Research and Scholarship intensive Course Planner

Course and Student Outcomes

What should students know when they have completed this course (content)?	
What should students be able to do when they have completed this course (skills)?	
Which of the *Students as Scholars* learning outcomes will this course meet?	
How will you describe the "RS-ness" of the course on the syllabus?	

Student background

What relevant knowledge and skills will students bring to the course? How can you determine this – survey, test, pre-requisite course syllabi, work samples, etc.	
How much do students know about the process of research and inquiry in their discipline?	
At what levels on the *Students as Scholars* rubric are students when they begin the class?	
How might this course challenge students, in relation to their beliefs, their expectations about learning and teaching, self-confidence in ability to create knowledge, etc?	

Defining the question

What will be the stimulus for the research -an open question, faculty research area, known problem, an image, an artifact, a performance, a community action, an article, other?	
Who will determine the research question – the faculty, the students, someone else?	

Research scheduling

Will the students work independently or in groups? How will the groups, if used, be determined?	
How will the tasks be sequenced? Is there an established framework or model for the research process that you can use?	
What is the appropriate time needed to complete each aspect of the research project?	
Who will determine how to allot time to each part of the process? Will this be tightly or loosely structured by the faculty?	

Access to space and materials

How will students gather primary information?	
What partners will be needed – librarians, community organizations?	
Is there a need for a specific type of learning space for the course?	
How will students have access to specific materials beyond usual class meeting periods – space, instruments, technology?	

Course activities

What course activities will there be to engage students with the course content?	
What course activities will there be to develop research/inquiry skills?	
What course activities will there be devoted specifically to advancing the research project?	

Student Assessment

How will the assessment and grading be linked directly to the student learning outcomes?	
How will the *Students as Scholars* Rubric be used?	
Will the weight of grades be proportional to the balance between content and skills?	
What will be assessed/graded?	
How often will the faculty provide feedback to students?	
How will faculty differentiate between individual and group contributions?	

Dissemination

How will students disseminate the results of their projects beyond the classroom?	
What opportunities are there to join in campus, disciplinary, or national presentations or publications?	
Will these presentations be evaluated?	

Course Assessment

What tools will be used to gather information and use it to improve the experience the next time the course is taught?	