

## Example Syllabus for the First Term (1/3 Unit) of an On-Campus IQP

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**August, 2005**

### Before the term begins

- \* Arrange a weekly one-hour meeting with the team, starting early enough in the term so that there can be seven such meetings.
- \* Prepare a handout summarizing your expectations and how the students will be evaluated (see example).

### Goals for first term

- \* Students and advisor will understand each others' expectations and develop effective ways of interacting.
- \* Student team will learn to work together productively and to make timely progress with modest guidance
- \* Students will learn to facilitate a professional meeting.
- \* Students will understand the project problem in context and develop appropriate project goals.
- \* Students will develop research skills, and use those skills to perform background research to inform their work.
- \* Students will develop writing skills appropriate to research reports.
- \* Students will learn enough about existing methodologies to make appropriate choices for how to achieve their goals.
- \* Students will deliver a proposal to advisor(s) and sponsor (if any) by end of term.
- \* (Optional) Students will make an oral presentation of their proposal to advisor and sponsor.

Week 1—The advisor(s) would typically run this meeting, with students expected to run subsequent meetings. Since there is a lot of ground to cover, consider using handouts so students can read details later. Try to engage students in these discussions to get them used to an active role in the IQP.

- \* Icebreaker: Advisors and students get to know each other a bit. (Where are they from, what is their major, what are their interests? What attracted them to this IQP? Do they know what the purpose of an IQP is?)
- \* Expectations (distribute handout):
  - Advisors discuss IQP learning outcomes, their roles as advisors, their expectations of the students, and the grading criteria and process.
  - Engage students in discussion of what they hope to get out of project, what they expect from advisors, etc.
  - Emphasize that each student is expected to put in (and provide plausible evidence of) 15-20 hours per week. Ask students about their other commitments this term. Will they have trouble putting in the time? Will they have trouble finding times to meet with each other?
  - Explain that students will be expected to run subsequent meetings (it may be helpful for advisors to prepare a model agenda for this first meeting).

- Discuss the expectation that students will develop a proposal during the first term, and explain what a proposal consists of. Perhaps show some examples.
- Consider giving the students a copy of this syllabus.
- \* Grading: It's on the students' minds, so you might as well discuss it explicitly. Tell them they will each get a grade each term. Explain the criteria and give examples of A, B, and C level performance (see example).
- \* Teamwork: Encourage the student team to follow a good process whereby they get to know each others' expectations, strengths, weaknesses, preferred mode of working and communicating, etc. Recommend that the team meet daily. Encourage them to deal with teamwork challenges, and to seek help when they need it (from advisor or Student Development & Counseling Center).
- \* Project: Initial discussion, questions, etc. Discussion of what constitutes a project goal, and to what extent the goal is clear at this point.
- \* **Assignments:**
  - Draft a problem statement and goal statement (1-3 paragraphs)—due in 2-3 days
  - Identify areas for background research and 10-20 potentially useful sources of information—due in 4-5 days
  - Start doing background research
  - Prepare agenda for next meeting, including summary of accomplishments, discussion of assignments, and summary of plans for subsequent week.
  - (Advisors might consider preparing an agenda for this first meeting that they can use as a model for subsequent meetings—see example).

### Week 2

- \* Discuss problem and goal statement—is goal clear, active, achievable, measurable, responsive?
- \* Discuss areas and sources for background research—what have they found? Have any areas been overlooked? Might students need to develop any methodological expertise?
- \* **Assignments:**
  - Draft a 2-page Introduction that frames (and if necessary refines/revises) the problem statement and goal in context of the literature—due in 2-3 days
  - Continue background research
  - Develop an annotated bibliography summarizing the relevant material found in sources (at least 20 sources)—due in 4-5 days
  - Prepare agenda for next meeting

### Week 3

- \* Discuss Introduction draft—provide written comments
- \* Discuss annotated bibliography, consider areas where more sources are needed
- \* Discuss purpose of Background chapter
- \* **Assignments**
  - Detailed outline of Background chapter—due in 2-3 days
  - Continue background research

- Second draft of Introduction—due in 4-5 days
- Begin identifying possible methodologies for achieving goals
- Prepare agenda for next meeting

#### Week 4

- \* Discuss Background outline—provide written comments
- \* Discuss Introduction draft—provide written comments
- \* Discuss possible methodologies for the project
- \* **Assignments**
  - First draft of Background chapter—due in 4-5 days
  - Continue background research as necessary
  - Conduct more in-depth methodology research
  - Prepare agenda for next meeting

#### Week 5

- \* Discuss Background draft—provide written comments
- \* Discuss choice of methods—discuss purpose and content of Methodology chapter
- \* **Assignments**
  - First draft of Methodology chapter—due in 2-3 days
  - Begin revising Background
  - Prepare agenda for next meeting

#### Week 6

- \* Discuss Methodology draft—provide written comments
- \* Discuss format of proposal (forematter, etc.)
- \* **Assignments**
  - Complete draft proposal (Forematter, Introduction, Background, and Methodology)—due in 5-6 days
  - Complete peer and self-evaluation form (see example)
  - Prepare agenda for next meeting

#### Week 7

- \* Discuss proposal draft—provide written comments
- \* **Assignments**
  - Submit final proposal—end of term
  - (Optional) Present proposal orally to advisor(s) and any sponsors

#### End of term

- \* Give students a grade for the term and written feedback describing its basis (See example)

#### **Attachments:**

- \* ***Example agenda and handout for first meeting***
- \* ***Example peer/self evaluation form***
- \* ***Example end of term feedback to students***