

GRNT3800 PROPOSAL FOR UNDERGRADUATE DIRECTED INDIVIDUAL STUDY (DIS)

Important Information

1. The goal of a DIS is to allow you to examine in depth a gerontological topic that we do not offer a course about. A DIS may build on a gerontology course you have already taken.
2. DIS credit will *not* be granted as a substitute for a course presently offered in the Program.
3. You must *not* be on academic probation in order to register for GRNT 3800. Therefore, your overall GPA must be 2.00 and your Gerontology GPA 2.5 before you can register for this course.
4. You will need an electronic authorization in order to register for either GRNT 3800. This can be granted by through the Office of Interdisciplinary Studies once all paperwork is signed and complete.
5. Before you can receive an authorization to enroll, you must have an agreement with a faculty member to supervise your DIS. Faculty members may decline to supervise a DIS. A word to the wise: you will be more successful in finding a faculty mentor for your DIS if you do good work in a previous course with the faculty member.
6. Within the first two weeks of the semester in which you are enrolled for a DIS (or during pre-registration before that semester), you must work with your faculty supervisor to complete a written plan (contract) for the DIS. This must be approved by your faculty supervisor and by the Program Director or Undergraduate Coordinator. If a written plan is not completed within this time frame, we will assume that you will drop the course. You are responsible for meeting this deadline or dropping the course; otherwise, you will earn an F for the course.
7. The written plan (contract) must outline:
 - Title and/or Topic. What do you plan to study/learn/examine, etc.?
 - Objectives. Specify what you expect to accomplish, such as developing specific skills, covering a set of scholarly literature, applying a theoretical model, or whatever is appropriate.
 - Assignments. Specify all learning activities. Include: (1) list of readings; (2) description of writing and/or oral assignments; (3) schedule of consultation with the faculty director; (4) any other assignments, such as field work, lab work, etc.
 - Final Summation. Describe the major and concluding product, such as a research paper, oral presentation, bibliography, etc. Specify length.
 - Justification. Explain why you are seeking this DIS. (A word to the wise: “because I can’t wait until spring to take such-and-such course” or “because I need to raise my GPA and I also have to work 30 hrs/week” are not acceptable justifications.)
 - Schedule of meetings with DIS faculty directing your project.
8. Keep in mind that a DIS is supposed to be equivalent in effort to a regular course. If you enroll for a 3-credit-hour DIS, you should make a plan that requires at least 70 hours of work during the semester. If you enroll for 1-credit or 2-credit studies, this number can be adjusted appropriately.
9. Your grade will be decided by your faculty advisor for the DIS. You must consult with the faculty advisor about when all assignments are due, so that the advisor has time to evaluate your materials and determine your grade.

I have read and understand the information about GRNT 3800.

Student signature

Date

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- 1) Be sure to read the guidelines on the reverse.
- 2) Find a faculty mentor who will work with you on this DIS.
- 3) Request an electronic authorization from the Program Director or Undergraduate Coordinator.
- 4) Register for the course: *you are responsible for registering.*
- 5) Complete the form below; attach necessary documents; get the approval signature from your faculty mentor; submit to the Program Director or Undergraduate Coordinator for approval.
- 6) *Legibility counts! Be sure we can read all of the information and your signature.*

Student's Name: _____ 800#: _____

Address: _____

Phone(s): _____ E-mail: _____

GPA: (*must be at least 2.0 overall and 2.5 Gerontology in order to register for this course*): _____

Faculty Director: _____

TERM: Fall 20 _____ Spring 20 _____
 1st Summer 20 _____ 2nd Summer 20 _____
CLASS: Freshman Sophomore Junior Senior 5th year or post-bac
NUMBER OF SEMESTER HOURS REQUESTED: 1 2 3

(Note: a 3-hour DIS should require at least 70 hours of student work.)

CONTRACT: Please attach a separate page or pages that includes:

- Title and/or Topic. What do you plan to study/learn/examine, etc.?
- Objectives. Specify what you expect to accomplish, such as developing specific skills, covering a set of scholarly literature, applying a theoretical model, or whatever is appropriate.
- Assignments. Specify all learning activities. Include: (1) list of readings; (2) description of writing and/or oral assignments; (3) schedule of consultation with the faculty director; (4) any other assignments, such as field work, lab work, etc.
- Final Summation. Describe the major and concluding product, such as a research paper, oral presentation, bibliography, etc. Specify length.
- Justification. Explain why you are seeking this DIS. (A word to the wise: "because I can't wait until spring to take such-and-such course" or "because I need to raise my GPA and I also have to work 30 hrs/week" are not acceptable justifications.)
- Schedule of meetings with DIS faculty directing your project.

Student Signature: _____ Date: _____

APPROVAL:
Faculty Director _____ Date: _____

APPROVAL:
Program Director or Undergrad Coordinator _____ Date: _____

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GRNT 3800 SAMPLE DIRECTED INDEPENDENT STUDY RESEARCH PAPER RUBRIC (Based on 100 total points and a 10 point grading scale)

PROCESS (15) _____

- Met/stayed in touch with during semester
- Stayed true to agreed upon topic/plan with possible slight variation. If variation from topic occurred was good rationale given for switch. Was faculty advice sought?
- Submitted in a timely manner (by last day of classes)

A DESCRIPTIVE TITLE (5) _____

- Should be appropriate for paper

INTRODUCTION (10) _____

- States importance of topic and rationale for choice
- States significance and relevance to area of study
- Explicitly states focus and purpose of the literature review

LITERATURE REVIEW (25) _____

- Makes clear why each article was selected
- Relevant findings contribute to discussion grounded in Sociological/Gerontological theory
- Good flow with appropriate subheadings and transitions
- Identifies gaps in the literature
- Incorporation of your analysis that adds to our understanding of the topic

DISCUSSION SECTION AND CONCLUSIONS (15) _____

- Implications of findings to your area of focus
- Strengths of findings
- Limitations of findings
- Future research can...
- Brings closure to the paper

REFERENCE SECTION (15) _____

- 8-10 peer reviewed scholarly articles
- Interviews with relevant professionals
- APA format

WRITING STYLE THROUGHOUT THE PAPER (15) _____

- Uses good grammar
- Uses straightforward sentences
- Cites all information
- Cites correctly
- Minimal distracting editing/grammar errors