

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/15/2014

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Mark Richard Lauersdorf

Email: lauersdorf@uky.edu

Phone: 7-7101

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MCL 592

2c. Full Title: Research Practicum: [subtitle required]

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

DISCUSSION: 1

RESEARCH: 1-2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1-3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 9

If Yes: Will this course allow multiple registrations during the same semester? Yes

RECEIVED

APR 25 2014

OFFICE OF THE
SENATE COUNCIL

2j. Course Description for Bulletin: In this course students engage in directed research designed to broaden and deepen their expertise in a specific research area, and to extend and refine their investigative and research skills. The research work may be performed alone or as a part of a team, and the research focus may include (but is not limited to): an independent topic/project in the students' area(s) of study; a topic/project closely connected with an upper-level seminar in which the students are currently enrolled; or a topic/project within the research agenda of the faculty member offering the course. The research performed in this course will result in a report to be published or presented in an appropriate public research venue (departmental symposium; campus-wide research publication or presentation; professional conference or publication; etc.). Course may be taken for up to 9 credits, with either multiple projects or a longer-term, ongoing single project. Prerequisites: Junior standing or higher (or consent of instructor).

2k. Prerequisites, if any: Junior standing or higher (or consent of instructor).

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 5-10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Collaborative research clusters may include students both from within and from outside the program working on interdisciplinary research questions.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JROUHIE|Jeanmarie Rouhier-Willoughby|MCL 592 NEW Dept Review|20130730

SIGNATURE|RHANSON|Roxanna D Hanson|MCL 592 NEW College Review|20131021

SIGNATURE|JMETT2|Joanie Ett-Mims|MCL 592 NEW Undergrad Council Review|20140402

SIGNATURE|ZNNIKO0|Roshan N Nikou|MCL 592 NEW Graduate Council Review|20140425

Courses	Request Tracking
---------	------------------

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	3377	MCL_memo-591-592-696-697-698.pdf
Delete	3391	MCL592_ResearchPracticum_revised.docx

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 4/15/2014
- b. * Department/Division: Modern & Classical Languages
- c.
- * Contact Person Name: Mark Richard Lauersdorf Email: lauersdorf@uky.edu Phone: 7-7101
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number: MCL 592
- c. * Full Title: Research Practicum: [subtitle required]
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | | |
|---------------------------------------|--|-------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ² | <input type="checkbox"/> Recitation | 1 | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> 1-2 Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: | | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits: 1-3
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours: 9
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

In this course students engage in directed research designed to broaden and deepen their expertise in a specific research area, and to extend and refine their investigative and research skills. The research work may be performed alone or as a part of a team, and the research focus may include (but is not limited to): an independent topic/project in the students' area(s) of study; a topic/project closely connected with an upper-level seminar in which the students are currently enrolled; or a topic/project within the research agenda of the faculty member offering the course. The research performed in this course will result in a report to be published or presented in an appropriate public research venue (departmental symposium; campus-wide research publication or presentation; professional conference or publication; etc.). Course may be taken for up to 9 credits, with either multiple projects or a longer-term, ongoing single project.

Prerequisites: Junior standing or higher (or consent of instructor).

k. Prerequisites, if any:

Junior standing or higher (or consent of instructor).

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 5-10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Collaborative research clusters may include students both from within and from outside the program working on interdisciplinary research questions.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

14 years into the merger of our department and the expansion of world language offerings, we find we need a battery of courses available on topics of interest to all of our language areas. These may be team taught or stand alone. These multidisciplinary courses will be available as electives to not only our graduate students in Classics, French, German, MATESL and MATWL, but also in other departments, particularly Linguistics. Advanced undergraduates all MCL languages will also be allowed to take the 500 level courses, which will enrich their academic experience. These courses allow us to take full advantage of faculty expertise from all our language areas.

RESEARCH PRACTICUM: [subtitle required]

MCL 592 (1-3 credits)

[Days and times of course]

[Location of course]

[Semester of course]

Dr. Mark Richard Lauersdorf

office: POT 1471

phone: 859-257-7101

e-mail: lauersdorf@uky.edu

office hours: *[days and times]*

and by appointment

Course overview, goals, and objectives

In this course students engage in directed research designed to broaden and deepen their expertise in a specific research area, and to extend and refine their investigative and research skills. The research work may be performed alone or as a part of a team, and the research focus may include (but is not limited to): an independent topic/project in the students' area(s) of study; a topic/project closely connected with an upper-level seminar in which the students are currently enrolled; or a topic/project within the research agenda of the faculty member offering the course. The research performed in this course will result in a report to be published or presented in an appropriate public research venue (departmental symposium; campus-wide research publication or presentation; professional conference or publication; etc.). Course may be taken for up to 9 credits, with either multiple projects or a longer-term, ongoing single project.

Prerequisites: Junior standing or higher (or consent of instructor).

Student learning outcomes

Upon completion of the research course students should be able to:

- formulate a research question and design a research protocol suitable for investigation of the area of inquiry;
- describe the theory and methodology that underlies the research being performed and explain the rationale for employing those theories and methods;
- evaluate and critique existing research in the same and/or related areas that bears on their work;
- perform quantitative and/or qualitative investigation in response to their research question, employing their chosen research methods;
- analyze and interpret the results of their investigation employing their chosen theoretical framework;
- summarize their work, from the research question to the research outcomes, in a professional report and present this report to a public audience.

Required course materials

Initial materials for the research to be performed will be determined in conjunction with the preparation of the research proposal with the supervising faculty. Further materials will be determined according to the path and scope of the research project.

Course work and Grading

In order to pass the course, each student must:

- 1) produce a viable research proposal containing: a well-formed research question; a proposed theoretical framework and research methodology to respond to the research question – graduate students will include a brief review of competing theories and methods; a research protocol and a timeline for its implementation; a list of materials to be used/consulted in performing the research – graduate students will provide paragraph-length critical annotation of all materials consulted (15%);
- 2) carry out the proposed research and analyze and record the results (incrementally and/or summatively as appropriate to the research being performed);
- 3) attend regularly scheduled “Research Update” sessions (class sessions) to share a research progress report with the class cohort – graduate students will serve as designated discussants for projects being presented (20%);
- 4) present a formal “Midterm Update” class presentation at mid-semester – graduate students will serve as peer reviewers during preparation of presentations, and as designated discussants for projects being presented (25%);
- 5) prepare a final report on the full scope of the research: undergraduates will present their work in a professional venue; graduate students will present their work and prepare it for submission for publication (40%).

Grading	100-90%	A	79-70%	C	59% and less	E
Scale (UG):	89-80%	B	69-60%	D		
Grading	100-90%	A	79-70%	C		
Scale (G):	89-80%	B	69% or below	E		

Course calendar

Note: This calendar provides an outline of the general flow of the course. Listed benchmarks may be adjusted according to the flow and progress of the research at each stage.

Weeks 1-2: Preparation of research proposal; assembly of initial materials; attendance and informal progress reports at Research Update sessions.

Weeks 3-7: Ongoing research work; attendance and informal progress reports at Research Update sessions.

Week 8: Presentation of “Midterm Update” to class cohort at regular Research Update session.

Weeks 9-15: Ongoing research work; attendance and informal progress reports at Research Update sessions.

Week 16: Presentation of final research report in a professional venue or submission to a professional publication.

Weekly: Research Update sessions (regularly scheduled class meetings) throughout all 16 weeks of the semester.

Course policies

Attendance – The “Research Update” sessions are an important part of your participation in the research community of this course and an integral part of the “development cycle” of your research work, where you have the opportunity, through the sharing of your work with others, to both give and receive peer feedback, an indispensable resource that will improve the quality of your work immensely. Therefore, attendance at *all* Research Update sessions is mandatory (and, of course, factors into your grade for the course as listed above).

If you miss a session *as a non-excused absence*, it is your responsibility to schedule a time to meet individually with me to present your research progress for that week and receive feedback on it *before* the next Research Update session.

Excused absences and make-up work – University Faculty Senate Rule 5.2.4.2 (February 2012) defines “excused absences” as follows:

"A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification."

"B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent"

"C. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior** to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips."

"D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]"

"E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]"

If you are absent from class *for one of these reasons*, you must contact me *within one week* after your absence to make arrangements for an individual presentation of your research progress with me. As with non-excused absences above, it will be better for the flow of your research work to meet and receive feedback *before* the next Research Update session.

Cheating and Plagiarism – I expect all work that you submit to me for a grade to be work that you produce on your own (except, of course, for group projects). This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit to me must be your own and not the product of collaboration with others or stolen from

someone else. The minimum penalty for a first offense of cheating or plagiarism is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his/her record, more serious penalties, up to suspension from the university may be imposed. Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (February 2012):

"6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain."

"6.3.2 Cheating

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]"

Classroom behavior, decorum, and civility – The classroom is a place of learning and as such has certain understood rules that I will expect everyone to abide by: a) discussion and debate are significant tools in learning and, of course, discussion and debate imply disagreement from time to time, but I expect that all opinions expressed in the classroom will show respect for personal differences and will be stated on the basis of well-reasoned argumentation; b) interruptions of class discussions (including: leaving cell phones and other electronic devices on in class [turn them off!], talking indiscreetly while someone else is talking, or engaging in other disruptive behavior) will not be tolerated.

Classroom and learning accommodations – If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive academic accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.