DePaul | School of Continuing and Professional Studies

Undergraduate Program

Course: # LL 303
Course Title: Capstone Project
WINTER QUARTER, 2021
(Harper Cohort)

Instructor: Dr. Kevin Downing. PhD

Contents

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. (6 credit hours) (formerly, DCM 322)

LL 300 or LL 301 or DCM 309 is a prerequisite for this class.

INSTRUCTOR CONTACT INFORMATION

Faculty: Kevin F. Downing Ph.D.

E-mail: kdowning@depaul.edu

Phone: 312/476-3618 (Loop)

Zoom by appointment

Mailing Address:
14 E. Jackson, Suite 1400
Chicago, IL 60604

Office hours:
Deferred to Zoom by appointment

Course Duration:
January 5th to March 16th (11 weeks)

Course Location:
Online Remote with select Tuesday synchronous sessions at 6:00PM (see Zoom schedule at website)

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 & RESOURCES

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

REQUIRED TEXTBOOK:

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

Your textbooks from previous courses will also be invaluable to you as you embark upon this project:

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

OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)

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.

ASSESSMENT OF STUDENT LEARNING

CAPSTONE PROJECT RUBRIC

Learning from Experience *Demonstrates connection between personal or professional experience and interest in a particular problem, issue, or theory*	Contextualizes personal or professional experience within the <u>particular</u> problem, issue, or theory Level 5	Relates personal or professional experience to the <u>particular</u> problem, issue, or theory Level 4	Explains personal or professional experience and interest in a <u>general</u> problem, issue, or theory Level 3	<u>Identifies</u> personal or professional experience and summarizes a <u>general</u> problem, issue, or theory Level 2	No discussion of personal or professional experience No evidence of discussion of a problem, issue, or theory Level 1
Inquiry *Demonstrates understanding of the broader context of a particular problem, issue, or theory*	<u>Synthesizes</u> what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources. Level 5	<u>Analyzes</u> the context of what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources. Level 4	<u>Summarizes</u> what others have said/done about a given problem, issue, or theory and accesses appropriate/related existing resources. Level 3	<u>Describes</u> broader context of a particular problem, issue, or theory, but <u>no evidence of access</u> to appropriate/related existing resources/literature Level 2	No evidence of understanding of broader context of a particular problem, issue, or theory, nor access to appropriate/related existing resources/literature Level 1
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*	<u>Chooses</u> and <u>explains appropriate</u> direct investigation, hands-on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory. <u>Justifies connections</u> with the larger theoretical framework. Level 5	<u>Chooses</u> and <u>summarizes appropriate</u> direct investigation, hands on experience, theory application, and/or secondary analysis to independently address the problem/issue/theory. <u>Establishes a connection</u> to the larger theoretical framework. Level 4	<u>Chooses appropriate</u> direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory. Does <u>not explain a connection</u> to larger theoretical framework. Level 3	<u>Chooses</u> direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory, but method is <u>not appropriate.</u> Does <u>not explain or connect</u> to larger theoretical framework. Level 2	No evidence of an appropriate direct investigation, experience, application, or secondary analysis to independently address the problem/issue/theory Level 1

the larger theoretical framework and standards in the field.					
Artifact development and supporting documentation *Demonstrates effective presentation, coherence, organization, and academic standards in final documentation of the Capstone Project*	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 5	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 4	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 3	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 2	Final documentation of the Capstone Project is incomplete and is not effectively presented for the purpose and audience. Level 1
Self-Assessment *Reflects on learning process and competence gained through completing Capstone Project*	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 5	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 4	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 3	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 2	No evidence of reflection on learning or plans for future learning. Level 1

GRADING CRITERIA & SCALE

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

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	

PASS/FAIL GRADE POLICY

DEPAUL TEMPORARY PASS/D/F POLICY

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university COVID 19 Update website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter,

and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

SCHEDULE OF ACTIVITIES AND ASSIGNMENTS
WEEK 1 REVIEWING YOUR LEARNING IN THE PROFESSIONAL DEGREE AREA
Assignments: 1.1 Discussion: Introducing Yourself and Your Topic 1.2 Assessing Skills and Your Knowledge of the Major
Remote Synchronous Session 6:00-7:15 See D2L for Link
WEEK 2 GENERAL SCOPE AND PURPOSE OF A CAPSTONE PROJECT
Assignments: 2.1 Discussion: Your Capstone Problem and Audience 2.2 Exploring Definitions and Considering Applications
Remote Synchronous Session 6:00-7:15 See D2L for Link
WEEK 3 COMPLETING THE CAPSTONE PROJECT PROPOSAL: ARTICULATING THE FORM AND CONTENT OF YOUR CAPSTONE PROJECT
Assignments: 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
Assignments: 4.1 Discussion: Data Collection, Artifact development, And Writing Your Report 4.2 Data Collection Instrument and Library Research
Remote Synchronous Session 6:00-7:15 See D2L for Link
WEEK 5 DEVELOPING AN OUTLINE FOR YOUR PROJECT
Assignments: 5.1 Discussion: Progress on Your Investigation Outline and Data Collection 5.2 Annotating Your Informational Resources
WEEK 6 BUILDING OUT THE CAPSTONE PROJECT
Assignments: 6.1 Discussion: Share Your Progress 6.2 Progress Video
WEEK 7 ANALYZING AND INTERPRETING YOUR FINDINGS: PROJECT FIRST DRAFTS
Assignments:

7.1 Reflecting on the Impact of Your Capstone Project on its Intended Audience 7.2 Submission of a First Draft
Remote Synchronous Session 6:00-7:15 See D2L for Link
WEEK 8 DEVELOPMENT OF THE ARTIFACT
Assignments: 8.1 Development of the Artifact 8.2 Submitting an Artifact Draft
WEEK 9 SUBMITTING THE PENULTIMATE INVESTIGATION REPORT AND ARTIFACT DRAFTS
Assignments: 9.1 Discussion: The Reveal 9.2 SUBMITTING THE PENULTIMATE INVESTIGATION REPORT AND ARTIFACT DRAFTS
Remote Individual Consultations upon request 6:00-8:00 PM
WEEK 10 CAPSTONE SHOWCASE : STUDENT PRESENTATIONS I
Assignments: 10.1 Capstone Showcase: Elevator Pitch Presentation
10.2 Reaching the Summit: Reflections on your degree completion journey
WEEK 11 - FINALS WEEK – STUDENT PRESENTATIONS 2 (AS NEEDED)
Assignments: 11.1 Submit Final Draft of Capstone Project (Report and Artifact)
Capstone Showcase: Student Presentations II (as needed)

This Capstone Project course is largely asynchronous online. To foster interaction there will be several Zoom sessions scheduled for Tuesday evenings. Rather than lectures, these sessions will be flipped classroom sessions providing students an opportunity for question and answer with the instructor, general discussion, and a platform to report on progress towards completing the steps to a final Capstone Project. While Zoom sessions will not be weighted into the grade (except for the Capstone Presentations) it is highly recommended that students attend. Sessions will not be recorded.

Capstone Project (Harper Cohort – Winter 2021)	Instructor: Downing		
Week/Module	Day	Date	Synchronous Sessions
1.	Tuesday	1/5	Capstone Project Zoom Meeting 1 6:00-7:15 PM Theme: **Capstone Project Course Introduction** Tuesday 1-5-2021 6:00-7:15 PM Zoom link Meeting URL: https://depaul.zoom.us/j/95083581245
2.	Tuesday	1/12	Capstone Project Zoom Meeting 2 6:00-7:15 PM Theme: **Your Capstone Project Topic** Tuesday 1-12-2021 6:00-7:15 PM Zoom link Meeting URL: https://depaul.zoom.us/j/91676610753
3.	Tuesday	1/19	
4.	Tuesday	1/26	6:00-7:15 PM Capstone Project Zoom Meeting 3

			6:00-7:15 PM Theme: **Your Capstone Project Data and Analysis** Tuesday 1-26-2021 6:00-7:15 PM Zoom link Meeting URL: https://depaul.zoom.us/j/99836696125
5.	Tuesday	2/2	
6.	Tuesday	2/9	
7.	Tuesday	2/16	6:00-7:15 PM Capstone Project Zoom Meeting 4 6:00-7:15 PM Theme: **Your Capstone Project Draft** Tuesday 2-16-2021 6:00-7:15 PM Meeting URL: https://depaul.zoom.us/j/91943749460
8.	Tuesday	2/23	
9.	Tuesday	3/2	Optional Project Consultations upon request 6:00-8:00 PM Meeting URL: https://depaul.zoom.us/j/92806491239
10.	Tuesday	3/9	Student Presentations I 6:00-8:30 Meeting URL: https://depaul.zoom.us/j/97137913090
11.	Tuesday	3/16	Student Presentations II 6:00-7:30 (as needed) Meeting URL: https://depaul.zoom.us/j/98289106216

COURSE POLICIES

Describe here the specific policies and procedures the instructor has for the course that are additional to the college/university policies, for example, classroom/discussion etiquette, late work, code of responsibility, etc. Include how changes to the syllabus will be communicated. (Changes to the originally published course syllabus used to select/register for a course should be communicated in the first session/week of the course in writing; if significant assignment changes are made during the course it should be done officially with the consensus approval of students.)

Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement:

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

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)
[Academic Integrity Policy](#) (UGRAD)
[Incomplete (IN) and Research (R) Grades Expiration Policy](#)
[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)
[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

COURSE NETIQUETTE

Online discussions are an important part of the course experience. To ensure a positive learning environment, students should follow the guidelines below:

- Be polite
- Respect other participants' views or opinions
- Think before you write, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, racist, or politically intolerant language will be accepted.
- Create a positive online community by offering assistance and support to other participants.
- Use correct grammar and syntax

COURSE AND WORKLOAD EXPECTATIONS:

WORKLOAD, TIME MANAGEMENT, AND ATTENDANCE

This **online asynchronous** course is not self-paced and requires a regular time commitment each week throughout the quarter. Students are required to log in to the course at several times a week so that they can participate in the ongoing course discussions. Students are highly encouraged to participate in the synchronous Zoom activities.

Online courses are no less time consuming than onsite courses. Students will have to dedicate some time every day or at least every second day to their studies to do excellent in *Capstone Project*. **As a 6-quarter hour course the expected student workload is greater than a regular 4 quarter hour course.**

DISCUSSION FORUMS

Discussion Forums are an important component of a student's online experience. This course contains discussion forums related to the topic(s) students are studying each week. A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where students can ask 'process' questions and receive answers throughout the course.

SYNCHRONOUS LEARNING ACTIVITIES

Students interact with other students and the instructor during scheduled Zoom sessions). This course also involves a short synchronous summary Zoom presentation of the Capstone Project by all students in the final weeks of the course.

INSTRUCTOR'S ROLE

The instructor's role in this course is that of a discussion and laboratory facilitator as well as learning advisor. It is not their responsibility to make sure students log in regularly and submit their assignments. The instructor will read all postings to the general discussion forums but may not choose to respond to each posting. Students will receive individual feedback to all assignments through the D2L assessment system.

INSTRUCTOR RESPONSE TIME

Students will receive timely response to questions and input on D2L or by direct e-mail. Students will receive a response to emailed or posted queries within 48 hours during business days.

STUDENT'S ROLE

Online students must take a proactive approach to their learning. As the course instructor's role is that of a learning guide, the role of the student is that of the leader of their own learning. Students will be managing their own time to assure completion of the readings, activities and assignments for the course. In addition, students are expected to take a more active role in peer learning expressed in the discussion forums and in group learning during Zoom activities. A key

to success in online learning is keeping pace with the sequential activities of the course and not falling behind.

INSTRUCTOR BRIEF BIO

Kevin F. Downing, Professor – DePaul University

Dr. Downing is a Professor at DePaul University's college for adult learners, the School of Continuing and Professional Studies. His research interests include the investigation of Miocene fossil mammals, Evaluating Ocean Acidification Events (OAE) From Fossil Coral Skeletons, and online science learning practices. He is the author of numerous publications in geology, paleontology and science education and is the co-author of the book, Online Science Learning: Best Practices and Technologies. Dr. Downing received B.S. degrees in Astronomy and Geology (University of Illinois-Champaign), an M.S.T. in Geology (University of Florida-Gainesville), and Ph.D. in Geoscience with sub-specialization in Evolutionary Biology and Ecology (University of Arizona, Tucson.

ADDITIONAL CONSIDERATIONS

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.
Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students.