.

**Figure 02. Grading Scheme**

Grade Scale	Grade Conversion	Grade Scale	Grade Conversion
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	Grade < 60	E

**Figure 03. Grading Components**

Research Project ( <i>i.e.</i> research plan, steps, + drafts)	<b>25 %</b>
Tech. Read + Write ( <i>i.e.</i> PRJ article summaries, other summaries)	<b>05 %</b>
Research Journal + Portfolio	<b>10 %</b>
Lab + Field Work ( <i>i.e.</i> theory + practice exercises, data collection)	<b>10 %</b>
Applied Statistics	<b>05 %</b>
Teacher/Student Conferences	<b>05 %</b>
Applications + Forms ( <i>i.e.</i> college, fair, summer programs, <i>etc.</i> )	<b>05 %</b>
Practice presentations ( <i>i.e.</i> articles, drafts, judging sheets)	<b>05 %</b>
Final Presentation at local symposium	<b>20 %</b>
Work-Based Learning	<b>10%</b>

**Course Requirements and Projected Dates**

The requirements of this course include a minimum of ten hours of outside independent research in every two week cycle during the school year as well as a commitment to a minimum of 90 hours during the sophomore and junior summers. These hours must be documented in a Research Journal, which must be brought to class for each independent session. For a list of other required materials see figure 04. In addition, other requirements include: at least 4 research paper drafts, the developing of quarterly chronograms, 3 poster board drafts, and 2 Power Point presentations for eligible students. Students will be required to present their work both in class and at competitions. Each year it is required to enter 3 or more competitions including the school’s Research Fair. It is expected that students will have begun to explore a topic of interest and pursued a mentor during the Prerequisite class Introductory Marine Research in the 10<sup>th</sup> grade in accordance to a fixed chronogram (figure 5a).

Research Journals are due every two weeks at the individual student-teacher conferences; drafts are due according to a fixed schedule (figure 05b); competition deadlines are posted as they become available, chronograms are due at the beginning and midpoint of each semester, the final research paper drafts are due either in January and June; and the end of year abstract, reflections and assessment of goals are due on the last day of class.

**Figure 04. Required materials**

Research Journal	Poster Board	Clip Board
Thumb drive	Paper Ream	3 Ring Binder/Portfolio
Pencils	Sheet Protectors	Stickies



**Figure 05a. Detailed chronogram of major due dates – 10<sup>th</sup> grade Prerequisite Course**

Item	February				March				April				May				June			
	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Mentor Search	>X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Choose Topic	>X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6 general articles	>X	X	X	X	X	X	X	X												
1 PRJ Article		X	X	X	X	X	X	X	X											
Article summary					X	X	X	X	X	X										
PRJA Digital Present.									X	X										
1 <sup>st</sup> draft poster board										X										
2 <sup>nd</sup> draft poster board												X								
Final presentation															X					
3 Design Matrices																X	X	X		

**Figure 05b. Detailed chronogram of major due dates – A CAS 110 + 210**

Item	September				October				November				December				January			
	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Mentor Search	X	X	X	X	X	X	X	X	X	X	X	X								
5 PRJA + Presentation		X	X	X	X	X	X													
Research Plan		X	X	X	X	X	X	X	X	X	X	X								
IRB/SRC													X	X						
Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analysis of Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1 <sup>st</sup> Draft – Lit. Review								X												
2 <sup>nd</sup> Draft										X										
3 <sup>rd</sup> Draft												(X)								
4 <sup>th</sup> (Final) Draft															(X)					
Poster Board Drafts												(X)						(X)		
Final Presentation																				(X)

(Parenthesis are due dates for students competing in regional science fairs with deadlines in December)

**Figure 05c. Detailed chronogram of major due dates – A CAS 110 + 210**

Item	February				March				April				May				June			
	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analysis of Results	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5 <sup>th</sup> Draft					X															
6 <sup>th</sup> Draft									X											
7 <sup>th</sup> (Final) Draft													X							
Poster Board Drafts											X	X		X						
Digital Presentation	X					X				X		X	X	X						
Final Presentation		(X)														X				



### Attendance policy

Attendance is required at all sessions, unless the student is at their specific research site conducting their work IN WHICH CASE THEY MUST KEEP A DETAILED LOG SHEET WITH DATES, TIMES, AND MENTOR SIGNATURES. No more than 10 absences from the group sessions are allowed in the full year classes. Unexcused absences that occur on the day students are assigned to present results will result in failure for that day. An unexcused absence from an individual research meeting results in reduction of points on your biweekly grading sheet.

### Safety policy

Working in laboratories carries the potential for accidents. All students are expected to behave in a safe manner to prevent mishaps.

### Standards of Academic Integrity

The University at Albany expects all members of its community to conduct themselves in a manner befitting its tradition of honor and integrity. Members are expected to assist the University by reporting suspected violations of academic integrity to appropriate faculty and/or administrative offices. Behavior that is detrimental to the University's role as an educational institution is unacceptable. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.

The following are examples of the types of behaviors that are defined as academic dishonesty and are therefore unacceptable:

**Plagiarism:** Presenting as one's own work the work of another person. Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else; **Cheating on Examinations:** Giving or receiving unauthorized help before, during, or after an examination; **Multiple Submission:** Submitting substantial portions of the same work for credit more than once; **Sabotage:** Destroying, damaging, or stealing of another's work or working materials; **Unauthorized Collaboration:** Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s); **Falsification:** Misrepresenting material or fabricating information in an academic exercise or assignment; and **Bribery:** Offering or giving any article of value or service to an instructor in an attempt to receive a grade or other benefits not legitimately earned or not available to other students in the class. **Circumventing Security:** Users are prohibited from attempting to circumvent or subvert any system's security measures. Users are prohibited from using any computer program or device to intercept or decode passwords or similar access control information.

The violations listed above should be reported to the UHS Program Office immediately. All parties involved will be directed accordingly.