**INDIVIDUALIZED SCHOLARLY EXPERIENCE**

*Sample Syllabus for RS (Research and Scholarship Intensive) Designation*

**Faculty Information**
Include name, title, address, phone numbers, Mason email address, web site, and office hours.

**Course Information**
Include course number and section, title of course (include RS if course has been approved by OSCAR), credit hours (may be variable – need to customize for each student), number of hours required per week on project.

**Student Learning Outcomes**
Student Learning Outcomes should be written both for what you want the student to learn about the subject and the project. The syllabus must also include the RS course requirements. This course should also include at least three of the Scholarly Inquiry student learning outcomes and relevant discipline specific outcomes.

*Research and Scholarship Intensive*
- Create an original scholarly or creative project
- Communicate knowledge from an original scholarly or creative project

*Scholarly Inquiry (choose at least three of the following)*
- Articulate and refine a scholarly question.
- Follow ethical principles.
- Choose an appropriate discovery process for scholarly inquiry.
- Gather evidence appropriate to the question.
- Apply appropriate scholarly conventions during scholarly inquiry.
- Apply appropriate scholarly conventions when reporting or performing.
- Assess the validity of key assumptions and evidence.
- Situate the scholarly inquiry within a broader context.

*Discipline specific outcomes*
- Write outcomes specific to your student’s project and/or subject

**Meeting times**
You should plan to meet with your student at least once a week, and the student is expected to devote an average of 3 hours per credit per week on the project (48 hours per semester for each credit). If this course is taken for 0 credit, the expectation is that the student and the faculty member will work out the expected number of hours to fulfill the requirements of the course.

**Course Goal/Project Goal/Methods/Assignments**
Outline what you expect student to know, to be able to do, and to have produced at the end of the Individualized Scholarly Experience. Use this section to outline the goal of the scholarly project, including what methods the students may need to use and the assignments, tasks, and final product expected. You should include any required training for the student as an assignment. The student may be required to produce a paper, poster, presentation, exhibition, or other scholarly product. If this is to be a multi-semester project, set goals for the semester as well as long-term goals so that the students understands the role of this smaller piece in a larger project.

**Example A:**
Upon completion of Course XYY, students should have designed, carried out, and analyzed experiments or calculations and/or developed theoretical results that constitute a new contribution to scientific knowledge. At early stages of the research process, preliminary study and activities toward this goal are also acceptable (e.g. background reading and study to prepare for the qualifying exam.)

Assignments should include having the student keep a project journal (either on paper or digitally) that outlines the hours the student spends on the project, what they were doing (process), what they accomplished, and what questions they had as they were working.
Readings
Specify what the student is expected to read. This can include review of a journal in your field, or background literature for the project. You can include the student in building the bibliography in addition to the project specific readings. You may also want to include a research guide. See a sample list on the OSCAR website, or peruse our library in OSCAR.

Course Schedule
You should commit to meeting with the student for a minimum of once a week for 30 minutes. This time should be spent reviewing the student’s research journal, answering questions, planning for the next week, and putting their work on the project into a scholarly context. You should also identify events, like lab meetings, and associated activities, assignments, and readings into the schedule.

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Grading and Evaluation
Individualized Scholarly Experiences may be graded traditionally, or by using the S/U option. Please use this section to outline the expectations for the student. Faculty may choose to use the Students as Scholars Master Rubric to grade the student’s work in the project, or may use another method. It’s important to include the value of assignments, required meetings, research time, and other variables in this grade. Please note for the student the difference between “good results” (which are hard to require in authentic projects) and satisfactory progress and effort.

EXAMPLE B:

“The grading for Course XYZ is S/U… Research necessarily involves trying to do something new, and failure to achieve the desired goal does not, by itself, constitute unsatisfactory performance. In order to receive a grade of S, the student must have worked with care and accuracy, used proper scientific methodology in planning experiments and recording and analyzing data, consulted the scientific literature as required, and taken initiative to move the research forward. Satisfactory performance also requires adherence to proper professional standards of laboratory safety and ethics in performing the research, maintenance of good records via a ES laboratory notebook and/or electronic files as discussed with the faculty advisor, and the ability to work with others in a collegial manner.”
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**EXAMPLE C:**

Your research project will be graded using the following elements:

- **Research journal:** 15 points
- **Participation in research team meetings, including taking the lead in at least one meeting:** 25 points
- **Active participation and satisfactory progress towards project goal:** 35 points
- **Presentation of final poster at symposium:** 25 points (and poster must be presented to earn a passing grade)

**Grading:**

- To earn an A, students need to earn over 90 points
- To earn a B, students need to earn over 80 points
- To earn a C, students need to earn over 70 points.
- Less than 70 points but successful presentation of poster will earn a D
- Less than 60 points or failure to complete project and present poster will earn an F.

**EXAMPLE D:**

**Student Responsibility**

- Complete **144 hours of independent research** over the course of the semester (approximately 9 hours/week).
- Participate in **monthly group meetings** as requested.
- Participate in end of the semester lab clean-up. Time to be arranged.
- Keep a neat and organized lab notebook. Due Monday Thursday May 7th by 1pm
- Complete a formal research thesis at APSU. Due Monday Thursday May 7th by 1pm
- Publicly present your work in a manner to be determined by the instructor.

Evaluation includes lab performance, attendance, notebook, final report, and/or presentation. Grades are awarded on the following relative scale of excellent (A), good (B), fair (C), poor (D). If this course is repeated, the performance expectation is raised for each subsequent semester.

**Policies**

The following Mason policies must be included in some form on your syllabus. Explanations and examples are provided here.

**ACADEMIC INTEGRITY**

It’s important that you stress the ethical work done by professionals done in your field. Please feel free to modify or replace the following sample language, but do include a statement on your syllabus.

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery.
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and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

DIVERSITY
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

PRIVACY
Even though the student is working with the faculty member on a research or creative project, it is part of the student’s education, and the Family Educational Rights and Privacy Act applies (see http://ctfe.gmu.edu/teaching/student-privacy-ferpa/ for more information. To protect yourself and the student, include the following language in your syllabus:

Students must use their MasonLive email account to receive important University information, including messages related to this project. See http://masonlive.gmu.edu for more information.

DISABILITY ACCOMMODATIONS
If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, http://ods.gmu.edu. All academic accommodations must be arranged through the ODS.

1 https://eng.ucmerced.edu/abet/courses/2011_30_ES33/syllabus