RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

INTD 299H
Honors Research Capstone

I. Basic Course Information

A. Course Number and Title: Honors Research Capstone INTD 299-H

B. New or Modified Course: New

C. Date of Proposal: Oct. 2012, to be offered
   Semester: Spring   Year: 2013

D. Sponsoring Department: Honors College

E. Semester Credit Hours: 3

F. Weekly Contact Hours: Lecture: 3 (incl. independent study)
   Laboratory:

G. Prerequisites/Corequisites:
   Students must be in fourth semester of Honors College enrollment.

H. Laboratory Fees:

II. Catalog Description

Prerequisites: Students must be in fourth semester of Honors College enrollment.

Students must be in fourth semester of Honors College enrollment. This course is intended to guide sophomore Honors College students from all disciplines through the stages of researching and writing a major research project, or developing a project in the fine arts. Topics include planning, research and documentation, prose style and editing, document design, ethics, abstracts, and oral presentations. Because the course will enroll from different disciplines, students will also become acquainted with 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, guest lectures, as well as independent study and research.
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: intensive 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. Please describe the transferability of this course: This course may not transfer; if it does, it will be an elective.

IV. Place of Course in College Curriculum

A. Free Elective (This applies automatically to all credit courses in the College.)
B. This course does not meet a General Education requirement.
C. This course meets a program requirement for The Honors College (any AA/AS degree).
D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

Class will consist of five major components:
1. Intensive IL instruction (face-to-face; first 4 weeks)
   a. Advanced topic exploration
   b. Database, interlibrary loan, one-on-one work with librarian
   c. Writing in the disciplines—guest faculty speakers
   d. Refresher on effective presentations: abstracts and multimedia (later in sem)
2. Research and guidance with faculty member (ongoing)
3. Group discussions on topics and progress (every other week after first 4 weeks)
4. The final written (or artistic) project
5. A formal presentation.
VI. General Education and Course Learning Outcomes

A. General Education 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-NJ1, NJ IL, *)
2. Evaluate and think critically about information. (GE-NJIL, *)
3. Write and revise drafts to achieve clear and direct prose style, and employ standard editing practices for self- and peer-reviews. (GE –NJ 1)
4. Use discipline-specific information sources and databases to better understand the research topic and find existing research in the field. (GE-NJ IL)
5. Complete a research or arts product that incorporates newly acquired and prior information and is delivered in a medium appropriate to the discipline and intended audience. (GE-NJ IL, NJ1)
6. Cites sources, compiles a bibliography, and makes consistent and correct use of a citation style appropriate to the discipline (GE-NJ IL)

(*Embedded critical thinking)

B. Course Learning Outcomes:

All course outcomes included in general education goals, listed above.

VII. Modes of Teaching and Learning

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

VIII. Papers, Examinations, and other Assessment Instruments

A. research papers
B. final presentation

IX. Grade Determinants

A. final research product
B. presentation
X. Texts and Materials

A. suggested textbook
B. primary sources
C. student writing
D. web sources
E. other computer-based sources: library databases

Possible suggestions:
A Guide to Writing in the Sciences (Gilpin, Andrea & ---)
Internet Research Skills, 3rd edition (O Dochartaigh, Niall) (appropriate for humanities and social sciences)

(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.)

XI. Resources

N/A
## NJCC General Education

### Learning Goals and Suggested Individual College-Wide Learning Objectives

(1997 Adopted, August 15, 2007 Revision, September 6, 2011 Revision)

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<tr>
<th>NJCC Goal Categories</th>
<th>NJCC Gen. Ed. Learning Goals</th>
<th>Suggested Individual College-Wide Learning Objectives: Colleges have discretion in the establishment of Individual College-Wide Learning Objectives that support the achievement of the NJCC Learning Goals. The following is a list of examples.</th>
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| 1 Written and Oral Communication (Communication) | Students will communicate effectively in both speech and writing. | a. Students will explain and evaluate what they read, hear, and see. 

b. Students will state and evaluate the views and findings of others.

c. Students will logically and persuasively state and support orally and in writing their points of view or findings.

d. Students will evaluate, revise, and edit their communication. |
| 2 Quantitative Knowledge and Skills (Mathematics) | Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems. | a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.

b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions. |
| 3 Scientific Knowledge and Reasoning (Science) | Students will use the scientific method of inquiry, through the acquisition of scientific knowledge. | a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence.

b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society. |
| 4 Technological Competency (Technology) | Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. | a. Students will use computer systems and/or other appropriate forms of technology to present information.

b. Students will use appropriate forms of technology to identify, collect, and process information. |
| 5 Society and Human Behavior (Social Science) | Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens. | a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.

b. Students will explain how social institutions and organizations influence individual behavior.

c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.

d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility. |
| 6 Humanistic Perspective (Humanities) | Students will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language. | a. Students will describe commonly used approaches and criteria for analyzing works*.

b. Students will analyze works* and applying commonly used approaches and criteria.

c. Students will demonstrate a value added competence in the production and comprehension of a foreign language.

* in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English. |
| 7 Historical Perspective (History) | Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance. | a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.

b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.

c. Students will demonstrate how writers’ interpretations of historical events are influenced by their time, culture, and perspective. |
| 8 Global and Cultural Awareness (Diversity courses) | Students will understand the importance of a global perspective and culturally diverse peoples. | a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose.

b. Students will explain why an understanding of differences in people’s backgrounds is particularly important to American society.

c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.

d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures. |
| NJ CCC Integrated Goals |  |
|-------------------------|--|---|
| Ethical Reasoning and Action | Students will understand ethical issues and situations. | a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.  
b. Students will take a position on an ethical issue or a situation and defend it.  |
| Information Literacy | Students will address an information need by locating, evaluating and effectively using information. | a. Students will identify and address an information need.  
b. Students will access information effectively and efficiently.  
c. Students will evaluate and think critically about information.  
d. Students will use information effectively for a specific purpose.  
e. Students will use information ethically and legally.  |

Note: This document should be used in conjunction with the General Education Foundation (9-6-2011) and the NJCC GE Course Criteria (9-6-2011).