

Course Syllabus

IDC 4900 **Core Program Capstone**

Online Format



Elizabethtown College
SCHOOL OF CONTINUING
AND PROFESSIONAL STUDIES
at The Edward R. Murphy Center

Mission of Elizabethtown College

Molded by a commitment to “Educate for Service,” Elizabethtown College is a community of learners dedicated to educating students intellectually, socially, aesthetically and ethically for lives of service and leadership as citizens of the world. As a comprehensive institution, the College offers academic programs in the liberal arts, sciences and professional studies. Combining classroom instruction with experiential learning, these programs advance independent thought, personal integrity and social responsibility as the foundations for a life of learning. Founded by members of the Church of the Brethren, the College believes that learning is most noble when used to benefit others and affirms the values of peace, non-violence, human dignity and social justice.

Mission of the School of Continuing and Professional Studies

Elizabethtown College School of Continuing and Professional Studies seeks to extend the boundaries of the College’s learning community to include a wider and more diverse population. The School expresses the values of the College’s mission through a commitment to and advocacy of degree and non-degree academic programs for adult learners. In particular, the School embraces the values of human dignity and social justice by widening access to quality higher education for adults. In its programs and outreach, the School fosters a learner-centered academic culture that expresses the College’s belief that learning is life-long and most noble when used to benefit others.

Ethics Statement

An integral component of courses in this program is student and facilitator self-disclosure (the use of personal experiences) for the purpose of facilitating learning. The School expects students enrolled in the program to honor confidentiality as it relates to student disclosure. No one should ever use information, comments or opinions expressed by a student or the facilitator during classroom discussion in a manner intended to humiliate, embarrass, harass, damage or injure others in their personal, public or business lives. Confidentiality requires that no information be disclosed which would identify any particular individual.

The student has a right to choose how much information to disclose and a responsibility to respect the limits of disclosure set by other students and facilitators.

Elizabethtown College Pledge of Integrity

Elizabethtown College is a community engaged in a living and learning experience, the foundation of which is mutual trust and respect. Therefore, we will strive to behave toward one another with civility and with respect for the rights of others, and we promise to represent as our work only that which is indeed our own, refraining from all forms of lying, plagiarizing and cheating.

Plagiarism Policy

Plagiarism is the academic use of another's ideas or expressions without adequate attribution or citation to their original source. Plagiarism is a serious offense against academic integrity because it unfairly claims another's ideas and/or expressions as one's own original work. Plagiarism is the academic equivalent of stealing ideas or words. All parties involved in the learning process suffer when plagiarism is committed – the faculty, fellow students, the college, and, above all, the student committing the plagiarism. Conscious intent is not necessary for plagiarism to take place; committing plagiarism from ignorance still constitutes the same, serious violation of academic integrity.

The School expects its students to be aware of what plagiarism is, to appreciate its undermining of academic integrity, and to avoid it absolutely.

The School's facilitators share these expectations and in cases they deem to be plagiarism they exercise discretion in dealing with it. This discretion includes re-submission of work, assignment failure, and/or course failure.

If the violation is of sufficient seriousness or forms a pattern of abuse by the student, the dean of the School of Continuing and Professional Studies may appoint a Review Committee as outlined in the SCPS Catalog. This Review Committee may make recommendations including no action at all to up to and including expulsion from the SCPS and the College. Any such Review Committee action is final.

Disability Services

Elizabethtown College welcomes otherwise qualified learners with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact your academic advisor or the Director of Disability Services by phone (717-361-1227). If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your facilitators. Learners experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible, set up an appointment to meet with the Director of Disability Services and your advisor to discuss the academic adjustments specified in your accommodations letter as they pertain to your class.

Please Note

This course syllabus is the written plan of the course. Facilitators have the discretion to modify certain components of this syllabus. Any modifications will be announced in writing and discussed with the students early in Class One. Course learning outcomes may *not* be modified except by the appropriate authority within the Elizabethtown College School of Continuing and Professional Studies.

IDC 4900 Core Program Capstone

Course Description

This course serves as the Core Program's capstone course with a final project that represents the student's ability to define a contemporary problem and construct a defense of the thesis, both orally and in writing. The course also provides the opportunity for the student to reflect on the impact of Core Program learning and explore how that learning relates to a contemporary problem being studied.

Course Learning Outcomes

At the end of this course, the learner will be able to:

1. Write clearly and persuasively incorporating APA guidelines.
2. Develop a persuasive presentation incorporating research.
3. Analyze arguments and positions that support a thesis.
4. Solve problems logically and creatively.
5. Identify the impact of liberal arts core coursework in the past, present, and future.
6. Apply concepts from a number of different disciplines in examining a contemporary problem.

Elizabethtown College Writing Expectations

The ability to write clearly and persuasively, in any number of settings and contexts ranging from the academic world to the business world, is a core learning outcome of Elizabethtown College's unique blend of professional and liberal education. As such, its relevance and applicability span all majors and courses offered by the School of Continuing and Professional Studies. All written assignments for this course should reflect this ability and will be evaluated with this core learning outcome in mind. Practically, this means that the elements of clear and persuasive writing, such as correct spelling, grammar and syntax, and effective organization, will be considered when grading written assignments for this course. When completing any research-related assignments, students are expected to use APA (American Psychological Association) style.

Academic writing has its own standards and guidelines that you will be expected to conform to in all of your writing unless otherwise indicated by your facilitator. SCPS requires that all programs use guidelines from APA. For further information on APA style and academic writing standards, consult the book *Keys for Writers* and other materials from your Foundations for Accelerated Learning course. Other sources include Purdue Owl (owl.english.purdue.edu) and APA Style (apastyle.org).

Materials of Instruction

Required text: There is no required textbook purchase for this course.

Optional text: *Keys for Writers* (6th edition or newer)

Student Workload Expectations

This is an accelerated course with reduced classroom contact hours. This course meets for five weeks and students are awarded three credits for completing this course requiring a minimum of 45 hours of interactive instruction or equivalent activities. **In addition to instruction and equivalencies, student preparatory activities and other work necessary for continued progress will also be expected requirements for each course.** Because of its accelerated pace, students have a great deal of individual responsibility for achieving the course learning outcomes. Through the use of strong, clearly articulated student learning outcomes, supported by appropriate learning activities, and through the use of appropriate, equivalencies of classroom interactive instruction that engage both faculty and student in the learning process, this award of credit hours complies with the federal definition of a credit hour under 34 CFR 600.2 which utilizes student work and learning as the credit hour metric. This award of credit hours also complies with credit hour regulations set forth by the Pennsylvania Department of Education, PA Code 31.21b through the same process including equivalencies; the state's definition utilizes instructional hours as the credit hour metric. Equivalencies to comply with both federal and state regulations may include activities like research, internet activities (discussion boards; responding to postings, real time chat, etc.), internet quizzes, written assignments, case studies, fieldtrips or other activities deemed appropriate by the SCPS and its faculty. In all instructional activities, work, and the achievement of student learning outcomes, the students are expected to participate actively and thoughtfully.

Learning Outcomes/Assessments/Requirements

Grade Component	Percent of Grade
Participation	30%
Research paper	50%
Presentation	20%

Grading Standards

In consideration of FERPA (Family Educational Rights & Privacy Act), you agree, by your registration in any SCPS course, to the electronic exchange of course assignments and/or grades with your facilitator. If you do not agree, please contact the SCPS office or your advisor.

The grading standards established for this course are:

A = 94 - 100%
A- = 90 - 93%
B+ = 87 - 89%
B = 84 - 86%
B- = 80 - 83%
C+ = 77 - 79%

C = 74 - 77%
C- = 70 - 73%
D+ = 67 - 69%
D = 64 - 67%
D- = 60 - 63%
F = < 60%

Week One

Week 1 - Learning Outcomes

Upon completion of this week, the learner will be able to:

1. Utilize secondary research skills.
2. Apply critical thinking skills to problem-solving within the context of the liberal arts.
3. Articulate a contemporary problem that will serve as the basis of a research project.
4. Discuss effective thesis statements and scholarly sources that support them.
5. Reflect on the social and natural world.

Week 1 - Learning Activities

The following learning activities support these outcomes:

1. Review resources regarding the High Library.
2. Review APA resources.
3. Review resources regarding thesis statements.
4. Review resources regarding scholarly sources.
5. Review the Social World and Natural World requirements.

Week 1 - Assignments

1. Participate in the Welcome and Introductions discussion board.
2. Post your topic idea(s) to the discussion board and provide feedback to your classmates.
3. Complete Week 1 Working Discussion Board: Thesis Statements post and replies.
4. Submit Week 1 Assignment: Final Thesis Statement.
5. Complete Week 1 Scholarly Sources Discussion post and replies.
6. Complete Week 1 Journal: Social and Natural World.

Week Two

Week 2 - Learning Outcomes

Upon completion of this week, the learner will be able to:

1. Analyze critically, the arguments, positions, and hypotheses of research sources.
2. Write an annotated (descriptive) bibliography that incorporates scholarly resources.
3. Evaluate annotated bibliographies for relevance to thesis statements.
4. Reflect on learning about cultures.

Week 2 –Learning Activities

1. Review materials regarding annotated bibliographies.
2. Review materials on Cultural Heritage and Foreign Cultures and International Studies.

Week 2 –Assignments

1. Complete Week 2 Working Discussion Board: Annotated Bibliographies and Thesis post and replies.
2. Submit Assignment Week 2: Annotated Bibliography and Thesis.
3. Complete Week 2 Journal: Culture.

Week Three

Week 3 - Learning Outcomes

Upon completion of this week, the learner will be able to:

1. Apply guidelines for critical thinking, problem-solving, and evaluating sources to research project.
2. Develop an outline for research project.
3. Discuss how research outlines can be improved.
4. Integrate an understanding of APA formatting in developing a clear critical argument.
5. Reflect on ethics and values.

Week 3 –Learning Activities

1. Review resources about preparing an argument, outlines, and APA sample paper.
2. Review Values, Choice, and Justice requirement.

Week 3 –Learning Assignments

1. Complete Week 3 Working Discussion Board: Outline post and replies.
2. Submit Assignment Week 2: Outline.
3. Complete Week 3 Journal: Ethics and Values.

Week Four

Week 4 - Learning Outcomes

Upon completion of this week, the learner will be able to:

1. Synthesize resources and concepts from many different disciplines.
2. Explain the arguments and data supportive of topic/thesis in an abstract.
3. Discuss how data analysis or creative expression are relevant to research topic.
4. Reflect on learning related to data analysis and creative expression.

Week 4 - Learning Activities

The following online learning activities support these learning outcomes:

1. Review information regarding abstracts.
2. Review resources about paper formatting.

3. Review the Mathematical Analysis and Creative Expression requirements.

Week 4 - Assignments

1. Complete Week 4 Discussion Board: Abstract.
2. Complete Discussion: Data Analysis and Creative Expression
3. Complete Week 4 Journal: Data Analysis and Creative Expression

Week Five

Week 5 - Learning Outcomes

Upon completion of this week, the learner will be able to:

1. Synthesize resources and concepts from many different disciplines.
2. Deliver an oral presentation defending a research topic.
3. Defend the conclusions of her/his research project.
4. Analyze peers' research.
5. Reflect on the power of language.

Week 5 - Learning Activities

The following learning activities support these learning outcomes:

1. Review resources on making presentations.
2. Review information on the Power of Language.

Week 5 - Assignments

1. Deliver oral presentation of research project.
2. View three classmates' presentations, post feedback in the discussion board, and defend the conclusions of her/his research project.
3. Submit research paper.
4. Complete Journal 5: The Power of Language.

Presentation Rubric

Criteria	Description	Points
Professionalism	Personal Presentation Abilities: introduction, delivery, poise, eye contact, non-reading	10
Use of Language	Engaging Usage, Clear Expression, Imaginative Usage	5
Use of Language	Enthusiasm	5
Organization	Logical Sequence and Development	10
Organization	Use and Quality of Visual Materials (including video upload)	10
Content	Clear Thesis, Persuasive Argument, Logical Conclusions Supported by Evidence, & discussion of key points	15
Content	Integration of Knowledge on topic	15
Content	Integration of Values regarding topic	15
Interactivity	Management of Questions, & Solicitation of Opinions	15
	Total	100

Paper Rubric

Criteria	Description	Points
Format	Title Page, page number, APA Style, In-text Citations, Reference Page	15
Use of Language	Spelling, Grammar, Composition, Use of Active Voice, Sentence/Paragraph Structure	20
Use of Language	Clarity of Expression, Imaginative Use of Language	5
Organization	Logically Organized, Clear Structure, Logical Flow	10
Content	Clear Thesis Statement, Clear and Persuasive Argument, Logical Conclusions Supported by Evidence	15
Content	Integration of Knowledge	10
Content	Integration of Values	10
Sources	Reliable, Scholarly, Effective Use of Sources to Document Argument	15
	Total	100