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LSCI 491.03: GLI Senior Project Implementation

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LSCI 491 CRN: 35250: GLI Senior Project Implementation
Section 03

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	CRN 75334

Mentor's Goals and Expertise: *My areas of expertise are international development and global public health. My current research focuses climate change, sustainability education, and migrant health. In this course, my primary goal is to help you implement a strategy to address your big question that also addresses a real-world need.*

Readings: As we develop the capstone project, we will find additional readings that we want the group to read, beyond those already posted for the capstone proposal. These will be posted on Moodle as we discover them.

Prerequisites: Successful completion of LSCI 491: GLI Senior Project Development.

Overview/Learning Objectives: In this course students will complete their group GLI capstone projects proposed during fall semester. Students will experience the challenge of integrating multiple disciplinary perspectives focused on one problem in a group setting. Students will document their experience and results through a public presentation and a written summary of their project's accomplishments.

Learning Goals:

Students will:

1. practice creative thinking and integrative learning skills in the context of a complex global issue,
2. refine 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. working productively in a multidisciplinary group (weeks 1-14)
2. integrating novel findings into an ongoing study (weeks 1-14)
3. integrating actual public policy or real world implications of the results of the project (weeks 11-14)
4. applying the aesthetic tools and/or artistic methods necessary to enhance communication (weeks 5-11)
5. communicating effectively to present a coherent, informative narrative (weeks 5-14)
6. communicating the value and feasibility of the project to a non-academic audience (weeks 9-14).

Competency:	Assignment
Communicate clearly	Presentation, Written Project Summary, and Class Participation
Context	Presentation and Written Project Summary
Existing knowledge	Presentation and Written Project Summary
Appropriate method	Presentation and Written Project Summary
Aesthetic tools	Presentation and Written Project Summary
Real-world implications	Presentation and Written Project Summary
Multidisciplinary approach	Presentation and Written Project Summary
Ability to work in a group	Documentation of Contribution Assignment, Self- and Peer-Evaluation Assignment, and Attendance
Ability to follow through	Presentation and Written Project Summary

Form and Format:

Beyond the written paper, the form and format of the capstone project is not narrowly specified. 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.

You will be required to document your capstone project by giving a presentation and written summary of your project. In cases where your capstone project is a white paper or report, you may substitute the report for the written summary.

Presentations:

You will be required to make a public presentation that documents your capstone project, open to a general audience and a faculty/external board. Your faculty mentor, in consultation with the faculty and external board, will evaluate your presentation and the written documentation of your project.

Evaluation/Grading:

Assignment	Individual or Group	Weight*	Evaluator	Due Date
Presentation	Group	40%	Instructor based on feedback from faculty/external board	Week 11-14
Project Paper	Group	40%	Instructor	Week 11-14
Individual Participation & Contribution	Individual	20%	Instructor based on Peer Evaluations	ongoing

I will use plus/minus grading with 100-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C,

72-70=C- 69-67=D+, 66-63=D, 62-60=D-, 59 and below=F. Participation means being well-prepared and contributing intelligently on a consistent basis to class conversations and group meetings. You can take this course for a grade or CR/NR. A CR requires an overall grade of D- or better.

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 or community members for assistance with your group's project.

Policies:

1. There is a late-work penalty of one +/- for each scheduled meeting date that passes.
2. 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>.
3. 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: http://life.umt.edu/vpsa/student_conduct.php.

Advice:

Spring semester of one's senior year is a busy time in your college career. As you know, the weather in Missoula starts to get nice in early May, just about the time everything is due. It is important to get an early start on completing the capstone project.

Schedule:

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

Weeks 1-2: Review of project proposal and timeline. Discussion of project objectives and tasks.
Individual/subgroup reports on task development. Revise tasks and timeline

Week 3: Integrating material
Due = progress report; UMCUR proposal submission

Week 4: Integrating more material
Due = updated resource review

Week 5: Discussion: compatibility of perspectives from distinct disciplines. Problem solving.
Due = outline of paper

Weeks 6-7: Problem solving. Production issues
Due = draft paper

Week 8: Brainstorms and critiques – discussion of projects with classmates (peer review in class)

- Weeks 9-10: Practice presentations
Presentation to community sponsor (if feasible and appropriate)
Due = documentation of contribution.
- Week 11: Final presentations at UMCUR
- Weeks 12-13: Due = Semifinal paper
Incorporate feedback from presentations and papers
- Week 14: Due = Final paper/project. Self- and peer-evaluation

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