University Interdisciplinary Courses Committee
Alignment Form for Undergraduate UNIV Courses Shells

NOTE: All fields are required unless otherwise specified.
Completed forms are due by September 14, 2020
Please submit to Cheryl Galli (cheryl.galli@uconn.edu)

1. **Course Designation, Number and Name**
   For designation, indicate UNIV and then add course number and name.
   
   **UNIV 4600W Capstone Course** *(not a shell course)*

2. **Principal Contact Person** (Name, Phone Number, e-mail address, and title of the person who manages this course):
   
   Name: Monica van Beusekom  
   Phone: n/a  
   Email: monica.vanbeusekom@uconn.edu  
   Title: Director, Individualized and Interdisciplinary Studies Program

3. **Academic unit(s), and/or university unit(s) responsible for overseeing this course.**
   
   Individualized and Interdisciplinary Studies Program

4. **Course Consistency:** Briefly describe how uniformly or how diversely this course is taught across sections. Explain what steps have been taken to ensure that all sections meet the course goals and learning objectives. (e.g. Explain how much leeway instructors have in their assignments or syllabi.)

   One section of this course is offered each semester; it serves as the capstone course for the Individualized Major Program. Approximately 60% of individualized majors take this course to meet their capstone and writing in the major requirement. The other 40% complete a thesis using UNIV 4697W; or complete a thesis in their other major that also serves as their individualized major capstone. Michael Cunningham, Ph.D., academic advisor for the Individualized Major Program, teaches this course.

5. **Course Subtitles:** Please attach a list of all subsections of the course that were offered in the current academic year. **Not applicable**

6. **Syllabi:** Please attach a sampling of syllabi from three different course instructors. If this course is offered at any regional campuses, please include at least one syllabus from a regional instructor.

   No significant changes in course since the last review by UICC. Syllabi for Fall 2019 and Spring 2020 attached.
UNIV 4600W Capstone Course
Fall 2019
Tuesdays and Thursdays 3:30 to 4:45, McHugh 109
Instructor: Michael Cunningham, Rowe 406
michael.cunningham@uconn.edu

Introduction
This course provides an intellectual space in which you can integrate what you have learned during your academic journey. The primary vessel for this integration will be a research essay in which you explore a problem or question central to your major. There will be opportunities for reflection on what you have achieved in the individualized major, as well, and practice of skills, like making presentations, which will facilitate your transition to post-collegiate life.

Aims and Outcomes
The two main objectives of this course are:
- *Integration*. To promote integration of what you have learned in coursework and other experiences that have been part of your individualized major.
- *Reflection*. To inspire reflection on your individualized major and your growth during the process.

The primary skills that we hope to promote in this course are:
- *Analysis*. The ability to define a research question, gather evidence, and analyze information.
- *Synthesis*. The ability to recognize different perspectives and interpretive conflicts, make connections across disciplinary boundaries, and formulate meaningful arguments from disparate sources.
- *Presentation*. The ability to present an argument in writing and in speaking.

Activities and Evaluation
The activities in this course will include: classroom discussions, presentations, peer reviews, a Statement of Achievements, and the Capstone Essay. The number of points that you can earn for each activity is:
- Participation: 10
- Presentations: 10
- Statement of Achievements: 20
- Capstone Essay: 60

**Important Note!** According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing component. In this course, then, you will need passing grades for the Statement of Achievements and Capstone Essay.
Participation
You will find this course more rewarding if you are fully engaged in the classroom. Participation includes in-class discussion and peer review. I will evaluate participation based on the following criteria.

- **Engagement.** Were you present, both physically and mentally, in class? Did you fully participate in the peer review process? Did you ask questions about the presentations?
- **Insightfulness.** Did your contributions reflect thoughtful consideration of the issues being discussed?
- **Collegiality.** Were your comments respectful of your classmates? Did you conduct yourself in a collegial manner?

**Important Note!** In this course we are a community of scholars, which entails some collegial responsibilities. The most important of these is to participate fully in the peer review process and to give insightful commentary. Another is to prepare thoroughly for your own presentations, in order to make them as engaging as possible, and to attentively listen to your classmates’ presentations and ask questions about them.

**Academic Integrity**
As noted above, in this course we operate as a community of scholars, with the understanding that academic study is both an intellectual and an ethical enterprise. Building on the work of others is a vital part of academic life, but when we use another’s ideas we must formally acknowledge that debt by signaling it with an academic citation.Neglecting to do this is a serious breach of academic integrity. Please see the [Student Code](#) for more detailed information.

If you are unsure about when and how to cite sources or are looking for guidance on acceptable paraphrasing please consult the resources on the Writing Center website: [http://writingcenter.uconn.edu/cite-your-sources/](http://writingcenter.uconn.edu/cite-your-sources/). I am also happy to provide advice on paraphrasing, especially during our one-on-one meetings.

**Accessibility**
Please contact me to discuss academic accommodations that may be needed during the semester due to a documented disability.

If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case, class-by-class basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at [http://www.csd.uconn.edu](http://www.csd.uconn.edu).

**Writing Center**
The Writing Center is an excellent resource; their staff includes talented graduate and undergraduate students who will work with you at any stage of the writing process. Tutorials run about 45 minutes and are free. You can drop in or make an appointment. For more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu).
Course Schedule

**Week 1. Beginnings**
Aug 27: Introductions, course structure, and assignments
   (Students introduce themselves and we discuss the course structure)
Aug 29: Connections
   (in class small group/large group discussion of their connections)
   *Due: Connections worksheet*

**Week 2. Major Presentations**
Sep 3: Major presentations
Sep 5: Major presentations
   *Due: Statement of Achievements*

**Week 3. Project Planning**
Sep 10: Research questions
   (as a class, we create a research question by following the steps laid out in the video)
Sep 12: Research strategies and the writing process
   (class discussion about intros, based on samples from past semesters)
   *Viewing:*
   - “How to Develop a Research Question,” Laurier Library
   *Readings:*
   - “How to Write an Argument,” an excerpt from Gerald Graff, *Clueless in Academe*
   - “The Opioid Epidemic,” a sample Capstone Essay
   - Purdue OWL for info on styles

**Week 4. Proposals**
Sep 17: *No class meeting*
Sep 19: Writers Group
   (small group peer review of the Proposals)
   *Due: Proposals*

**Week 5. Individual Meetings**
Sep 23-27: Individual meetings with me by appointment to discuss the proposal
   *No class meetings*

**Week 6. Writing**
Sep 30 – Oct 4: Work on your Capstone Essay
   *No class meetings*

**Week 7. Writing and Review**
Oct 8: *No class meeting*
Oct 10: Writers Group
   (small group peer review of the five page draft)
   *Due: Capstone Essay, five pages*

**Week 8. Individual Meetings**
Oct 14-18: Individual meetings with me by appointment to discuss the Capstone Essay
No class meetings

Week 9. Writing and Review
Oct 22: No class meeting
Oct 24: Writers Group
   Due: Capstone Essay, ten pages

Week 10. Writing and Review
Oct 29: No class meeting
Oct 31: Writers Group
   Due: Capstone Essay, fifteen pages

Week 11. Individual Meetings
Nov 4-8: Individual meetings with me by appointment to discuss the Capstone Essay
   No class meetings

Week 12. Capstone Presentations
Nov 12: Capstone presentations
Nov 14: Capstone presentations

Week 13. Capstone Presentations
Nov 19: Capstone presentations
Nov 21: Capstone presentations

Thanksgiving Break
   No class meetings

Week 14. Capstone Presentations
Dec 3: Capstone presentations
Dec 5: Wrap up and discussion of life after UConn

Final Exam Week
Dec 10: Final version of the Capstone Essay due (via email by 4:30 pm)
   Due: Capstone Essay, final version, with Cover Letter
UNIV 4600W Capstone Course
Spring 2020
Tuesdays and Thursdays 3:30 to 4:45, Gentry 201
Instructor: Michael Cunningham, Rowe 406
michael.cunningham@uconn.edu

Introduction
This course provides an intellectual space in which you can integrate what you have learned during your academic journey. The primary vessel for this integration will be a research essay in which you explore a problem or question central to your major. There will be opportunities for reflection on what you have achieved in the individualized major, as well, and practice of skills, like making presentations and researching occupations, which will facilitate your transition to post-collegiate life.

Aims and Outcomes
The three main objectives of this course are:

- **Reflection.** To inspire reflection on your individualized major and your growth during the process.
- **Integration.** To promote integration of what you have learned in coursework and other experiences that have been part of your individualized major.
- **Transition.** To facilitate your transition to post-collegiate life through self-directed learning.

The primary skills that we hope to promote in this course are:

- **Analysis.** The ability to define a research question, gather evidence, and analyze information.
- **Synthesis.** The ability to recognize different perspectives and interpretive conflicts, make connections across disciplinary boundaries, and formulate meaningful arguments from disparate sources.
- **Presentation.** The ability to present an argument in writing and in speaking.

Activities and Evaluation
The activities in this course will include: classroom discussions, presentations, peer reviews, a Statement of Achievements, and the Capstone Essay. The number of points that you can earn for each activity is:

- Presentations: 10
- Participation: 20
- Statement of Achievements: 20
- Capstone Essay: 50

**Important Note!** According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing component. In this course, then, you will need passing grades for the Statement of Achievements and Capstone Essay.
Participation
You will find this course more rewarding if you are fully engaged in the classroom. Participation includes in-class discussion and peer review. I will evaluate participation based on the following criteria.

- **Engagement.** Were you present, both physically and mentally, in class? Did you fully participate in the peer review process? Did you ask questions about the presentations?
- **Insightfulness.** Did your contributions reflect thoughtful consideration of the issues being discussed?
- **Collegiality.** Were your comments respectful of your classmates? Did you conduct yourself in a collegial manner?

**Important Note!** In this course we are a community of scholars, which entails some collegial responsibilities. The most important of these is to participate fully in the peer review process and to give insightful commentary. Another is to prepare thoroughly for your own presentations, in order to make them as engaging as possible, and to attentively listen to your classmates’ presentations and ask questions about them.

Academic Integrity
As noted above, in this course we operate as a community of scholars, with the understanding that academic study is both an intellectual and an ethical enterprise. Building on the work of others is a vital part of academic life, but when we use another’s ideas we must formally acknowledge that debt by signaling it with an academic citation. Neglecting to do this is a serious breach of academic integrity. Please see the Student Code for more detailed information.

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Course Schedule

Week 1. Beginnings
Jan 21: Introductions, course structure, and assignments
   (Students introduce themselves and we discuss the course structure)
Jan 23: Connections
   (in class small group/large group discussion of their connections)
   **Due:** Connections worksheet

Week 2. Major Presentations
Jan 28: Major presentations
Jan 30: Major presentations
   **Due:** Statement of Achievements

Week 3. Project Planning
Feb 4: Developing a research question
   (as a class, we create a research question by following the steps laid out in the video)
Feb 6: The research and writing process
   (class discussion about intros, based on samples from past semesters)
   **Viewing:**
   - “How to Develop a Research Question,” Laurier Library
   **Readings:**
   - “How to Write an Argument,” an excerpt from Gerald Graff, *Clueless in Academe*
   - “The Opioid Epidemic,” a sample Capstone Essay
   - Purdue OWL for info on styles

Week 4. Proposals
Feb 11: **No class meeting**
Feb 13: Writers Group
   (small group peer review of the Proposals)
   **Due:** Proposal

Week 5. Individual Meetings
Feb 17-21: Meet with me by appointment to discuss your topic
   **No class meetings**

Week 6. Writing
Feb 24-28: Work on your Capstone Essay
   **No class meetings**

Week 7. Writing and Review
Mar 3: **No class meeting**
Mar 5: Writers Group
   (small group peer review of the five page draft)
   **Due:** Capstone Essay, five pages

Week 8. Individual Meetings
Mar 9-13: Individual meetings with me by appointment to discuss the Capstone Essay
No class meetings

Spring Break
No class meetings

Week 9. Writing
Mar 23-27: Work on your Capstone Essay
No class meetings

Week 10. Presentation Planning
Mar 31: No class meeting
Apr 2: The art of presentation
Viewing:
- “The Art of Presentation” (a video that I created based on my usual class talk)
Due: Capstone Essay, full draft, with references

Week 11. Individual Meetings
Apr 6-10: Individual meetings with me by appointment to discuss the Capstone Essay
(Note: these were all via Webex)
No class meetings

Week 12. Capstone Presentations
Apr 14: Capstone presentations
Apr 16: Capstone presentations
(All the presentations were also on Webex)

Week 13. Capstone Presentations
Apr 21: Capstone presentations
Apr 23: Capstone presentations

Week 14. Capstone Presentations
Apr 28: Capstone presentations
Apr 30: Wrap up
Due: Capstone Essay, final version, with Cover Letter