New Course Proposal

Date Submitted: 01/26/17 11:22 am

Viewing: GC 295: URAP Research Apprenticeship

Last edit: 01/26/17 11:22 am

Changes proposed by: Allison McKinney

General Information

Proposed Effective Term: Spring 2017

College: Graduate College

Department/Unit Name (ORG Code): Graduate College Programs (1913)

Course Subject: Graduate College (GC)

Course Number: 295

Course Title: URAP Research Apprenticeship

Abbreviated Title: URAP Research Apprenticeship

Course Description:
The Office of Undergraduate Research and the Graduate College offer the opportunity for freshmen, sophomore, and transfer students with little to no research experience to assist advanced graduate students with their research projects. Through an application, selection, and matching process, undergraduate students are provided a research experience with their graduate student mentor. In addition, regular class meetings will offer a comprehensive introduction to research methods and practices.

Justification

Justify new course and explain the nature and degree of overlap with existing courses, if applicable:
The URAP Research Apprenticeship course will be the first on campus that offers a directed research experience between underclass undergraduates and advanced
graduate mentors. Undergraduates will be expected to assist their graduate mentor on dissertation-level research, while crafting a final presentation that explains the research process and their findings (preliminary or otherwise). As the course will be replacing the "undergraduate hourly pay" model used in the pilot year, this course will serve as a unique opportunity for mentees to receive credit for participating in the URAP Research Apprenticeship.

Please attach the course syllabus:
URAP_Syllabus_SP17(1).pdf

Course Information

Course Credit

Course credit:

Undergraduate: 2
Graduate:
Professional:

Registrar Use
Only:

Banner Credit:
Billable Hours:

Grading Type

Grading type: S/U
Alternate Grading Type (optional):
Available for DFR: No

Repeatability

May this course be repeated? No

Credit Restrictions

Credit Restrictions:
Advisory Statements

Prerequisites:
Consent of instructor

Concurrent
Enrollment
Statement:

Restricted
Audience
Statement:
"freshmen, sophomores, and first-year transfer students by application only"

Registrar Use
Only: Banner Advisory
Statement:

Cross-listing

Cross Listed
Courses:

Fees

Is a fee requested
No
for this course?

Course Description in the Catalog Entry

This is how the above information will be represented in the Catalog:

The Office of Undergraduate Research and the Graduate College offer the opportunity for freshmen, sophomore, and transfer students with little to no research experience to assist advanced graduate students with their research projects. Through an application, selection, and matching process, undergraduate students are provided a research experience with their graduate student mentor. In addition, regular class meetings will offer a comprehensive introduction to research methods and practices. Course Information: Approved for S/U grading only. Prerequisite: Consent of instructor "freshmen, sophomores, and first-year transfer students by application only"

Additional Course Notes

Enter any other
course
information
details to be
included in the
catalog:
Course Detail

Frequency of course:
   Every Spring

Duration of the course: Full

Anticipated Enrollment: 20-30

Expected distribution of student registration:
   Freshman: 40 %    Sophomore: 60 %    Junior: N/A    Senior: N/A

Additional Course Information

Does this course replace an existing course? No

Does this course impact other courses? No

Does the addition of this course impact the departmental curriculum? No

Has this course been offered as a special topics or other type of experimental course? No

Will this course be offered on-line? Face-to-Face

Faculty members who will teach this course:
   Daniel Wong (The Graduate College) and Karen Rodriguez’G (Office of Undergraduate Research

Course ID:

Comments to

https://nextcourses.illinois.edu/courseleaf/approve?role=Provost
Reviewers:

Course proposed by:
Daniel Wong (The Graduate College) and Karen Rodriguez'G (Office of Undergraduate Research)
GC 295
Undergraduate Research Apprenticeship Program
Spring 2017
Biweekly class meetings (see Course Schedule)
1026 Lincoln Hall; 300-350 pm

Dr. Karen Rodriguez
Dr. Daniel Wong
Chris Holmes
Office: Fifth Floor, IUB 520
Office hours: Thurs., 1-4pm
ugresearch@illinois.edu

Undergraduate Research Experience - Introduction to Undergraduate Research

Course Description and Format

Our seminar will meet every other Friday, beginning January 20, 2017. The class will be discussion-based and students should come to class prepared to participate. Through assigned readings, regular class meetings, and interactions with your mentor, we will train you to think objectively and critically. You will be expected to complete an average of six hours of research assistance with your graduate mentor per week (up until, and possibly including, the week of the Undergraduate Symposium (URS)). There is no final exam for this seminar; you will complete a final research project for presentation at the URS, sponsored by the Office of Undergraduate Research. Graduate student mentors will meet weekly with their partner undergraduate student, adequate to keep the graduate student mentor apprised of, and provide feedback on, the work that the student is doing. Time spent per week does not include Institutional Review Board (or other) training, meeting with your graduate mentor, time spent on your final research presentation, or the biweekly class sessions.

Course Text


Additional readings (article excerpts, etc.) will be posted on the course Moodle site as appropriate.

Course Objectives

In order to assist you in your efforts to explore the culture and process of research, this course is designed to further develop your analytical abilities within a community of scholars. This course seeks to build on the knowledge of the skills you already possess, and to challenge you to take ownership of your research experience. It is the hope of your instructors that by the end of the semester you will have added to your already significant abilities new and effective tools of research that will assist you throughout your academic career. At the end of the course, undergraduate students will: understand the conceptualization of research as it is done across multiple disciplines; learn how to identify appropriate sources and understand the difference between primary and secondary literature; acquire an understanding of the ethics of research and scholarly production; gain practical skills and 'real world' experience in conducting, producing, and presenting their research.
Course Requirements and Grading Scale

Grading: Satisfactory / Unsatisfactory

Requirements:

URAP Seminar Attendance & Participation 30%
Research Component with Grad Mentor 30%
Final Research Project 20%
Presentation of Research at URS 20%

All requirements must be completed for course grade

POLICIES

ATTENDANCE AND PARTICIPATION:

Attendance: Class attendance is critical and mandatory. Your mere presence, as pleasant as that may be, will not score you participation points. Participation includes the completion of all assignments, thoughtful and constructive engagement with your peers during our class sessions, and overall contribution to the seminars and seminar discussions. Your efforts in this regard are both appreciated and encouraged. Meaningful participation will not only complement your experience, but will also assist you in getting all you possibly can from your fellow scholars and from this apprenticeship. Further, unless you have discussed it with us prior to the meeting, you must attend all seminars, workshops, and meetings set by URAP. These seminars will be important in helping you to develop the materials necessary for successfully completing the apprenticeship, including your regular progress report/reflection and final project. Unexcused absences may result in dismissal from the apprenticeship. Exceptional circumstances (family emergencies, serious illness, etc.) require appropriate documentation from either the Emergency Dean or McKinley Health Center for the absence to be excused. You are responsible for obtaining information or assignments missed due to an absence.

We also expect you to be on time. Constant tardiness will seriously affect your seminar attendance/participation percentage. Two tardies will be counted as one unexcused absence.

If you have a cell phone with you, it should be turned off—no text messaging, Tweeting, etc. will be tolerated. Also, if you are using your laptop to take notes, we expect that you will not be checking your email, posting on Facebook, or in general cruising the internet while you’re in class (unless of course it’s part of that day’s assignments).

Assignments: Each Monday (by 5:00pm), you will post on our Moodle course site a short progress summary and thoughtful reflection of the previous week’s work with your graduate mentor. This should include a general description of tasks assigned, hours spent, and reflection on your participation and progress. Other assignments or homework are included in the Course Schedule (see below).
PLAGIARISM

The University of Illinois has high standards of academic integrity set out in Article 1, Part 4 of the University Student Code, which I fully support. The Code specifies that ignorance of these standards is not an excuse (http://admin.illinois.edu/policy/code/article1_part4_1-401.html). All students should familiarize themselves with the Code and with the section on “Understanding intellectual property and avoiding plagiarism” in the Writers’ Help Online Handbook. The University Student Code sets out possible consequences of plagiarism in coursework, ranging from failure on the assignment to suspension or dismissal from the University. If you have questions about fair use or documentation, please do not hesitate to consult us. All forms of plagiarism and cheating are unacceptable and may result in AUTOMATIC FAILURE IN THE COURSE AND REFERRAL TO THE DEAN.

Definition of Plagiarism: Plagiarism is representing the words or ideas of another as your own. Submitting work you did not write is the most blatant form of plagiarism. Plagiarism also includes, but is not limited to: copying part or all of another student’s work in exams, papers, or other exercises; inappropriate collaboration with another student; and verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the internet, without appropriate citation. It is your responsibility to understand plagiarism. If you are unclear, please ask. For examples of plagiarism, see Article 1, Part 4 in the web address provided above.

EMERGENCY PROCEDURES

Meeting requirements of the Campus Emergency Operations Plan, this course has a two-fold emergency plan.

Plan A for Incident-Specific Emergencies: One cell phone (your instructor’s) in our classroom will remain on during lecture so that we are able to receive emergency calls or texts from the Illini-Alert system. All other cell phones should remain turned off. In the event of an incident-specific emergency, instructions will be relayed to us by cell phone and you are asked to remain calm, stay with your instructor, and be prepared to follow emergency instructions as they are relayed to you.

Plan B for More General Emergencies: You will be asked to move to a safe place either indoors (for instance, remaining in the basement in the case of a tornado) or outdoors (for instance, to the quad in the case of a fire, or gas or chemical leak). Remain with your instructor until a class register has been called, all students are accounted for, and class can either be resumed or dismissed. Students with physical disabilities who require assistance in leaving the room should consult with instructors at the start of the semester so that we can make the necessary advance arrangements to ensure your safety.

SPECIAL NEEDS

Please let us know if there are any special circumstances or physical challenges that may affect your work so we may facilitate your full participation in this course.
Course Schedule (subject to change)

Reminder: Mondays by 5:00pm your weekly progress report/reflection due on Moodle, beginning January 30

Unless noted, all chapter readings are from The Craft of Research.

January 20

In-class: Course introduction and expectations; What is academic research?

Homework (due February 3):
(1) read Chapter 3 – From Topics to Questions, and Chapter 4 – From Questions to a Problem
(2) be prepared to report on first meeting(s) with graduate mentor, including basic understanding of mentor’s research project

February 3

In-class:
(1) Identifying a Topic, Asking Questions, and a little “So What?”
(2) Navigating the Mentor/Mentee Relationship

Homework (due February 17):
(1) Read Chapter 5 – From Problems to Sources, and Chapter 6 – Engaging Sources
(2)

February 17

In-class: Identifying Problems, Seeking Sources

Homework (due March 3):
(1) Do on-line search on graduate mentor’s project topic (including mentee’s own interests) and identify one primary, one secondary source

March 3

In-class: Information Literacy -- Beyond Google: finding library resources
Note we will meet in the Main Library at the Information Desk

Homework (due March 17):
(1) Read Chapter 7 – Making Good Arguments, and Chapter 9 – Assembling Reasons and Evidence

March 17

In-class: Guest speaker: Poster Workshop

Homework: (due March 31)
(1) Read Chapter 13 – Organizing Your Argument, Chapter 14 – Incorporating Sources, and Chapter 15 – Communicating Evidence Visually
(2) Prepare draft schematic of your argument, sources, etc.
March 31
In-class: Presentation is Everything: Organizing your research visually

Homework (due April 14)
Read Part V: "The Ethics of Research"; re-read Chapter 15, part 15.5 – Communicating Data Ethically

[INSTRUCTORS WILL MEET WITH STUDENTS (ORGANIZED INTO GROUPS OF 4) OUTSIDE OF CLASS TO DISCUSS DRAFT POSTERS; BETWEEN MARCH 31 AND APRIL 14]

April 21 (last class meeting)
In-Class: The Ethical Researcher

Homework (due April 24, by 5:00pm, FINAL PDF OF POSTERS DUE (MOODLE) FOR PRINTING

APRIL 27
PRESENTATION AT UNDERGRADUATE RESEARCH SYMPOSIUM (ACCORDING TO STUDENT AVAILABILITY)
January 27, 2017

Bettina Francis, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal for a new course, GC 295, URAP Research Apprenticeship, from the Graduate College. The Senate Educational Policy Committee’s input is needed as a second level of review for this course.

Sincerely,

Kathryn A. Martensen
Assistant Provost

Enclosures

c: A. McKinney
   K. Rodriguez'E
   D. Wong