

9-2014

LSCI 491.03: GLI Capstone Development

Tobin Shearer

University of Montana - Missoula, tobin.shearer@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Shearer, Tobin, "LSCI 491.03: GLI Capstone Development" (2014). *Syllabi*. 1424.
<https://scholarworks.umt.edu/syllabi/1424>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

University of Montana
LSCI 491: GLI Senior Project Development
Section 03

Tobin Miller Shearer	Fall 2014
Office: 406-243-6225	Meeting Time: Mondays 12:10-1:00 p.m.
Office hours: Wednesdays, 2-4	Classroom: LA 243
	Credits 1
e-mail: tobin.shearer@umontana.edu	CRN 75335

Instructor's Goals and Expertise: *My areas of expertise are African-American History and Religious Studies. My research focuses on race and religion during the civil rights movement. In this course, my primary goal is to help you devise a strategy to address your big question that uses a strong research methods and excellent writing skills.*

Readings: As we develop the capstone project, we will find readings that we want the group to read. These will be posted on Moodle as we discover them. We anticipate a variety of materials will be located, including research articles, reports, and historical and contemporary books for example.

Prerequisites: Enrolled in the GLI program, senior standing, and completion of junior-level GLI components.

Overview/Learning Objectives: This course is designed to facilitate the design and first steps in a group GLI project. Each GLI senior is required to participate in a group capstone project that lasts for the academic year. Groups will design their own multidisciplinary project to help them integrate their GLI and college experience. The capstone project encourages students to work closely with other students and faculty to investigate an interesting practical problem and demonstrate the diverse skills and backgrounds the group possesses. Each student is expected to contribute actively to the group and to document and describe his or her participation and its outcome(s).

The capstone project requires a multidisciplinary approach that will create a product that will be documented. Students can share that documentation with potential employers or graduate programs. Employers are particularly interested in whether students have the ability to solve semi-structured problems and to work productively in groups with people from different backgrounds. The documentation of your project will demonstrate these skills to prospective employers.

Your group will design and begin to implement a project that helps you integrate the knowledge and skills you have developed in your GLI and college experience. Examples of such a project include a website, video, play, or white paper that deals with a real world issue. Research, group work, educated discussion and connecting interdisciplinary content are important real-world skills. The course is designed to allow you to apply these skills to the project in collaboration with your project group members.

Learning Goals:

Students will:

1. practice creative thinking and integrative learning skills in the context of a complex global issue,
2. refine their written and oral communication skills,
3. develop stronger teamwork and leadership skills,
4. improve their quantitative, reading and problem-solving skills, and
5. value lifelong learning.

Competencies:

The capstone project should demonstrate the following competencies:

1. understanding and applying distinct disciplinary perspectives to a particular real-world problem (weeks 1-4),
2. integrating disciplinary perspectives productively in a multidisciplinary group (weeks 4-8),
3. explaining the institutional and historical context in which the particular problem has to be understood (weeks 2-5),
4. planning a complex project (weeks 5-7),
5. summarizing the existing knowledge regarding the problem(weeks 4-13), and
6. applying logic and/or the appropriate scientific methods, quantitative or qualitative tools to the problem (weeks 5-13).

Form and Format:

Beyond the written paper, the form and format of the capstone project is not narrowly specified; the group will create a plan and outline that plan in the proposal. Projects may range from research reports/white papers to web site construction, films, or public presentations. The binding requirements are that the Capstone Project be:

1. a group project,
2. multidisciplinary,
3. of academic quality appropriate to college seniors or above,
4. made available to the public through a presentation of the project, and
5. presented in a format that can be reproduced and shared.

However, the Capstone Proposal outlines the project that will be undertaken in the spring (and may be started in the fall). The Capstone Proposal is not the project, but rather a description of the project that will be performed. As such, the form of the Capstone Proposal is very specific. Your group is required to produce a paper, properly documented, that includes a statement of the problem, context of the problem, a review of existing literature, a proposed method, and a description of the proposed work product that will be created in spring semester, including the real-world implications of successful completion of the project.

Presentations:

Near the end of fall semester, you will be required to make a presentation of your Capstone Proposal to your classmates, your instructor, and other faculty mentors. The faculty mentors will evaluate your proposed project based on the rubric in Appendix I.

Evaluation/Grading:

Assignment	Individual or Group	Weight	Evaluator	Due Date
Proposal Presentation	Group	25%	Instructor based on Faculty Mentors' feedback	Week 15 and Final Week
Written Proposal	Group	25%	Instructor	Week 11, 13, and 15
Assignments	Individual/Group	25%	Instructor	As assigned
Individual Contribution	Individual	25%	Instructor based on Peer Evaluations	Ongoing

I will use plus/minus grading with 100-92=A, 91-90=A-, 89-88=B+, 87-82=B, 81-80=B-, 79-78=C+, 77-72=C, 71-70=C- 69-68=D+, 67-62=D, 61-60=D-, 59 and below=F. Attendance means coming to class on time and participation means being well prepared and contributing intelligently on a consistent basis to the conversation without dominating it. Hence participation includes both listening and speaking.

Additional Resources:

The Writing Center is an excellent resource for both individuals and the group as a whole. The key to getting the most out of the Writing Center is to approach them for assistance early in the term.

The group's faculty mentor may call on other faculty for assistance with your group's project.

Policies:

1. Attendance at all classes is mandatory. Each unexcused absence will deduct 5 percentage points from your Individual contribution grade. Excused absences need to be arranged ahead of time with proper documentation supplied to the instructor.
2. All assignments need be submitted by the announced deadline. For each 24-hour delay the assignment will be marked down one full grade level.
3. If my office hours conflict with your schedule, see me or call me for an appointment.
4. This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the modification process. For more information, visit the Disability Services website at <http://www.umt.edu/disability>.
5. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at:
6. http://life.umt.edu/vpsa/student_conduct.php.
7. The drop / add dates this semester are:
 - a. September 3 – last add courses without a consent of instructor form
 - b. October 27 – last day to drop course without dean’s signature
8. I want your full attention in class. Cell phones, laptops, and tablets may be only used on class assignments. Texting, messaging, or calling is prohibited.

Advice:

Group dynamics are often tricky; however, employers are often interested in your ability to work in groups. I expect each of you to do your share of the work, contribute positively to the group and work to make the group project experience worthwhile. You will develop and agree to a group charter in our first week of the fall.

Schedule:

This schedule is subject to modification. All changes will be announced in class.

Spring 2014: Capstone groups meet with assigned mentors.

Week 1: August 25 - Introduction and housekeeping; group charter; initial project brainstorming.

Week 2: September 1 – No class - Labor Day.

Week 3: September 8 – Research methods review with librarian

Week 4: September 15 – Project brainstorms. Review Annotated Resource Review rubric.

Week 5: September 22 – Product vision; define general roles; team exercise.

Due = Thursday at 11:59 p.m. uploaded to course website: Annotated Resource Review (community resource needs assessment, history, feasibility).

Week 6: September 29 – Brainstorm list of tasks. Review Project Summary rubric.

Week 7: October 6 – Assign tasks. Review Capstone Summary rubric.

Week 8: October 13 – Critics joust.

Due = Thursday at 11:59 p.m. uploaded to course website: Project Summary with timeline and individual task list

Week 9: October 20 – Roadblocks and stalemates discussion.

Week 10: October 27 – Progress report from individuals.

Week 11: November 3 – Project proposal work and problem solving.

Due = Thursday at 11:59 p.m. uploaded to course website: Draft 1 of written proposal

Week 12: November 10 – Project proposal work and problem solving.

Due = Thursday at 11:59 p.m. uploaded to course website: documentation of contribution to the assignment

Week 13: November 17 – Practice presentation.

Due = Thursday at 11:59 p.m. uploaded to course website: Draft 2 of written proposal

Week 14: November 24 – No class – reading day and catch up.

Week 15: December 1 – Spring project timeline and practice of presentation.

Due = Thursday at 11:59 p.m. uploaded to course website: self and peer evaluations

Due = Thursday at 11:59 p.m. uploaded to course website: Draft 3 of written proposal

Finals week: group project proposal presentations

Monday, December 8, 7:00 p.m. **President's Room in Brantly Hall** (food provided)