DePaul | **School of Continuing and Professional Studies**

Capstone Project - Downing
Undergraduate Course Information Guide

Course Number: LL 303, 6 credits, 10 Weeks
Delivery Format: Online Async

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Course Description

This course provides the structure and guidance to complete a culminating applied project in your professional area. You will create an applied artifact expressing the core and advanced skills and knowledge developed in your major, and justify its form and content by analysis of relevant scholarship. Project implementation, data analysis, developing an artifact, assessment of project effectiveness, and a formal presentation of the artifact to an audience comprise the key course activities.

Learning Outcomes

After completing this course, you will be able to:

• Demonstrate the ability to apply problem solving and research skills to a research project related to the major or profession

• Demonstrate an understanding of the broader context of a particular issue or problem and can propose possible solutions

• Appropriately apply direct methods of investigation, personal experience, and application of knowledge or skills to a particular issue

• Utilize peer review to learn about the benefits of scholarly collaboration

• Produce a coherent and refined artifact and supporting scholarly review of appropriate professional quality as evidence of learning

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

There is one required textbook for this course. Resources and videos will be provided each week as appropriate for student projects.

Required Readings

Books and learning materials are available at the DePaul bookstore, at http://depaul-loop.bncollege.com, or through alternative sources.

Robson, C. (2014). How to do a research project: a guide for undergraduate students. Wiley Global Education.

Recommended Resources:

Hacker, Diana and Sommers, Nancy. (2016). A Writer's Reference with 2016 MLA Update, 8th Edition. Bedford/St. Martin's. Print. ISBN-10: 1- 319-08353-6; ISBN-13: 978-1-319-08353-

Trochim, William M., Donnelly, James P., Arora, Kanika. (2016). Research Methods: The Essential Knowledge Base. Cengage Learning. ISBN: 978-8131530856

Additional readings may be available on Electronic Reserve, at the DePaul Library. Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

This course uses the following learning approaches:

• Weekly discussion forums that focus on topics relevant to the ten modules of the course.

• Weekly assignments (submissions) that scaffold towards the development of the Capstone Project.

• A final draft of your completed Capstone Project.

• A class presentation of the form, purpose, and content of your Capstone Project.

To complete the course, students must fulfill each of the assignments as described in the course and submit them to the instructor by the assigned deadline in D2L's course submission area. In addition, students must participate in the course discussion forums by responding to all discussion instructions and by interacting with fellow classmates, as required.

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Assessment of Student Learning

Assessment Criteria:

Learning from Experience: Demonstrates connection between personal or professional experience and interest in a particular problem, issue, or theory:

Level 5: Contextualizes personal or professional experience within the particular problem, issue, or theory

Level 4: Relates personal or professional experience to the particular problem, issue, or theory

Level 3: Explains personal or professional experience and interest in a general problem, issue, or theory

Level 2: Identifies personal or professional experience and summarizes a general problem, issue, or theory

Level1: No discussion of personal or professional experience, No evidence of discussion of a problem, issue, or theory

Inquiry: Demonstrates understanding of the broader context of a particular problem, issue, or theory

Level 5: Synthesizes what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.

Level 4: Analyzes the context of what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.

Level 3: Summarizes what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources.

Level 2: Describes broader context of a particular problem, issue, or theory, but no evidence of access to appropriate/related existing resources/literature

Level 1: No evidence of understanding of broader context of a particular problem, issue, or theory, nor access to appropriate/related existing resources/literature

Methods Formulation: Demonstrates use of direct investigation, hands-on experience, application of theories or secondary analysis to independently address the problem, issue, or theory, and shows how this method connects to the larger theoretical framework and standards in the field.

Level 5: Chooses and explains appropriate direct investigation, hands-on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory. Justifies connections with the larger theoretical framework.

Level 4: Chooses and summarizes appropriate direct investigation, hands on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory. Establishes a connection to the larger theoretical framework.

Level 3: Chooses appropriate direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory. Does not explain a connection to larger theoretical framework.

Level 2: Chooses direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory, but method is not appropriate. Does not explain or connect to larger theoretical framework.

Level 1: No evidence of an appropriate direct investigation, experience, application, or secondary analysis to independently address the problem/issue/theory.

Artifact development and supporting documentation: Demonstrates effective presentation, coherence, organization, and academic standards in final documentation of the Capstone Project.

Level 5: Logically organizes a clear, effective presentation of the final documentation of the Capstone Project according to the purpose and audience of the project. Consistently uses appropriate format and citation style and includes supporting materials (when necessary).
Has no obvious errors (grammar, fluency).

Level 4: Organizes with coherence and clarity; and appropriately presents final documentation of the Capstone Project for the purpose and audience. Mostly demonstrates appropriate academic standards (format, citation, supplements). Has some minor errors (grammar, fluency).

Level 3: Organizes with coherence and clarity and presents final documentation of the Capstone Project for the appropriate purpose and audience. Does not demonstrate appropriate academic standards (format, citation, supplements). Has several errors (grammar, fluency).

Level 2: Presents final documentation of the Capstone Project for the appropriate purpose and audience. Lacks organization, coherence, and clarity, does not use appropriate academic standards (format, citation style, supplements). Has many errors which make understanding difficult.
Level 1: Final documentation of the Capstone Project is incomplete and is not effectively presented for the purpose and audience.

Self-Assessment: Reflects on learning process and competence gained through completing Capstone Project.

Level 5: Evaluates how the project achieved its intended purpose, how it was executed, and how it contributes to the field. Appraises the characteristics of the learning process and examines implications for future learning.

Level 4: Analyzes how the project achieved its intended purpose, how it was executed, and how it contributes to the field. Assesses the learning process and relates to ideas for future.

Level 3: Describes how the project achieved its intended purpose, how it was executed, and how it contributes to the field. Summarizes learning process and identifies ideas for future.

Level 2: Summarizes how the project achieved its intended purpose, how it was executed, or how it contributes to the field. Identifies learning outcomes and/or plans.

Level 1: No evidence of reflection on learning or plans for future learning.

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Weekly Discussions/Participation	15%
Weekly Assignments	40%
Literature Review	10%
Project Presentation	10%
Final Draft of Capstone Project	25%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities TBA	Graded Assignments
Week 1: Reviewing Your Learning in the Professional Degree Area		1.1 Discussion: Introducing Yourself and Your Topic 1.2 Assessing Skills and Your Knowledge of the Major
Week 2: General Scope and Purpose of a Capstone Project		2.1 Discussion: Your Capstone Problem and Audience 2.2 Exploring Definitions and Considering Applications
Week 3: Completing the Capstone Project Proposal: Articulating the Form and Content of Your Capstone Project		3.1 Discussion: Developing Your Capstone Project Rationale 3.2 Formulating the Best Capstone Project Form & Content: The Capstone Project Proposal
Week 4: Researching the Capstone Project		4.1 Discussion: Data Collection, Artifact development, And Writing Your Report 4.2 Data Collection Instrument and Library Research
Week 5: Developing an Outline for Your Project		5.1 Discussion: Progress on Your Investigation Outline and Data Collection 5.2 Submitting the Capstone Project Outline

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Week 6: Building Out the Capstone Project		6.1 Discussion: Share Your Progress 6.2 Progress Video
Week 7: Analyzing and Interpreting Your Findings: Project First Drafts		7.1 Reflecting on the Impact of Your Capstone Project on its Intended Audience 7.2 Submission of a First Draft
Week 8: Development of the Artifact		8.1 Development of the Artifact 8.2 Submitting an Artifact Draft
Week 9: Submitting the Penultimate Investigation Report and Artifact Drafts		9.1 Discussion: The Reveal 9.2 Submitting the Penultimate Investigation Report and Artifact Drafts
Week 10: Capstone Showcase: Student Presentations		Assignments: 10.1 Capstone Showcase: Elevator Pitch Presentation 10.2 Reaching the Summit: Reflections on your degree completion journey
Week 11: Finals Week		Assignments: 11.1 Submit Final Draft of Capstone Project (Report and Artifact)

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

SCPS Student Resources Website

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[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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