

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500). See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	HONR	College/School	DGS
Prepared by	Marsha Sousa	Phone	7931
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1. ACTION DESIRED (CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept HONR Course # F201 No. of Credits 3

Justify upper/lower division status & number of credits:

The course content will be at an introductory level and will be geared toward our freshmen and sophomore Honors students. It will provide the foundation for their upper division experiences in research.

3. PROPOSED COURSE TITLE: Methods of Inquiry

4. To be CROSS LISTED? YES/NO No If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO No If yes, Dept. Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: Fall, Spring every year  
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) Fall 2017 (but will continue to be offered as special topics (HONR F293) course until then)

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

3

LECTURE  
hours/weeks

LAB  
hours /week

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management  
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

HONR F201 Methods of Inquiry  
3 credits Offered Fall, Spring

This course introduces the student to epistemology, the theory of knowledge, and provides a broad overview of research methods from the perspectives of the humanities, social sciences, and natural sciences. The course content provides a foundation for the Honors student who will be developing independent research or scholarly investigations in their junior and senior years. (Prerequisite: Admission to the UAF Honors Program; and completion of ENGL F211X, ENGL F213X, COMM F131X, or COMM F141X) (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

x

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,  
Format 6

W = Writing Intensive,  
Format 7

X = Baccalaureate  
Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

x

12. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES

NO

x

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

Admission to the UAF Honors Program. Completion of ENGL F211X, ENGL F212X, COMM F131X, or COMM F141X

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

Open only to Honors Program participants.

**16. PROPOSED COURSE FEES**

\$ 0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Offered as HONR F293 in Spring 2014, Spring 2015, Fall 2016.

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact. The course will be taught by the Honors Director or by adjunct or overload faculty contracts. The course can be taught in the Honors House.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Do not anticipate requiring any library resources.

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

This should only affect the Honors Program. We are establishing a short, required curriculum for students, and this course will be a requirement.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive** and **negative** impacts on other courses, programs and departments resulting from the proposed action.

By creating some requirements for the Honors students, we anticipate having a greater opportunity to cohort them, work directly with them, document their learning outcomes, and impact their education in a meaningful way.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.


As part of our efforts to create a value-added Honors Program, we are creating a short series of courses in which we get to know the students and impact their education. The first course will be Introduction to Honors, following by this course (Methods of Inquiry). A capstone design class will follow, and juniors and seniors will conduct research and complete a thesis. An interdisciplinary seminar will be available for

sophomores through seniors, with topics that change each semester.  
 We have committed to documenting student learning outcomes, and will be better able to do so by having a required curriculum in addition to the available honors-designated courses and contract courses.

**APPROVALS:** Add additional signature lines as needed.

	Date	12-7-16
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	12-7-16
Signature, Dean, College/School of:	General Studies	

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:  
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

- Course textbook title,  author,  edition/publisher.
- Supplementary readings (indicate whether  required or  recommended) and
- any supplies required.

**4. Course description:**

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**Methods of Inquiry  
HONR F293, 3 credits  
Fall, 2017**

**Meeting**

TR, 9:45-11:15  
Honors House

**Instructor**

Dr. David Lukaszek  
Phone:  
Office:  
Office Hours:  
Email:

**Course Description**

This course introduces the student to epistemology, the theory of knowledge, and provides a broad overview of research methods from the perspectives of the humanities, social sciences, and natural sciences. The course content provides a foundation for the Honors student who will be developing independent research or scholarly investigations in their junior and senior years.

**Prerequisites**

Admission to the UAF Honors Program.

**Course Goals**

The overall goal of the course is for the student to be familiar with epistemology as it relates to academic inquiry, and to be able both to identify and pose questions for inquiry from the perspectives of the natural and social sciences and the humanities.

**Student Learning Outcomes**

The student who successfully completes this course will be able to

1. Define epistemology, and clearly articulate the differences between truth and belief.
2. Summarize the critical contributions of important philosophers to our understanding of knowing and believing.
3. Explain the significance of skepticism in the development of knowledge.
4. Explain the sources and scope of knowledge and justified belief.
5. Explain the scientific method and its application in both social and natural sciences.
6. Explain how those in the arts conduct research.
7. Formulate research questions from multiple perspectives.
8. Critique research questions from multiple perspectives.

9. Explore and critique various approaches to variable selection as pertaining to the research question.

## Textbooks

These 3 texts are all required. Additional readings may be provided during the course.

1. Audi, Robert (2010). Epistemology: A Contemporary Introduction to the Theory of Knowledge ISBN: 041587923X
2. Rolling, James Haywood (2013). Art-Based Research Primer ISBN: 1433116499
3. Gimbel, Steven (2011). Exploring the Scientific Method ISBN:0226294838

## Instructional Methods

In this course you will hear lectures, participation in discussions, formulate questions, critique research plans, and read multiple texts and papers that are provided. Your contribution to class discussions are a key element in making this class successful.

## Evaluation

Grading and performance evaluation will be done on a point-based system. Performance assessments will include your contribution to assigned discussions, exams, and writing as outlined below.

Exams: There will be 2 exams based on class lectures and required readings from your texts, and a comprehensive final exam. Each exam is worth 100 points. Exams will be short answer questions.

Group Discussions: The student will participate in four group discussions. The topics will be assigned by the instructor at least one week prior to class. Students may earn up to 25 points for their contributions to group discussions. Grading rubric attached.

Writing: A five page paper will be due on the day of each group discussion. Each group discussion paper is worth 25 points. Grading rubric attached.

**N.B.** You are expected to attend all class meetings, complete all assignments on time, and participate fully in all aspects of the class. More than 3 absences will result in a failing grade.

Grades will be based on the percentage of possible points that you earn. Grades will be assigned as follows. I will round your average to the nearest whole number. A student must earn at least a B in this course to receive honors credit.

Grade	Percentage	Calculation in your GPA	Explanation
A+	98-100%	4	An honor grade, indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more work than is regularly required.
A	92-98%	4	
A-	90-91%	3.7	

B+	88-89%	3.3	Indicates outstanding ability above the average level of performance.
B	82-88%	3.0	
B-	80-81%		
C+	78-79%	2.3	Indicates a satisfactory or average level of performance.
C	72-78%	2.0	
C-	70-71%	1.7	
D	60-69%	1.0	The lowest passing grade, indicates work of below-average quality and performance.
F	59 or below	0.0	Indicates failure.
NB (no basis)			I will only use an NB grade only if I have never been aware of your attendance and you have never completed any graded assignments.

## Course Policies

### Late Assignments

Assignments should be turned at the beginning of the class period in which they are due. Late assignments will be accepted but will be docked 15% for each class period they are late.

### Attendance and tardiness

To gain the maximum benefit from any class, you must attend all class meetings, be there on time and fully ready to participate, and not leave class early. If you miss more than 3 classes, you will receive a failing grade for the class. If there are valid reasons for missing class, please contact me as soon as possible. Students who miss class because of University-sanctioned events and activities will be excused for that class period (it will not count against your 3 absences), provided adequate documentation is presented prior the absence. The student is responsible for all information missed during any absence or tardiness.

### Academic Integrity

Instances of plagiarism or any act of academic dishonesty will result in the failure of the paper or exam. A second instance will result in a grade of F for the class. Please refer to the UAF catalog Honor Code.

### Student Conduct

Students are expected to conduct themselves in a profession and appropriate manner. Demonstrate respect for your instruction and your fellow students. Silence your cell phones and do not make or take any calls during class. Students may use personal computers for taking notes during class, but not for surfing the web, checking or sending emails, or watching movies.

## Support Services

Disability services provides assistance to any student with a documented disability. If you have a disability, please contact them (474-5655, 208 Whitaker Building) early in the semester. If you have documentation of your disability, please bring it to my attention as soon as possible so that I may provide the accommodations you need.



Student Support Services are available at UAF (<http://www.uaf.edu/sssp>). These include: free tutorial services to eligible students, academic advising, mentoring and personal support, direct financial assistance to qualified low-income participants, use of laptop computers, labs, and other technology resources, and cultural and social engagement. The office is located in Gruening 512.

Information about the UAF Writing Center can be found at [www.uaf.edu/english/writing-center/](http://www.uaf.edu/english/writing-center/). The writing center is located in GRUE 801.

Information about the UAF Math Lab can be found at [www.uaf.edu/dms/mathlab/](http://www.uaf.edu/dms/mathlab/). The lab is located in CHAP 305.

### Title IX Protection

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident.

Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

## **Class Schedule**

Date	Topic	Reading Assignment
Jan 17	Introduction and Overview	
Jan 19	Deductivism, Aristotle and Rene Descarte	Gimbel, 1-17
Jan 24	Case study: Evolutionary Biology Track HW 1 due	Gimbel, 36-37
Jan 26	Case study: Sociology track HW 2 due	Gimbel, 40-41
Jan 31	Inductivism Francis Bacon and John Stuart Mill	Gimbel, 46-47
Feb 2	Case: Evolutionary Biology HW 3	Gimbel, 82-83
Feb 7	Case: Sociology Track	Gimbel, 87-88
Feb 9	Hypothetico-Deductivism Whewell, Braithwaite, and Hume	Gimbel, 94-126

Feb 14	Falsification Popper	Gimbel, 145-154
Feb 16	Case: Evolutionary Biology HW 5	Gimbel, 162-163
Feb 21	Case: Sociology Track HW 6	Gimbel, 166-167
Feb 23	Holistic View Kuhn, Lakatos, Spector	Gimbel, 182-255
Feb 28	Case: Psychology Track	Gimbel, 225-227
Mar 2	Critical View of Scientific Theory Feyerabend, Hubbard	Gimbel, 285-306
Mar 7	Case: Evolutionary Biology HW 8	Gimbel, 319
Mar 9	Theories and Perception	Audi, Ch 1-2
Mar 21-23	Structures and Knowledge	Audi, Ch 3-4
Mar 28	Reason and Understanding	Audi, Ch 5-6
Mar 30	Science and Skepticism	Audi, Ch. 12-14
April 4 - 6	Discussion, Evaluate 2 previous cases HW 9 and 10	
April 11-13	Art Based Research	Rolling, Ch 1-3
April 18-20	Art Based Research	Rolling, Ch 4
April 25-27	Final Discussions Compare and contrast the difference between Gimbel and Audi Compare and contrast the differences between research in the Arts and Sciences.	

## Grading Rubric for Written Assignments

Each assignment is worth 25 points and expected to be a minimum of 5 pages, double space, in 10-12 point font. You will be graded as follows:

- Thesis:** Up to 4 points for a clearly articulated thesis that guides the development of the paper. A 4 point thesis is clearly and eloquently stated. It lets the reader anticipate the breadth and depth of the discussion. The absence of a clear thesis warrants 0 points.
- Evidence:** Up to 8 points for presenting evidence appropriate to support and refute your thesis. A full 8 points will be awarded if there is evidence that logically supports your thesis and is central to the ideas we are discussion, and if there is also evidence presented that would refute the thesis – also logical and central to our discussions. An abundance of evidence has been selected crucially and carefully. Papers with lesser amounts of evidence or evidence that is not central to our discussion or does not support or refute

the thesis will be awarded fewer points.

**Analysis:** Up to 8 points for analyzing the evidence you have selected as it relates to thesis. Eight points will be awarded if the evidence is analyzed critically and articulately. The focus should remain clear and the discussion should be well-developed. Fewer points will be awarded if the discussion wanders and does not address the thesis or the writing is too general.

**Mechanics:** Up to 5 points for appropriate essay structure, grammar, punctuation, style, spelling, and use of terminology. A paper awarded a full 5 points for mechanics is free from any distracting errors of grammar, punctuation, and spelling. It is well organized and transitions easily from point to point. The vocabulary is appropriate to the topic and relatively sophisticated, further demonstrating the writers understanding of the topics. The writer's tone is clear and consistent, and is appropriate for a college-level audience. Please check and double check for errors that will detract from your paper and your grade.

## Grading Rubric for Group Discussions

Each group discussion is worth 25 points for the individual student. You are expected to meet outside of class to develop your discussion presentation and to take care that everyone is prepared to participate fully in the discussions. Identify the major points that you want to make and the major evidence in support or against the arguments. The more evidence you have, the better your discussion will be. Plan to ask provocative questions and to extend the discussions deeper where necessary. Make sure you are respectful of all who contribute to discussion, whether you agree or do not, and whether their points are relevant or not. Gently guide the discussion back to the topic at hand if it strays.

A student may earn a full 25 points when he/she contributes meaningfully to the discussion by presenting evidence, refuting evidence, asking good questions, and keeping to topic. Those who do not participate in discussion will receive 0 points, no matter how well prepared they are or how good their papers are. Those who contribute occasionally, but do not help develop the deeper discussion, who stray from the topic or present irrelevant information, will receive fewer than 25 points.

25 points	Student does an outstanding job of leading discussion. He/she introduces the topic clearly, poses interesting questions, provides thoughtful feedback and good evidence, develops good arguments, considers responses thoughtfully, is generous with sharing the stage, gently guides the discussion back to topic if it strays, and extends the discussion deeper when necessary.
18-24 points	The student contributes to the content of the discussion by providing evidence and he/she often poses additional questions. It is obvious that the student understands the topic, but is perhaps less able to articulate his/her ideas clearly. The student is respectful and generous.
10-17 points	The student makes some comments that are on topic, and probably has a basic understanding of the discussion and the evidence, though that may not be completely clear. The student does not seem to be able to help extend the discussion or to get it back on track when it strays. The student may not carefully consider, or perhaps understand, other's comments.
1-9 points	The student makes very few comments or makes comments that are not related to

	the discussion. The student is rude or dismissive of other's comments. IT is not clear that the student understands the topic of discussion or the evidence.
0 points	The student remains silent and does not contribute to discussion.