School for New Learning On-Campus
FA304: Advanced Project (updated <mark>2/14/17</mark>)
Spring, 2017

Instructor: Lori Neblung   Lneblung@depaul.edu   312.476.4528 (anytime)
Office Hours available upon request, typically Monday at Loop campus and Wed or Thurs at Naperville campus

Course Dates: 3/29/17 through 6/07/17 on Wednesday evenings, 6:15 pm - 9:30pm

Course Location: Naperville Campus, Room <mark># tbd</mark>

1. Course Description

The main purpose of this course is to guide you through the various steps involved in designing and carrying out an Advanced Project (AP) on a subject that is related to your particular focus Area (FA). Whether you want to address a practical problem or a theoretical question, in this course you will be guided through the process of investigating a problem or issue in depth, and establishing clear links between the definition of the problem or issue, discussion of conceptual issues, methods of investigations, analysis of findings, and practical applications. Successful completion of the Advanced Project will satisfy the F-11 and F-12 competences.

The deliverables of this course are the development of a highly informed and relevant, research paper and the development of an artifact based on scholarly evidence. Keep in mind the following lines from the AP Student Guide: "You should think of your Advanced Project (AP) as capping off your Focus Area studies. It shows advanced proficiency in the Focus Area, and this means that you not only demonstrate practical knowledge but also intellectual mastery of the field."

2. Learning Outcomes, Competences, and/or Objectives

Competence Statement & Criteria for Assessment for Advanced Project
Pre-Requisites for this class: Successful completion of competences L-1, L-2, L-4, & L-5, L8-9 and the majority of your Focus Area must be complete.

Keep in mind the following competences associated with this course:
   F-11: Can design and produce a significant product (artifact) that gives evidence of advanced competence.
   F-12: Written by student/faculty. This competence relates to the topic and content of your Advanced Project.

In particular, in the *Advanced Project* the student
1. Demonstrates the ability to apply problem solving and research skills to one's Individual Focus Area.
2. Understands the broader context of a particular issue or problem and can propose possible solutions.
3. Appropriately uses direct methods of investigation, personal experience, or application of knowledge and skills to a particular issue.
4. Produces a coherent and refined paper and artifact of appropriate professional quality as evidence of learning.

The *Advanced Project* demonstrates knowledge and expertise in a student's Focus Area. Where the project involves the practical application of knowledge or skills, it should include an understanding of the dialogue between theory and practice. For example, case studies, or analyses of specific problems can serve to illustrate general principles. Whether addressing a practical problem or a theoretical question, the Advanced Project should demonstrate the student's ability to investigate a problem in depth, and to establish clear links between the definition of the problem, discussion of conceptual issues, methods of investigations, analysis of findings, and practical applications.

3. Learning Strategies & Resources

The course design brings together a number of different learning activities and assignments in the pursuit of evidence for the above competence fulfilment.
There are no required books for the course, since you will be reading and annotating at least 12 scholarly books or articles to support your project.

The Advanced Project Course is designed to fulfill the requirements of the "artifact," and "research paper." The Course contains a series of progressive assignments broken into modules which culminate in an artifact. The elements of the "research paper" are actually distributed across the various assignments. Each assignment has a specific due date, and each builds-upon and presumes the work of the ones before it. **This makes late assignment submissions unacceptable.**

There may be additional excerpts for reading from other texts made available on the e-reserves site and Desire2Learn (D2L) system. I will add lecture material to supplement where necessary.

Additional requirements and materials:

- You will need to locate a source for binding your final deliverables. You should have 4 copies: 1) for your Faculty Mentor, 2) for your Professional Advisor, 3) for your instructor of this class, and 4) for yourself. Feedback will be given throughout the quarter on the individual assignments but the final edited deliverables will need to be presented in a final portfolio as a single cohesive deliverable. The structure will be shared later in the quarter.
- You will need Internet access. We will be using the Desire2Learn (D2L) for course documents, assignments, and handouts. This, along with library database access, will require reliable and consistent internet access, and ability to use email and the discussion boards on D2L.

AP Proposal and Worksheet

Neither the Advanced Project Proposal Form nor the Worksheet is needed for this class. Instead, their learning outcomes are interspersed throughout the various required assignments. Ordinarily, and without the express permission of the SNL Exceptions Committee, an enrolled student in the AP Course may not switch to an independent AP enrollment status after the last date for drop/add, as listed in the Academic Calendar.

Students who withdraw from the AP Course (or any course) after the quarterly deadline for withdrawal as published in the Academic Calendar will have to re-register and re-pay tuition for the Advanced Project. Similarly, the grade of F or FX will require new registration and tuition payment.

Your Academic Committee
It is expected that you will collaborate with your Academic Committee members at specific points in the course and should seek their guidance as you progress through the quarter. Please note, your Academic Committee members serve as Advisors to your AP process with your AP grade being issued by the instructor.

4. Learning Deliverables
Portfolio Requirements
Your final portfolio/research paper will be comprised of eight (8) distinct sections:
   I.   Cover page
   II.   Introduction: Focus Area/Statement of the Problem
   III. Artifact design/methodology
   IV.   Literature Review
   V.   Evaluating Effectiveness
   VI.   Conclusion/Learning Statement
   VII. References
   VIII. Appendix: Artifact

Note: Your paper will need to be typed double-spaced, Times New Roman or Arial 12 font, with 1 inch margins (not including inserted table, charts, graphs, or reference page). Please ensure that it is thoroughly proofread. Please make use of the resources of both the Library and the Writing Center in working on your Advanced Project paper.

The most important thing to remember is that this is a step by step process. If you follow the due dates for each of the deliverables you will stay on track. If you fall behind it is very difficult to get caught up successfully.

5. Assessment of Student Learning
The Advanced Project is the culmination of your Focus Area and is default graded on a Pass-Fail scale. However, there is significant work and attention needed to achieve a PASS grade.

Attendance
       Students must arrive at each class promptly and remain for the entire period. Please disable all cell phones and pagers. No texting is allowed during class sessions. Also, please provide a written excuse for any class meeting you miss. *Missing two (2) class meetings will make it difficult to pass the course, and you will receive the grade of F should you miss more than two (2) sessions.* **Pay careful attention to the academic calendar listing at** *http://offices.depaul.edu/oaa/Pages/default.aspx* **) for the last date to drop the course with a tuition refund:** ==**Friday 4/7/17.**==

Full points for participation/attendance will not be given if you are late to class or if you are not an engaged participant.

6. Assessed Items and Evidence of Learning
- Multiple assignments that make up the completed four (4) modules in a portfolio as well as loaded to the D2L drop box.
        Module 1= Focus Area Themes and Structure
        Module 2= Artifact planning and Using the Library
        Module 3=Clarifying and Justifying Form and Content of the Artifact
        Module 4= Completing the Artifact and its Academic Justification
- Engaged participation in readings, classroom activities and discussions.

- Other classroom exercises and written assignments IE: Desire2Learn (D2L) discussions and assignments.

Each written assignment will receive one of the following grades:
- High Pass
- Pass
- Low Pass
- Provisional Fail
- Fail

<u>Late</u> written assignment cannot receive a grade higher than "Low Pass/C-." No exceptions are made to this policy.

7. Grading Criteria & Scale

Attendance and participation are extremely important. This is an individual, small group, and large group critical thinking, planning, researching, writing, inquiry experience. Class attendance and active class participation are required. If for some reason you cannot attend class, it is your responsibility to (1) notify your instructor ahead of time, and (2) check with a classmate about topics and issues that were covered during the missed session. Attendance is taken. Lateness is not encouraged. We will plan on starting on time and ending on time.

All work as specified must be turned in to college level quality standards, will be submitted via D2L and will be reviewed by the instructor. You have the responsibility for making any and all corrections requested. The revised assignments will ultimately be assembled into the final Advanced Project which will be turned in at the end of the quarter along with an artefact.

Grading Basis: Pass/Fail

SNL's Advanced Project course is graded on a Pass/Fail grading basis (i.e., PA or F). If you are enrolled in the course then the grade roster already lists you as taking the course on the Pass/Fail basis. Most of the courses in SNL's Lifelong Learning Area are set up this way.

All major assignments receive one of the following grades:
- **High Pass – Pass – Low Pass – Provisional Fail-- Fail**

All writing assignments are expected to conform to college-level standards in syntax, lexicon, and punctuation. As writing is a form of thinking, your assignments must show consistency in logical argument in order to achieve full marks.

Meaning of Pass/Fail and Letter Grades

Each of the major assignments in the course has its own mini-rubric for assigning points. Speaking generally though, the following descriptions apply:

<u>Work assessed as *High Pass with high marks*</u> is characterized by *thorough and thoughtful engagement* with the material, superior comprehension of key concepts and exceptionally fluent, college-level writing. Work that is "thoughtfully engaged" covers the basics but goes beyond them by a) drawing insightful connections; b) raising incisive questions; and c) making well-supported evaluations, inferences or arguments.

Work assessed as _Pass with good marks_ is characterized by _thorough engagement_ with the material, good comprehension of key concepts and fully fluent, college-level writing. Work that is "thoroughly engaged" covers the basics and applies them aptly and consistently while providing the occasional provocative connection, relevant question or well-supported evaluation.

Work assessed as _Low Pass with adequate marks_ is characterized by _engagement_ with the material, comprehension of key concepts and mostly fluent, college-level writing. Work that is "engaged" covers the basics and applies them aptly without going beyond them.

Work assessed as _Provisional Fail with mostly low marks_ is characterized by _low engagement_ with the material, comprehension of few key concepts and writing that is intermittently fluent. Work that is "lowly engaged" occasionally covers the basics and attempts to apply them with limited success. Items tagged with this grade must be reworked and resubmitted in order to have a passing grade for that assignment.

Work assessed as _Fail with overall low marks_ is characterized by _poor engagement_ with the material, incomprehension of key concepts and writing that lacks fluency. Work that is "poorly engaged" covers few or no basics and attempts to apply them without success.

Unfinished work or work requiring revision may be requested to be given an Incomplete (IN) grade. In order to qualify for the IN, a) students must have regularly attended at least 80% of the class sessions, b) must have completed three-fourths of assignments and c) there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). **The student will need to initiate and file an SNL Incomplete grade contract _before_ the final session of the course to receive an incomplete grade.** _Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. (see the academic calendar found here: http://offices.depaul.edu/oaa/Pages/default.aspx)_

Please note: I rarely grant the "IN" grade. If the contracted deadline is met, the grade changes to "Pass." If not, it changes immediately to an irrevocable "Fail" grade

Points for grading are as follows:
Attendance and participation: 5 points x 10 sessions   =   50 points
Modules: 25 points each x 4 modules   =   100 points
Organized bound portfolio   =   50 points

                                                              200 points total

Full course points available:
A= 180-200 points   _>90%_
B= 160-179 points   >80%
C= 140-159 points   >70%
D= 120-139 points   >60% yet not considered passing at DePaul University
F= 119 points or below

To pass this class you must have a 70% score or greater
or at least 140 points of the total 200.
See additional information pertaining to the grade designations, for undergraduate grades

8. **Course Schedule**

(There may be changes to this schedule which will be communicated in class and via D2L news.)

CLASS SCHEDULE AND ASSIGNMENTS

date	Week #	TOPIC	ASSIGNMENT DUE by 11:59 pm of the night of class in the D2L drop box	Points
3/29/17	1	Review of Syllabus and Expectations Module approach Module 1 details Discussion of Focus Area	Please read syllabus prior to class	
4/5/17	2	Charting Module 1 details	Submit assignment #1 to D2L drop box (Focus Area themes)	
4/12/17	3	Module 1 details Library workshop	Submit assignment #2 to D2L drop box (Academic Committee)	
4/19/17	4	Module 1 details and wrap up Graduate Panel?	Submit assignment #3 to D2L drop box (Proposed artifacts)	25
4/26/17	5	Module 2 details Graduate Panel?	Submit assignment #4 to D2L drop box (First 6 scholarly sources)	
5/3/17	6	Module 2 details	Submit assignment #5 to D2L drop box (Planning the artifact)	
5/10/17	7	Module 2 wrap up	Submit assignment #6 to D2L drop box (Second 6 scholarly sources)	25
5/17/17	8	Module 3 details	Submit assignment #7 to D2L drop box (Revising and refining)	
5/24/17	9	Module 3 wrap up Module 4 details and wrap up	Submit assignment #8 and 9 to D2L drop box (Evaluating effectiveness and FA title) + Prepare presentation	25
5/31/17	10	Module 4 wrap up In-class presentation	Submit assignment #10 and #11 to D2L drop box (Learning Statement and justification) FINAL COMPLETED PORTFOLIO DUE tonight or no later than 6/7/17	25
6/7/17 no class	11	*No class meeting but all assignments are due no later than this date by 11:59pm*	*FINAL COMPLETED PORTFOLIO DUE*	50

9. **Course Policies**

All other rights and responsibilities of DePaul University students as stated in the Undergraduate Student Handbook are in full force and effect:

http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/default.aspx

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy

Plagiarism is not tolerated. Students who use the words and/or ideas of others without giving proper credit (whether intentional or not) risk immediate expulsion from DePaul University. Any plagiarism in the class will result, at least, in the assignment of a failing grade. We will discuss this issue in more detail in class together. Please consult the Student Handbook for further details http://studentaffairs.depaul.edu/homehandbook.html . The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

We will use the Turn-it-In software in the D2L platform for the major assignments to assist in managing this process. All assignments will be automatically submitted to Turn-it-in through D2L, an online database that checks your work against other scholarly material. This service is designed to alert users to potential plagiarism. Learning effective research skills is a gradual process and you will receive significant support and instruction in this course. This service is used to ensure that you follow proper citation and writing guidelines and protects you against academic dishonesty.

Electronic Devices in the Classroom

Phones Away During Class – what do you automatically think of when you see someone looking at their phone? Exactly. We don't know if someone is checking Facebook, email, or texting –even if they say they are "looking something up," or genuinely are doing so. For this reason, I ask that you please silence your cell phone and do not take it out during class, as this will be distracting to our learning community.
If you want to bring in readings in an electronic format on an iPad or laptop, that is fine, but the phone presence is problematic in cultivating a supportive and productive learning environment. Exceptions to the phone rule would be if you have to be on-call for work, or have a family circumstance –please come speak to me at the start of class; I will also ask you to please let the class know.
Laptops/iPads For Learning Purposes–you may bring your readings in electronic form on these devices, and you may use these devices for note-taking, but please be mindful of how and when you use these devices. The reality is, for all their usefulness, computers may hinder our focus and stifle our participation when they are used in class. Computers are often distracting to those around us, too. If you choose to use these devices, please don't keep your email or social media windows open while in class. Respect the professor and your peers in this regard; you may wonder, "How will they know?" Two thoughts for you: 1) You will know, and 2) Ask yourself: why you are here if you aren't willing to turn these things off for three hours?

10. Course Resources

[University Center for Writing-based Learning](#)
[SNL Writing Guide](#)
[Dean of Students Office](#)

11. Instructor Bio

Lori Neblung is a Core Faculty Member, Academic Advisor and faculty mentor at DePaul's School for New Learning. Lori, an SNL alum, earned her Bachelor of Arts from DePaul University and her Master of Liberal Arts degree from The University of Chicago. She began teaching at SNL in 2008. Her research interests lie in the area of adult education and interdisciplinary studies. She is working on her doctorate in Educational Leadership.

In her corporate career, she has worked in the area of systems/operation management and learning & development with companies such as Skillsoft, Thomson NETg, Albertsons, Osco Drug, Baxter Healthcare, Motorola, National-Louis University, C.N.A Insurance, and Hewitt Associates to enable these strategic clients to effectively and efficiently integrate learning programs into their organization. She has over 30 years of corporate management experience. She has extensive professional experience in relationship management, internal and external business consulting, and development of training materials and processes across various industries. She has additional skills in critical thinking, business acumen, project management, communications, and problem solving.