

## Report on UNIV 4600W Capstone Course

### **4600W. Capstone Course**

(Formerly offered as INTD 4600W.) Three credits. Prerequisite: Consent required by instructor and the Individualized Major Program Director; [ENGL 1010](#) or [1011](#) or [2011](#); senior standing with an approved individualized major plan of study; and an approved placement, research or project.

All students with an approved individualized major plan of study who are not earning a double major nor have another capstone course on their plan of study must register for this course during their last academic year. Students will integrate their interdisciplinary major through a capstone paper.

UNIV 4600W is taught every semester. It was first approved in March 2003.

Instructor for the course remains the same as when the UICC reviewed this course in 2012:

- Ken Fuchsman, Ph.D., Extension Professor, Bachelor of General Studies Program and Individualized Major Program

The purpose of UNIV 4600W remains for the student to write a high quality research paper on a topic within their Individualized Major. The course consists of two presentations and six written assignments, including both a draft and revision of the research paper.

Changes:

- Earlier one-on-one sessions with individual students to review the paper proposal, make suggestions, and assist the student in finding appropriate sources for the topic.
- Modification of annotated bibliography assignment to tentative outline of paper with relevant sources for each section

## UNIV 4600W CAPSTONE COURSE

### Course Description:

Students will integrate their interdisciplinary Individualized Majors through a capstone research paper and supplementary exercises. The focus is on your academic studies, but through research, reflection, discussion, and writing you may also explore how your interdisciplinary plan of study will underpin your future academic and professional activities, as well as other life choices.

### Course Learning Outcomes:

Through participation in the course activities and by fulfilling its requirements, you will have:

- Reflected on your achievements as an Individualized Major and the intellectual skills that you have acquired and developed.
- Begun to plan for how to build on those achievements and use those skills in graduate studies, future employment, and/or lifelong learning.
- Gained some experience in making effective presentations – orally and in writing - of the important issues of your area of study to diverse audiences.
- Reflected upon and practiced using the terminology, distinctive perspectives, research approaches, academic conventions, and appropriate scholarly sources of interdisciplinary studies and your own area of study in a substantial piece of research and writing that you present to a general audience.
- Reflected upon the ways in which the different subject areas of your plan of study complement each other, have helped you understand diverse perspectives, and have permitted you to build relevant knowledge and skills.
- Organized and led at least one group discussion of effective research and writing skills.

### Prerequisites:

ENGL 1010 or 1011 or 2011 and senior standing with an approved Individualized Major plan of study.

### Eligibility:

Students may register for this course during their last academic year if they have an approved Individualized Major plan of study. (Honors students in the Individualized Major Program may take UNIV 4600W as an elective prior to their senior year.) Seat priority is given to students following an Individualized Major plan of study as their only major plan of study. Consent is required by the Director of the Individualized Major Program.

### Organizational Details:

Classroom: Rowe 321 .

Class Meetings: TuTh 3:30-4:45pm

Ken Fuchsman (Course Instructor)

[ken.fuchsman@uconn.edu](mailto:ken.fuchsman@uconn.edu)

Ken's Office Hours: CUE 426C

Tuesday and Thursday 2:00-3:00pm

Cell Phone: 860-309-8848

**ALL WRITTEN ASSIGNMENTS WILL BE SUBMITTED VIA EMAIL TO  
[ken.fuchsman@uconn.edu](mailto:ken.fuchsman@uconn.edu)**

## Course Requirements:

This is a writing intensive course. Consequently, you have six writing exercises to complete. The first short writing exercise is your Individualized Major Statement of Achievements. Four exercises relate to the planning and completion of your individual capstone research and paper. The final writing exercise is a reflective essay on your research learning process and how you intend to build upon your learning. The writing exercises will contribute 70% to your final course grade. You are expected to submit writing exercises in the format specified and at the time required.

*\*\* You must pass the writing component to pass the course.*

*\*\* You must follow APA guidelines for all of your writing exercises; an abstract will be required only for the draft and final versions of the capstone paper.*

*\*\* You are required to submit **electronic copies of your work** to the course instructor.*

Participation in class is essential and attendance at class meetings is expected. Class participation involves three types of activities: two oral presentations; peer review; planning and active involvement and participation in class sessions led by your instructor or a peer. Elements of class participation will contribute 20% to your final course grade.

ATTENDANCE IS MANDATORY FOR ALL PRESENTATIONS BY YOUR CLASSMATES. IF YOU HAVE AN UNEXCUSED ABSENCE FOR EITHER PRESENTATION 1 OR PRESENTATION 2, YOUR GRADE WILL BE LOWERED.

Additionally, you will have a quiz on assigned reading from class lectures and assigned readings. Stanley Chodorow's *Writing A Successful Research Paper* is a required text and is available for purchase at the UCONN Coop. The quiz is designed to help you understand and master the information provided in the text and lectures, which will prove invaluable to you as you plan and construct your capstone research paper. The quiz will be worth 10% of your final grade.

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You will be required to identify the appropriate reading and research sources for your individual capstone research and paper.

In addition, you should dig out your Freshman English writing textbook and review important topics as we discuss some of the techniques and challenges of writing.

REQUIRED TEXT: Stanley Chodorow, *Writing A Successful Research Paper*. Indianapolis: Hackett Publishing Company, 2011.

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## .Course Assignments

| Writing Exercises  |  |
|--|--|
| <a href="#">Exercise 1</a> [*]-<br><b>Statement of IMJR Achievements</b>           | A summary and evaluation of your IMJR. What are your achievements as an IMJR and what intellectual skills have you acquired and developed so far? How do the different subject areas of your plan of study complement each other, help you understand diverse perspectives, and permit you to build relevant knowledge and skills? Have you begun to plan for how to build on your achievements and use those skills in graduate studies, future employment, and/or lifelong learning? If so, tell us about your plans. In your writing, you should “speak” to an audience other than a group of your peers (for example, a potential employer or graduate school admissions committee). <u>Minimum 2 pp.,.</u>  |
| <a href="#">Exercise 2</a> [*]-<br><b>Capstone Paper Proposal</b>                  | The capstone paper is the substantive work of the course. It involves five distinct written exercises. The starting point in defining your paper topic may be an internship; work or study abroad or away; summer or part-time work; or a research project that you have not had a chance to complete elsewhere in your UConn studies. ( <b>This means that your paper cannot replicate a paper written or to be written in another class.</b> ) The capstone paper must be a critical reflection on or analysis of a problem, issue, or question relevant to your IMJR. This should be an integrative academic exercise. It must involve academic research. It may take the form of a reflective piece of writing that evaluates relevant experiences that you have had inside and outside of the classroom. <u>Exercise 2 is a 5-6 pp.</u> summary of your proposed topic, research questions, research approach, outlines analysis or argument, and annotated bibliography. This exercise should include your background reading list and a <u>minimum</u> of 6 academic sources (this means peer-reviewed journal articles or research monographs). More is better! You will write a brief (a few sentences) summary on each article and how it directly contributes to your research. |
| <a href="#">Exercise 3</a> [*]-<br><b>Capstone Paper Annotated Bibliography</b>    | Sources are key to any research project. <u>Exercise 3 is a 4-6 pp.</u> piece of written work in which you to refine your 6 academic sources and present them in annotated form. (We’ll discuss this more later.) You will not only summarize what the sources say, but explain how they relate to your particular project and how you will use them in your research. If there are revisions needed in your paper proposal, they will be submitted with the bibliography.   |
| <a href="#">Exercise 4</a> - <b>Draft Capstone Paper</b>                           | This is your most important milestone. If this paper is a sound and complete draft, you will receive valuable feedback on the paper’s strengths and weaknesses, as well as guidance on how to improve the final version. <u>Minimum length is 15 pages</u> , presented in Times New Roman 12pt font, double spaced with 1” margins and in APA style. Make every word work for your argument or analysis. Wordiness and repetition are <u>not</u> virtues.  |
| <a href="#">Exercise 5</a> [*]-<br><b>Final Capstone Paper</b>                     | Your grade for the final paper will reflect the quality of your research and written work. Again, minimum of 15 pages; note that this minimum page number excludes words on the title paper, abstract, notes, bibliography, diagrams, exercises, appendices, etc. You need a minimum of 15 pages in the body of your text! Same format requirements as for draft.  |
| <a href="#">Exercise 6</a> [*]-<br><b>Evaluative Essay</b>                         | You will write a final 3-4 pp essay to evaluate your research and writing process. The essay will be due the day of final exam period scheduled by the Registrar.  |
| <b>[*] Students cannot pass the course unless they pass the W component</b>        |  |
| Class Participation Assignments  |  |
| <a href="#">Presentation 1</a>   | You will give a brief (6 min) presentation that summarizes and evaluates your IMJR. Essentially, this is the verbal presentation of Exercise 1. You must make clear your chosen audience. Your classmates will role-play the audience that you specify (they cannot play “themselves”!). This is a stand-and-deliver presentation; no PowerPoint.  |
| <a href="#">Presentation 2</a>   | You will present a formal review of your capstone research findings, analysis, and/or argument. The central focus of this presentation is your research findings and conclusions. Presentation will be 10 minutes and <b>must</b> adopt an <i>effective</i> PowerPoint format .  |
| Quiz on Writing A Successful Research Paper textbook and Interdisciplinary Studies |  |
| <b>Quiz</b>  | A short answer quiz to be written in class for which students have several days notice of quiz questions; based on the required textbook reading and class lectures.   |

### Course Grades:

Your grade for the course will depend on your performance in graded writing exercises, class participation, and quiz. Individual assignments will be letter graded, with points awarded according to the grade earned. The course grade will reflect the weighted average of assignment grades (each letter grade has a numerical equivalent using the GPA scale).

|   | Due Date         | % contribution to course grade |
|---|------------------|--------------------------------|
| <b>Writing Exercises</b>  |                  |                                |
| <a href="#">Exercise 1</a> - Statement of IMJR Achievements[*]  | Sept. 15         | 7.0                            |
| <a href="#">Exercise 2</a> - Capstone Paper Proposal [*]  | Sept. 22         | 8.0                            |
| <a href="#">Exercise 3</a> - Capstone Paper Annotated Bibliography[*]   | Oct. 1           | 5.0                            |
| <a href="#">Exercise 4</a> - Draft Capstone Paper   | Oct. 20          | 15.0                           |
| <a href="#">Exercise 5</a> - Final Capstone Paper[*]  | Dec. 1           | 30.0                           |
| <a href="#">Exercise 6</a> – Evaluative Essay[*]  | Dec. 18          | 5.0                            |
| <b>Total contribution of writing exercises:</b>   |                  | <b>70.0%</b>                   |
| <p><b>Late Penalty: All written exercises are due at the start of class on the date stated. For everyday or part of a date late, you will lose a + or – on the exercise: an A- will become a B+, etc.</b></p> |                  |                                |
| <b>Class Participation</b>  |                  |                                |
| <a href="#">Presentation 1</a> (based on Exercise 1)  | Sept 8, 10       | 5.0                            |
| <a href="#">Presentation 2</a> (based on Exercise 5)  | Dec. 1,3, 8, 10  | 10.0                           |
| Contribution to class discussion and peer review  | All the time.... | 5.0                            |
| <b>Total contribution of class participation:</b>   |                  | <b>20.0%</b>                   |
| <b>Quiz</b>   |                  |                                |
| Quiz – in class   | Oct. 15          | 10.0                           |
| <b>Total contribution of quizzes:</b>   |                  | <b>10.0%</b>                   |
| <b>Total course mark:</b>   |                  | <b>100.0%</b>                  |
| <p>[*] Students cannot pass the course unless they pass the W component, defined as Exercises 1, 2, 3, 5, and 6.</p>  |                  |                                |

### GPA Scale (Course grade may not be A+ or F+)

|           |          |          |          |            |
|-----------|----------|----------|----------|------------|
| A+ = 4.3* | B+ = 3.3 | C+ = 2.3 | D+ = 1.3 | F+ = 0.3** |
| A = 4.0   | B = 3.0  | C = 2.0  | D = 1.0  | F = 0      |
| A- = 3.7  | B- = 2.7 | C- = 1.7 | D- = 0.7 |            |

- A+ for exceptional pieces of work only (97% plus); F+ for marginal fails in the 50-59% range.

### **Standards for grading writing exercises, including the capstone paper:**

In each exercise, the paper topic must have a recognizable and appropriate link to the individual student's Individualized Major, related interests, and academic areas of study. The topic of each exercise will need to be clearly and concisely defined by the writer in each exercise's introduction. In general, the following qualitative standards will apply:

- “A”** is for work of very high quality, demonstrating an accurate and insightful understanding of the paper topic, that states and develops a coherent line of argument which is well supported by evidence and attentive to appropriate academic context, and that is well-written and free of major spelling or grammatical errors;
- “B”** is awarded for good-quality work that demonstrates an accurate understanding of the paper topic, develops a clearly identifiable line of argument, adequately supported by evidence and grasp of appropriate academic context, and is organized into coherent paragraphs and complete sentences with few errors of spelling or grammar;
- “C”** is for mediocre work that fulfills the requirements of the assignment, but is superficial or simplistic, shows incomplete understanding of the topic or of the appropriate academic context, or is poorly written or poorly organized;
- “D”** is for poor-quality work that falls short of fulfilling the requirements of the assignment because it lacks understanding, fails to attempt to make an argument, or is badly written or organized;
- “F”** is for work that demonstrates ignorance of the specified topic, fails to define its topic, or that is in any way plagiarized.

### **Course Etiquette:**

- Please be punctual to class meetings, especially when presentations are scheduled. Your late arrival may disrupt or distract a speaker.
- If you will be unavoidably delayed or prevented from attending a class meeting, you must email or speak with your instructor as soon as you can (this means “in advance” unless that is impossible).
- Be a constructive audience for your peers. Your role is to help individuals clarify what they are trying to say so that it is clear to you; you don't need to agree with them.
- When making suggestions or offering comments, be constructive and specific.
- Please don't eat in the classroom.
- Please don't complete homework, check text messages, read newspapers, use iphone or laptop for non-class purposes, or the like, in class. You may think you can do these things discreetly, but – believe us! – they are noticed and are a distraction for others.

## A warning about cheating and plagiarism:

*“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned”*

[quoted from the [University of Connecticut Student Code](#)]

Academic misconduct is a violation of the University of Connecticut’s *Student Code* and will not be tolerated. Misconduct includes copying someone else’s paper (or parts thereof), plagiarism, having someone else do your academic work, and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. Penalties range from an F for an individual piece of work to an F for the course according to the seriousness of an offense.

Plagiarism in written work consists of presenting someone else’s words as if they were your own. Your instructor checks submitted papers to ensure that this has not happened. You should read and note the University’s statements on academic integrity, which can be found at [http://www.community.uconn.edu/student\\_code.html](http://www.community.uconn.edu/student_code.html). Particularly relevant are the *Student Code*, Parts II and Appendix A, and the links marked “Academic Misconduct FAQ.”

The online *Harvard Guide to Using Sources* (<http://usingsources.fas.harvard.edu/icb/icb.do>) provides helpful advice about how to present work properly and avoid misconduct. If you have any doubts or questions about how you should proceed, ask your instructor. Here are some general suggestions:

- When you are writing a paper, you may not copy any passage from a book, article, website, or any other person’s writing without indicating that you are doing so. Direct quotations must be in quote marks, and the source for all passages must be provided. Cutting and pasting passages (from any source), paraphrasing them (by adding or cutting out words), or altering words to disguise the origin, is as unacceptable as direct copying without attribution, and will be treated similarly.
- Even if you attribute all of your sources correctly in your paper, you should note that a paper that consists mainly of attributed, quoted passages from other sources is likely to earn a poor grade. **Your aim when writing should be to express as much as possible of what you want to say in your own words.** Quotations from other sources should usually be brief, and used mostly as evidence to illustrate or demonstrate what you intend to argue.
- Note that it is possible to plagiarize unintentionally, as well as deliberately. You can avoid plagiarism by taking care when you make notes to indicate the sources you are using, and to place in quote marks any passages you copy directly into your notes. When you use your notes to help compose what you are writing, do not copy directly from them, but find fresh ways of expressing what you are trying to say.

**A couple of other sources that you may find helpful:** An interactive web tool for applying MLA style to your sources, as well as explanations of MLA style [www.citationmachine.net](http://www.citationmachine.net), and for a pamphlet on “Plagiarism: What It Is and How to Avoid It,” see <http://www.indiana.edu/~wts/pamphlets.shtml>.

## Wikipedia

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Wikipedia is **NOT** an acceptable resource for a research paper of this type. Wikipedia entries are often inaccurate and culled from secondary sources or from people with far too much time on their hands. Because of the site’s inconsistencies serious researchers do not rely on Wikipedia to be anything more than a good starting place for relevant information. Please be aware, that your instructors know about Wikipedia and will know if you use it. If we find that you have used Wikipedia as a source we will ask that you find the relevant information from a professional or academic source, incorporate that into your

research paper in place of the “Wiki-info,” and properly cite the newly incorporated information according to proper style and format.

Wikipedia is most analogous to an encyclopedia, a tertiary source. As such, information from those types of sources is not rigorous enough to address the complex and nuanced arguments we hope you will make in your Capstone Paper.



**INTD 4600W IMJR Capstone Course**

**Class and Meeting Schedule**

| <b>Week</b> | <b>Topics/CoR Reading Assignments</b>  | <b>Tuesday</b>  | <b>Thursday</b>   |
|-------------|--|---|---|
| 1           | <b>Introductions/ Presentations</b><br><ul style="list-style-type: none"> <li>Read for Thursday: Chodorow, pp. x-xvii, 1-15</li> </ul>         | <b>September 1</b><br>Introductions   | <b>September 3</b><br>What is a Research Paper?<br><b>Ideas for your topic. Schedule Pres. 1 and Ex. 2 Meetings</b> |
| 2           | <b>Presentations</b>   | <b>September 8</b><br>Presentation 1  | <b>September 10</b><br>Presentation 1   |
| 3           | <b>Presentations/ Research</b><br><ul style="list-style-type: none"> <li>Read for Th.: Chodorow, pp. 16-46.</li> </ul>                         | <b>September 15</b><br><b>Submit Ex. 1</b><br><b>Select Peer Reviewer</b>                           | <b>September 17</b><br>Discussion of Ex. 2 and Research Methods   |
| 4           | <b>Crafting Research</b><br><ul style="list-style-type: none"> <li>Read for Tu: Chodorow, pp. 47-73, Th. pp. 74-97</li> </ul>                  | <b>September 22</b><br><b>Hand in Ex. 2</b><br>Discuss Research and Ex. 3                           | <b>September 24</b><br><b>Individual Meetings on Ex. 2.</b>   |
| 5           | <b>Quiz/Interdisciplinarity</b><br><ul style="list-style-type: none"> <li>Read for Th.: Handout on <u>Interdisciplinary Studies</u></li> </ul> | <b>September 29</b><br><b>Individual Meetings on Ex. 2</b>  | <b>October 1</b><br>Hand in EX. 3<br>Discussion of Interdisciplinarity  |
| 6           | Interdisciplinary Studies  | <b>October 6</b><br>Discussion interdisciplinary studies  | <b>October 8</b><br><b>Discussion interdisciplinary studies</b>   |
| 7           | <b>Interdisciplinary Studies</b>   | <b>October 13</b><br>Discussion on Ex. 4 and isinterdisciplinarity and research. Review for Quiz 2. | <b>October 15</b><br><b>Quiz</b><br><b>Discussion Ex. 4</b>   |
|             |  |   |   |
| 8           | <b>Following Through Your Research Proposals and Hand in First Draft!</b>  | <b>October 20</b><br><b>Hand in Ex. 4</b><br><b>Discussion on the rest of the semester</b>          | <b>October 22</b><br><b>NO CLASS</b>  |
| 9           | <b>Peer Review/ Individual Tutorials</b>   | <b>October 27</b><br>Peer Review with Partners-In Class. Review rest of semester.                   | <b>October 29</b><br>Individual Tutorials - Feedback on Ex. 4.  |
| 10          | Individual Tutorials   | <b>November 3</b><br>Individual Tutorials– feedback on Ex. 4  | <b>November 5</b><br>Individual Tutorials – feedback on Ex. 4   |

| Week | Topics/CoR Reading Assignments   | Tuesday  | Thursday   |
|------|----------------------------------|--|--|
| 11   | Individual Tutorials             | <b>November 10</b><br>Individual Tutorials<br>feedback on Ex. 4                            | <b>November 12</b><br>Individual Tutorials on Ex. 4              |
| 12   | Individual Research and Writing  | <b>November 17</b><br><b>Individual Tutorials on Ex. 4</b>                                 | <b>November 19</b><br><b>Individual Tutorials Ex. 4</b>          |
| 13   | Final Presentations and Feedback | <b>December 1</b><br><b>Hand in <a href="#">Ex. 5</a></b><br>Presentation 2                | <b>December 3</b><br>Presentation 2                              |
| 14   | Final Presentations and Feedback | <b>December 8</b><br>Presentation 2  | <b>December 10</b><br>Presentation 2<br>Feedback and Evaluations |
| 15   | Evaluative Essay                 | <b>December 18</b><br><b>Hand in <a href="#">Ex. 6</a> via email. Class meets at 1 pm.</b> |  |

\*\*Note: **Individual Tutorials are NOT optional.** The two sets of tutorials are meant to assist you individually in the development of your research and writing. You must set up a time with your instructor during the assigned blocks (or alternative agreed times on the same days) to meet and discuss your progress and your capstone draft paper.

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| <a href="#">Exercise 4</a> -<br><b>Draft Capstone Paper</b>                        | This is your most important milestone. If this paper is a sound and complete draft, you will receive valuable feedback on the paper's strengths and weaknesses, as well as guidance on how to improve the final version. <u>Minimum length is 15 pages</u> , presented in Times New Roman 12pt font, double spaced with 1" margins and in APA style. Make every word work for your argument or analysis. Wordiness and repetition are <u>not</u> virtues.  |
| <a href="#">Exercise 5</a> [*]-<br><b>Final Capstone Paper</b>                     | Your grade for the final paper will reflect the quality of your research and written work. Again, minimum of 15 pages; note that this minimum page number excludes words on the title paper, abstract, notes, bibliography, diagrams, exercises, appendices, etc. You need a minimum of 15 pages in the body of your text! Same format requirements as for draft.  |
| <a href="#">Exercise 6</a> [*]-<br><b>Evaluative Essay</b>                         | You will write a final 3-4 pp essay to evaluate your research and writing process. The essay will be due the day of final exam period scheduled by the Registrar.  |
| <b>[*] Students cannot pass the course unless they pass the W component</b>        |  |
| Class Participation Assignments  |  |
| <a href="#">Presentation 1</a>   | You will give a brief (6 min) presentation that summarizes and evaluates your IMJR. Essentially, this is the verbal presentation of Exercise 1. This is a stand-and-deliver presentation; no PowerPoint. You may use notes.  |
| <a href="#">Presentation 2</a>   | You will present a formal review of your capstone research findings, analysis, and/or argument. The central focus of this presentation is your research findings and conclusions. Presentation will be 10 minutes and <b>must</b> adopt an <i>effective</i> PowerPoint format .  |
| Quiz on Writing A Successful Research Paper textbook and Interdisciplinary Studies |  |
| <b>Quiz</b>  | A short answer quiz to be written in class for which students have several days notice of quiz questions; based on the required textbook reading and class lectures.   |

### Course Grades:

Your grade for the course will depend on your performance in graded writing exercises, class participation, and quiz. Individual assignments will be letter graded, with points awarded according to the grade earned. The course grade will reflect the weighted average of assignment grades (each letter grade has a numerical equivalent using the GPA scale).

|   | Due Date              | % contribution to course grade |
|---|-----------------------|--------------------------------|
| <b>Writing Exercises</b>  |                       |                                |
| <a href="#">Exercise 1</a> - Statement of IMJR Achievements[*]  | Feb 2                 | 7.0                            |
| <a href="#">Exercise 2</a> - Capstone Paper Proposal [*]  | Feb 9                 | 8.0                            |
| <a href="#">Exercise 3</a> - Capstone Paper Bibliography[*]   | Feb 18                | 5.0                            |
| <a href="#">Exercise 4</a> - Draft Capstone Paper   | March 20              | 15.0                           |
| <a href="#">Exercise 5</a> - Final Capstone Paper[*]  | April 19              | 30.0                           |
| <a href="#">Exercise 6</a> – Evaluative Essay[*]  | May 5                 | 5.0                            |
| <b>Total contribution of writing exercises:</b>   |                       | <b>70.0%</b>                   |
| <p><b>Late Penalty: All written exercises are due at the start of class on the date stated. For everyday or part of a date late, you will lose a + or – on the exercise: an A- will become a B+, etc.</b></p> |                       |                                |
| <b>Class Participation</b>  |                       |                                |
| <a href="#">Presentation 1</a> (based on Exercise 1)  | Jan 26, 28            | 5.0                            |
| <a href="#">Presentation 2</a> (based on Exercise 5)  | April 19, 21, 26, 28, | 10.0                           |
| Contribution to class discussion and peer review  | All the time....      | 5.0                            |
| <b>Total contribution of class participation:</b>   |                       | <b>20.0%</b>                   |
| <b>Quiz</b>   |                       |                                |
| Quiz – in class   | March 8               | 10.0                           |
| <b>Total contribution of quizzes:</b>   |                       | <b>10.0%</b>                   |
| <b>Total course mark:</b>   |                       | <b>100.0%</b>                  |
| <p><b>[*] Students cannot pass the course unless they pass the W component, defined as Exercises 1, 2, 3, 5, and 6.</b></p>   |                       |                                |

### GPA Scale (Course grade may not be A+ or F+)

|           |          |          |          |            |
|-----------|----------|----------|----------|------------|
| A+ = 4.3* | B+ = 3.3 | C+ = 2.3 | D+ = 1.3 | F+ = 0.3** |
| A = 4.0   | B = 3.0  | C = 2.0  | D = 1.0  | F = 0      |
| A- = 3.7  | B- = 2.7 | C- = 1.7 | D- = 0.7 |            |

- A+ for exceptional pieces of work only (97% plus); F+ for marginal fails in the 50-59% range.

### **Standards for grading writing exercises, including the capstone paper:**

In each exercise, the paper topic must have a recognizable and appropriate link to the individual student's Individualized Major, related interests, and academic areas of study. The topic of each exercise will need to be clearly and concisely defined by the writer in each exercise's introduction. In general, the following qualitative standards will apply:

- “A”** is for work of very high quality, demonstrating an accurate and insightful understanding of the paper topic, that states and develops a coherent line of argument which is well supported by evidence and attentive to appropriate academic context, and that is well-written and free of major spelling or grammatical errors;
- “B”** is awarded for good-quality work that demonstrates an accurate understanding of the paper topic, develops a clearly identifiable line of argument, adequately supported by evidence and grasp of appropriate academic context, and is organized into coherent paragraphs and complete sentences with few errors of spelling or grammar;
- “C”** is for mediocre work that fulfills the requirements of the assignment, but is superficial or simplistic, shows incomplete understanding of the topic or of the appropriate academic context, or is poorly written or poorly organized;
- “D”** is for poor-quality work that falls short of fulfilling the requirements of the assignment because it lacks understanding, fails to attempt to make an argument, or is badly written or organized;
- “F”** is for work that demonstrates ignorance of the specified topic, fails to define its topic, or that is in any way plagiarized.

### **Course Etiquette:**

- Please be punctual to class meetings, especially when presentations are scheduled. Your late arrival may disrupt or distract a speaker.
- If you will be unavoidably delayed or prevented from attending a class meeting, you must email or speak with your instructor as soon as you can (this means “in advance” unless that is impossible).
- Be a constructive audience for your peers. Your role is to help individuals clarify what they are trying to say so that it is clear to you; you don't need to agree with them.
- When making suggestions or offering comments, be constructive and specific.
- Please don't eat in the classroom.
- Please don't complete homework, check text messages, read newspapers, use iPhone or laptop for non-class purposes, or the like, in class. You may think you can do these things discreetly, but – believe us! – they are noticed and are a distraction for others.

## A warning about cheating and plagiarism:

*“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned”*

[quoted from the [University of Connecticut Student Code](#)]

Academic misconduct is a violation of the University of Connecticut’s *Student Code* and will not be tolerated. Misconduct includes copying someone else’s paper (or parts thereof), plagiarism, having someone else do your academic work, and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. Penalties range from an F for an individual piece of work to an F for the course according to the seriousness of an offense.

Plagiarism in written work consists of presenting someone else’s words as if they were your own. Your instructor checks submitted papers to ensure that this has not happened. You should read and note the University’s statements on academic integrity, which can be found at [http://www.community.uconn.edu/student\\_code.html](http://www.community.uconn.edu/student_code.html). Particularly relevant are the *Student Code*, Parts II and Appendix A, and the links marked “Academic Misconduct FAQ.”

The online *Harvard Guide to Using Sources* (<http://usingsources.fas.harvard.edu/icb/icb.do>) provides helpful advice about how to present work properly and avoid misconduct. If you have any doubts or questions about how you should proceed, ask your instructor. Here are some general suggestions:

- When you are writing a paper, you may not copy any passage from a book, article, website, or any other person’s writing without indicating that you are doing so. Direct quotations must be in quote marks, and the source for all passages must be provided. Cutting and pasting passages (from any source), paraphrasing them (by adding or cutting out words), or altering words to disguise the origin, is as unacceptable as direct copying without attribution, and will be treated similarly.
- Even if you attribute all of your sources correctly in your paper, you should note that a paper that consists mainly of attributed, quoted passages from other sources is likely to earn a poor grade. **Your aim when writing should be to express as much as possible of what you want to say in your own words.** Quotations from other sources should usually be brief, and used mostly as evidence to illustrate or demonstrate what you intend to argue.
- Note that it is possible to plagiarize unintentionally, as well as deliberately. You can avoid plagiarism by taking care when you make notes to indicate the sources you are using, and to place in quote marks any passages you copy directly into your notes. When you use your notes to help compose what you are writing, do not copy directly from them, but find fresh ways of expressing what you are trying to say.

**A couple of other sources that you may find helpful:** An interactive web tool for applying MLA style to your sources, as well as explanations of MLA style [www.citationmachine.net](http://www.citationmachine.net), and for a pamphlet on “Plagiarism: What It Is and How to Avoid It,” see <http://www.indiana.edu/~wts/pamphlets.shtml>.

## Wikipedia

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Wikipedia is **NOT** an acceptable resource for a research paper of this type. Wikipedia entries are often inaccurate and culled from secondary sources or from people with far too much time on their hands. Because of the site’s inconsistencies serious researchers do not rely on Wikipedia to be anything more than a good starting place for relevant information. Please be aware, that your instructors know about Wikipedia and will know if you use it. If we find that you have used Wikipedia as a source we will ask that you find the relevant information from a professional or academic source, incorporate that into your



research paper in place of the “Wiki-info,” and properly cite the newly incorporated information according to proper style and format.

Wikipedia is most analogous to an encyclopedia, a tertiary source. As such, information from those types of sources is not rigorous enough to address the complex and nuanced arguments we hope you will make in your Capstone Paper.

**UNIV 4600W IMJR Capstone Course** **Class and Meeting Schedule**

| <b>Week</b> | <b>Topics/CoR Reading Assignments</b>  | <b>Tuesday</b>  | <b>Thursday</b>  |
|-------------|--|---|--|
| 1           | <b>Introductions/ Presentations</b><br><ul style="list-style-type: none"> <li>Read for Thursday: Chodorow, pp. x-xvii, 1-15</li> </ul>         | <b>January 19</b><br>Introductions  | <b>January 21</b><br>What is a Research Paper?<br><b>Ideas for your topic. Schedule Pres. 1 and Ex. 2 Meetings</b> |
| 2           | <b>Presentations</b>   | <b>January 26</b><br>Presentation 1   | <b>January 28</b><br>Presentation 1  |
| 3           | <b>Presentations/ Research</b><br><ul style="list-style-type: none"> <li>Read for Th.: Chodorow, pp. 16-46.</li> </ul>                         | <b>February 2</b><br><b>Submit Ex. 1</b><br><b>Select Peer Reviewer</b>                             | <b>February 4</b><br>Discussion of Ex. 2 and Research Methods  |
| 4           | <b>Crafting Research</b><br><ul style="list-style-type: none"> <li>Read for Tu: Chodorow, pp. 47-73, Th. pp. 74-97</li> </ul>                  | <b>February 9</b><br><b>Hand in Ex. 2</b><br>Discuss Research and Ex. 3                             | <b>February 11</b><br><b>Individual Meetings on Ex. 2.</b>   |
| 5           | <b>Quiz/Interdisciplinarity</b><br><ul style="list-style-type: none"> <li>Read for Th.: Handout on <u>Interdisciplinary Studies</u></li> </ul> | <b>February 16</b><br><b>Individual Meetings on Ex. 2</b>   | <b>February 18</b><br>Hand in EX. 3<br>Discussion of Interdisciplinarity   |
| 6           | Interdisciplinary Studies  | <b>February 23</b><br>Discussion interdisciplinary studies  | <b>February 25</b><br><b>Discussion interdisciplinary studies</b>  |
| 7           | <b>Interdisciplinary Studies</b>   | <b>March 1</b><br>Discussion on Ex. 4 and isinterdisciplinarity and research.<br>Review for Quiz 2. | <b>March 3</b><br><b>No class</b>  |

| Week | Topics/CoR Reading Assignments  | Tuesday   | Thursday   |
|------|---|---|--|
| 8    | <b>Following Through Your Research Proposals and Hand in First Draft!</b> | <b>March 8 Quiz Discussion Ex. 4</b>  | <b>March 10 Class discussion on the rest of the semester.</b>        |
| 9    | <b>Peer Review/ Individual Tutorials</b>                                  | <b>March 22</b><br>Peer Review with Partners-In Class. Review rest of semester. | <b>March 24</b><br>Individual Tutorials - Feedback on Ex. 4.         |
| 10   | Individual Tutorials  | <b>March 29</b><br>Individual Tutorials– feedback on Ex. 4                      | <b>March 31</b><br>Individual Tutorials – feedback on Ex. 4          |
| 11   | Individual Tutorials  | <b>April 5</b><br>Individual Tutorials feedback on Ex. 4                        | <b>April 7</b><br>No Class   |
| 12   | Individual Research and Writing   | <b>April 12</b><br><b>No Class – Individual Research and Writing</b>            | <b>April 14</b><br><b>No Class – Individual Research and Writing</b> |
| 13   | Final Presentations and Feedback  | <b>April 19</b><br><b>Hand in <u>Ex. 5</u></b><br>Presentation 2                | <b>April 21</b><br>Presentation 2                                    |
| 14   | Final Presentations and Feedback  | <b>April 26</b><br>Presentation 2   | <b>April 28</b><br>Presentation 2<br>Feedback and Evaluations        |
| 15   | Evaluative Essay  | <b>May 5</b><br><b>Hand in <u>Ex. 6</u> via email.</b>                          |  |
|      |   |   |  |

**\*\*Note: Individual Tutorials are NOT optional.** The two sets of tutorials are meant to assist you individually in the development of your research and writing. You must set up a time with your instructor during the assigned blocks (or alternative agreed times on the same days) to meet and discuss your progress and your capstone draft paper.