

GRC FINAL REPORT

INSTRUCTIONS: GRCs should fill out the following form and email it to cur@ku.edu by **Friday, May 23rd, 2014**. Keep in mind that the intended audience for this document will be future GRCs and/or instructors wanting to do similar projects, so keep your comments brief and focused on what will be most useful for other GRCs and instructors.

1. GENERAL INFORMATION:

- a. **Your name:** Laura Minton
- b. **Course number & name:** HA 593 Special Study in Medieval Art: Medieval Manuscripts

2. OVERVIEW: *Provide a one sentence summary of your GRC project.*

Provide feedback to undergraduate students on a series of scaffolded assignments—two three-page papers; a five-minute initial research project presentation; thesis statement; one-page outline; ten-page draft of the final paper; and the final ten-minute presentation—aimed to assist students in writing thoughtful and refined final research papers and presentations.

3. BACKGROUND: *This section should give the reader just enough context to understand your project.*

- a. **Course description:** *Provide 1-3 sentences describing the course overall.*

Students in HA 593 will study the history of the book from 300 to 1500 A.D., concentrating on the role of visual imagery in books and the place of books in medieval and renaissance culture. In addition to discussing the styles of ancient, medieval, and renaissance illumination and of early woodcut illustration, participants in this course will consider such additional topics as methods of book production, the development of cycles of illustration for religious books, secular illustration, and the relationship between manuscripts and early printed books. Lectures with slides will be supplemented by visits to the fine collection of manuscripts, printed books, and facsimiles in the Kenneth Spencer Research Library.

- b. Typical students:** *Provide 1-3 sentences describing the typical student and their experience level doing research.*

A typical student for the course did not have previous research or writing experience for a ten-page original research paper or final presentation. Some of the students were art history majors, however, the majority had never written a ten-page research paper. In addition, students were new to orally presenting their research to their fellow peers.

4. GOALS & OUTCOMES:

- a. Need for project:** *Provide 2-4 sentences describing the need for the research project in the class. What were students not learning before that you would like them to learn with this project? Where were students struggling?*

Students were struggling with how to research in an efficient and focused manner. I also believe that students were not learning how to start early enough on their research papers in order to complete the project with a well-thought out thesis statement as well as a polished paper free of careless grammatical errors. Students also struggled with choosing focused research topics and where to locate appropriate scholarly information on their chosen topics.

- b. Learning goals & outcomes:** *List the learning goals and outcomes for your GRC project. Add more rows if needed.*

LEARNING GOALS	CORRESPONDING LEARNING OUTCOMES
Students will understand the process of conducting art historical research necessary to write an original research paper.	Students will be able to develop and answer their own research question for an original research paper.

5. IMPLEMENTATION:

- a. Activities:** *Describe the activities you designed for the class. What did you have students do? Please include any materials (slides, worksheets, etc.) that others might find useful as attachments.*

I attended the first class of the semester to meet with students and discuss the scaffolded assignments. I also attended their initial presentations and the final presentations, when students presented their research to the class and invited faculty/staff guests during the Research Fair we organized specifically for this course. I read and provided feedback on the short writing assignments, thesis statements, paper outlines, initial and final presentations, and full-length drafts of the 10-page research paper. I either gave written feedback and/or filled out rubrics for these assignments. In addition, students met with me individually at different stages during the semester to discuss research strategies; how to find sources; how properly to footnote sources; paper organization; and how to narrow down research topics in order to write a more specialized argument.

- b. Activity log:** *Fill out the following table to give a general sense of how your 30 GRC hours were spent.*

ACTIVITY	# HOURS (estimate; leave blank if not applicable)
1. Facilitating activities in class.	1 hour
2. Meeting with students individually.	6 hours
3. Facilitating group activities outside of class.	
4. Developing activities & assessments.	
5. Providing written feedback to students (through email or written comments).	20 hours
6. Developing online content for students.	
7. Evaluating student final products.	2 hours
8. Coordinating instruction from other KU units (libraries, CUR, etc.).	
9. Meeting/planning with main instructor of course.	1 hour

10. Other (please list).

TOTAL HOURS: 30

- c. Assessment (can combine with “activities” if that makes more sense):**
*Describe how you assessed student learning (a final paper, presentation, etc.).
Please include any assignments or rubrics as attachments.*

Student learning was assessed through the final 10-page paper and a 10-minute final presentation. The final presentations were given during the Research Fair that Dr. Hedeman and I organized specifically for the class which was held in lieu of a final exam. The entire class was present as well as various KU faculty and staff members whom we invited.

6. STUDENT PERFORMANCE:

- a. Narrative description of student learning:** *Provide a short paragraph summarizing student learning on the project.*

Students learned a variety of skills related specifically to the discipline of art history as well as more generally to academic research and writing. Students learned how to write a thesis statement with a specific argument rather than using broad, overarching statements. Students learned what an annotated bibliography is and how to write one as well as how to present research orally in a formal presentation setting. Overall, students also learned how to begin their research projects early on in the semester and re-work multiple drafts of a long paper to obtain a more polished and complex final result. For majority of students, this was the first long research paper they had ever written. Related to the discipline of art history, students experienced how to conduct object-based research as well as practiced how to write formal analyses, a skill vital to the field.

- b. Visual representation of student learning:** *If possible, provide a visual representation of student learning as a whole, such as a chart that includes student performance on different levels of a rubric (can ask Nikki for examples).*

7. DISCUSSION:

- a. Effectiveness of research project:** *Provide a short paragraph reflecting on the results presented above. How effective was the project in achieving the desired learning outcomes? Were there unexpected benefits or logistical problems that you encountered?*

The scaffolded assignments, which ultimately culminated in a 10-page research paper, were effective in teaching students how to apply the writing strategies and research skills learned in the classroom to their research projects. The project was broken down into several basic components which allowed students to understand how to carry out their research effectively and in a timely manner. It was clear that the students had achieved the learning goals because of the success of their final papers. There was much improvement even between the initial rough drafts turned in to Dr. Hedeman and me for comments and the final paper copies. These papers would make excellent writing samples for future graduate school or job applications.

- b. Plans for revision:** *Provide 1-3 sentences describing what changes, if any, you will make the next time you do this project with a class.*

Next time I would change the outline assignment from a general one-page outline to a longer, more thorough outline that required complete sentences. This would help students with the paper organization prior to writing the first draft and also force them to formulate some of their main points in greater depth earlier on in the semester. The short, general outline did not seem to focus the students' topics and paper organization as much as I thought that it would.

- 8. PERMISSION:** Please indicate in which of the following ways, if any, that you would be comfortable with the Center for Undergraduate Research sharing this report with others.
- a.** X I am willing to have this report shared with others in print (for GRC trainings, etc.).
 - b.** X I am willing to have this report shared with others online (on CUR website, etc.). The Center would contact you and the instructor of the course for final approval before publishing content online. *Note: if you are willing to share this report on our website and have any photos of class activities, please email us those photos along with this report.*