

All Fields Report

Basic Course Information	
College	Cañada College
Discipline	IDST-Interdisciplinary Studies
Course Number	150
Full Course Title	Honors Research Seminar
Catalog Course Description	Introductory research seminar for students currently pursuing an Honors research project. An introduction to research methods used in different disciplines and to scholarly collaboration and communication. This course focuses on formulating a research question, identifying and utilizing sources, constructing and critiquing scholarly arguments, and creating an effective final written and oral product. As students learn about scholarly research, they simultaneously identify and refine their own research topic, engage in scholarly conversations on their work, apply discipline-specific methodologies to their work, and create their own final research product and bibliography.
Class Schedule Course Description	Introductory research seminar for students currently pursuing an Honors research project. An introduction to research methods used in different disciplines and to scholarly collaboration. The course focuses on formulating a research question, identifying and utilizing sources, constructing and critiquing scholarly arguments, and creating an effective final written and oral product.
Proposal Information	
Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	03/12/2021
Deadline for submission to Dean's Queue:	02/04/2021
Deadline for submission of curriculum proposal to the Technical Review Committee:	02/16/2021
Proposal Origination Date:	11/05/2020
Justification For Board Report OR Curriculum Inventory update:	<p>1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>Students pursuing Honors courses and Honors contracts need an understanding of the research process. Currently this is covered in varying degrees by the students' Honors contract and/or Honors dual-CRN course professors, though this is not explicitly in the course outline for these courses. This new course supports Honors students as they take their first Honors course, providing the framework for their research and a scholarly environment to discuss their work. Thus, this course provides Honors students with a solid foundation in the research process, while simultaneously taking some of the mentoring burden off numerous Honors contract and Honors dual-CRN professors.</p>
Honors Course	Yes
Open Entry/Open Exit	No

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Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course? No

If yes, identify and explain.

Similar Courses

Is there a similar or equivalent course in SMCCCD? Yes

Added Similar Courses IDST 105 (Skyline College)

Units/Hours

Unit Types Fixed

Units Min: 1.00

Variable Range Range (or)

Hours

Please enter hours as per term values

Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	16.00	18.00	1.00	1.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	32.00	36.00	0.00	0.00

Other Hours

Course Details

Repeatable for Credit No

Grading Methods Letter Grade Only

Audit Yes

Materials Fee

Fee Required? No

Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate an understanding of the research process across disciplines.
2. Constructively collaborate with students from different disciplines
3. Prepare and execute a scholarly paper and/or presentation.

Course Objectives

Upon successful completion of this course, a student will be able to:

1. Compare and contrast the research process in different academic disciplines.
2. Complete the distinct stages of a research project within their discipline.
3. Identify the components of an academic poster and oral presentation.
4. Deliver and provide constructive feedback on poster and/or oral presentations.
5. Model scholarly collaborative interaction with students from different disciplines.

Course Lecture Content

1. Thesis Development
 1. Finding a topic
 2. Reviewing the existing literature
 3. Refining the topic
 4. Developing a research question or thesis statement
 5. Creating a research proposal
2. Experimental Research
 1. Literature review
 2. Hypothesis formulation
 3. Experimental design and implementation
 4. Evaluation of results
 5. Conclusion and communication of results
3. Non-Experimental Research
 1. Review of the literature
 2. Development of an argument; crafting a thesis statement
 3. Using sources to craft and support your arguments
 4. Anticipating and responding to critics
4. Finding, Evaluating, and Using Sources
 1. Primary sources in different disciplines
 2. Finding and evaluating secondary sources
 3. Strategies for effective reading and synthesizing information
 4. Using library databases and open educational resources to find scholarly resources
 5. Avoiding plagiarism and using proper discipline-specific citation methods
5. Time Management
 1. Determining the scope of an Honors project
 2. Setting and meeting deadlines
 3. Coordination and collaboration with others
6. Writing Process
 1. Creating an annotated bibliography and/or a literature review
 2. Creating and revising an abstract
 3. Developing a working outline
 4. Construction of supporting arguments
 5. Offering constructive criticism
 6. Incorporating feedback and the continuous revision process
 7. Formatting (e.g. MLA, APA, CSE) of the paper and bibliography
7. Presentation of Final Product
 1. Components of an effective poster presentation
 2. Development of an effective oral presentation
 3. Assessing the audience for your presentation
 4. Engaging your audience
 5. How to give meaningful feedback
 6. Incorporating feedback to improve your presentation

Course Lab Content

TBA Hours Content

Honors Content

1. This course may be offered at an honors level. While the class content remains the same and students can expect to achieve the same student learning outcomes, the students experience in an honors section may be significantly different in the following ways:
1. Topics covered with greater breadth and depth than non-honors, lower division course work;
 2. Research expectations are beyond non-honors course assignments;
 3. Extensive reliance on primary source documents and more advance research methodology is required;
 4. Greater critical thinking and extended analysis than in non-honors course work; and,
 5. Creative projects and/or documentation beyond non-honors course requirements
- The specific details about how honors-level work is implemented in this course are included in the Honors Course Addendum.

Honors Addendum

Course/Courses that this course would link to:	---
Linked Course	
1. Expectation for greater degree of student participation and involvement.	Since this class is structured as a seminar, weekly participation and involvement will be expected throughout the semester.
2. Student work evaluated with higher standards of performance expectation.	Students are expected to complete a scholarly project that requires significant analysis, and they will develop, practice, and present a scholarly presentation of their project.
3. More independent reading. Describe how independent reading is determined and assessed:	Students will be expected to engage in extensive independent reading to complete their Honors research. The readings will be determined by the student (as they pursue their research) in collaboration with the Honors faculty mentor in their discipline. The reading assignments will be assessed through in-class discussions and the final project.
4. More opportunities for writing.	Students will be complete a one page proposal, a 2-5 page literature review or annotated bibliography, and a final written paper (10-12 pages).
5. Course approach requires more critical thinking.	Students will be engaged in independent research, which mandates extensive critical thinking to discern appropriate sources, analyze texts, and synthesize concepts. Further, through their research, students will analyze and evaluate arguments and synthesize new ideas.
6. Students expected to use primary sources to a greater extent.	Students are required to use primary sources in their Honors research.
7. Greater depth and/or breadth of subject matter	Students will be digging deep into a research topic of their choice. The initial review of

presented.	the literature will also require significant breadth.
8. More opportunities for research and/or publication.	Students will be encouraged to submit their work to various conferences, including Canada's annual Honors Research Showcase and the Bay Honor Consortium Research Symposium
9. Explain expected citations.	Students will use the appropriate citations style for their discipline (e.g. MLA, CSE, APA).
10. More opportunities to pursue topics/projects of individual interest.	The focus of their research topic is student driven, in collaboration with the Honors faculty in their discipline.
11. Course is interdisciplinary in design.	The course covers the basics of academic research across disciplines. Further, students will read and critique student work from various disciplines.
12. Greater flexibility in format and teaching methodologies.	The course will be conducted as a seminar, allowing for significant student input. Further, students will essentially be the experts, the purveyor of knowledge in their topic area.
13. Selected field trips, guest speakers, and opportunities to attend related cultural and social events are offered..	Students will be encouraged to attend Canada's annual Honors Research Showcase and the Bay Honor Consortium Research Symposium. Additionally, students will be encouraged to attend field trips and public lectures related to their research topic.

Frequently Recommended Preparation

Frequently Recommended	<p>Eligibility for ENGL 110.</p> <p>Writing</p> <ol style="list-style-type: none"> 1. Write unified, well developed, coherent essays demonstrating clear and logical structure. 2. Correctly analyze assumptions and requirements of supporting an argument. 3. Distinguish between fact and fiction. <p>Reading</p> <ol style="list-style-type: none"> 1. Read material at the 12th grade level applying critical comprehension skills. 2. Determine word meanings and vocabulary used in material at this level.
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Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Students will write a 10 page research paper. Thus, they need to have mastered the learning outcomes of ENGL 100/105. i.e. They need to be able to develop a thesis statement, understand the concept of citation styles, and be able to compose a well-supported, argumentative essay.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery

Online
Hybrid
Lecture

Representative Instructional Methods

Methods

Lecture
Directed Study
Activity
Discussion
Guest Speakers

Other Methods

Representative Assignments

Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Project proposal (1 page)
- Annotated bibliography and/or literature review (2-5 pages)
- Project outline (1-5 pages)
- Drafts of final project (8-12 pages at least twice during the semester)
- Final project (10-12 pages)
- Final reflection (1-2 pages)
- Feedback on colleagues work within and across disciplines (1-2 paragraphs;weekly)

Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Research for project; 10-30 pages per week

- Assigned reading from course textbook; 10-20 pages per week

Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Library research: Using library databases and other resources for research related to project
2. Internet research: Finding credible web-based sources related to project
3. Field trips: possible, depending on project
4. Preparation for class discussion on textbook topics as they relate to student work

To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods

- Class Participation
- Class Work
- Field Trips
- Group Projects
- Homework
- Oral Presentation
- Papers
- Portfolios
- Projects
- Research Projects
- Poster Presentations

Representative Texts

Textbooks such as the following are appropriate:

Formatting Style APA

Textbooks

1. Bell, J., S. Waters. *Doing Your Research: A Guide for First-Time Researchers*, 7th ed. McGraw-Hill Education, 2018
2. Graff, G., C. Birkenstein, R. Durst. *They Say, I Say: Across Disciplines*, 5th ed. Norton, W.W. & Company, 2018

Manuals

You have no manuals defined.

Periodicals

You have no periodicals defined.

Software

You have no software defined.

Other

You have no other defined.

Degree/Certificate Applicability

Designation	Degree Credit
Proposed For	
Course Designation Text	Are there degrees/certificates to which this course applies? No formal degrees/certificates, but it applies toward the completion of the Honors Transfer Program.

General Education/Degree/Transfer Course

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By Susan Mahoney

CSU Transfer Course

Transfers to CSU Approved

UC Transfer Course

Transfers to UC Pending

Course Distance Education

Distance Ed Supplement	New distance education supplement
Distance Education	Distance education component was developed by an instructor with training in online pedagogy. Training: QOTL (or equivalent)
Method of Distance Education	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials.

	<p>If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.</p>
Instructional Methodologies (How will you deliver the course content?):	<p>Announcements/Bulletin Boards Electronic Forum Online Presentations Resource Links</p>
Representative Courseware/Textbooks Materials:	
Methods of Evaluation of Student Performance:	<p>All written work will be submitted electronically. Students will use Zoom for synchronous collaboration and presentations and discussion boards for asynchronous collaboration.</p>
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	<p>1. Standardized formatting will be used to support screen readers 2. Alt-text will be used for embedded images 3. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)</p>

<p>Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."</p>	
Announcements/Bulletin Boards	- Weekly announcement to introduce the week's material and tasks.
Discussion Boards	- Weekly discussion boards for asynchronous collaboration among students.
Email Communication	- Email communication by faculty to students, as needed to keep students on track and to answer student questions in a timely manner (within 24-48 hours).
Office hours	- Instructor is available each week for office hours.
Scheduled Face-to-Face Meetings	- Frequency depends upon mode of delivery.

<p>Resources Needed</p>	
Adequate Library Resources	<p>Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Adequate Please Specify: We will coordinate with Library staff to ensure online databases are sufficient.</p>
Affected Resources	<p>Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.</p> <p>None of the above</p>
<p>Explain what effect the areas you have checked will have upon this college:</p>	

<p>Comparable Transfer Course Information</p>	
Are there comparable courses?	Yes
Edit/Del	College Info
	UC

UC Berkeley
2020/21
Introduction to Interdisciplinary Research ISF 189
We are not suggesting that our 1-unit course is equivalent to this 4-unit course. However, we are asserting that our content is comparable to a portion of this course and that our content serves a similar scholarly purpose and is appropriate in its depth and scope.

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code	4999.00 - Other Interdisciplinary S
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	Y = Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Codes/Dates

Entry of Special Dates

Instruction Office Review	03/12/2021
Last Outline Revision	
Content Review	
CC Approval	03/12/2021
DE Approval	03/12/2021
Effective Term	Term: Fall Year: 2021

Web Catalog

Course Family	
Web Catalog	<input type="checkbox"/> Exclude from Web Catalog
Instructional Services	
Implementation Date	
Originator	Susan Mahoney
Origination Date	11/05/2020
Proposal Type	Cañada New Course
C-ID Numbers	
CB00 State ID	
CB03 TOP Code	4999.00 - Other Interdisciplinary S
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB10 Course COOP Work Exp-ED	N = Not part of Coop Work Exp
CB11 California Classification Codes	Y - Credit Course
CB13-Special Class Status	N - Not Special
CB21 Levels Below Transfer	Y = Not Applicable
CB22 Non Credit Course Category	Y - Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB24-Program Course Status	1 = Program Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Web Catalog Metadata