BIOL326
Biology Special Interest Project
S1 Day 2016

Dept of Biological Sciences

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>5</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>8</td>
</tr>
</tbody>
</table>

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https://unitguides.mq.edu.au/unit_offerings/56008/unit_guide/print
General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
39cp and permission of Executive Dean of Faculty

Corequisites

Co-badged status

Unit description
In this unit, students undertake an independent research project under the supervision of one of Macquarie University's marine research staff. High achieving students (GPA >3.0) with a special interest in an area of biological research may be permitted to undertake an independent research project under the supervision of one of biology's research staff. Prior to admission it is necessary for the student to contact the unit coordinator and to have developed a suitable research project with a supervisor. Although there are no formal classes, students are expected to undertake 120 hours of research in the laboratory and/or field pending on the research project. Assessment is based on research performance, team participation, research paper preparation and a seminar.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates
Learning Outcomes

1. Read and evaluate contributions to biological research published in the peer-reviewed literature.
2. Understand workplace health and safety issues relating to biological research, and be able to assess risks under appropriate supervision.
3. Formulate an original research question and develop a suitable experimental design.
4. Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
5. Communicate a research question and experimental approach in a short research seminar.
6. Analyse and interpret biological data.
7. Manage original research within a given timeframe.
8. Effectively communicate the research question, methods, results and implications of a short-term biological study, in a format suitable for scientific publication.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Risk Assessment</td>
<td>10%</td>
<td>By arrangement with supervisor</td>
</tr>
<tr>
<td>Research skills checklist</td>
<td>10%</td>
<td>By arrangement with supervisor</td>
</tr>
<tr>
<td>Research Proposal Seminar</td>
<td>15%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Draft Abstract &amp; Introduction</td>
<td>10%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Supervisor’s Report</td>
<td>30%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Scientific Report</td>
<td>25%</td>
<td>Week 13</td>
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</tbody>
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Risk Assessment

Due: By arrangement with supervisor
Weighting: 10%

Chemical safety induction and completion of a chemical safety risk assessment for at least one chemical used in the host laboratory. For research that does not involve use of chemicals, completion of a suitable alternative assessment (also safety-based), by arrangement with the Convenor and supervisor.

This Assessment Task relates to the following Learning Outcomes:
• Understand workplace heath and safety issues relating to biological research, and be able to assess risks under appropriate supervision.

Research skills checklist
Due: By arrangement with supervisor
Weighting: 10%

Demonstration of competence in a 5-item laboratory/field skills checklist.

This Assessment Task relates to the following Learning Outcomes:
• Competently use appropriate laboratory and/or field-based techniques to investigate a research question.

Research Proposal Seminar
Due: Week 4
Weighting: 15%

A 10-minute seminar outlining the background to the project and the proposed experimental work.

This Assessment Task relates to the following Learning Outcomes:
• Read and evaluate contributions to biological research published in the peer-reviewed literature.
• Formulate an original research question and develop a suitable experimental design.
• Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
• Communicate a research question and experimental approach in a short research seminar.
• Analyse and interpret biological data.

Draft Abstract & Introduction
Due: Week 6
Weighting: 10%

Submit a draft of the Abstract and Introduction sections of your scientific paper (final report).

This Assessment Task relates to the following Learning Outcomes:
• Read and evaluate contributions to biological research published in the peer-reviewed literature.
• Formulate an original research question and develop a suitable experimental design.
• Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
• Analyse and interpret biological data.

**Supervisor’s Report**

**Due:** Week 13  
**Weighting:** 30%

Each supervisor will prepare a report evaluating the competency of the student during the research project.

This Assessment Task relates to the following Learning Outcomes:
• Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
• Manage original research within a given timeframe.

**Scientific Report**

**Due:** Week 13  
**Weighting:** 25%

Submission of a scientific paper based on the findings of the research project.

This Assessment Task relates to the following Learning Outcomes:
• Read and evaluate contributions to biological research published in the peer-reviewed literature.
• Formulate an original research question and develop a suitable experimental design.
• Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
• Analyse and interpret biological data.
• Manage original research within a given timeframe.
• Effectively communicate the research question, methods, results and implications of a short-term biological study, in a format suitable for scientific publication.

**Delivery and Resources**

**Enrolling in the unit**

Students need to find a supervisor and agree on a potential project before you will be allowed to enrol. After you have a supervisor the student must submit a waver request via ask.mq.edu.au. Feel free to contact the convenor or an academic advisor if you would like help finding a supervisor.
Delivery of the unit

Apart from introductory and final classes/information sessions with the Unit Convenor, there are no formal classes for this unit. Students are to arrange their laboratory or fieldwork hours directly with their nominated academic supervisor.

Teaching and learning strategy

Projects will be developed under the supervision of a nominated academic supervisor. The assessments in this unit are designed to provide you with skills that are applicable across broad scientific disciplines. The focus in the early part of semester will be on workplace safety, experimental skills and developing a research proposal. All of these are skills required for independent research. Throughout the semester you will also be expected to develop skills and gain knowledge specific to your project area.

Required readings

There are no centrally allocated required readings for this unit. However, your supervisor will recommend journal articles pertinent to your research project. It is expected that you will read widely within your chosen research area, both for your own interest and in order to prepare your scientific paper.

Unit web page

Information and updates regarding the unit will be placed on the unit iLearn page. Please log in on a regular basis.

To access the online unit, go to https://iLearn.mq.edu.au/login/MQ/ and type in your Macquarie OneID Username and password.

New to iLearn? You can find out more at: http://www.mq.edu.au/iLearn/student_info/


Unit communications

Announcements: General announcements from the Convenor or other teaching staff will be communicated using iLearn.

Discussion board: In order to discuss issues of relevance to all students with the teaching staff, please use the Discussion Board feature of iLearn. The chances are that if you are confused about something in the unit, so are your peers, so it will be useful to share your questions with all.

Email: For matters of a more personal nature, and that do not concern other students (i.e. requests for extensions etc), you should contact the Unit Convener by email. Contact details are provided at the start of this document.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:
Academic Honesty Policy  http://mq.edu.au/policy/docs/academic_honesty/policy.html


Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au
Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/. When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

• Read and evaluate contributions to biological research published in the peer-reviewed literature.
• Understand workplace health and safety issues relating to biological research, and be able to assess risks under appropriate supervision.
• Formulate an original research question and develop a suitable experimental design.
• Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
• Communicate a research question and experimental approach in a short research seminar.
• Analyse and interpret biological data.
• Manage original research within a given timeframe.
• Effectively communicate the research question, methods, results and implications of a short-term biological study, in a format suitable for scientific publication.

Assessment tasks

• Risk Assessment
Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- Read and evaluate contributions to biological research published in the peer-reviewed literature.
- Understand workplace health and safety issues relating to biological research, and be able to assess risks under appropriate supervision.
- Formulate an original research question and develop a suitable experimental design.
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**Assessment tasks**

- Risk Assessment
- Research skills checklist
- Research Proposal Seminar
- Draft Abstract & Introduction
- Supervisor’s Report
- Scientific Report
Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- Read and evaluate contributions to biological research published in the peer-reviewed literature.
- Understand workplace health and safety issues relating to biological research, and be able to assess risks under appropriate supervision.
- Communicate a research question and experimental approach in a short research seminar.
- Effectively communicate the research question, methods, results and implications of a short-term biological study, in a format suitable for scientific publication.

**Assessment tasks**

- Risk Assessment
- Research Proposal Seminar
- Draft Abstract & Introduction
- Scientific Report

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

- Understand workplace health and safety issues relating to biological research, and be able to assess risks under appropriate supervision.
- Formulate an original research question and develop a suitable experimental design.
- Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
- Analyse and interpret biological data.
- Manage original research within a given timeframe.

**Assessment tasks**

- Risk Assessment
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**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Read and evaluate contributions to biological research published in the peer-reviewed literature.
- Understand workplace health and safety issues relating to biological research, and be able to assess risks under appropriate supervision.
- Formulate an original research question and develop a suitable experimental design.
- Competently use appropriate laboratory and/or field-based techniques to investigate a research question.
- Communicate a research question and experimental approach in a short research seminar.
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**Assessment tasks**

- Risk Assessment
- Research skills checklist
- Research Proposal Seminar
- Draft Abstract & Introduction
Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Learning outcomes**

- Formulate an original research question and develop a suitable experimental design.
- Communicate a research question and experimental approach in a short research seminar.
- Effectively communicate the research question, methods, results and implications of a short-term biological study, in a format suitable for scientific publication.

**Assessment tasks**

- Research Proposal Seminar
- Draft Abstract & Introduction
- Scientific Report