JUDY GENSHAFT HONORS COLLEGE
UNIVERSITY OF SOUTH FLORIDA

Sample

IDH 4970 – 001 & 002

Integrative & Applied Learning
(High Impact Practice)

COURSE SYLLABUS

Honors Thesis

Original Project

Research • Creative Project • Performance

Instructor of Record:		Semester & Year:	
Office Number:			
Phone Number:			
E-Mail:			
Office Hours:	By appointment	Credit Hours:	3 per Semester

I. The Culminating Honors Experience

The mission of the Judy Genshaft Honors College (Honors College) is to develop tomorrow's leaders by providing first-rate educational opportunities to the most highly motivated, intellectually curious, and academically accomplished students at USF. For this reason, the Honors College aims for you to develop an independent identity as a citizen scholar: a producer of knowledge with beneficial societal impact.

A key objective of the thesis experience is to expose you to the kind of mentoring relationship you might experience in graduate school. Thus, your most important activities will be the development and maintenance of a meaningful working relationship with your thesis chair.

Where to Direct Questions

Thesis Process (Course Director) & Thesis Permits	Brainstorming & Ideation – Honors College Faculty
Atsuko Sakai, M. Arch. Assoc. AIA, LEED BD+C (asakai@honors.usf.edu) Instructor, Honors College (ALN 262)	Michael C. Cross, Ph.D. (mcross5@usf.edu) Lindy Davidson, Ph.D. (lindyd@honors.usf.edu) Andrew Hargrove, Ph.D. (awhargrove@usf.edu) Ulluminair Salim, Ph.D. (usalim@honors.usf.edu)
Thesis Content & Direction Faculty thesis chair	Holly Singh, Ph.D. (hdsingh@honors.usf.edu) Catherine Wilkins, Ph.D. (cjwilkins@honors.usf.edu) Benjamin Young, Ph.D. (bsyoung2@honors.usf.edu)
Degree Works & Course Requirements Assigned Honors College advisor	

II. General Education Statement

This course is part of the University of South Florida's Enhanced General Education Curriculum. It is certified for **Integrative & Applied Learning: High Impact Practice**. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

III. University Course Description

Development of an interdisciplinary thesis under the direction of a mentor. Students produce an original project such as a scholarly paper, design project, performance, portfolio, or business plan. Course is taken for 2 semesters to complete Honors requirements.

IV. Course Prerequisites & Permits

Honors Course Permit Form must be used to register. Permits for Thesis II should be submitted after receiving the final course grade (Thesis I) at the end of the semester. (Course Permit Form: https://www.usf.edu/honors/current-students/forms.aspx)

V. Section Description (Course Purpose)

Thesis Chair: You are expected to meet with your thesis chair throughout the thesis process. You are responsible for initiating, scheduling, and being prepared to discuss and update your chair on the thesis process. It is a good idea to keep a log of all meetings. Failure to keep in contact with the thesis chair may result in a failing grade for both courses.

Since the focus of this course is on the process, you are expected to submit multiple drafts of your work to your thesis chair in order to receive appropriate feedback prior to submission of the final thesis. Make sure to set the schedule with your thesis chair at the very first meeting of the second semester of your thesis.

Semester One: The central focus should be on the relationship with your thesis chair. With them you will consequently hone the process, development, planning and commencement of your creative, applied, or scholarly research project. Regardless of format, the central aim is for you to practice the mechanics of moving from idea to active inquiry. It is precisely this craft that we want students to understand and experience in this first sequence of the 6 credits. Depending on the nature of the project, you might generate a research question, literature review, methodological approach and begin preliminary inquiry.

Semester Two: Continue development of your project, the process of revising approaches (if necessary), responding to challenges, analysis of findings, and then articulation of the entire experience. This might include data collection, performance or product testing and

development, as well as detailed written analysis of any of these. You will complete a final digital artifact that builds on work from the previous semester. This is a substantive and culminating reflection of your undergraduate Honors experiences and should thus be your absolute best work.

VI. Major Topics
- Research Methods
- Writing and Revision
- Literature Review

VII. Course Objectives
• Conduct an original inquiry or investigation in the form of a creative, applied, or scholarly research project
• Use established disciplinary methods and frameworks to develop an approach to investigate
• Execute a project to completion captured in a digital artifact (written, audio, or video) appropriate to the disciplinary practice
• Establish a meaningful relationship with thesis mentor to engage in writing and revision process (cumulative minimum of 4500 words)

VIII. Student Learning Outcomes
By the end of this course:
  a. Students will engage in meaningful critical reflection in required coursework. (**GEA SLO 1**)
  b. Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions. (**GEA SLO 2**)
  c. Students will integrate discipline-specific knowledge into the contextualized experience. (**GEA SLO 3**)
  d. Students will synthesize discipline-appropriate learning via a culminating assignment. (**GEA SLO 4**)

IX. Intentional Learner: Integration of this Course into Your Academic Experience
Skills and capacities developed in this course will be important for your first job, graduate school, or advanced education. The thesis process emphasizes developing independence in your inquiry as well as experiencing the kind of mentoring relationship you might receive in graduate school. Being able to articulate what you did in your thesis project, particularly why and how, is an incredibly important form of storytelling about who you are and what skills you have; your story is especially relevant in medical school applications, graduate school application, or pursuing career opportunities in the workforce.

X. Required Texts and/or Readings and Course Materials
Provided online as needed.

XI. Undergraduate Research Attribute
This course is attributed as an Undergraduate Research Course (UGR) for integrating the high-impact practice of research which has been found to benefit students from varied backgrounds (AAC&U LEAP). The Council on Undergraduate Research (CUR) defines this as follows: an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. In this course, you will conduct a project that enables you, individually or in groups, to pose or work from a defined research question, apply methods of inquiry to generate findings, and share the findings with others through presentation and/or publication.

Information about the Optional 0-Credit Research Course Associated with this Course
Students who participate in an UGR course may select to co-enroll in a 0-credit (S/U graded) research course to archive the research experience on the transcript. There is no cost associated with the course, and enrollment does not interfere with degree requirements. The 0-credit research course does not fulfill or contribute to the Enhanced General Education requirements of USF.

Interested in the 0-credit option? Here's what you need to do:
1) Prior to the end of the first week of class inform your instructor that you would like to enroll in the 0-credit course.
2) You will be contacted by the OUR (via e-mail) with registration instructions. Please register as soon as you receive instructions and registration is time sensitive.
3) Check Oasis to confirm registration
4) Once you submit your final project, your instructor will assign your grade in Canvas.

XII. Major Assignments/Projects

SEMESTER 1
Students will be required to complete a series of assignments that build upon one another and attempt to prepare the student to complete **#GEA1_Thesis Draft** and **#GEA2_Thesis Final**. Scaffolding assignments will be graded on a complete/incomplete basis only, and include:

• Identify Prospective Thesis Chair (Aligns with SLO #1 Students will engage in meaningful critical reflection in required coursework, by demonstrating connection between curriculum and future goals through reflection on area of interest and prospective thesis chair).

• Annotated Bibliography (Aligns with SLO #1 Students will engage in meaningful critical reflection in required coursework, by producing substantive analysis and discussion of results/findings in writing).
• Interview Prospective Thesis Chair (Aligns with SLO #1 Students will engage in meaningful critical reflection in required coursework, by demonstrating connection between curriculum and future goals through reflection on area of interest and prospective thesis chair).
• Confirm Thesis Chair (Aligns with SLO #1 Students will engage in meaningful critical reflection in required coursework, by demonstrating connection between curriculum and future goals through reflection on area of interest and prospective thesis chair).

In Semester 1, **#GEA1_Prospectus Draft** refers to the draft of a prospectus-like document. Depending on the nature of the research question, the submission might include an abstract, literature review, methodology section, thesis outline, and timeline for completion of work. Aligns with SLO #2: Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions by describing methods of inquiry with sufficient adequacy that a practitioner in the field could reasonably duplicate the effort and revising written component of project by responding to critical feedback from thesis chair.

#GEA2_Prospectus Final is the final prospectus-like document, in which the student has taken into account feedback from their thesis mentor to improve the effectiveness of their written communication and research plan. Aligns with SLO #3: Students will integrate discipline-specific knowledge into the contextualized experience by demonstrating a depth of knowledge in the area of investigation through a complete literature review in written component of final submissions, and crafting a structured framework to transform ideas into active inquiry. Also aligns with SLO #4 Students will synthesize discipline-appropriate learning via a culminating assignment by producing a final artifact that advances or has high potential to advance the discipline(s).

The Final Prospectus will be graded on the overall performance, quality, and process, and also evaluated based on the **General Education Assessment Rubric** (Criteria: Integrative and Applied Learning, Communication, Critical & Analytical Thinking, and Problem Solving).

SEMESTER 2
Students continue to build on the work completed in Semester 1. Scaffolding assignments include:

• Confirm Thesis Chair (Aligns with SLO #1 Students will engage in meaningful critical reflection in required coursework, by demonstrating connection between

curriculum and future goals through reflection on area of interest and prospective thesis chair).

- **#GEA1_Thesis Draft** refers to the submission of the draft of the thesis. In this submission, turnitin.com will be utilized. This is mainly for students to conduct a self-check during the developing stage. ALL thesis students are required to submit the draft through Canvas (and the Thesis Course Director assigns complete/incomplete grades for this assignment). However, how to effectively utilize the turnitin system after the submission is up to each student in consultation with his/her thesis chair. Aligns with SLO #2: Under professional oversight, students will utilize contextually-appropriate behaviors, tools, techniques and/or dispositions by describing methods of inquiry with sufficient adequacy that a practitioner in the field could reasonably duplicate the effort and revising written component of project by responding to critical feedback from thesis chair.

#GEA2_Thesis Final is the final and complete thesis itself, in which the student has taken into account feedback from their thesis mentor to improve the effectiveness of their written communication and demonstrates continued development of his/her project, the process of revising approaches (if necessary), responding to challenges, analysis of findings, and then articulation of the entire experience. This might include data collection, performance or product testing and development, as well as detailed written analysis of any of these. The student will submit a final digital artifact that builds on work from the previous semester. This is a substantive and culminating reflection of his/her undergraduate Honors experiences. Aligns with SLO #3: Students will integrate discipline-specific knowledge into the contextualized experience by demonstrating a depth of knowledge in the area of investigation through a complete literature review in written component of final submissions, and crafting a structured framework to transform ideas into active inquiry. Also aligns with SLO #4 Students will synthesize discipline-appropriate learning via a culminating assignment by producing a final artifact that advances or has high potential to advance the discipline(s) and/or presents or performs appropriate to the discipline(s) pursued.

The Final Thesis will be graded on the overall performance, quality, and process, and also evaluated based on the **General Education Assessment Rubric** (Criteria: Integrative and Applied Learning, Communication, Critical & Analytical Thinking, and Problem Solving).

XIII. **Assessment**
All assignments are submitted electronically in Canvas unless otherwise specified.

Grading for #GEA2 is completed by the thesis mentor. The Thesis Course Director assigns complete/incomplete grades for all other assignments in the course. Due to the varying

types of research projects pursued by students, a standardized rubric for #GEA1 and #GEA2 does not exist for the overall performance—**except for the General Education Assessment** (see below*). Thesis mentors are expected to evaluate each project individually, determine student achievement of SLOs, and assign a grade according to the standards of the field in which his/her work aims to contribute. In order to assist with contextualizing student work, however, the Thesis Course Director maintains a database of anonymous, select submissions for #GEA1 and #GEA2 that had been assigned Excellent, Good, Fair, and Poor grades by their thesis mentors as examples from across multiple disciplines.

You will receive an individual grade (A+ to F) for each thesis course, determined by your thesis chair. These are entered directly in Canvas or communicated by your chair to the Honors College. This is not a satisfactory/unsatisfactory course. A separate letter grade will be assigned for each semester the course is taken. The thesis grades assigned for the thesis credit hours do factor into your GPA. **To earn the Honors distinction your Thesis II grade must be a B- or above**. (A C+ and a D will earn credit for the courses, but will not fulfill the Honors College requirements.)

Notes on General Education Assessment Rubric for #GEA2 assignments: There is a rubric required and provided by the General Education Council. This General Education Assessment Rubric is still an assessment based on student's performance, however it is mainly for the Council to observe student's long-term learning and the effectiveness of General Education courses. Therefore, the final letter grade students receive for the #GEA2 assignments may or may not perfectly match with the General Education Assessment (i.e., just because a student has an A, it does not mean that the score of Gen. Ed. Rubric should be the highest).

XIV. **Grading Scale**

Grading Scale (%)			
100 - 94	A	< 77 - 74	C
< 94 - 90	A-	< 74 - 70	C-
< 90 - 87	B+	< 70 - 67	D+
< 87 - 84	B	< 67 - 64	D
< 84 - 80	B-	< 64 - 61	D-
< 80 - 77	C+	< 61 - 0	F

XV. **Grade Dissemination**
You can access your scores at any time using "Grades" in Canvas.

XVI. Course Schedule*

Week*	Assignment	Learning Outcome or Activity
1	Thesis Process Review Survey (FDA)	SLO 1
2	Annotated Bibliography (Thesis I only) Thesis Schedule Review (Thesis II only)	SLO 1
3 - 4	Thesis Chair Reflections (Thesis I only)	SLO 1
5	Confirm Thesis Chair (Thesis I only)	SLO 1
Thesis I : **4 - 9** Thesis II: **1 - 7**	Thesis I: #GEA1_Prospectus Draft Thesis II: #GEA1_Thesis Draft	SLO 2
Thesis I : **10 - 12** Thesis II: **8 - 11**	Thesis I: #GEA2_Prospectus Final Thesis II: #GEA2_Thesis Final	SLO 3 & SLO 4
14	Final Portfolio – Survey (Thesis II only)	SLO 1
15		Thesis Chairs Submit Final Grades

Note: The Schedule is subject to revision.

XVII. Standard University Policies:

The University of South Florida has a variety of resources and policies in place to support students and ensure their academic progress, integrity, and success. In addition to general mental health services (https://www.usf.edu/student-affairs/counseling-center/) and writing assistance (https://www.usf.edu/undergrad/academic-success-center/writing-studio/), please follow this link to review policy statements that apply to all syllabi at all USF campuses: https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

XVIII. Course Policies: Student Expectations

Attendance Policy:
The main assignment submissions--including the first-day attendance--are completed online through Canvas. However, it is a student's responsibility to coordinate the overall meeting schedule with his/her thesis chair at the beginning of the semester and meet (or communicate) with the thesis chair regularly in order to have a productive thesis process.

End of Semester Student Evaluations:
All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

XIX. Course Policies: Grades

Grades of "Incomplete":

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first.

XX. Course Policies: Technology and Media

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult Innovative Education's resources for students https://www.usf.edu/innovative-education/student-resources/index.aspx. You may also contact USF's IT department at help@usf.edu.

XXI. Important Dates to Remember:

All the dates and assignments are tentative, and can be changed at the discretion of the professor.
- Drop/Add Deadline:
- Withdrawal Deadline:
- Spring Break:
- Commencement:
- Holidays: Refer to Academic Calendars: https://www.usf.edu/registrar/calendars/