IDVS 490                             Fall 2015

Individualized Studies Project Capstone

3 credits

Maria Clara Paulino, Ph.D.
Department of Interdisciplinary Studies
Bancroft 110        Ext. 3016
paulinoc@winthrop.edu
http://faculty.winthrop.edu/paulinoc

Office hours –T/R. 11:00 AM – 1:00 PM
and by appointment (please set up by e-mail)

Description and Objectives

This is a writing-intensive course designed to provide all Individualized Studies students with a culminating capstone experience. Students will design and write an original interdisciplinary research paper in consultation with the instructor. The paper may have a creative or entrepreneurial project component. Capstone papers/projects involve significant preparation and continue a line of inquiry that students begin in IDVS 390.

Required support material


Subject specific bibliography (decided case by case)


Or

Prerequisites

IDVS 390 or authorization from the program director.

Course Goals

There are two main goals for the course. The first is to put into practice the theories and methods of interdisciplinary research. The second is to provide a capstone experience through the writing of a lengthy research paper. Therefore, students will, in consultation with their professor, select, design, and write an original research paper to be presented to the class at the end of the semester.

Student Learning Outcomes

At the end of this class, students will be able to: (1) effectively demonstrate an understanding of the methods employed in interdisciplinary research; (2) prepare a professional, original, interdisciplinary research paper that may be used in one or more of the following capacities: as a graduate school or employment writing sample; to deliver at a state, regional, national, or international conference; to demonstrate proficiency in the design, implementation, and writing of an original interdisciplinary research project.

University-level Competencies

This course meets the University’s Intensive Writing requirement. It also contributes to the mastery of the following university-level competencies (ULCs):

1. Competency 1: Winthrop graduates think critically and solve problems
Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

2. Competency 2: Winthrop graduates are personally and socially responsible.
Winthrop graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

4. Winthrop University graduates communicate effectively.
Winthrop graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.
Course Requirements

Writing

While expectations for Capstone papers and projects will differ depending on the nature of the research and project undertaken, certain minimum standards apply generally. In particular, all require a written component:

Research papers span approximately 35 pages. These papers follow appropriate academic standards of documentation, argumentation, and analysis as determined and developed in consultation with the instructor. The papers also address the interdisciplinary character of the project, its aims, background and larger context, as well as the research supporting the various phases of work.

Projects of a practical nature are accompanied by essays of substantial depth and length – approximately 20 pages – that fulfill the same requirements, and include technical issues addressed and/or resolved.

Presentation: In lieu of a final examination, each student will present her/his paper or project to the group during a final meeting. Students may present the paper using PowerPoint, posters, or other means. Further detail on presentations and an evaluation rubric will be provided in class.

Evaluation

The Capstone paper is comprised of either ca. 35 pages or ca. 20 pages depending on whether the student is doing a traditional research paper, or a paper with a creative or entrepreneurial component. The final document goes through 6 drafts, including the final version: draft 1 has 7 pages; draft 2 has 1/3 of the final number of pages; draft 3 has 2/3 of the final number of pages; draft 4 has the full number of pages but no bibliography; draft 5 includes the bibliography. If one adds the pages of revised text, the total number of pages is substantial.

The Capstone paper/project will be evaluated in the following areas:

1) Conceptual knowledge of the subject. Students will provide evidence of significant interdisciplinary research, which will include a listing or works consulted and cited. For creative projects, students will demonstrate a clear understanding of the project’s context through explanations, illustrations, and examples.
2) Clear and effective argumentation, or clear communication of the design/creative process. Students will demonstrate a mastery of their subject matter by a correct use of language appropriate to a particular area/project.

3) Appropriate interdisciplinary research methods, whether by fulfilling the major steps of a scholarly project or by a clear examination of the role of an artist/designer or practitioner with a particular field or endeavor.

4) The final paper must use correct Standard English and show awareness of the appropriate tone and style. In-text citation and bibliographic referencing are also closely monitored. In-text citation is revised with every draft and at different times in the semester the bibliography itself is revised in response to evolving argumentation. The same applies to the use of research in the drafts.

Calculating Course Grades

Research paper/project draft development and completion 70%
Draft 1 = 5%
Draft 2 = 10%
Draft 3 = 10%
Draft 4 = 10%
Draft 5 = 15%
Final paper/project = 20%
Paper/project Presentation 10%

Attendance Policy

Three (3) missed classes will result in a half grade deduction to your grade. Five (5) missed classes will result in an F grade. Attendance will be taken and repeated tardiness or early departure will result in a half grade reduction.

Student Conduct

Responsibility for good conduct rests with students as adult individuals. The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

Plagiarism is the use of someone else’s words, ideas or lines of argument without appropriate documentation. All ideas as well as quotes must be properly cited in the body of your paper either with author & page number, endnote or footnote. Students should consult and print “The Correct Use of Borrowed Information” (www.winthrop.edu/English/plagiarism.htm) before beginning any writing assignment. Ignorance or failure to consult this material is no excuse.
**Students With Disabilities Or Chronic Medical Illness**

Winthrop University is dedicated to providing access to education. If you have a disability—including (but not limited to) a learning disability, ADHD, a visual impairment, a hearing impairment, a mobility impairment, or a chronic medical illness, and need accommodations, please contact the Coordinator of Services for Students with Disabilities, at (803)323-3290, as soon as possible. Once you have your professor notification, please tell me so that I am aware of your accommodations well before the first graded assignment is due.

**Safe Zone Statement**

The professor considers this classroom to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged provided all can agree to disagree. It is the professor’s expectation that all students consider the classroom a safe environment.

**Syllabus Change Policy**

The syllabus can be changed by the professor throughout the semester. Students will be notified of changes to the calendar and any other changes.

**The Writing Center**

If you are not confident in your ability to express your great ideas in writing, you are encouraged to make use of this service. Tutors will help you with the organization of the material and sometimes with the formulation of your thoughts. If your ideas cannot be understood or are unclear due to poor writing skills, this will be reflected in your grade. The Writing Center can make a real difference. The center's hours and policies can be found at http://www.winthrop.edu/wcenter.

**Winthrop’s Academic Success Center**

The Academic Success Center (ASC) offers free resources for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), and group/individual study spaces. The ASC is located on the first floor of Dinkins, Suite 106. **Tutoring for this specific course is offered through the ASC.** Please contact the ASC at (803)323-3929 or email success@winthrop.edu if you have specific questions or to set up a tutoring session. For more information on ASC services, please visit www.winthrop.edu/success.
Calendar

Meetings 1, 2, 3

Syllabus and expectations; introduction and brief presentation of students’ papers/projects; review of interdisciplinary research methods (follow up from IDVS 390); proposal (meeting 3)

The proposal will include the following elements:

1. Research paper/Project Description: The description should be approximately three double spaced pages, and should clearly state the proposed research question or design aim(s) of the project. The proposal must explain how the student has prepared to carry out this project and how the student intends to complete the project within one semester. The project’s relation to the student’s interdisciplinary curriculum should be clear. The proposal should also clearly specify the expected output (i.e., a research paper or design project) and discuss the specific methods with which the project will be completed. These criteria will be determined between the student and the instructor, and they will be used in evaluating the final project at the end of the semester.

2. Annotated Bibliography or Relevant Works: The bibliography, which students will have worked on in IDVS 390, should situate their papers/projects within a body of work in their field. This should include 8-12 books, articles, and any other form of documentation relevant to the students’ specific papers/projects.

Meetings 4, 5, 6

Thesis focus and justification; abstract, outline, and main lines of argumentation. Instructor and peer feedback.

Draft 1 due - 7 pages (meeting 6)

Meetings 7, 8, 9, 10

Integrating interdisciplinary research in the gradual development of the paper/project; identifying and discussing methodology. Instructor and peer feedback.

Draft 2 due - 1/3 of the final number of pages, including the revised 7-page draft (revision based on instructor’s feedback and grade) (meeting 8)
Meetings 11, 12, 13, 14
Analysis of papers’ argumentation logic, concepts, and points of view. Instructor and peer feedback.
Draft 3 due - 2/3 of the final number of pages, including the revised earlier draft (revision based on instructor’s feedback and grade) (meeting 14)

Meetings 15, 16, 17, 18
Analysis of implications, inferences, and conclusions. Instructor and peer feedback.
Draft 4 due - Full draft except Bibliography, including the revised earlier draft (revision based on instructor’s feedback and grade) (meeting 18)

Meetings 19, 20, 21, 22
Revision of bibliography and supporting documents (charts, graphs, drawing plans, etc.). Instructor and peer feedback.
Draft 5 due - Full draft with Bibliography, including the revised earlier draft (revision based on instructor’s feedback and grade) (meeting 22)

Meetings 23, 24, 25, 26
Revisions.
Final, completed papers/projects due (meeting 26) Dec. 3
Oral presentation of Capstone projects (meeting 26) Dec. 3