



research topics, ways of framing arguments, and making points outside their fields of study, which will help them develop a more interdisciplinary perspective. Class will include research training, developing a timeline, as well as independent study and research. Students will be required to complete a formal paper or project detailing the research, including the purpose, methods, results and conclusions. Additional culminating experiences, as directed by the instructor may include a performance, lecture/demonstration or oral presentation.

### **III. Statement of Course Need**

- A. Research on the value of intensive undergraduate research experiences abounds, and requiring enrollment in this research capstone will provide RVCC Honors College students with: a strong student-faculty collaboration and scholarship; an original research to the discipline; an understanding of intensive research in preparation for classes in the major or for more intensive graduate school research; and a high profile project that will aid in transfer applications.

Class will consist of five major components: library instruction, research and guidance with faculty member, group discussions on topics and progress, the final written (or artistic) project, and a formal presentation.

- B. This course has no lab component.
- C. Please describe the transferability of this course.
  - 1. This course does not meet a General Education requirement.
  - 2. This course generally transfers as a dance program elective.
  - 3. This course meets a program requirement for the Honors College.
  - 4. This course is not designed for transfer, yet dependent on transfer institution may transfer as a Dance program elective

### **IV. Place of Course in College Curriculum**

- A. Free Elective
- B. This course meets a program requirement for the Honors College.
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### **V. Outline of Course Content**

Class will consist of the following major components:

- A. Information literacy instruction to support research in dance.
- B. Advanced topic exploration in the field of dance as experienced through an artist.
- C. Literature research utilizing databases, interlibrary loan, etc. as it applies to dance; art-making and the artist.
- D. Background research (including attending a lecture/concert of a dance artist) and discussion of the capstone topic with capstone dance faculty advisor to create a timeline of completion.
- E. Develop methods to understand and analyze the dance research topic
- F. Application of dance research topic and results to relevant situations
- G. Research and guidance with capstone dance faculty advisor that promotes the development of an artistic pursuit via weekly consultations to discuss results, assess progress and adjust timeline as needed.
- H. The final dance capstone project, which will have a written and movement component.
- I. A formal capstone presentation (Capstone Day) of the Capstone Student's work with references to the correlating written research within the venue of an "Artist's Talk"

**VI. A. Course Learning Outcomes:**

**At the completion of the course, students will be able to:**

- 1. Logically and persuasively state and support orally and in writing their findings from the research or creative project. (GE-1, \*)
  - 2. Evaluate relevance and authority of information. (GE-IL)
  - 3. Create and revise drafts and/or review artistic process to address capstone objectives and employ standard appropriate editing practices for the specified discipline. (GE-1)
  - 4. Use discipline-specific information sources and/or databases to better understand the research topic and find existing research in the field. (GE- IL)
  - 5. Complete a research project or develop an artistic product that incorporates newly acquired and prior information and is delivered in a medium appropriate to the discipline and intended audience. (GE- IL,1)
  - 6. Cite sources, compile a bibliography, and make consistent and correct use of a citation style appropriate to the discipline (GE- IL)
- \* Embedded critical thinking

**B. Assessment Instruments**

- 1. research process
- 2. final capstone product
- 3. capstone project presentation

## **VII. Grade Determinants**

- A. research process
- B. completion of agreed upon timeline deadlines
- C. revisions of drafts and/or review of artistic process
- D. final capstone product oral presentation

Given the goals and outcomes described above, the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers and lecturers
- E. student oral presentations
- F. student-faculty collaboration
- G. independent study and research

## **VIII. Texts and Materials**

Any texts and materials will be dependent upon individual capstone project requirements.

### **The following statement should be included in the outline:**

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## **IX. Resources (may include any of the following):**

- A. databases
- B. archives
- C. museums/performances
- D. subject matter experts

## **X. Honors Options - None**