

## Neurobiology 411: LABORATORY ROTATION EXPECTATIONS

Date: \_\_\_\_\_

At the beginning of each rotation, advisors and students should discuss expectations for the rotation experience.

Expectations below are suggested and can be deleted or modified.

The student expects the advisor to:

1. provide a project (or selection of projects) that is (are) feasible within the timeframe available (see rotation start and end dates below).
2. suggest a project (or selection of projects) that do(es) not rely entirely on development of novel technology.
3. spend sufficient time with the student early in the rotation to ensure that the student has a clear grasp of concepts that underlie the principal question or hypothesis.
4. ensure that the student has the necessary technical and intellectual guidance from members of the lab.
5. provide feedback on the oral and written rotation reports.
6. other:

Approximate rotation dates: actual deadlines will change each year, depending on the calendar. Students and mentors may petition the Director and/or the Student Progress Committee for extensions (up to 2 weeks) of rotation end dates, knowing that the subsequent rotation(s) will need to be adjusted.

Rotation	Start	End	# weeks	Presentation
Summer	~ July 1	~ August 20	7-8	December*
Fall	Classes begin date	Classes end date	12-14	December*
Winter	~ January 3	~March 10	9-10	May-June*
Spring	~ March 20	~May 20	9-10	May-June*

\* Students will give two oral presentations and write one written report.

\* Oral presentations will be a 10-minute presentation with 5 minutes for questions.

\* The written report will be a polished, journal article-style paper, complete with Abstract, Introduction, Methods, Results, Discussion, and References. Students may elect to write the written report on any rotation. It is due in May-June.

\* Students who do summer rotations will give one oral report in December on either the summer or fall rotation.

\* Students who obtain a waiver of the third rotation will do two oral reports and write a written report on one of their two rotations.

The advisor expects the student to:

1. have a clear grasp of the key questions or hypotheses.
2. find, read, and ask questions about the pertinent literature.
3. master (or develop skills with) the necessary techniques.
4. play a creative role in the design of experiments.
5. critically evaluate data from experiments.
6. summarize his or her results for effective communication to other laboratory members.
7. develop sufficient skills and background to work independently.
8. spend approximately 20 hours/week during the semesters and full-time during the summer session pursuing the goals of the rotation.
9. provide a draft of the rotation report to the advisor for discussion and editing.
10. other:

*Student Name:*

*Signature:*

*Advisor Name:*

*Signature:*

**Student and advisor: retain a copy of this form.**

Please return this original to the Curriculum office.