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GBLD 499.08: GLI Capstone Development

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UNIVERSITY OF MONTANA
GBLD 499: GLI Capstone Development
Fall 2016
Section 08

Mentor Information:

Mentor: Tobin Miller Shearer
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Phone: 406-662-8227 (voice and text)
Office hours: Wednesdays from 1-4 pm

Course Information:

Section: 08
Meeting time: Wednesdays, 4:30-5:30 p.m.
Classroom: Gilkey 106
Credits: 1 credit
CRN: 74237

About Your Mentor: *My areas of expertise are African-American History and Religious Studies. My research focuses on race and religion during the civil rights movement and childhood history during the same period. In this course, my primary goal is to help you devise a strategy to address your big question based on strong research methods and excellent writing skills.*

Overview/Learning Objectives: 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 might include creating a website or video or writing a play or white paper that deals with a real-world challenge. 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 produce a research project in collaboration with your group members.

This course will facilitate the design and first steps in the group project that will be completed in the second semester. The capstone project encourages students to work closely with other students and a faculty mentor 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 will result in a concrete and documented product. 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 whether they can work productively in groups with people from different backgrounds. The documentation of your project will demonstrate these skills to prospective employers.

Prerequisites: Enrolled in the GLI program and consent of GLI advisor.

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.

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.

Learning Outcomes:

The capstone project should demonstrate that students can:

1. understand and apply distinct disciplinary perspectives to a particular real-world problem,
2. work productively in a multidisciplinary group,
3. document the global and institutional context,
4. plan a complex project, and
5. apply logic and the appropriate scientific methods or quantitative or qualitative tools to the problem.

Form and Format:

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

1. a group project,
2. multidisciplinary and global in context,
3. feasible and/or implementable,
4. well researched and of academic quality appropriate to college seniors,
5. made available to the public through a presentation of the project, and
6. documented in a format that can be reproduced and shared.

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. As such, the form of the capstone proposal is specific. Your group is required to produce a paper, properly cited, that includes a statement of the problem, the global and institutional 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.

Evaluation/Assessment:

Assignment	Individual or Group	Weight	Evaluator	Due Date
Proposal Presentation	Group	25%	Instructor	Week before finals
Written Proposal	Group	25%	Instructor	As assigned
Assignments	Individual/Group	25%	Instructor	As assigned
Individual Contribution	Individual	25%	Instructor based on Peer Evaluations / Contribution Documentation	As assigned

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.

Tasks/Assignments:

1. *Group Charter* - a written agreement of the ground rules for the group and a tentative division of labor.
2. *Problem Statement/Research Question* – a 2-page document that states the research question, puts it into context and gives the significance at a global level.
3. *Annotated Bibliography/Resource Review* – an itemized list of sources including a 3-4 paragraph summary and evaluation of each.
4. *Written Capstone Proposal* – the final proposal should include your introduction, literature review, methods, a spring timeline with specific tasks and due dates, and a description of the work you need to do to finish the project.
5. *Presentation* – a summary presentation of your proposal.
6. *Self and Peer Evaluations* – a reflective self and peer evaluation.
7. *Documentation of Contribution* – an honest written accounting of your contributions.

Rubrics will be handed out with each assignment.

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](http://www.umt.edu/disability) 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](http://life.umt.edu/vpsa/student_conduct.php) is available for review online at: http://life.umt.edu/vpsa/student_conduct.php.
6. The drop / add dates this semester are:
 - a. September 7 – last add to add courses on Cyberbear without a consent of instructor form
 - b. November 1 – last day to drop course without dean’s signature
7. 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 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.

Schedule/Calendar:

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

- Week 1: August 31 - Introduction and housekeeping; group charter review; initial project brainstorming.
- Week 2: September 7 – Research methods review with librarian Megan Stark, Student Learning Center, MLIB 283; review of Problem Statement/Research Question rubric.
Due = Wednesday, September 7, at 4:00 p.m. filled out and brought to class: Group Charter
- Week 3: September 14 – Finalize project brainstorm.
- Week 4: September 21 – Product vision; define general roles; team exercise. Review Annotated Bibliography/Resource Review rubric.
Due = Monday, September 19, at 11:59 p.m. uploaded to course website: Problem Statement/Research Question – a 2-page document that states the research question, puts it into context, and gives the significance at a global level.
- Week 5: September 28 – Brainstorm list of tasks. Review Written Capstone Proposal rubric.

- Week 6: October 5 – Assign tasks. Discuss Written proposal strategies for writing.
Due = Monday, October 3, at 11:59 p.m. uploaded to course website: Annotated Bibliography/Resource Review.
- Week 7: October 12 – Critics joust.
- Week 8: October 19 – Roadblocks and stalemates discussion.
- Week 9: October 26 – Progress report from individuals.
- Week 10: November 2 – **Draft 1 Review and Writing Problem Solving**
Due = Monday, October 31, at 11:59 p.m. uploaded to course website: Draft 1 of Written Capstone Proposal
- Week 11: November 9 – Project proposal work and problem solving.
- Week 12: November 16 – Class meets without instructor. Practice presentation.
Due = Monday, November 14, at 11:59 p.m. uploaded to course website: Draft 2 of Written Capstone Proposal
- Week 13: November 23 – No class – Thanksgiving Day
- Week 14: November 30 – Practice presentation. Review rubrics for self and peer evaluation and documentation of contribution.
- Week 15: December 7 – Spring project timeline review and practice of presentation.
Due = Monday, December 5, at 11:59 p.m. uploaded to course website: Draft 3 of Written Capstone Proposal
Due = Monday, December 5, at 11:59 p.m. uploaded to course website: self and peer evaluations
Due = Monday, December 5, at 11:59 p.m. uploaded to course website: documentation of contribution to the assignment
- Exam Week: Final presentation, Monday, December 5 at 6:30-8:00pm in Gilkey 105. Presentations will be 8 minutes with 5 minutes of Q&A.

Appendix 1: Grading Rubrics

Evaluation of the Capstone Proposal:

The written proposal will be evaluated by your mentor using the following rubric (drawn from Washington State University Honors College):

	Poor		Fair/Good		Excellent
	1	2	3	4	5
Clear Explanation of the Problem	No single clear problem stands out or the technical language used obscures the problem.		The problem is clearly stated, but analysis appears to drift from the stated problem.		The problem is clearly explained in non-technical language and remains consistent throughout.
Organization	The organization of the sections or of the ideas within each section detracts significantly from the project's logic.		The organization of the paper sections or of the ideas within each section does not enhance the project's logic.		The organization of the sections and of the ideas within each section leads to an easy understanding of the project's logic.
Methodology	Inappropriate methodology is proposed or the proposed analysis addresses a different issue, hence the analysis will not support the logic of the project.		Appropriate methodology is proposed but not fully developed. The proposed analysis does not integrate into the logic of the project.		Appropriate methodology is proposed that will offer support for the project's success.
Literature Review including the Global and Institutional Context	Missing or inadequate or lacks a theoretical perspective.		Lacking a global context or an institutional context or dominated by one disciplinary perspective without consideration of other perspectives.		Clear explanation addressing relevant material considering multiple disciplinary perspectives that is purposefully integrated into the paper.
Grammar and Mechanics	Grammatical or mechanical errors significantly impede understanding.		Grammatical or mechanical errors are limited and do not interfere with understanding.		The paper uses correct grammar and mechanics throughout.
Feasibility	Feasibility is not adequately addressed.		Feasibility is addressed but relevant constraints are ignored or not handled adequately.		Feasibility is clearly addressed and considers the relevant constraints.

The fall semester proposal presentation will be evaluated by your mentor. A panel of judges will provide general feedback. Your mentor and the judges will use the following rubric (drawn from Washington State University Honors College):

	Poor	Fair/Good	Excellent
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	1	2	3	4	5	6
Clear Explanation of the Problem	No single clear problem stands out or the technical language used obscures the problem.		The problem is clearly stated, but analysis appears to drift from the stated problem.		The problem is clearly explained in non-technical language and remains consistent throughout.	
Organization	The organization of the sections or of the ideas within each section detracts significantly from the project's logic.		The organization of the presentation or of the ideas within each section does not enhance the project's logic.		The organization of the sections and of the ideas within each section leads to an easy understanding of the project's logic.	
Content	Overly technical presentation that did not cover context, institutions or state of existing literature.		A non-technical presentation that was missing an important piece such as context or tie to existing literature.		A clear, non-technical presentation that incorporated the literature, institutions, and context.	
Global Context	The project's global context was not articulated.		Connections to global issues are vague or poorly explained.		Connections to issues of global importance with international and/or cross-cultural reference are well-explained.	
Delivery to a Broad Audience	Unprepared, uncomfortable or lacking engagement with the audience. Visual aids detracted from presentation.		Clear overall, but somewhat uneven. Visual aids occasionally detracted from presentation.		Smooth, clear, articulate, and engaged. Visual aids, if used, enhanced the presentation.	
Implementation and/or feasibility	Poorly implemented and/or did not demonstrate feasibility.		Implementation/feasibility was addressed but several real-world constraints not well considered.		Implementation and feasibility are clear and well-thought through and real-world constraints are addressed.	