

## **Title: By Scientific Design: Skill Building for a Career in the Life Sciences**

David Lin (DML45), Holger Sondermann (HS293), Hector Irizarry (HGL28)

Tuesday/Thursdays 2:30-4:00 pm  
2 credits

This class is designed to prepare graduate students for a career in the life sciences. Topics will include grant writing and different modes of public presentations

Fall 2019

<u>Date</u>	<u>Day</u>	<u>Room</u>	<u>Subject</u>
9/3	Tu	C3-129	Overview
9/5	Th	C3-129	How to write a grant- part 1 Introducing yourself to the agency IDP and logic model exercise
9/10	T	C3-129	How to write a grant – part 2 Developing a hypothesis
9/12	Th	C3-129	Constructive criticism WIP Hypothesis review
9/17	T	C3-129	Identifying a problem Significance exercise
9/19	Th	C3-129	NSF faculty/student joint review
9/21	SAT		Creativity Spark workshop
9/24	T	C3-129	Specific Aims
9/26	Th	C3-129	Giving a talk (Hector) lightning talks
10/1	T	C3-129	Pubmed lab
10/3	Th	C3-129	NSF review 1
10/8	T	C3-129	NSF review 2
10/10	Th	C3-129	abstract discussion/publication
10/15	T	C3-129	Fall Break

10/17	Th	C3-129	no class
10/22	T	C3-129	Objectives and Outcomes – logic model 2
10/24	Th	C3-129	wellness director
10/29	T	C3-129	NIH F/K practice review
10/31	Th	C3-129	5 min. presentations
11/5	T	C3-129	Poster preparation
11/7	Th	C3-129	NIH review 1
11/12	T	C3-129	NIH review 2
11/14	Th	C3-129	Paper discussion
11/19	T	C3-129	Paper discussion with Gunther
11/21	Th	C3-129	Ethics

Assessment will be based on:

1. Grant writing (60%)  
Grading is mediated in part by peer-review of individual grants and in part by faculty assessment.
2. Public speaking (20%)  
Grading is mediated in part by peer-review and faculty assessment of presented talks.
3. Participation (20%)  
Students will be expected to actively participate in all of the exercises during the semester. This includes asking questions, participating in grant and public speaking panel reviews, and in general demonstrating vocal involvement in class. Attendance is also included in this criterion.