

DEPARTMENT OF CHEMISTRY AND PHYSICAL SCIENCE –

THESIS GUIDELINES

Student schedules appointments and meets with faculty members with whom she might like to work. Faculty members describe possible projects. Student selects faculty member and project. Student and faculty member discuss grading criteria (see attached).

Student prepares a Preliminary Research Proposal and submits to faculty member for review. This proposal must include the following:

- a. Statement of the Problem
 - b. Statement of the Method
 - c. Statement of Equipment, Chemicals, and Supplies Needed
 - d. Statement of Potential Hazards (include Material Safety Data Sheets for all chemicals to be used in the project)
 - e. Annotated Bibliography
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1. Student and faculty member meet to discuss proposal. All deadlines for future work are established in writing at this time.
 2. Student is assigned a laboratory space and begins setup for experimental work. Students must keep a laboratory notebook. Specific guidelines for the notebook will be provided. Students are expected to spend at least three hours per week in the laboratory for each semester hour credit to be granted. All laboratory work must be scheduled at a time when the faculty member can be available for help in the event of questions or problems.
 3. Student meets with faculty member on biweekly basis to discuss progress of research. The student's laboratory notebook should be available at all meetings.
 4. Preliminary draft of official report is submitted to faculty member on specified date (see #3 above). Report should conform to Guidelines for Preparing a Research Report (see attached).
 5. Faculty member returns draft to student with necessary feedback on specified date (see #3 above).
 6. Final report submitted to faculty member on or before specified deadline (see #3 above).
 7. Student gives oral or poster presentation.

Criteria for Grading Research Projects

Department of Chemistry and Physical Science

The purpose of scientific research is to answer a question so that we can better understand the world and how it works. However, the scientific enterprise is by its very nature uncertain. Sometimes a carefully designed experiment may not answer the question you are asking. In fact, you may have more questions after an experiment than you had before. Therefore, a good grade for a research project does not require that you get the "right" result. With these thoughts in mind, the following criteria have been developed for grading your research project. These criteria provide a basis for judging both the process you follow and the final outcome of your work. Your outcome may provide a definitive answer to a specific question and/or it may suggest additional questions that need to be asked in future research.

Grade of C:

1. Commit minimum time required by credit hours to be granted (3 laboratory hours per week for

- each semester hour credit). Some additional commitment of time outside the laboratory will also be necessary for data analysis, report writing, etc.
2. Obey all safety rules and regulations.
 3. Maintain laboratory notebook according to accepted standards.
 4. Submit final report that conforms to *Guidelines for Preparing A Research Project*.
 5. Meet all deadlines.
 6. Present oral report or poster.

Grade of B:

1. Meet all of the criteria for a grade of C.
2. Demonstrate some evidence of independent thought, initiative, and creativity in carrying out project. The observations of the instructor, the laboratory notebook, and the final written report will provide this evidence.
3. Clear and thoughtful oral report or poster presentation.

Grade of A:

1. Meet all of the criteria for a grade of C.
2. Consistently demonstrate evidence of independent thought, initiative, and creativity in carrying out project. The observations of the instructor, the laboratory notebook, and the final written report will provide this evidence.
3. Clear and thoughtful oral report or poster presentation.

Guidelines for Preparing a Research Report

Research experience for the undergraduate chemistry student is as close to a professional problem-solving activity as anything in the curriculum. It gives the student exposure to research methodology and an opportunity to work closely with a faculty advisor. It usually requires the use of advanced concepts, a variety of experimental techniques, and state-of-the-art instrumentation. A good research experience develops intellectual curiosity and is an important stimulus toward a career in science.

Ideally, undergraduate research should focus on a well-defined project that stands a reasonable chance of completion in the time available to the student. A literature survey alone is not a satisfactory research project. Neither is a repetition of established procedures. Research is genuine exploration of the unknown that leads to new knowledge which often warrants publication. But whether or not the results of a research project are publishable, the project should be communicated in the form of a student-written research report. It is important for the student to realize that science depends on precise transmission of facts and ideas and, to communicate effectively, the research project must be described in writing. Preparation of a comprehensive written research report is an essential part of a valid research experience, and the student should be made aware of this requirement at the outset of the project. Interim reports may also be required, usually at the termination of the quarter or semester. Sufficient time should be allowed for satisfactory completion of reports, taking into account that initial drafts should be critiqued by the faculty advisor and corrected by the student at each stage.

Guidelines on how to prepare a professional-style research report are not routinely available to undergraduate students. For this reason, the following information on report writing with a suggested format is provided to be helpful to undergraduate researchers and to faculty advisors.

A Useful Text

The ACS Style Guide. Dodd, J.S. , Ed; American Chemical Society:

Washington, DC, 1986.

This volume is an invaluable writer's handbook in the field of chemistry. It contains a wealth of data on preparing any type of scientific report and is useful for both students and professional chemists. Every research laboratory should have a copy, and it should be as accessible as the Handbook of Physics and Chemistry. It gives pointers on the organization of a scientific paper, correct grammar and style, and accepted formats in citing chemical names, chemical symbols, units, and references. There are useful suggestions on constructing tables, preparing illustrations, using different type faces and type sizes, and giving oral presentations. In addition, there is a brief overview of the chemical literature, the way in which it is organized and how information is disseminated and retrieved. A list of other excellent guides to technical writing is also provided. See also The Basics of Technical Communication. Cain, B.E.; ACS Professional Reference Book. American Chemical Society: Washington, DC, 1988.

Organization

Most scientific research reports, irrespective of the field, parallel the scientific method of deductive reasoning. That is: the problem is defined, a hypothesis is created, experiments are devised to test the hypothesis, experiments are conducted, and conclusions are drawn. This framework is consistent with the following organization of a research report:

Title

Abstract

Introduction

Experimental Details or Theoretical Analysis

Results

Discussion

Conclusion

References

Title and Title Page

The title should reflect the content and emphasis of the project described in the report. It should be as short as possible and include essential key words.

The author's name (e.g., Mary B. Chung) should follow the title on a separate line, followed by the author's affiliation (e.g. , Department of Chemistry, Central State College, Central, Arkansas, 67123) and possibly the origin of the report (e.g. , In partial fulfillment of a Senior Thesis Project under the supervision of Professor Danielle F. Green, June, 1990.)

All of the above could appear on a single cover page. Acknowledgments and a table of contents can be added as preface pages if desired.

Abstract

The abstract should, in the briefest terms possible, describe the topic, the scope, the principal findings, and the conclusions. It should be written last to reflect accurately the content of the report. The length of abstracts vary but seldom exceed 200 words. The research student should understand that a primary objective of an abstract is to communicate to the reader the essence of the paper. The reader will then be the judge of whether to read the full report or not. The student should also know that if the report were to appear in the primary literature, the abstract would serve as a key source of indexing terms and key words to be used in information retrieval. Author abstracts are often published verbatim in Chemical Abstracts.

Introduction

"A good introduction is a clear statement of the problem or project and why you are studying it." (The ACS Style Guide. American Chemical Society: Washington, DC, 1986.)

The nature of the problem and why it is of interest should be conveyed in the opening paragraphs. This section should describe clearly but briefly the background information on the problem, what has been done before (with proper literature citations), and the objectives of the current project. A clear relationship between the current project and the scope and limitations of earlier work should be made so that the reasons for the project and the approach used will be understood.

Experimental Details

This section should describe what was actually done. It is a succinct exposition of the laboratory notebook, describing procedures, techniques, instrumentation, special precautions, and so on. It should be sufficiently detailed so that other experienced researchers would be able to repeat the work and obtain comparable results.

In theoretical reports, this section would include sufficient theoretical or mathematical analysis to enable derivations and numerical results to be checked.

If the experimental section is very lengthy and very detailed, as in synthetic work, it can be placed at the end of the report or as an appendix so that it does not interrupt the conceptual flow of the report. Its placement will depend on the nature of the project and the discretion of the writer.

Results

In this section, relevant data, observations, and findings are summarized. Tabulation of data, equations, charts, and figures can be used effectively to present results clearly and concisely.

Discussion

The crux of the report is the analysis and interpretations of the results. What do the results mean? How do they relate to the objectives of the project? To what extent have they resolved the problem?

Because the "Results" and "Discussion" sections are interrelated, they can often be combined as one section.

Conclusions

A separate section outlining the main conclusions of the report is appropriate if conclusions have not already been stated in the "Discussion" section. Directions for future work are also suitably expressed here.

Summary

A lengthy report, or one in which the findings are complex, usually benefits from a paragraph summarizing the main features of the report the objectives, the findings, and the conclusions.

The last paragraph of text in manuscripts prepared for publication is customarily dedicated to acknowledgments. However, there is no rule about this, and research reports of senior theses frequently place acknowledgments following the title page.

References

Literature references are collated at the end of the report and are cited in one of the formats described in The ACS Style Guide. Do not mix formats. Each reference should have a unique number, meaning that each should be numbered only once however many times it is cited in the text. All references should be checked against the original literature.

Preparing the Manuscript

The personal computer and word processing has made manuscript preparation and revision a great deal easier than it used to be. Every student researcher should have the opportunity to use a word processor, and have access to graphics software that allows numerical data to be graphed, chemical structures to be drawn, and mathematical equations to be represented. There are essential tools of the technical writer. All manuscripts should routinely be checked for spelling using a spelling program, and all manuscripts should be carefully proofread before being submitted. It is anticipated that preliminary drafts will be edited by the faculty advisor before the report is presented in final form.