

## **Dear Student-Mentor Research Team leaders, and all other students**

*Sent via email on Feb. 17, 2020*

We will do another class reader this year featuring your research. An example of a reader from a couple years ago can be viewed on line at: <http://www.seniorsequence.net/index.php/expo/reader/>

To make this happen, I need the help of each student-mentor research team leader; and I need everyone to do their part. Each student member of a research team must write a 250 word synopsis of their research findings and analysis. If there are four students on a team then there would be 1000 words total (4 X 250 = 1000). The challenging part of this task is in the compilation—that is, the task of editing the pieces together in a way that reads well. Some research teams have more coherence than others, so the task of writing a coherent script will be harder for some than others. That's ok. In those cases where the individual members of the research team don't have topics that dovetail perfectly, then that research team's chapter will read more like a patchwork quilt as opposed to a seamless discussion of a unified topic. The instructions for writing the 250 word piece are on your research portfolio (where you enter your abstract and other details re your research). I copy those instructions below:

### **Section of Class Reader**

Instructions: (250 words) Enter up to 250 words that describes the contribution/findings of your research. This is different from the abstract. The abstract is a self contained summary of your entire project (question, research design, findings). Your 250-word reader chunk should highlight your analysis and findings. Your mentor will use the 250 words you provide (together with the entries made by your fellow team members) to write your teams section of the reader (i.e., the mini-chapter that discusses your groups contribution from an overarching perspective). To complete this task on time, it is essential that your mentor has something to work with, and your 250 words are key. The mentor will also be looking at your draft SRP.

Note how we are hoping your mentor will play a significant role in pulling the 250 word chunks of your writing together. If that is not possible, it will be the task of the student team leader along with whoever is willing to help (perhaps another expert who hasn't actually served as a mentor). To put this in context, below are details that describe the end product (the reader) and its purpose.

The Sustainable City-Region Reader is written by the USP Senior Sequence's *student-mentor research teams* and by invited authors (faculty, researchers, and community-based partners). The Reader is not a collection of individual student's papers. Sixty students enrolled in the 2009- 2010 Senior Sequence. Each student produced roughly 25 pages of text amounting to a collective output of over 1,500 pages, far too much for a Reader. Instead, the Reader provides high level narrative summaries of each Research Teams collective findings (highlights). Each Research Team has 2-4 students and one or more mentors.

The Reader is designed to help: (1) promote excellence in undergraduate research education, (2) encourage research integration across disciplinary boundaries, (3) cultivate critical and holistic approaches to solving problems in urban and regional development, and (4) build capacity for science communication and civic-engagement in the context of promoting sustainable development.

The Reader targets several groups: (1) undergraduate seniors as well as graduate students who need to design and carry out field research as part of their academic program, (2) faculty who teach research methods classes requiring fieldwork, (3) faculty looking for ideas and support to do their own

civically-engaged research, and (4) community leaders, NGOs, think tanks, public and private sector organizations interested in policy and planning for sustainable city-region development.

Below is a link to entries from the class of 2007-2008. These chapters can also be downloaded as one pdf file: [2008 Sustainable City-Region Reader](#). The 2009 Sustainable City-Region Reader will soon be posted here as well.

Please use the time slot for class tomorrow, Thursday, Feb 18,(which will not meet, nor will I hold office hours tomorrow) to get together in your research teams. I'd like a report from each student-mentor research team leader about the status of your team's chapter (I will be sending the student leaders a separate email about this). Note this exercise will also help you complete the on-line portfolio for each student-mentor research team.