Source Project Model

First Semester Course >>> Second semester Course		
Instructor instigates through bounded, then scaffolded activities until student researcher instigates and instructor guides		
Attitude	**Research Skills**	**Outcomes**
curious	Ask a question or series of questions about a given topic	Topical expertise
determined	Find sources of information relevant to the topic	Intellectual identity
harmonizing	Understand the content and context of these sources	Self-authorship
discerning	Weigh & evaluate these sources (reject some and find new ones)	Social Responsibility
	Identify & interrogate conceptual frameworks sources are embedded in	Communication skills
creative	Use sources to clarify and redirect original questions posed	Collaboration skills
	Derive independent conclusions from these sources	Motivation
	Develop a new argument or thesis statement to contribute to a scholarly conversation	Resilience
constructive	Disseminate results to an audience that is identified with purpose	Professional network

The Source Project model is an adaptation of the sequence of Course Based Undergraduate Research Experiences. A *sequence* of courses is regarded as necessary to achieve the progression of desired outcomes seen in the table below (Auchincloss, 2014). We incorporate the Research Skills Development framework (Willison, 2006) to conceptualize coherent, incremental, and cyclical development of skills and affective attitudes over two sequential 4-credit courses to reach the desired outcomes by the end of the second semester.

Auchincloss, Corwin et al. Assessment of course-based undergraduate research experiences: a meeting report. *CBE Life Sci Educ* 13 (2014):29-40

Willison, John. Research Skill Development, est. 2006, see: https://www.adelaide.edu.au/rsd/framework/