

Humanities Research Skills Scaffolding: Building Toward Mastery in the Senior Year
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Each major learning objective is introduced (I) and developed (D) in various courses, to be mastered (M) by graduation.

Mastery of Research-Related CONTENT Knowledge/Skills Demonstrated in Senior Thesis or Capstone Project	Research Methods or Theory course	Seminars/ 400-level	Major Content courses	Gateway/ Survey courses	FYS & Writing
1. Define a topic of appropriate scope and significance in the discipline.	M	M	D	I	
2. Pose a clear, arguable, and significant question at the outset.	M	M	D	D	I
3. Read closely and critically the primary and secondary texts.	D	D	D	I	
4. Develop a clear, arguable, significant argument (claim and reasons).	M	M	D	D	I
5. Employ primary and secondary evidence as support for the argument.	M	M	D	D	I
6. Analyze text(s) consistent with a recognized and articulated approach.	D	I	I		
7. Show awareness of a disciplinary audience, the critical context, and rhetorical purpose.	M	D	D	I	
8. Explain the significance of the argument.	M	M	D	D	I
9. Acknowledge and respond to significant counter-arguments.	M	M	D		I
Mastery of RESEARCH Skills Demonstrated in Senior Thesis or Capstone Project	Methods/Theory	Seminars/ 400-level	Content courses	Gateway/ Survey	First year
1. Identify important resources. Search effectively for scholarly, current, and influential sources, learning the range of particular databases and where to look for which information.	M	M	D	D	I
2. Use a variety of key search terms, Boolean operators, and truncation symbols to locate all of the useful resources for your topic.	M	M	D	D	I
3. Determine new search terms as needed for more breadth or focus.	M	M	D	D	I
4. Use library databases and print sources.	M	M	D	I	I
5. Use interlibrary loan.	M	M	D	I	
6. Consult with peers and professors who know about the topic.	D	D	I	I	

7. Ask for help from professors and reference librarians while maintaining self-motivation. State clearly what specific assistance you need.	M	M	M	D	I
8. Evaluate sources for relevance to your topic question, remembering that secondary sources do not need to agree with your argument nor focus entirely on your topic to be valuable resources.	M	M	D	D	I
9. Take thorough notes on research sources, responding to arguments.	M	M	D	D	I
10. Look up in the dictionary unfamiliar terms; work to understand difficult prose. Re-read, take notes, discuss to clarify understanding.	D	D	D	D	I
11. Use the bibliographies of books and articles to expand the research.	D	D	I	I	
12. Formulate an understanding of the critical discourse surrounding the topic.	M	D	D	I	
13. Order points from your research in logical structures by creating outlines, flow charts, or other organizing plans.	M	M	D	D	I
14. Keep track meticulously of bibliographic information.	M	M	D	D	I
15. Create an annotated bibliography.	D	I			
16. Cite and document every source correctly.	M	M	D	D	I
Mastery of Research DISPOSITIONS Demonstrated in Senior Thesis or Capstone Project	Methods/Theory	Seminars/ 400-level	Content courses	Gateway/ Survey	First year
1. Participate in an iterative research-writing process with flexibility and patience.	M	M	D	D	I
2. Think creatively and critically to create a unique, compelling argument.	M	M	D	I	I
3. Engage intellectually with the topic by reading everything you can about it and giving time daily to the research-writing process.	M	M	D	D	I
4. Practice self-discipline, time management, and initiative.	M	M	D	D	I
5. Present the argument with clarity, thoroughness, and confidence at a defense/symposium/conference.	D	I			