

DePaul University
School of Continuing and Professional Studies (SCPS)
Summer Term, 2021
(June 14-August 22)

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Capstone Project Course

Course #: LL303

Credit hours: 6

Location & Delivery Format: Online

COURSE DESCRIPTION

This course provides the structure and guidance to complete an applied project in your SCPS major. Students create a project using the skills and knowledge acquired through coursework in the major, and develop an assessment plan to measure project effectiveness as supported in published research.

Prerequisites for this class: [LL 300](#) or [LL 301](#) or DCM 309

COURSE LEARNING OUTCOMES

After completing this course, you should be able to:

- Demonstrate the ability to apply the skills of creative and critical inquiry to an applied project expressing skills and knowledge in the major;
- Create a coherent and refined Capstone Project of scholarly and professional quality as evidence of learning acquired throughout one's program of study, and in this course specifically.

LEARNING STRATEGIES

Consistent D2L participation is essential to the CP course. You should plan to devote 10-12 hours per week to class work, which specifically consists of readings, graded assignments, regular and thoughtful Discussion Forum participation, highly-recommended video conferencing meetings, and systematic use of university library-based resources. The assignments are designed to provide "scaffolded" support for project development and completion.

LEARNING RESOURCES

There is no required textbook for this course. Online modules and the DePaul University Library together contain the pertinent and necessary resources.

As your instructor, I urge each of you to practice solitary reading for at least a half-hour daily, and to spend at least that amount of time writing—whether it is for this class or for your own practice and use. These activities will prepare your mind and outlook for the discipline and creativity needed in a capstone course.

LEARNING ACTIVITIES AND ASSESSMENT

This course uses the following learning approaches:

- Weekly discussion forums focusing on questions relevant to the course.
- Weekly written assignments focusing on project design and assessment.
- Regular collaborative video conferences.

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.

SCPS Minimum 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.

Pass/Fail Grade Policy

Students interested in taking the 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. For Summer Term, 2021, this date is June 25 (see "Academic Calendar"). 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.

Late Work Policy

A grade reduction is applied to late work (unless excused from the deadline by instructor for medical or major personal reasons).

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 Grading Scale

Grade	Percentage	Verbal Descriptor
A	100-93%	Excellent
A-	92-90%	
B+ to B-	89-80%	Very Good
C+ to C-	79-69%	Satisfactory

D+ to D-	68-60%	Poor
F	< 60%	Unacceptable

DePaul University Rubric for Letter Grades

- A** The instructor judged the student to have accomplished the stated objectives of the course in an excellent manner.
- B** The instructor judged the student to have accomplished the stated objectives of the course in a very good manner.
- C** The instructor judged the student to have accomplished the stated objectives of the course in a satisfactory manner.
- D** The instructor judged the student to have accomplished the stated objectives of the course in an insufficient manner.
- F** The instructor judged the student not to have accomplished the stated objectives of the course.

Summary of Assignments: Percentages, Point Values, and Weeks Due

Assignments:	% of Final Grade	Point Value	Week Due
Discussion Forums	10%	10	Weekly
1.2 Definitions and Meaning	5%	5	Week 1
2.2 Major-based Skills and Knowledge	5%	5	Week 2
3.2 Areas of Interest and Improvement Opportunities	5%	5	Week 3
4.2 Selecting the Project Focus and Purpose	5%	5	Week 4
5.2 Analyzing References	5%	5	Week 5

6.2 Designing for Effectiveness	5%	5	Week 6
7.2 Project Section 1	10%	10	Week 7
8.2 Project Section 2	10%	10	Week 8
9.2 Project Section 3	10%	10	Week 9
10.2 Assessment	10%	10	Week 10
11.2 Final Version	20%	20	Week 11
Total	100%	100 Points	

CAPSTONE PROJECT ASSESSMENT RUBRIC

<p>Learning from Experience</p> <p><i><u>Demonstrates connection between personal or professional experience, and interest in a particular problem or issue.</u></i></p>	<p><u>Contextualizes</u> personal or professional experience within the <u>particular</u> problem or issue.</p>	<p><u>Relates</u> personal or professional experience to the <u>particular</u> problem or issue.</p>	<p><u>Explains</u> personal or professional experience and interest in a <u>general</u> problem or issue.</p>	<p><u>Identifies</u> personal or professional experience, and <u>summarizes</u> a <u>general</u> problem or issue.</p>	<p>No discussion of personal or professional experience. No evidence of discussion of a problem or issue.</p>
<p>Inquiry</p> <p><i><u>Demonstrates understanding of the broader context of a particular problem or issue.</u></i></p>	<p><u>Synthesizes</u> what others have said or done about a particular problem or issue, <u>and accesses</u> relevant/related resources or literature.</p>	<p><u>Analyzes</u> the context of what others have said or done about a particular problem or issue, <u>and accesses</u> relevant/related resources or literature.</p>	<p><u>Summarizes</u> what others have said or done about a particular problem or issue, <u>and accesses</u> relevant/related resources or literature.</p>	<p><u>Describes</u> the broader context of a particular problem or issue, but <u>no evidence of access</u> to relevant/related resources or literature.</p>	<p>No evidence of understanding of the broader context of a particular problem or issue, nor access to relevant/related resources or literature.</p>
<p>Decision Making</p> <p><i><u>Demonstrates use of direct investigation, hands-on experience, application of theories or secondary analysis to address the problem or issue independently, and shows how this method connects to the larger theoretical framework and standards in the field.</u></i></p>	<p><u>Chooses and explains</u> relevant direct investigation, hands-on experience, theory application, and/or secondary analysis to address the problem or issue independently.</p> <p><u>Justifies connections</u> with the larger theoretical framework.</p>	<p><u>Chooses and summarizes</u> <u>relevant</u> direct investigation, hands on experience, theory application, and/or secondary analysis to address the problem or issue independently.</p> <p><u>Establishes a connection</u> to the larger theoretical framework.</p>	<p><u>Chooses</u> <u>relevant</u> direct investigation, hands-on experience, theory application, or secondary analysis to independently address the problem/issue/theory.</p> <p>Does <u>not explain a connection</u> to larger theoretical framework.</p>	<p><u>Chooses</u> direct investigation, hands-on experience, theory application, or secondary analysis to address the problem or issue independently, but the method is <u>not relevant</u>.</p> <p>Does <u>not explain or connect</u> to larger theoretical framework.</p>	<p>No evidence of a relevant direct investigation, experience, application, or secondary analysis to address the problem or issue independently.</p>

<p>Writing</p> <p><i>Demonstrates effective presentation, coherence, organization, and academic standards in final documentation of the Capstone Project</i></p>	<p>Organizes logically a clear, effective presentation of the Capstone Project's final documentation, according to the purpose and audience of the project.</p> <p><u>Consistently uses</u> relevant format and citation style and includes supporting materials, when necessary.</p> <p>Contains <u>no obvious errors</u> (grammar, fluency, etc.).</p>	<p>Organizes with coherence and clarity, and appropriately presents final documentation of the Capstone Project for the relevant purpose and audience.</p> <p><u>Mostly demonstrates</u> appropriate academic standards (format, citation, supplements). Contains <u>some minor errors</u> (grammar, fluency, etc.).</p>	<p>Organizes with coherence and clarity, and presents final documentation of the Capstone Project for the relevant purpose and audience.</p> <p><u>Does not demonstrate</u> appropriate academic standards (format, citation, supplements).</p> <p>Contains <u>several errors</u> (grammar, fluency, etc.).</p>	<p>Presents final documentation of the Capstone Project for the relevant purpose and audience.</p> <p>Lacks organization, coherence, and clarity,</p> <p><u>Does not use</u> appropriate academic standards (format, citation style, supplements, etc.).</p> <p>Contains <u>many errors</u> that make understanding difficult.</p>	<p>Final documentation of the Capstone Project is incomplete and not effectively presented for the relevant purpose and audience.</p>
<p>Self-Assessment</p> <p><i>Reflects on the learning process and competency gained through completing Capstone Project.</i></p>	<p><u>Evaluates</u> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</p> <p><u>Appraises</u> the characteristics of the learning process, <u>and examines</u> implications for future learning.</p>	<p><u>Analyzes</u> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</p> <p><u>Assesses</u> the learning process, <u>and relates</u> to ideas for future.</p>	<p><u>Describes</u> how the project achieved its intended purpose, how it was executed, and how it contributes to the field.</p> <p><u>Summarizes</u> the learning process, <u>and identifies</u> ideas for future.</p>	<p><u>Summarizes</u> how the project achieved its intended purpose, how it was executed, <u>or</u> how it contributes to the field.</p> <p><u>Identifies</u> learning outcomes and/or plans.</p>	<p>No evidence of reflection on learning or plans for future learning.</p>

ASSESSMENT RUBRIC FOR DISCUSSION FORUM

The instructor expects that students will contribute to discussions each week. For online discussions, the instructor uses the rubric described below (modeled after Pelz, 2004). Please take this into consideration as you prepare and participate in class discussions.

Level	Interpretation	Character of the Contribution
4	Excellent	The comment is <u>1) accurate, 2) original, 3) relevant, 4) teaches us something, and 5) is well written</u> (where posted online). Four-point comments add substantial teaching presence to a course and stimulate additional thought about the issue under discussion. Likewise, a response to another student's postings should also have these qualities.
3	Above Average	The comment lacks at least one of the five above qualities, but is above average in quality. A level 3 comment makes a significant contribution to our understanding of the issue being discussed.
2	Average	The comment lacks two or three of the required qualities. Comments that are based on personal opinion or experience are often within this category.
1	Minimal	The comment presents little or no new information. However, level 1 comment may provide important social presence and contribute to a collegial atmosphere.
0	Unacceptable	The comment adds no value to the discussion.

COURSE STRUCTURE

This course consists of 11 modules completed over the course of the academic term, see Course Schedule (below).

Due dates are provided in the online/D2L course calendar.

This course is not a self-study course, but a paced course, and it is important that you keep up with the activities, contribute to the online discussions, and participate as possible in the scheduled Zoom meetings.

COURSE SCHEDULE

Note that there are scheduled bi-weekly Zoom meetings on Thursdays, 6:00-7:30 PM

Weeks 2, 4, 6, 8 & 10

Zoom meetings are optional & highly recommended.

Week, Module #, and Title	Readings	Discussion/Submissions
Week 1: June 14-20 Module One:	All course resources are	1.1 Discussion Forum

<ul style="list-style-type: none"> Definitions: Capstone Learning 	available in D2L – please refer to the Modules.	1.2 Defining the Opportunity
Week 2: June 21-27 Module Two: <ul style="list-style-type: none"> Major-based Skills and Knowledge 	All course resources are available in D2L – please refer to the Modules.	2.1 Discussion Forum 2.2 Demonstrated Learning in the Major 2.3 Optional Virtual Meeting (Zoom) Thursday, June 24, 6:00-7:30PM See D2L for link.
Week 3: June 28-July 4 Module Three: <ul style="list-style-type: none"> Articulating Improvement Opportunities 	All course resources are available in D2L – please refer to the Modules.	3.1 Discussion Forum 3.2 Solving Problems in Your Interest Areas
Week 4: July 5- July 11 Module Four: <ul style="list-style-type: none"> Selecting a Project Focus and Purpose 	All course resources are available in D2L – please refer to the Modules.	4.1 Discussion Forum 4.2 Making Reasoned Decisions 4.3 Optional Virtual Meeting on Zoom Thursday, July 8, 6:00-7:30PM
Week 5: July 12-July 18 Module Five: <ul style="list-style-type: none"> Examining Published Knowledge 	All course resources are available in D2L – please refer to the Modules.	5.1 Discussion Forum 5.2 Analyzing Supporting References
Week 6: July 19-July 25 Module Six: <ul style="list-style-type: none"> Designing for Effectiveness 	All course resources are available in D2L – please refer to the Modules.	6.1 Discussion Forum 6.2 Project Effectiveness Measures 6.3 Optional Virtual Meeting on Zoom Thursday, July 22, 6:00-7:30PM
Week 7: July 26-August 1 Module Seven: <ul style="list-style-type: none"> Project Section 1 	All course resources are available in D2L	7.1 Discussion Forum 7.2 Project Section 1

	– please refer to the Modules.	
Week 8: August 2-August 8 Module Eight: <ul style="list-style-type: none"> Project Section 2 	All course resources are available in D2L – please refer to the Modules.	8.1 Discussion Forum 8.2 Project Section 2 8.3 Optional Virtual Meeting on Zoom: Thursday, August 5, 6:00-7:30PM
Week 9: August 9-15 Module Nine: <ul style="list-style-type: none"> Project Section 3 	All course resources are available in D2L – please refer to the Modules.	9.1 Discussion Forum 9.2 Project Section 3
Week 10: August 16-22 Module Ten: <ul style="list-style-type: none"> Assessment Module Eleven: <ul style="list-style-type: none"> Final Version 	All course resources are available in D2L – please refer to the Modules.	10.1 Discussion Forum 10.2 Project and Learning Assessment 10.3 Optional Virtual Zoom Meeting Thursday, August 19, 6:00-7:30PM 11.2 Final Capstone Project

This course includes and adheres to the college and the 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](#)

Other Resources for Students

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

[Dean of Students Office](#)