Course Syllabus

Renewable Energy, Technology, and Resource Economics Project

ENGR 3060 (3 credits / 45 class hours)

SIT Study Abroad Program:
Iceland: Renewable Energy, Technology, and Resource Economics

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester. Please do not assume these are the exact lectures and readings for any subsequent semester.

Course Description
In this course students are introduced to recent research in renewable energy, technology, and resource economics. Students become familiar with the methodologies employed in energy and sustainability studies. Students select and analyze relevant issues in renewable energy in consultation with program faculty. Each student conducts research with a field study component to produce an original academic paper and presents their results to the class. The course gives students the opportunity to engage on a deeper level with one of the topics covered in the seminar and to develop their academic skills. Support is provided throughout the project by program faculty, particularly in aiding students in finding resources in Iceland. This course runs parallel to the Renewable Energy, Technology, and Resource Economics seminar throughout the duration of the program.

Expected Learning Outcomes
At the end of this course, students should be able to:
- Design a project proposal;
- Delimit a research question and define methodology;
- Gather relevant research and data and interact with experts in the field;
- Carry out original analysis;
- Compose a coherent discussion;
- Communicate research findings to an audience.

Language of Instruction
This course is taught in English, but students will be exposed to vocabulary related to course content as well as the nuances of renewable energy, technology, and resource economics through in-country expert lecturers and field visits to a wide range of venues and regional locales.

Course Schedule
Week 1
Students work with the Academic Director from day one to identify interests and choose a topic that is of relevance to energy issues in Iceland and that can be applied elsewhere. Time is scheduled in which the students discuss their ideas with the academic director, but students are also encouraged to seek support with both the academic director, other members of program faculty, and others who can provide insight into the field.

Weeks 2 and 3
Students develop project proposals that outline the research question, methodology, and sources to be used to answer the research question. Students meet regularly with program faculty for guidance. Proposals are submitted and graded at the end of the third week.

Week 4
In this week, time is dedicated to the individual research projects, and students focus on collecting relevant research and data. The academic director facilitates student contact with appropriate sources. Field research is strongly encouraged.

Weeks 5 and 6
Students conduct their analyses and write their research papers. Drafts can be submitted for review by the academic director at this time.

Week 7
Students present their research projects to the rest of the class and invited guests.

Evaluation and Grading Criteria
Evaluation is based on successful completion of each component of the individual research project. Grade is determined by:

Description of Assignments:
- **Research Proposal:** A research proposal contains an introduction to the problem being examined, a clear research question, a review of relevant literature, and an appropriate methodology and research design with which the student will answer the research question. A short discussion on limitations to recognize and acknowledge parameters of the research project is recommended.
- **Research paper:** The research paper communicates the context of the problem being examined, presents analysis of data collected, discusses the issue in a relevant way, and draws original conclusions from the discussion. All references are appropriately cited.
- **Presentation of the research project:** Students articulate the issue, its context, their analysis, their findings, and a reflection on the research process. Students respond to questions from the class and the academic director.

Assessment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>60%</td>
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<tr>
<td>Research Proposal</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>90-93%</td>
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<tr>
<td>87-89%</td>
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<tr>
<td>84-86%</td>
<td>B</td>
<td>Above Average</td>
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<tr>
<td>80-83%</td>
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<tr>
<td>77-79%</td>
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<tr>
<td>74-76%</td>
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<tr>
<td>below 64%</td>
<td>F</td>
<td>Fail</td>
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Expectations and Policies

- **Show up prepared.** Be on time; have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule, printed, and done accordingly to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.
- **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.
- **Comply with academic integrity policies as specified in the SIT Study Abroad Student Handbook:** [http://www.sit.edu/SSA_Other_documents/Student_Handbook.pdf](http://www.sit.edu/SSA_Other_documents/Student_Handbook.pdf)
- **Respect differences of opinion** (classmates, lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please see the SIT Study Abroad student handbook for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

**Please note:** the syllabus, course content, lecturers, and readings may modified by the Academic Director in order to better suit the needs of the course and its participants. Should any change of class topics or lecturers be necessary, students will be promptly notified.