**Form for Research and Creative Inquiry**

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or

investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution

to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative

process using (inter)disciplinary methods.

In the context of the 4-credit GEN Theme High Practice Practice (which by definition is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry most often implies a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of data used in the preparation of a final paper or report, *or* (2)they are instructed in and engage in the primary production and performance or display of new creative work.

Further comments and clarifications:

* The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
* The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

***Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How is praxis advanced?***

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***Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course?*** *(****This information should also be readily visible on the syllabus.****)*

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***Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis?*** *(****This information should also be readily visible on the syllabus.****)*

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***Public demonstration of competence: Through which activity or activities will students first be taught and then be involved in public demonstration of competence (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used in the field.*** *(****This information should also be readily visible on the syllabus.****)*

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***Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work)? Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process.*** *(****This information should also be readily visible on the syllabus.****)*

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***Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives.*** *(****This information should also be readily visible on the syllabus.****)*

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