

Part 2 Application and Instructions & Examples Guide *for All Disciplines*

INSTRUCTIONS:

Use this document in conjunction with the [official Part 2 Universal Template](#).
DO NOT create your own proposal document—use of our template is **required**.

Follow the instructions and word count requirements in this Instructions & Examples Guide carefully and type your responses directly into the required template.

Use the “Jump To” links at the end of each section for easy navigation and to go back-and-forth between examples and instructions.

Remember to reference the [official program schedule](#) when writing the timeline portion of the application.

Direct all questions to LAUNCH: UGR staff at ugr@tamu.edu.

Section 1: Contact Information

Student Applicant

Enter your full name and UIN into the fillable fields.

Check Thesis Type

Check the box for your thesis type—either a team thesis up to 5 members or an individual thesis.

Check Template Type

Check the box for your template type. Which thesis style are you following for your proposal?

Faculty Advisor(s)

Enter your advisor's name, department, and email address into the fillable fields. Enter up to three advisors.

Section 2: Proposal

Section 2.1: Project Summary

FOR EVERYONE:

In **100-200 words**, describe what you propose to research across the year-long program and how you propose to accomplish the objectives of the project. The project summary should contain:

1. A statement of your motivation, problem, and research question.
2. Justification and importance of your research topic(s).
3. How is your project different or how does it build on previous research? Make sure you understand the previous research that has been done in your field. Be specific.
4. Expected outcome(s).

IN ADDITION:

FOR CREATIVE WORKS:

Creative Work theses combine critical and creative modes. In the critical mode, you should explore previous research in your field. This research will help you design a specific motivation, problem, or question you want to answer through a Creative Artifact. As part of the creative mode, you should develop a Creative Artifact that is appropriate for the genre or medium that you are exploring. Your Creative Artifact should answer your research question and will be further developed through exhibition and reflection throughout the academic year. The Creative Work is the combination of your analysis, artifact, and reflection.

Creative Works project summaries must also answer the following:

5. How does your anticipated artifact build on previous research in your genre or medium?
6. What is the anticipated Creative Artifact and what new knowledge will it produce?

FOR JOURNAL STYLE:

Students should choose projects that are centered around a common research theme that enables either one medium-length manuscript or several short manuscripts to be combined to create a single cohesive thesis document with an all-inclusive Introduction and Conclusion. Identify if you will be working on one medium-length manuscript or several short-length manuscripts.

5. If you have several short-length manuscripts: State your overall research theme and answer questions 1-4 above for each manuscript.

SECTION 2.1 EXAMPLES:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
- [Jump to Dental Hygiene Example](#)
- [Jump to Journal Style Example](#)

Section 2.2: Introduction

FOR EVERYONE:

In **350-500 words**, expand your common research theme and why it is an important object of scholarly inquiry in the context of your research field. The Introduction usually requires a discussion of your literature review and a summary of the pertinent previous research in your field that shows the relationship between your project(s) and the material you cite. In the Introduction, be sure that you are:

1. Using in-text citations in one of the six accepted styles (ACS, AMA, APA, Chicago, IEEE, and MLA). Failure to use appropriate in-text citations will result in your proposal being returned to you for revisions.
2. Demonstrating that you have surveyed the state of knowledge in your research area and that you understand how your outcomes will make an important contribution to your field.
3. Introducing your thesis statement.

IN ADDITION:

FOR JOURNAL STYLE:

4. If you are writing several short manuscripts: The Introduction will be the overarching theme of your combined project(s) which make up the complete thesis.

SECTION 2.2 EXAMPLES:

- [Jump to STEM Example](#)
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- [Jump to Journal Style Example](#)

Section 2.3: Objective(s)/Goal(s)

FOR EVERYONE:

In **75-100 words**, define your research objectives and goals clearly and succinctly. State your hypothesis, research question, or motivation so that a reader from any research background can understand what it is you are trying to accomplish. Articulate how your research contributes to the ongoing discussion in your research field.

Do not explain your methodology or theoretical framework in this section. Explain your anticipated outcomes and what you hope to achieve with your project. Here you will describe the purpose, scope, rationale, and motivation for this research.

IN ADDITION:

FOR JOURNAL STYLE:

If you have several short-length manuscripts, define the above in 75-100 words for each manuscript.

SECTION 2.3 EXAMPLES:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
- [Jump to Dental Hygiene Example](#)
- [Jump to Journal Style Example](#)

Section 2.4: Methodology/Theoretical Framework

FOR EVERYONE:

In **100-200 words**, suggest how you propose to tackle your research question and what research methodologies you will employ that will ensure the evidence you will procure is warranted for the research you are conducting. In this section, you should describe the approach, techniques, and procedures you will take to complete your project. Describe the resources you need to do your research (e.g., laboratory, library or other space, documents or books you need to reference, databases you need access to) and the people you will interact with during the research process. This section should align with the steps you describe in your customized timeline on the following pages.

Additionally, in a bulleted list (2-7 items) that aligns with your goals in the timeline, summarize tasks and terminology that explain the disciplinary standards you will employ in your project.

IN ADDITION:

FOR ARTS, HUMANITIES, AND SOCIAL SCIENCES:

In addition to the above, describe what theoretical framework drives the lens through which you will carry out your research (e.g., Historical, Feminist, Literary, Ethnographic, Post-memory, etc.).

FOR JOURNAL STYLE:

If you have several short-length manuscripts, define the above in 100-200 words for each manuscript.

FOR CREATIVE WORKS:

In addition to the above, describe how the Creative Artifact will be developed as an outgrowth of your research methodology.

SECTION 2.4 EXAMPLES:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
- [Jump to Dental Hygiene Example](#)
- [Jump to Journal Style Example](#)

Section 2.5: Bibliography/References/Works Cited

FOR EVERYONE:

Include a list of at least 4 references for *all* the literature cited in the text of your proposal. This might also include your literature review and text that you intend to consult. Choose a citation style appropriate for your field among ACS, AMA,* APA, Chicago, IEEE, and MLA. **A minimum of 4 scholarly, peer-reviewed sources are required.**

*Dental Hygiene campus projects must use AMA style.

SECTION 2.5 EXAMPLES:

- [Jump to American Chemical Society \(ACS\) Example](#)
- [Jump to American Medical Association \(AMA\) Example](#)
- [Jump to American Psychological Association \(APA\) Example](#)
- [Jump to Chicago Example](#)
- [Jump to Institute of Electrical and Electronics Engineers \(IEEE\) Example](#)
- [Jump to Modern Languages Association \(MLA\) Example](#)

Section 3: Research Compliance Acknowledgement

Faculty advisors who mentor undergraduates in the URS thesis program are solely responsible for advising and verifying student research compliance, research ethics, and necessary training. Faculty advisors are required to review and approve all aspects of URS applications and final theses, including the student's Research Compliance Acknowledgement.

Regulatory research committee (IRB and/or IBC and/or IACUC) approval is required **before** research activities involving human subjects, animals, or biohazards can commence. This requirement applies to activities conducted at Texas A&M and to activities at non-Texas A&M facilities and institutions. In both cases, students are responsible for working with Texas A&M's office of [Research Compliance & Biosafety](#) to ensure and document that all Texas A&M compliance obligations are met **before** the research begins. Students and faculty advisors are encouraged to reach out to the appropriate research compliance committee **as early as possible**.

The Research Compliance Acknowledgement section of the URS application is necessary to document the following:

1. Faculty advisor(s) approval of the proposed research
2. Student awareness and action to address any and all compliance issues for research involving human subjects, animals, and biohazards with the office of Research Compliance & Biosafety while conducting research

Resources: Research Compliance & Biosafety

- [Research Compliance and Integrity Toolkit](#)
- [Contact Information](#)

Required Research Compliance Acknowledgement

By checking the box, you are acknowledging the URS Research Compliance Acknowledgement form and certify that all research compliance requirements related to your proposal have been addressed with your faculty advisor(s) prior to submission. If any approvals or training are needed, you agree not to collect any data until approvals have been obtained and required training has been completed. You and your faculty advisor(s) understand that if the scope of the proposed research project changes, those changes must be addressed with the office of [Research Compliance & Biosafety](#) prior to implementation.

Check the box and enter your name and UIN into the fillable fields.

Section 4: Contingency Plan

Students are required to apply with a contingency plan that describes how the URS project will be completed if you are unable to follow the scope of the original project proposal due to unforeseen circumstances such as illness, supply chain issues, etc. The purpose of this contingency plan is to help you complete the URS thesis program on time and to fulfill graduation or other program requirements, such as Honors distinction requirements.

- Depending on the project, this contingency plan could address, but is not limited to, the following:
- Lack of physical access to research space, data, or other resources
- Inability to obtain equipment, permission, data, or other resources
- Limited and/or restricted travel
- Inability to hold in-person meetings
- Partial or incomplete data, trials, experiments, reviews, analyses, design, etc.
- Virtual project completion if moved fully online

Give a detailed description (between 150 and 250 words) of a contingency plan that will guide you as you plan ahead for potential disruptions and/or unanticipated impacts on your URS thesis.

Section 4 Examples:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
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Section 5: Timeline

The Timeline section is meant to help you plan to effectively carry out your research goals over the course of the academic year. Design your research, writing, and communication goals as if this timeline were a class syllabus. Keep in mind the program requirements below* and think about what you need to accomplish each WEEK, providing as much detail as possible. List action items and other milestones for the project; list deliverables in paragraph format or bulleted list (see examples for accepted formats). **Timelines that fail to address the specificity of project tasks, action items, and deliverables on a week-by-week basis will be returned for revision.**

*School of Dental Hygiene students should also keep in mind the tentative timelines in the DDHS 4710/4715 syllabi.

Program Goals

FALL 2023 SEMESTER†

1. Submit completed URS Application (Part I and II) by September 11
2. Finalize any revisions requested by your Faculty Advisor and/or LAUNCH staff on your program application
3. Attend the program orientation (October 16)‡
4. Attend one October small group meeting with assigned thesis reviewer (October 23-27)
5. Attend one November small group meeting with assigned thesis reviewer (November 13-17)
6. Complete one fall progress report (November 29 at 11:59 AM CT)
7. (optional) register for UGST 405, Thesis Writing course

SPRING 2024 SEMESTER†

1. Attend 1 thesis formatting workshop (January 12, 17, or 18)
2. If you plan to present at the URS Symposium, register by January 24
3. Attend 1 February small group meeting with assigned thesis reviewer (January 29-February 2)
4. Attend 1 March small group meeting with assigned thesis reviewer (March 18-22)
5. Complete 2 installment submissions (January 22 at 11:59 AM CT and February 26 at 11:59 AM CT)‡
6. Complete 2 spring progress reports (January 22 at 11:59 AM CT and February 26 at 11:59 AM CT)‡
7. Make 1 public presentation and submit 1 presentation report (April 1 at 11:59 AM CT)§,||
8. Complete the final thesis submission and receive Faculty Advisor approval (April 1 at 11:59 AM CT)

†University Honors Students:

Be sure to register for the Research section of UGST 497 each semester to fulfill Capstone requirements.

‡Qatar Students:

Due to differences in time zones, Qatar students are required to complete an Orientation test in the Canvas Community by October 23 in lieu of attending the synchronous Orientation on October 16. Due to differences in the academic calendar, Qatar students are required to complete the second installment and progress report by February 23 at 11:59 AM CT.

§Public Presentations:

Public presentations can take place in either fall or spring between October 16 and April 1 to meet the April 1 deadline to submit the Public Presentation Report.

||Exceptions for Dental Hygiene and Galveston:

Public presentations can take place in either fall or spring between October 16 and April 22 to meet the April 22 at 11:59 AM CT deadline due to different campus presentation expectations.

Section 5.1: September and October Goals

RESEARCH GOALS:

- If you require research compliance approval and/or other required training, have you contacted the office of Research Compliance & Biosafety? Do you need to attend a Research Compliance Informational? Are there any trainings you need to complete or schedule?
- Identify any additional training you need and when you will complete it.
- Provide a list of dates for when you are contacting and obtaining access to resources you need for your project. Think about scheduling use of laboratory equipment, library or other physical spaces, requesting documents, books, or databases you need to reference, and people you will interact with during your research. Do you need to order anything ahead of time? Do you need to request permission to use any materials or resources for your project (e.g., data, figures, images, etc.).
- Pick a citation manager software to help organize your research and literature review/background materials. The University supports EndNote, RefWorks, Zotero, and Mendeley.

WRITING GOALS:

- Begin an outline of your thesis (think about your research question and approach, refine your thesis statement).
- What will you begin writing first? Explain the organization of your thesis and when you plan to write your chapters/sections. Have you planned or outlined the headings and subheadings for your chapters/sections?

COMMUNICATION GOALS:

- Meet with your Faculty Advisor to determine the frequency of meeting times throughout the semester and what you will accomplish at each meeting. It is advised to meet weekly with your Faculty Advisor and discuss research progress as well as written thesis content.
- Discuss when and where you will present your work publicly.
- Familiarize yourself with URS program materials, including the Thesis Manual and Policy Guide, the Thesis Formatting Guide, program webpages, the relevant template you will be formatting your thesis in, and Canvas community.

SECTION 5.1 EXAMPLES:

- [Jump to STEM Example](#)
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Section 5.2: November and December Goals

RESEARCH GOALS:

- Plan on a week-by-week basis how you are defining future directions for your research (you may be conducting an extensive literature review, conducting experiments, building prototypes, analyzing data, etc.) How is what you are reading, analyzing, or comparing helping you refine your research question?
- What will you focus on in this time block? What do you still need to read, analyze, compare, build, or collect? What do you need to be thinking about over Winter Break?
- What do you need to gather to be able to continue reading, analyzing, or comparing your research over Winter Break?

WRITING GOALS:

- Update your thesis statement and/or research problem/question based on your current research progress.
- Update your methodology based on your literature review, analyses, or comparisons, and discussions with your Faculty Advisor.
- Update your outline for your thesis. Do you need to make any changes to it based on your reading, procedures, experiments, analyses, etc.? Do you need to adjust your project timeline in any way to address the changes?
- Have you discussed with your thesis reviewer any formatting questions you have?
- What are your writing goals for Winter Break?

COMMUNICATION GOALS:

- Has the direction of your project changed in any way that might require research compliance approval and/or training? Are you having regular conversations with your Faculty Advisor to ensure you are conducting legal and ethical research?
- Address if you will be discussing research progress, written thesis content, or both with your Faculty Advisor.
- Identify a venue for your public presentation. If you need to register or secure funding ahead of time, have you done that? If not, when will you?

SECTION 5.2 EXAMPLES:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
- [Jump to Dental Hygiene Example](#)
- [Jump to Journal Style Example](#)

Section 5.3: January and February Goals

RESEARCH GOALS:

- Research goals for January and February are highly dependent upon project, discipline, and Faculty Advisor expectations, lists of deliverables and milestones are the result of discussions with Faculty Advisor(s). (See examples.)

WRITING GOALS:

- Plan your writing progress with thesis installment word count requirements in mind; visit the University Writing Center for help with writing goals and proofreading.
- How are you setting up your argument in relation to the existing dialogue or publications in your field?
- Have you decided which of your sources are pertinent? Do you need to gather and review additional source material? Are there any changes to the way you manage your data, sources, or citations?
- Revisit and revise your thesis outline as necessary.

COMMUNICATION GOALS:

- Has the direction of your project changed in any way that might require research compliance approval and/or training? Are you having regular conversations with your Faculty Advisor to ensure you are conducting legal and ethical research?
- What is your plan for your Faculty Advisor to review the written content for both thesis installment deadlines in this period?
- Confirm with your thesis reviewer formatting questions that need to be resolved.

SECTION 5.3 EXAMPLES:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
- [Jump to Dental Hygiene Example](#)
- [Jump to Journal Style Example](#)

Section 5.4: March and April Goals

RESEARCH GOALS:

- Research goals for March and April are highly dependent upon project, discipline, and Faculty Advisor expectations, lists of deliverables and milestones are the result of discussions with Faculty Advisor(s). (See examples.)

WRITING GOALS:

- Have you finalized the content of your thesis document? Have you made sure the arguments, analyses, and/or comparisons you presented in your chapter(s)/section(s) connect to your thesis statement?
- Do your subheadings reflect the content of your thesis? Remember: Readers use subheadings to navigate your document. Can your reader easily follow your research story?
- Have you addressed any holes in your argument with your Faculty Advisor?
- What are the future directions for this research? How will you incorporate these future directions into your thesis?

COMMUNICATION GOALS:

- **You no longer have time to receive research compliance approval.** Are there any challenges or concerns that you need to discuss with your Faculty Advisor or LAUNCH staff?
- Set a deadline to send your final thesis to your Faculty Advisor before turning it into LAUNCH on April 1. This needs to be at least two weeks before the April 1 deadline. Remember: Revisions usually take longer than you think. You may need multiple rounds of revisions before your Faculty Advisor is satisfied—PLAN AHEAD.

SECTION 5.4 EXAMPLES:

- [Jump to STEM Example](#)
- [Jump to Arts, Humanities, and Social Sciences Example](#)
- [Jump to Creative Works Example](#)
- [Jump to Dental Hygiene Example](#)
- [Jump to Journal Style Example](#)

Section 6: Examples

Section 2.1 Examples: Project Summary

- [Jump to Section 2.1 Instructions](#)

STEM EXAMPLE

Neural progenitor cells (NPCs) have the ability to make synaptic connections with surviving host neurons to reconnect lost circuitry after spinal cord injury. Our previous research has shown that less than 1% of grafted NPCs make direct synaptic connections onto host lumbar spinal cord motor neurons. In this study, we are investigating which neuronal subtypes within NPC grafts are able to integrate into locomotor circuitry through indirect synaptic connections by using the transsynaptic tracer, pseudorabies virus. To do this, we will give wild-type mice a dorsal column lesion spinal cord injury at T12 and subsequently transplant GFP+ NPCs into the lesion site. After allowing the NPCs to differentiate and extend their axons throughout the host for 10 weeks, pseudorabies virus will be injected through the sciatic nerve to infect lumbar motor pools to trace the synaptic connections made between the NPCs and motor neurons. Following these procedures, we will use a panel of cholinergic, glutamatergic, GABAergic, and other cell type-specific antibodies to identify the subtypes of graft-derived neurons making indirect synaptic connections. Understanding these synaptic connections will provide critical mechanistic knowledge regarding how newly grafted neurons can integrate into functionally important spinal cord motor circuits.

- [Jump to Section 2.1 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

This research seeks to explore how the far right Vox Party used Spain's Islamic history to gain popularity in the Andalusia region. This topic is important because it helps examine how Islam is often used in the context of politics to gain supporters. In the context of Andalusia, using anti Islamic rhetoric was so powerful that the Vox Party was able to win an election in a region which is historically known for its Muslim inhabitants. This research is different than previous research because it examines the role that Spain's Islamic history played in the Vox Party's rise in popularity. While there is research done regarding the Vox Party's anti Islamic platform, there is no research regarding how it stems from Spain's Islamic history. The expected outcome of this project is that the Vox Party used Spain's historical intolerance for its Muslim inhabitants to gain popularity in contemporary Andalusia. Through this the Vox party was able to shift a region that once was inhabited by Muslims and to this day is heavily influenced by Islam to become far right supporters.

- [Jump to Section 2.1 Instructions](#)

CREATIVE WORKS EXAMPLE

The goal of this project is to examine the portrayal of eugenics, heredity, lineage, and genetic discrimination in the fantasy genre through review of existing literature and by writing the first five chapters of a novel, *The Blood Threshold*. Throughout history, the definition of what constitutes desirable genetics depends on the heritage, needs, and ideals of a culture. Though often disguised by terminology, many staple tropes of the fantasy genre (such as hereditary powers) heavily allude to cultures that should be facing these issues; but rarely are the true ramifications of such an ideology pursued, resulting in underdeveloped and oversimplified discussions. Informed by prominent novels of the fantasy genre and by the American eugenics movements in the 1920s and 30s, *The Blood Threshold* will explore a world of powerful abilities passed through family lines, a culture centered around the accumulation of favorable genetics, and a cast of characters confronting the tenets of their society.

- [Jump to Section 2.1 Instructions](#)

DENTAL HYGIENE EXAMPLE

By virtue of their need to manipulate detailed hand tools in exacting work, dental hygienists are at high risk for permanent and career-shortening hand injuries. Vibrating instruments in particular are used by virtually every dental hygienist in daily practice and represent a major source of these problems. This study will detail the currently available data that sustained use of vibrating

instruments such as ultrasonic scalers predispose the hygienist to crippling neuropathy of mechanoreceptive nerve endings essential to their performance of critical fine motor tasks. Through examination of these data, this study aims to better inform the field of what levels of vibratory instrument use constitute the greatest danger and thereby inform the development of better professional guidelines and education to protect the health and careers of dental professionals.

➤ [Jump to Section 2.1 Instructions](#)

JOURNAL STYLE EXAMPLE

In this medium-length manuscript, I am investigating the role that chromosome structure plays in the evolutionary fate of sex chromosome to autosome fusions by using a population genetics simulation model. Chromosomal fusions and fissions are an integral part of the evolution of the karyotype diversity seen across the tree of life, but there has been little research done on the effect of the pseudoautosomal region (PAR) on these types of fusions. A previous study found that sex chromosome fusions are more likely to involve the Y chromosome, but was not able to give a conclusive explanation as to why this is the case. In my project, I am studying the role of the PAR on the frequency of fusions and hope to contribute to the current knowledge base and to help explain the higher frequency of Y-chromosome fusions across the tree of life. I expect that a fusion to the PAR region of a sex chromosome will be very evolutionarily disfavored compared to fusions to the non-PAR region of a sex chromosome.

➤ [Jump to Section 2.1 Instructions](#)

Section 2.2 Examples: Introduction

➤ [Jump to Section 2.2 Instructions](#)

STEM EXAMPLE

Within the U.S alone, there are approximately 296,000 individuals living with a spinal cord injury (SCI). It has even been reported that about 12,000 individuals in the U.S. are diagnosed with SCI annually (Sahni and Kessler, 2010). SCI is a very debilitating condition that can lead to the loss of motor and sensory function, bladder and bowel dysfunction, and altered sexual function, among many other complications (Sahni and Kessler, 2010). Currently, there are many experimental therapies being researched for the treatment of spinal cord injuries; however, there is still presently no clinical treatment that can improve neurological outcomes following SCI (Fischer, 2020).

While there has yet to be a cure for SCI, the field of neural cell transplantation shows much promise. Specifically, neural progenitor cells (NPCs) have shown great therapeutic potential due to their ability to differentiate, make connections, and potentially form neuronal relays with host circuitry (Fischer, 2020). Neuronal relay formation is a strategy that attempts to use graft-derived neurons to relay ascending or descending signals between host neurons (Bonner and Steward, 2015). Consequently, this suggests that NPCs have the ability to reconnect lost circuitry after an SCI by forming synaptic connections with surviving host neurons (Ceto, 2020). In fact, unpublished work by the Dulin lab has shown that less than 1% of grafted NPCs are able to make direct synaptic connections onto host motor circuitry. Due to the low number of NPCs making direct synaptic connections, we are interested in understanding and investigating what subtypes of NPCs are able to make indirect synaptic connections with lumbar motor neurons.

Specifically, this experiment will be using the retrograde transsynaptic tracer, pseudorabies virus (PRV), to characterize how NPC graft-derived neurons can indirectly connect with host motor circuitry. PRV possesses the ability to travel trans-synaptically, meaning that it can travel across multiple synapses in a matter of days (Saleeba, 2015). This enables PRV to trace out NPCs making indirect connections being formed with preexisting motor circuitry. Furthermore, PRV spreads rapidly, taking 24 hours to cross each synapse, allowing us to quickly conduct these studies after the NPCs have been given time to differentiate and integrate.

To conduct our experiment, we have already delivered dorsal column lesion SCI at T12 in adult wild-type mice, and subsequently transplanted GFP+ NPCs. The NPCs were allowed a 10 week time frame to differentiate, extend their axons, and integrate into host motor circuitry. PRV was then injected into the sciatic nerve to infect lumbar motor pools. As a transsynaptic tracer, PRV will fluorescently label all neurons that are indirectly synaptically connected to the primarily-infected lumbar spinal cord motor neurons. Three days later, animals were sacrificed. A panel of cholinergic, glutamatergic, and GABAergic antibodies will be used to specifically analyze the subtypes of NPCs that are potentially forming indirect synaptic connections with host motor circuitry. Understanding the specific subtypes of graft neurons that are able to synaptically integrate into spinal cord locomotor circuitry will provide critical information that can be used in future studies to engineer optimized grafts that can better improve recovery of walking function.

➤ [Jump to Section 2.2 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

The possible increase of Muslim presence in Europe has made many European political apparatuses adopt anti Islam attitudes. This was the case for the right wing Vox Party in Spain. This conservative party campaigns against what they call the "Islamization of Europe" because they believe that Islam does not align with Spanish core values (Cervi 13). Through their anti Islam platform, the Vox Party was able to win seats in the regional parliament in Andalusia in 2018 (Rubio-Pueyo 1). This was shocking because the region of Andalusia is historically known for its Muslim inhabitants and due to this history has often been excluded from the "Spanish national identity" (García-Sanjuán 129). Despite Andalusia's Islamic roots, the Vox Party was able to obtain the regions support through its anti Islam ideologies.

This paper seeks to examine how the Vox Party was able to gain popularity in Andalusia through the use of Spain's Islamic history. It argues that the Vox Party promotes its anti Islam rhetoric by emphasizing Spain's historical intolerance for its Muslim

inhabitants. By claiming that Islam has never and will never belong in Spanish civilization, the Vox Party has acquired the support of the people in Andalusia.

This paper adds to an ongoing discussion regarding the Vox Party's recent popularity in Spain. However it adds the element of Spain's history playing a significant role in the Vox Party's rise.

➤ [Jump to Section 2.2 Instructions](#)

CREATIVE WORKS EXAMPLE

Genetics is not an uncommon topic in fiction, but one that is explored with varying degrees of thoroughness between genres. Themes of genetic modification and shifting societal power dynamics are staples of science fiction, for example, while exploration of genetics in fantasy is often relegated to individuals or a few families. Regardless, the topic of genetics in general has gained popularity with increasing public knowledge of emerging biotechnology that holds the possibility for human gene editing in our lifetime. However, with this interest rises concern for the ethics of how our society might begin to change in the near future with the advent of new types of genetic discrimination—all while simultaneously ignoring America's own experiment with eugenics, particularly in the 1920s to the 1940s.

Interestingly, both science fiction and fantasy are ahead of the curve in testing these ethical issues. People don't often sit and contemplate the moral implications of a genetics-mindful future, even as it rises around us with next-generation sequencing, genetic counselors, novelty gene kits; but they do encounter these issues in media, even if disguised by tropes and terminology. For example, many hit modern fantasy works contain magic systems with an emphasis on factors of heredity: *Mistborn: The Final Empire* by Brandon Sanderson, *The Blade Itself* by Joe Abercrombie 2016, *Avatar: The Last Airbender*, *The Fifth Season* by N.K. Jemison, *The Name of the Wind* by Patrick Rothfuss, even as far back as *Lord of the Rings* by Tolkien. In such societies, surely the question of eugenics and genetic discrimination is a natural consequence. Fantasy-genre tropes like mixing fantasy races and differing in-born or bred aptitudes for magic all raise questions of eugenics and lineage that are only examined small-scale if at all, confined to a special individual, a radical family line, the royalty perhaps, but rarely are the effects shown to truly permeate down to the lowest levels of society and integrate deeply into overall society.

This distinctive underdevelopment is a tremendous wasted opportunity. Fantasy is an especially promising candidate for exploration of these topics in a more open-minded framework (such as through fantasy races and hereditary magic systems) as a way to so visibly manifest internal struggles and parallel real-world issues without summoning pre-existing associations—yet discussion about the ramifications of a society-wide ideology of selecting for or against certain traits is rare or entirely absent. When a work does venture to place more emphasis on how these visibly manifested desirable or undesirable traits could create eugenic ideologies and programs, often the conclusions are underdeveloped, simplistic, and hardly ever a main concern of the work. Still, many of the most famous fantasy tropes make passing reference to genetics-minded society through hereditary magic systems, ancient lineages of magicians, combining powers through offspring, and messages are being implicitly delivered by championing or decrying these institutions. Because these parallels are still, in some way, recognizable, audiences develop opinions and take sides as with any other moral issue; but in the case of genetic-based ability or disability, these viewpoints many subconsciously arise without as much careful and comprehensive examination as such complex topics deserve.

Therefore, the goal of this project is to develop an informed fantasy work that explores the topics of eugenics, heredity, and lineage while heavily focusing on the origins, goals, methods, and outcomes of positive and negative eugenics, with special attention to how power and fear can drive justifications for lofty ends through controversial means. In reference to the American eugenics movements of the 1920s and 30s, these topics will be explored through the first five chapters of a novel, *The Blood Threshold*, set in a society heavily centered around eugenic ideology in order to allow for nuanced discussion.

The Blood Threshold is the story of a young man, Saxicoline, who has to navigate a society in which magnificent and horrible abilities compound through generations of powerful family lines. Having once realized the potential for exponential power through certain genetic combinations, their society is shakily recovering from the weaponization of their abilities while confronting the tenets of their ideology.

A secondary research focus is on developing the culture of this world. *The Blood Threshold* is set in a world with similar flora, fauna, and biomes as earth, but with a technology level between the Stone Age and the Iron Age. Their technological

development has been affected by a reliance on special abilities and war for the better part of their history. As a result, their society possesses great capability for technological advancement, but still uses simple medicine, architecture, and clothing.

The tertiary research focus will be in using visual aids such as maps and genetic diagrams to provide additional information and supplement the immersion in an easily trackable way.

➤ [Jump to Section 2.2 Instructions](#)

DENTAL HYGIENE EXAMPLE

The practice of dental hygiene has long been associated with a high prevalence of musculoskeletal disorders resulting from head and neck strain and nerve compression disorders such as carpal tunnel syndrome 1,2. Vibratory hand instruments involved in procedures such as scaling, root planing, and polishing have become commonplace in dental hygiene practice, and the high speed and ultrasonic vibrations produced by these tools represent a specific and urgent type of risk. Dental hygiene training curricula typically provide instruction on healthy ergonomics to avoid musculoskeletal injury, but the effects of long-term, high-frequency vibration are not commonly directly addressed. Prolonged use of these tools is associated with increased thresholds in vibratory mechanoreceptors of the fingertips, and this phenomenon can result in permanent loss of fine motor sensation and control 3,4. Indeed, occupational cohort studies as far back as 1995 done with dental hygienists who use these tools demonstrated significant impairments in tactile sensation, along with deficits in motor control and strength 5.

Self-reporting by dental hygienists has proven to be a somewhat unreliable way to quantify the actual amount of their exposure time to high-frequency vibrations 6. Nevertheless, quantitative studies have shown reduced conduction velocities and elevated vibrotactile thresholds in hygienists using ultrasonic tools 3. And, they experience more frequent paresthesia than those that do not use said tools. This study will detail the currently known literature on vibratory dental hand tools and relate what is known about their exposure time in dental hygiene practice to the risk of nerve injury and career longevity. From this examination, we hope to generate an improved set of recommendations for professional education and workplace guidelines so that injuries from these vital tools of the trade are less likely to damage their operators.

➤ [Jump to Section 2.2 Instructions](#)

JOURNAL STYLE EXAMPLE

Chromosomal fusions and fissions are common across the tree of life, and may be favored when they increase genetic linkage between beneficial traits and reduce recombination load (Charlesworth and Charlesworth 1980, Matsumoto 2016). An important contributor to recombination load is sexual antagonism, which is the presence of alleles that are beneficial to one sex but detrimental to the other. When organisms are under evolutionary selection, these alleles contribute to an "arms race" between the sexes. A potential resolution to sexual antagonism is the linkage of the male-beneficial allele to the sex determining region, leading to the allele only being present on the Y chromosome. This type of linkage resolves the arms race between the sexes, allowing both males and females to reach a higher state of fitness without the same level of detriment to the other sex.

Empirical studies have suggested that the presence of sexually antagonistic alleles on an autosome favors the fusion of that autosome to a sex chromosome, as shown in fruit flies and fish (McAllister 2003, Kitano 2009, Zhou Q, Bachtrog D. 2012). However, the amount by which these fusions can reduce recombination load may depend on the chromosomal structure and location of the fusion. In this project, we focus on the role of the pseudoautosomal region.

The pseudoautosomal region, or PAR, is a region present on some sex chromosomes that can undergo recombination during meiosis. Many sex chromosomes have diverged significantly over their evolutionary history, leading to reduced recombination and the size differences seen in the human X and Y chromosomes. However, most sex chromosomes must still undergo a crossing-over event during meiosis in order to segregate correctly into eggs and sperm, leading to the presence of the PAR, a small region at the end of the chromosomes that can recombine between the X and Y.

The presence of the PAR could lead to some unexpected results if an autosome fuses to the PAR end of a sex chromosome. We suggest that a fusion to the PAR of a sex chromosome will be unable to reduce recombination load to the extent that a fusion to the non-PAR end of a sex chromosome would be able to, even if a sexually antagonistic allele is present. In this project, we test

this hypothesis by creating a simulated population that evolves over time, and comparing the fitness of PAR fusions to non-PAR fusions under a variety of population parameters.

➤ [Jump to Section 2.2 Instructions](#)

Section 2.3 Examples: Objective(s)/Goal(s)

- [Jump to Section 2.3 Instructions](#)

STEM EXAMPLE

The objective of this research project is to characterize the subtypes of neural progenitor cell graft-derived neurons that are able to make indirect synaptic connections with lumbar motor neurons following spinal cord injury in mice.

- [Jump to Section 2.3 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

My research question is the following: how did the right wing Vox Party use Spain's Islamic history to gain popularity in the Andalusia region? My research field has explored how the Vox Party's anti Islam rhetoric has allowed for it to gain more supporters but my research will contribute to this discussion by adding how the Vox Party used Spain's historical intolerance for its Muslim inhabitants to gain popularity in Andalusia.

- [Jump to Section 2.3 Instructions](#)

CREATIVE WORKS EXAMPLE

The goal of this project is to explore the topic of eugenics in the fantasy genre over the first five chapters of a novel, The Blood Threshold. The primary research focus examines how certain prevalent fantasy tropes allude to eugenic ideology, and will be used to expand a believable, grounded, genetics-centered society that allows for nuanced discussion.

- [Jump to Section 2.3 Instructions](#)

DENTAL HYGIENE EXAMPLE

The goal of this study is to raise awareness of the dangers of vibratory dental tool use to the dental professional and thereby promote safer practice aimed at reducing workplace nerve injury.

- [Jump to Section 2.3 Instructions](#)

JOURNAL STYLE EXAMPLE

In this project, I aim to contribute to the ongoing discussion of sex chromosome evolution by investigating the effect of the pseudoautosomal region on chromosomal fusions and how they interact with natural selection.

- [Jump to Section 2.3 Instructions](#)

Section 2.4 Examples: Methodology/Theoretical Framework

➤ [Jump to Section 2.4 Instructions](#)

STEM EXAMPLE

Adult wild-type C57BL/6 mice were given a spinal cord dorsal column lesion at the T12 vertebral level and subsequently transplanted with neural progenitor cells (NPCs) extracted from GFP+ embryonic day 12.5 (E12.5) mouse spinal cords. These cells were then given 10 weeks to differentiate, extend their axons, and integrate into host motor circuitry. After this period, the transsynaptic tracer pseudorabies virus (PRV) was injected into the sciatic nerve to infect lumbar motor pools. Following these procedures, the mice were sacrificed. I will perform spinal cord tissue dissection, cryosectioning, and subject tissue sections to immunohistochemistry with a panel of cholinergic, glutamatergic and GABAergic antibodies and other cell type specific markers. I will perform fluorescent microscopy to image tissue sections. I will then analyze the stained tissue to identify subtypes of transplanted NPCs that have been infected with PRV. This analysis will help identify the subtypes of NPCs that are potentially forming indirect synaptic connections with host motor circuitry.

➤ [Jump to Section 2.4 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

I will be examining my research question through both a historical and political lens. The resources I will be using include journal articles, newspapers, and books. For all these resources I will need access to google scholar, Spanish newspapers, and Spanish books. I will focus on specifically using resources that originate from Spain to get a better understanding of the political context of the Vox Party. During my research process I will be interacting with my research mentor. I will also be interacting with librarians and the writing center employees. I also plan on speaking to some contacts I have in Spain to gain a deeper understanding of how people react to the Vox Party's anti Islamic platform.

➤ [Jump to Section 2.4 Instructions](#)

CREATIVE WORKS EXAMPLE

This project's primary research goals will be informed by a sample of existing fantasy works and by nonfiction literature, documentaries, video essays, and other media. The fantasy works sample will consist of approximately ten popular fantasy novels with possible input from more if time allows. This collection will span classics to modern hits and will be used to inform both the research component and creative artifact through analysis of the fantasy writing style in addition to genetics-related tropes, terminology, and themes. In examining the nonfiction resources, special attention will be given to the origins, goals, methods, and outcomes of positive and negative eugenics in American history, particularly during the 1920s to 1930s. Understanding the history of societal eugenics programs combined with staples of fantasy worldbuilding will be used to develop the cultures present in my novel. The culture will be secondarily informed by nonfiction resources concerning generally pre-Iron Age technology adjusted for the types of progress and setbacks allowed by magical abilities. The tertiary research goal of visual aids in literature will be conducted by referencing existing fantasy works that contain maps and chapter heading ornamentation.

➤ [Jump to Section 2.4 Instructions](#)

DENTAL HYGIENE EXAMPLE

I will be using cross sectional studies and case studies found in the Baylor Health Sciences Library database and PubMed. These studies include quantitative studies on qualifying groups of people I will be comparing and using to conclude the findings and recommendations. I will also be collaborating with my group of other credible sources they might find. Lastly, I will be meeting with my primary advisor for guidance and direction.

➤ [Jump to Section 2.4 Instructions](#)

JOURNAL STYLE EXAMPLE

For this project, I have created a forward-time population genetics simulation in the programming language R, and performed several thousand simulations of chromosome evolution under a variety of population parameters. To process this data and create meaningful visualizations of my simulation results, I plan to use online resources and guides for the programming language, and work alongside my faculty mentor to address issues and questions. In order to write up the background information that inspired the research project, I will be referring to publications and books that can be found online or at the university library. The high number of simulations were performed on a dedicated lab computer, but the majority of the coding and figure creation will be done using my personal computer. For writing the thesis and eventual manuscript of this work, I will be working alongside my research mentor to bring together the data and results I have obtained and demonstrate how this project contributes to the current research in the field.

➤ [Jump to Section 2.4 Instructions](#)

Section 2.5 Examples: Bibliography/References/Works Cited

➤ [Jump to Section 2.5 Instructions](#)

ACS (AMERICAN CHEMICAL SOCIETY) EXAMPLE

Mathis, C.; Ramos, H.; Gonzalez, E; and Datta, S. What Prevents Business Faculty and Students from Participating in Undergraduate Research? *Cou. Undergrad. Res. Qtrly.* **2015**, 35 (4), 35-41.

➤ [Jump to Section 2.5 Instructions](#)

AMA (AMERICAN MEDICAL ASSOCIATION) EXAMPLE

Mathis C, Ramos H, Gonzalez E, Datta S. What prevents business faculty and students from participating in undergraduate research? *Cou. Undergrad. Res. Qtrly.* 2015; 35(4), 35-41.

➤ [Jump to Section 2.5 Instructions](#)

APA (AMERICAN PSYCHOLOGICAL ASSOCIATION) EXAMPLE

Mathis, C., Ramos, H., Gonzalez, E., & Datta, S. (2015). What prevents business faculty and students from participating in undergraduate research? *Council on Undergraduate Research Quarterly Council on Undergraduate Research Quarterly*, 35(4), 35-41.

➤ [Jump to Section 2.5 Instructions](#)

CHICAGO EXAMPLE

Mathis, Carlton et al., "What Prevents Business Faculty and Students from Participating in Undergraduate Research?" *Council on Undergraduate Research Quarterly* 35, no.4 (2015): 35-41, accessed June 15, 2023, <https://www.cur.org/what/publications/journals/curq/issues/>.

➤ [Jump to Section 2.5 Instructions](#)

IEEE (INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS) EXAMPLE

[1] C. Mathis, H. Ramos, E. Gonzalez, and S. Datta, "What prevents business faculty and students from participating in undergraduate research?," *Council on Undergraduate Research Quarterly*, vol. 35, no. 4, pp. 35-41, 2015. Accessed: June 15, 2023.

➤ [Jump to Section 2.5 Instructions](#)

MLA (MODERN LANGUAGES ASSOCIATION) EXAMPLE

Mathis, Carlton et al. "What Prevents Business Faculty and Students from Participating in Undergraduate Research?" *Council on Undergraduate Research Quarterly*, vol. 35, no. 4, 2015, 35-41.

➤ [Jump to Section 2.5 Instructions](#)

Section 4 Examples: Contingency Plan

➤ [Jump to Section 4 Instructions](#)

STEM EXAMPLE

In the event that unforeseen circumstances should arise such as another COVID-19 surge, I will contact my faculty mentor to discuss when I can come in to finish staining, so that I would be able to complete quantification of the tissue at home. Another solution would be to ask my graduate mentor to complete the staining and imaging, so that I can do the analysis from home. In the event that we are unable to hold in-person meetings, online zoom meetings will always remain an option. This project does not require any traveling, so that will not be a problem either. Overall, most of the in-lab stages of this project have been completed, so it would be easy to transition to a completely online format in the event of an unforeseeable emergency.

➤ [Jump to Section 4 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

The potential disruption I foresee for this project is being unable to obtain Spanish resources such as newspapers and journal articles. This is because most of the resources TAMU has access regarding my research subject don't originate from Spain. This can prevent me from interpreting my research question in the correct cultural and political context. My contingency plan for this is to reach out to my contacts in Spain to gain access to these resources, especially local newspapers. This way, if I can't personally gain access to these resources myself, I can obtain them from people who will have access to it instead. Thus, preventing any further disruptions with my project.

➤ [Jump to Section 4 Instructions](#)

CREATIVE WORKS EXAMPLE

Weekly meetings with my advisor and other members of my cohort are already conducted online. Writing takes place at home.

My research involves both physical and digital copies of books. In the event that libraries close or do not loan physical copies due to COVID, all of my reference works have digital copies that I can access.

➤ [Jump to Section 4 Instructions](#)

DENTAL HYGIENE EXAMPLE

In the event I am unable to take part in any portion of this research for whatever reasons, I will inform my group members and staff as soon as I am aware of my absence. If I am unable to access the amount of data needed for a specific segment of this project for whatever reason, it will be stated when presenting this project. In case this were to be moved fully online, I will do my best to engage my group members, faculty advisors, and judges in the research conducted. If there is inability to access certain documents or resources necessary for the project completion, I will do my best to request or find the articles/studies elsewhere. I will do my best to fulfill all requirements, team responsibilities, and project goals.

➤ [Jump to Section 4 Instructions](#)

JOURNAL STYLE EXAMPLE

Since my project is primarily computational and I have produced much of the data already, I should be able to address the original question in some form if an unforeseen complication occurs. I will be able to complete the project remotely if I am unable to meet with my faculty mentor in person, since the remaining work will be primarily based on programming and writing. If I am unable to obtain all of the needed data or other resources to complete a thorough analysis, I plan to reduce the scope of the project to focus on a smaller subset of the original research question, such as the effect of the PAR region in a more specific type of population. If I am unable to complete this project in any aspect, I am also in the process of working on another research



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project involving retrogenes and how they are characterized in the genome, and I may be able to shift focus to write the thesis about this alternative project.

➤ [Jump to Section 4 Instructions](#)

Section 5.1 Examples: September and October Goals

➤ [Jump to Section 5.1 Instructions](#)

STEM EXAMPLE

Identification of ChAT+PRV+ neurons in grafted animals (September 12th-23rd)

Identification of CAMKII+PRV+ neurons in grafted animals (September 26th-October 7th)

Identification of GAD67+PRV+ neurons in grafted animals (October 10th-21st)

Staining tissue with interneuron markers to identify PRV+NPC+ neurons further (October 24th-November 4th)

➤ [Jump to Section 5.1 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

September:

- Week 1: Brainstorm thesis ideas for the research project. Pick a region, subject, and time frame to focus on.
- Week 2: Narrow down my thesis idea to be more clear and concise. Meet with faculty advisor to review thesis idea. Begin adding resources that could potentially support my research.
- Week 3: Begin outlining the structure of my research paper. Start constructing the introduction or the abstract.
- Week 4: Meet with faculty advisor to discuss the progression of my project. Make sure my outline is sufficient enough to qualify for research.

October:

- Week 1: Add on to my resources. Focus on looking for journal articles that will be beneficial for my research. Try to pick some articles written in Spanish.
- Week 2: Meet with faculty advisor to review progress.
- Week 3: Attend the program orientation for URS. Add on to my resources. Focus on looking for newspapers from Spain, specifically from Andalusia if possible.
- Week 4: Meet with faculty advisor to review progress. Meet with small group for thesis review.

➤ [Jump to Section 5.1 Instructions](#)

CREATIVE WORKS EXAMPLE

Important Dates

- DUE September 13, 12:00 pm: submit undergraduate creative thesis proposal to LAUNCH
- DUE September 13, 12:00 pm: submit ACC summer report
- MEET October 1: attend program orientation
- DUE October 3, 2021: submit video presentation for LAUNCH expo
- DUE October 6, 2021: attend LAUNCH expo Q&A

Weekly Goals

Weekly goals for September include gathering the following minimum necessary literature: 1-2 craft books, 10 fantasy novels, and 5 sources of information on eugenics.

Weekly goals for October include gathering the following minimum references for illustrated supplementary material: 3 maps, 3 family diagrams, 3 chapter heading illustrations, and 3 types of appendices/indexes.

For both months, thesis progress will consist of outlining major sections and topics. Creative artifact progress will consist of writing regularly (30 minutes a day) and revising the outline at least once a week.

Weekly Meeting: meet with advisor and cohort every Friday from 12:00-1:00 pm to discuss Aggie Creative Collective program activities, requirements, progress, etc.

- Thesis: begin outlining major sections and topics
- Literature: continue selecting literature for minimum 1-2 craft books, 10 fantasy novels, and 5 sources of information on eugenics
- Literature: continue selecting literature for minimum 3 maps, 3 family diagrams, 3 chapter heading illustrations, and 3 types of appendices/indexes.
- Literature: begin reading/examining 1-3 pieces of literature from each category
- Creative Artifact: revise outline once per week before writing
- Creative Artifact: write 30 minutes per day

Monthly Goals

- Finish gathering all literature
- Begin reading 1 craft book
- Finish reading 3 fantasy books
- Finish reading 1 eugenics book
- Finish Chapters 1-2 of creative artifact
- Finish outlining thesis

➤ [Jump to Section 5.1 Instructions](#)

DENTAL HYGIENE EXAMPLE

My September and October goals include

1. Meet with my Primary faculty advisor
2. Continuing to gather credible research and have at least 5 peer reviewed literature sources by 9/30 that show the risk of neurological injury from ultrasonic instruments represent a danger to occupational health. These sources will primarily be cross sectional studies.
3. Gather with my group members and determine not only whether vibrational injury is a danger to health though qualitative danger but also how much of a danger through quantitative data in relation to other injuries hygienist experience.
4. Formulating a final research question
5. Attend program orientation
6. By 10/7 meet with secondary advisor
7. By 10/24 have an outline that can be discussed with advisors in order to solidify the direction that the research will take
8. By 10/26 create initial narrative review outline
9. Make all recommended revisions as suggested by LAUNCH staff and get approved by faculty prior to re-submission

➤ [Jump to Section 5.1 Instructions](#)

JOURNAL STYLE EXAMPLE

September:

Meeting with faculty advisor: At least twice a week during designated research hours, primarily to answer questions related to coding and creating figures.

Week 3

- Finish producing necessary figures from data
- Make sure all data is present and organized for writing

Week 4

- Decide scope and number of references needed for introduction section
- Obtain access to articles, books, and other publications needed for introduction from the TAMU library databases using institutional access

October:

Attend small group meeting with thesis reviewer

Week 1-2

- Complete introduction writing, using both empirical results and theoretical studies to give context for the research question

Week 3

- Refine the code used for the project in order to increase readability and efficiency, add comments for documentation

Week 4

- Update methods section draft to be concise and current with the most recent changes to the model

➤ [Jump to Section 5.1 Instructions](#)

Section 5.2 Examples: November and December Goals

➤ [Jump to Section 5.2 Instructions](#)

STEM EXAMPLE

Submit fall progress report to graduate mentor for edits (November 7th)

Imaging stained tissue (November 7th-18th)

Submit fall progress report to faculty mentor for edits (November 16th)

Analysis of stained tissue (November 28th-December 9th)

Complete fall progress report (November 30th)

Present at Society for Neuroscience Local Symposia (December 8th)

Work on developing figures and working on URT components - introduction, results, discussion (December 9th-January 13th)

➤ [Jump to Section 5.2 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

November:

- Week 1: Finalize the introduction and abstract for my research paper after reviewing and editing.
- Week 2: Meet with faculty advisor for a progress check and also to obtain approval regarding the introduction and abstract.
- Week 3: Begin writing a rough draft about the Islamic history in Spain. Offer a solid background for the reader to understand the historical context of the Moors.
- Week 4: Meet with faculty advisor and learn more about writing styles for research. Get feedback for rough draft written in week 3. Submit fall progress check.

Winter Break:

- December Week 3: Continue working on the Islamic history of Spain. Try to make it more clear and concise.
- December Week 4: Make final edits on the history section of my research paper.
- January Week 1: Email faculty advisor for progress check in. Get feedback for the material finalized in week 4.
- January Week 2: Sign up for thesis formatting workshop.

➤ [Jump to Section 5.2 Instructions](#)

CREATIVE WORKS EXAMPLE

Important Dates

- DUE November 29, 12:00 pm: submit fall progress report
- DUE January 26, 2022: register for URS Symposium

Weekly Goals

Weekly goals for November include making the bulk of headway on outlining the thesis and beginning to write. Work on the creative thesis and literature will progress at the normal pace.

- Weekly Meeting: meet with advisor and cohort every Friday from 12:00-1:00 pm to discuss Aggie Creative Collective program activities, requirements, progress, etc.
- Meeting: meet with advisor two weeks before fall progress report
- Thesis: continue outlining major sections and topics
- Thesis: begin drafting small sections
- Literature: continue reading 1-2 pieces of literature from each category
- Creative Artifact: revise outline once per week before writing
- Creative Artifact: write 30 minutes per day

The weekly goals of winter break include completing the bulk of the creative artifact and remaining literature. Upon completion of most of the reference literature, the thesis will be reevaluated and restructured if necessary. Additionally, work on the illustrations portion of the creative artifact will begin.

- Meeting: meet once with cohort for progress report
- Thesis: continue drafting
- Literature: continue reading 1-2 pieces of literature from each category
- Creative Artifact: revise outline once per week before writing
- Creative Artifact: write 30 minutes per day
- Creative Artifact: start work on illustrations (one a week)

Monthly Goals

- Register for ENGL 491 in spring
- Register for UGST 405 thesis writing class in spring 2022
- Continue reading 1 craft book
- Finish reading 2 fantasy books
- Finish reading 1 eugenics book
- Finish majority of literature
- Finish Chapters 3-5 of creative artifact
- Revise thesis outline and begin drafting small sections
- Start work on illustrations

➤ [Jump to Section 5.2 Instructions](#)

DENTAL HYGIENE EXAMPLE

My November Individual goals include:

1. Attend small group meeting
2. Meet with any other assigned faculty advisors and address all gaps identified in consultation with primary and secondary faculty
3. Determine how much research is available about both subjective through survey studies and objective clinical neurological mechanisms by 11/1
4. Work on Fall Progress Report
5. Update thesis outline
6. Continue to supplement research with more primary references on neurological workplace injuries and the relation to vibratory injuries. These new references will then be used to create a draft narrative review by 11/7. Focus will be on incorporating understanding on neuropathy and nerve damage from use of ultrasonic and vibratory instruments over extended amounts of times. Continue meeting with primary and secondary advisors every two weeks each, staggered. Exact times and dates TBD.

7. Acquire TAMU Poster template for the Dental School Research Scholars day presentation. Will have attended a poster writing workshop in the Research Methods class and will apply those techniques to create a first draft poster, due on 11/14.
8. Continue working on critical evaluation skills by judging other posters from previous editions of Research Scholars Day at the Dental School. This judging is done as part of the Research Methods class and will be evaluated by turning in a poster critique judges score sheet by 11/18.
9. Attend and use skills from a Class abstract writing workshop to create a first draft of the abstract for the narrative review. Abstract will be due by 11/28.
10. Being adapting outline to poster template while working on poster draft due 12/5

My Winter Break Goals include:

1. Attend small group meeting
2. Meet with any other assigned faculty advisors
3. Work on Fall Progress Report
4. Update thesis outline
5. Turn in second poster draft which is due on 12/5
6. Most references should be compiled by this time although the exact context in bibliography may change or be supplemented
7. All sections of the review should be well developed by 12/12 for narrative review second draft. This draft will be used to form the foundation for the URS thesis.
8. Be able to have an informed conversation about peripheral nerve injuries in the workplace as well as the physiology of vibrational sensation. Practice speaking with confidence and presenting pertinent information

➤ [Jump to Section 5.2 Instructions](#)

JOURNAL STYLE EXAMPLE

November:

Meeting with faculty advisor: At least twice a week during designated research hours, primarily to answer questions related to writing and creating a cohesive narrative.

Attend small group meeting with thesis reviewer

Week 1

- Complete writing of Methods section and accompanying flowchart figure describing model process

Week 2-3

- Write descriptive captions for results figures
- Write Results section based on figures and data previously collected

Week 4

- Complete Fall progress report and discuss format for Spring presentation
- Discuss with faculty mentor if any issues or delays have come up

Winter Break:

Over the winter break, I plan to meet at least once with my research mentor to discuss progress and next steps for the spring semester.

- Register for URS symposium

- Discuss possible lab meeting practice presentations with research mentor
- [Jump to Section 5.2 Instructions](#)

Section 5.3 Examples: January and February Goals

➤ [Jump to Section 5.3 Instructions](#)

STEM EXAMPLE

Submit spring progress report to graduate mentor for edits (January 2nd)

Submit spring progress report to faculty mentor for edits (January 9th)

(If needed) Continue staining tissue for grafted interneuron populations that are PRV+ (January 18th-January 27th)

Complete first installment submission and progress report (January 23rd)

Imaging stained tissue (January 30th-February 10th)

Meet with thesis reviewer (January 30th-February 3rd)

Submit spring progress report to graduate mentor for edits (February 6th)

Analysis of stained tissue (February 13th-February 24th)

Complete installment submission and progress report (February 27th)

Have abstract completed for Student Research Week (February 27th)

Work on URT components (February 27th-March 13th)

➤ [Jump to Section 5.3 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

January:

- Week 3: Reevaluate the thesis of my paper. Ensure that my formatting aligns with what I learned in the workshop. Submit spring progress check.
- Week 4: Research more resources to begin the next section of my research. Meet with my faculty advisor for a progress check. Register for URS Symposium.

February:

- Week 1: Reach out to my Spain contacts to gain access to local newspapers that can be useful. These newspapers should provide some insight on the Vox Party and how Spanish citizens react to their platform.
- Week 2: Meet with faculty advisor for a progress check in. Begin writing a rough draft for the section regarding the Vox Party. Focus on setting up a basic understanding of the party and what it stands for.
- Week 3: Continue working on the rough draft for the Vox Party section. Ensure that there is a clear analysis of how the Vox Party uses anti Islamic rhetoric but how that rhetoric emerged from historical context.
- Week 4: Meet with faculty advisor for a progress check in. Submit Spring progress check. Finalize section regarding the Vox Party.

➤ [Jump to Section 5.3 Instructions](#)

CREATIVE WORKS EXAMPLE

Important Dates

- MEET January 21, 2022: attend thesis workshop

- DUE January 24, 2022: submit spring progress report I
- DUE January 26, 2022: register for URS Symposium
- MEET February 23, 2022: URS Symposium

Weekly Goals

The weekly goals for January and February include finishing the first draft of the thesis and beginning revisions for the creative artifact. Any remaining literature will be completed. Work on the illustrations will continue as usual.

- Meeting: meet with advisor and cohort every week to discuss Aggie Creative Collective program activities, requirements, progress, etc.
- Thesis: continue drafting and complete first draft
- Literature: continue reading any literature not finished over winter break
- Creative Artifact: revise Chapters 1-4
- Creative Artifact: continue work on illustrations (one a week and polishing)

Monthly Goals

- Continue reading 1 craft book
- Finish reading any remaining or additional literature
- Revise Chapters 1-4
- Complete first draft of thesis
- Continue work on illustrations

➤ [Jump to Section 5.3 Instructions](#)

DENTAL HYGIENE EXAMPLE

My January and February Individual Goals include:

1. Attend thesis workshop in order to improve project on 2/10
2. Ensure that enough data has been collected from literature to be able to present recommendations for DH practice guidelines by 1/15
3. Attend sessions on 1/20 and 2/24 in order to help on installments 1 and 2
4. Submit spring progress report for January
5. Submit installment 1 and make any needed or recommended changes
6. Attend bi-weekly meetings with primary and secondary advisors
7. Begin refining scientific writing in order to effectively present research
8. Submit spring progress report for February
9. Submit installment 2
10. Refine thesis if needed to have final form set
11. Prepare for public practice presentation for Dental School Research Scholars Day that will be judged by fellow students and our course instructor
12. Being to address the future directions for primary research studies that would lead to recommendations in order to round out the conclusion of the thesis By 2/28
13. Speak with primary and secondary advisors with regards to publishing work in a peer reviewed journal by 2/20

➤ [Jump to Section 5.3 Instructions](#)

JOURNAL STYLE EXAMPLE

January:

Meet with research mentor at least twice a week according to mentor schedule during spring semester

Week 2

- Complete spring progress report
- Attend thesis writing workshop

Week 3-4

- Complete writing of Results section if needed
- Submit installment 1

February:

Attend February small group meeting with thesis reviewer

Week 1-2

- Synthesize previous knowledge from references and project results to write Discussion section
- Prepare and practice for URS symposium presentation

Week 3

- Submit spring progress report
- Submit installment 2
- Attend URS symposium and present research

➤ [Jump to Section 5.3 Instructions](#)

Section 5.4 Examples: March and April Goals

➤ [Jump to Section 5.4 Instructions](#)

STEM EXAMPLE

Work on URT components (February 27th-March 13th)

Meet with thesis reviewer (March 20th-24th)

Finish thesis for final review (March 27th-30th)

Make corrections to Undergraduate Research Thesis based on LAUNCH staff edits. (March 30th - April 3rd)

Submit final Undergraduate Research Thesis to LAUNCH staff. (April 3rd)

➤ [Jump to Section 5.4 Instructions](#)

ARTS, HUMANITIES, AND SOCIAL SCIENCES EXAMPLE

March:

- Week 1: Begin drafting the final section of my thesis. Focus on creating a conclusion that encompasses my thesis adequately. Possibly look into adding how this thesis can potentially predict Spain's attitude towards Muslims in the future.
- Week 2: Finalize the final section. Meet with faculty advisor to go over my whole project and get last feedback regarding last minute revisions that need to be made.
- Week 3: Edit and finalize the thesis. Prep for the public presentation.
- Week 4: Make a public presentation.

April:

- Week 1: Submit my public presentation report. Submit final thesis and then submit revisions as needed.

➤ [Jump to Section 5.4 Instructions](#)

CREATIVE WORKS EXAMPLE

Important Dates

- DUE March 7, 2022: submit spring progress report II
- MEET April 1, 2022: attend URS final thesis workshop
- DUE April 4, 2022: draft and submit public presentation report

Weekly Goals

Weekly goals for March include completing the final revisions for both the thesis and Chapter 5 of the creative artifact. Illustrations will be polished and added to the creative artifact.

- Meeting: meet with advisor and cohort every week to discuss Aggie Creative Collective program activities, requirements, progress, etc.
- Thesis: complete revisions
- Creative Artifact: revise Chapter 5
- Creative Artifact: finish illustrations

Monthly Goals

- Revise Chapter 5
- Complete thesis revisions
- Complete illustrations

➤ [Jump to Section 5.4 Instructions](#)

DENTAL HYGIENE EXAMPLE

My March individual goals include:

1. Attend small group meeting with advisors
2. Attend URS session on 3/30 and 3/31 to finalize thesis
3. Have final thesis approved by faculty by 4/1 in order to be able to turn into LAUNCH by 4/3
4. Make public presentation no later than 4/24
5. Draft and submit public presentations
6. Revise and edit paragraphs
7. Review in text citations and confirm proper citations
8. Practice presentation among group members and focus on ways to reduce vibration exposure among dental professionals

My April individual goals include:

- Confirm Public Presentation Report has been submitted
- Review and confirm final thesis is grammatically correct
- Determine embargo selection
- Present public presentation if not already done
- Make sure all final revisions have been made
- Submit final thesis which will incorporate all final revisions suggested by advisors

➤ [Jump to Section 5.4 Instructions](#)

JOURNAL STYLE EXAMPLE

March:

Week 1

- Finalize Discussion section and review and edit other sections by refining transitions and addressing future goals for the project

Week 2-3

- Create abstract for publication
- Finalize citations and figures

Week 4

- Add acknowledgements and format affiliations
- Complete final thesis writing and prepare for submission



Undergraduate Research Scholars

2023-2024 Application (Part 2)

April:

- Prepare manuscript for publication
- Submit thesis and revisions
- Discuss thesis hold with faculty advisor

➤ [Jump to Section 5.4 Instructions](#)