

HONORS RESEARCH PROPOSAL

Honors 3990-03

Spring 2019

Day/Time: T 4:00-4:50 pm

Location: Innovative Center 100-D



Prof. Ellen E. Bell
Office hours: T 12:00-3:00pm
and by appointment

Office: C-215D
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COURSE DESCRIPTION

(From the Catalog) Typically comprises research contributing to design and implementation of a senior thesis or capstone project, performed under close faculty mentorship. Requires consent of faculty research mentor. May be repeated once for credit with a draft research proposal and consent of faculty research mentor.

(From the Professor) HONS 3990 is designed to support Honors students as you identify a topic or focus for the Honors Capstone Project you'll complete in your senior year. The course focuses on identifying and exploring, in the context of different disciplines and research methods, topics that interest you and have the potential to address problems of consequence in the service of authentic community interests. There is a strong emphasis on developing flexibility and curiosity as you deepen your knowledge by reading further into your selected topic and become familiar with the issues, conflicts, contradictions, and unanswered questions related to it. At the end of the semester you'll summarize your initial findings in a research paper or creative activity prospectus and present them in a poster session at the Honors Capstone Conference. This background research and analysis will serve as the foundation for your Honors Capstone project, which you'll design and complete in your senior year (HONS 3500 in the fall; HONS 4960 in the spring). You will learn to give (and take) peer feedback by working with a research partner, in small groups, and with the class as a whole. You will network with faculty members in your discipline and Librarian Tim Held. By the end of the semester you will have become an expert on your topic and the pressing questions related to it, giving you the context and preparation you'll need to complete it and projects like it in your senior year and beyond.

COURSE LEARNING OUTCOMES

To complete the course successfully students will:

1. Demonstrate the ability to identify and explore a research topic.
2. Display solid research skills, including the ability to access and use University Library resources effectively.
3. Demonstrate a deeper understanding of a research topic or creative activity project through a detailed literature or media review
4. Demonstrate flexibility and curiosity in the exploration of potential topics and questions.
5. Exhibit facility in giving and receiving peer review.
6. Exhibit the self-discipline required to evaluate and revise work with a thoughtful, ruthless attention to clarity and correctness.

General Education: None

Prerequisites: Junior standing, good standing in the Honors program, consent of the professor.

REQUIRED TEXTBOOK

None

EVALUATION CRITERIA:

Students will be graded based on their scores on the following required assignments:

- 30% Weekly assignments, in-class activities, participation, research journal
- 40% Research paper or creative activity prospectus
- 30% Research or creative activity poster

The +/- system **WILL NOT** be used for this course. Final letter grades will be assigned as follows: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (0-59%). Please note that a grade of C (70%) or higher is required for credit to be granted for those enrolled under the Credit / No Credit option.

COURSE REQUIREMENTS

In this class, you will identify potential research, scholarship, or creative activity (RSCA) topics for your Honors Capstone Project. You will explore those topics in-depth to gain the expertise necessary to frame a research question that addresses a problem of consequence or design a creative project with the potential to make a significant contribution to the field. You will synthesize your findings in a research paper or creative activity prospectus that demonstrates the expertise you have acquired, provides a cogent analysis of the topic and its current investigation or engagement, and lays out potential lines of inquiry or avenues of creative expression that you might pursue in your Honors Capstone Project. You will present a poster that summarizes this work visually in the 2019 Honors Capstone Conference at the end of the semester. You will build on this foundation to design and complete your work in HONS 3500 (Fall 2019) and HONS 4960 (Spring 2020), publishing your work in the *Honors Journal of Exploratory Research* and presenting it in the 2020 Honors Capstone Conference.

1.) **Weekly Assignments:** In addition to the culminating assignments listed on the tentative schedule (draft and final versions of the paper and poster), you will complete brief weekly assignments made in class and posted on Blackboard. They are designed to help you stay on top of the work that will be required to complete the culminating assignments and gain the expertise needed to formulate your Capstone project. These assignments include:

Reading Assignments: This is a research class. I expect you to read, view, listen to or otherwise engage sources that will help you choose and become an expert on your topic **every single week**. I will confirm this is happening through pop quizzes, in-class writing assignments, impromptu mini-presentations, and/or checks of your research journal throughout the semester. Additional assignments I'd like everyone to complete will be posted in the weekly folders in the Documents and Content page on Blackboard and/or announced in class.

Writing Assignments: Throughout the semester you will complete assignments designed to help you identify your interests, delve into your topics, and understand the broader context of your work, all of which you'll need to design your Honors Capstone Project. Links and instructions for completing the assignments and their due dates are posted in the Assignments folder in Blackboard—some require that you submit an electronic copy and bring a hard copy to class so you'll have it for that day's in-class activity.

Networking Assignments: These assignments ask you to meet with people in the university community who can help you complete your Honors Capstone Project successfully. They include meetings with Librarian Tim Held and faculty members with expertise in your discipline of study such as your major advisor and potential research mentors. You will report on these meetings in some of the writing assignments.

2.) ***In-Class Activities:*** You will work closely with members of the class and the professor as you identify, learn about, interrogate, and share potential topics. It is vital that you attend all class meetings and that you are generous, clear, and unhesitating with your *constructive* criticism of classmates' work.

3.) ***Culminating Assignments:*** You will conclude this semester's work on your Honors Capstone Project in a research paper or creative activity prospectus and a poster presented at the Honors Capstone Conference:

Research Paper or Creative Activity Prospectus: This is a written representation of the intellectual journey you've taken and it will serve as a way-finding guide as your work continues. Successful papers (A & B grades) will provide a clear introduction to the topic and its relevance, demonstrate the expertise you've acquired, provide a cogent analysis of the topic and its current investigation or engagement, and lay out potential lines of inquiry or avenues of creative expression to pursue in your Honors Capstone Project next year. They will also be at least 10 typed, double-spaced pages in length (not including title page, Works Cited, or References lists), well-written, free of grammatical and spelling errors, and cite sources properly. All papers will be graded for argument, organizational structure, mechanical correctness, and accuracy and relevance of citations.

Poster: You will create a poster for presentation in class and at the Honors Capstone Conference (**Saturday May 4, 11:00am-4:30pm**, location TBA). The poster is modeled on those presented at professional research conferences. It will summarize your topic and lay out potential lines of inquiry or avenues of expression in a visually compelling format. Poster guidelines will be provided in class and on Blackboard.

ADDITIONAL POLICIES

Academic Honesty and Plagiarism—All work submitted must be your own, and all sources on which you draw to produce that work must be properly credited. Absolutely no infractions of the academic honesty policy (<http://www.csustan.edu/JudicialAffairs>) will be tolerated. In **addition** to any administrative disciplinary actions, any student caught plagiarizing, cheating, or otherwise violating the academic honesty policy will be given an F for the assignment and, at the discretion of the professors, may ***fail the entire course***.

Students with Disabilities—if you have a disability that requires classroom or test accommodations, please see me as soon as possible after class or during office hours. If you haven't done so already, you should contact the Disability Resource Center (Library L-165, drs@csustan.edu, Tel. 209-667-3159, TTY 209-667-3044) which is responsible for coordinating accommodations and services for students with disabilities. All information and documentation of disability is strictly confidential.

Office Hours—Office hours are set aside for you—please take advantage of them! If you have any questions about the course material, assignments, your research project, etc. please stop by my office during office hours to talk (Classroom Bldg. C-215D). Outside of office hours, the best way to reach me is by email (eebell@csustan.edu). If you can't make it to office hours, we can schedule another time to meet or to talk on the phone if that's more convenient.

TENTATIVE SCHEDULE: CLASS TOPICS AND ASSIGNMENTS

	Week 1
Tuesday, Jan. 29	Welcome and introduction to the course—what is research? What is the Honors Capstone Project?

	Week 2
Tuesday, Feb. 5	Design thinking intro and tools: Engagement mapping, mind mapping, Capstone odyssey plans
Writing assignment due:	Potential topics briefs (submit via Bb and bring a hard copy to class)

	Week 3
Tuesday, Feb. 12	Capstone odyssey plan discussion and prototyping session
Writing assignment due:	Mind map 3 potential topics & create Capstone odyssey plan (submit scan or photo via Bb and bring originals to class)

 Week 10

Tuesday, Apr. 9 Topic presentations: Controversies and context—Group II

Writing assignment due: Primary topic analysis and context brief—Group II
(due via Bb—bring hard copy or notes to class for presentation)

Week 11

Tuesday, Apr. 16 Poster presentation info, instructions, and guidelines

Writing assignment due: Research paper or creative activity prospectus draft due
(submit via Bb)

Week 12

Tuesday, Apr. 23 Affinity group poster critiques

Writing assignment due: Poster draft due
(submit via Bb and bring digital copy to class for display)

Week 13

Tuesday, Apr. 30 Poster session practice round

Writing assignment due: **Final poster due**
(submit via Bb by 9:00am)

Saturday, May 4 Poster Presentation at the Honors Capstone Conference
(11:00-4:30 pm, location TBA)

Week 14

Tuesday, May 7 Discussion of Capstone Conference posters and presentations

Writing assignment due: Summary & critique of Capstone Conference presentation

Week 15

Tuesday, May 14 What happens next?: HONS 3500 and HONS 4960

Writing assignment due: **Research paper or creative activity prospectus due**
(submit via Bb)

Have a Great Summer!