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GBLD 499.04: GLI - Capstone Project

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UNIVERSITY OF MONTANA
GBLD 499: GLI Capstone Project
Spring 2016

Section 4

Mentor Information:

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Office hours:

Course Information:

Meeting time: Mondays 6:30-7:30
Classroom: LA 344
Credits: 1 credit
CRN: 35099

Overview/Learning Objectives: In this course, students will complete their group GLI capstone projects proposed during fall semester. Students will experience the challenge of integrating multiple disciplinary perspectives focused on one problem in a group setting. Students will document their experience and results through a public presentation and documentation of their project.

Prerequisites: Successful completion of GLI 499: GLI Capstone Development.

Readings: As we develop the capstone project, we will find readings that we want the group to read. These will be posted on Moodle as we discover them. We anticipate a variety of materials will be located, including research articles, reports, and historical and contemporary books for example.

Learning Goals:

Students will:

1. practice creative thinking and integrative learning skills in the context of a complex global issue,
2. refine their written and oral communication skills,
3. develop stronger teamwork and leadership skills,
4. improve their quantitative, reading and problem-solving skills, and
5. value lifelong learning.

Learning Outcomes:

The capstone project should demonstrate that students can:

1. work productively in a multidisciplinary group,
2. creatively address a real-world global problem,

3. create a clear and organized explanation of a problem and the methods used to investigate that problem,
4. document the global and institutional context,
5. use effective communication to present a coherent, informative narrative , and
6. communicate the value and feasibility of the project to a non-academic audience.

Form and Format:

Beyond documenting the project, the form and format of the capstone project is not narrowly specified. The binding requirements are that the capstone project be:

1. a group project,
2. multidisciplinary and global in context,
3. feasible and/or implementable,
4. well researched and of academic quality appropriate to college seniors,
5. made available to the public through a presentation of the project, and
6. documented in a format that can be reproduced and shared.

You will be required to document your capstone project by giving a presentation and by providing physical documentation of your project.

Presentations:

You will be required to make a public presentation at UMCUR that documents your capstone project. A panel of judges representing the community and University will evaluate your presentations using the presentation rubric provided in the appendix. Your faculty mentor will evaluate your presentation and may consider judges’ comments.

Evaluation/Grading:

Assignment	Individual or Group	Weight	Evaluator	Due Date
Presentation	Group	35%	Instructor	UMCUR
Project Documentation	Group	35%	Instructor	As assigned
Individual Contribution	Individual	30%	Instructor based on Peer Evaluations and observation.	As assigned

I will use plus/minus grading with 100-92=A, 91-90=A-, 89-88=B+, 87-82=B, 81-80=B-, 79-78=C+, 77-72=C, 71-70=C- 69-68=D+, 67-62=D, 61-60=D-, 59 and below=F. Attendance means coming to class on time and participation means being well-prepared and contributing intelligently on a consistent basis to the conversation without dominating it. Hence participation includes both listening and speaking.

Tasks / Assignments:

1. Documentation – The project needs to be documented in such a manner that allows evaluation, implementation, and replication. This must be submitted to the GLI office by the last day of finals week.
2. Presentation – a summary presentation of your project at UMCUR. This must be submitted to the GLI office the day before UMCUR.
3. Self and Peer Evaluations – a reflective self and peer evaluation.
4. Additional assignments that will depend on what was accomplished in the fall and what still needs to be accomplished. These can be incorporated into the grades of the other components.

Additional Resources:

The Writing Center is an excellent resource for both individuals and the group as a whole. The key to getting the most out of the Writing Center is to approach them for assistance early in the term.

The group's faculty mentor may call on other faculty for assistance with your group's project.

Policies:

1. There is a late-work penalty of one +/- for each scheduled meeting date that passes.
2. This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. [Disability Services for Students](#) will assist the instructor and student in the modification process. For more information, visit the Disability Services website at <http://www.umt.edu/disability>.
3. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). The Code is available for review online at: http://life.umt.edu/vpsa/student_conduct.php.

Advice:

Spring semester of one's senior year is a very busy time in your college career. As you know, the weather in Missoula starts to get nice in early May, just about the time everything is due. It is important to get an early start on completing the capstone project.

Schedule:

This schedule of topics is subject to modification. All changes will be announced in class. The schedule will be project dependent and will also depend upon what was accomplished in the fall. *Key dates: UMCUR because that is when presentations occur*
Choose a final date for the project documentation.

Week	Topic	Due
1	First class; complete rest of schedule	25 January
2		
3		

Week	Topic	Due
4		
5		
6		
7		
8		
9		
10		
11		
12		
13	UMCUR	15 April
14		
15	Final Class	9 May

Appendix 1: Grading Rubrics

Evaluation of the Final Capstone Project:

The documentation will be evaluated by your mentor using the following rubric (drawn from Washington State University Honors College):

	Poor		Fair/Good		Excellent
	1	2	3	4	5
Clear Explanation of the Problem	No single clear problem stands out or the technical language used obscures the problem.		The problem is clearly stated, but analysis appears to drift from the stated problem		The problem is clearly explained in non-technical language and remains consistent throughout.
Organization	The organization of the sections or of the ideas within each section detracts significantly from the project's logic.		The organization of the paper sections or of the ideas within each section does not enhance the project's logic.		The organization of the sections and of the ideas within each section leads to an easy understanding of the project's logic.
Methodology	Inappropriate methodology is used or the analysis addresses a different issue, hence the analysis does not support the logic of the project.		Appropriate methodology is used but the analysis does not integrate into the logic of the project.		Appropriate methodology is used to offer support for the project's analysis.
Global and Institutional Context	Missing or inadequate.		Clear explanation but not purposefully integrated into the paper.		Clear explanation purposefully integrated into the paper.
Grammar and/or	Grammatical or mechanical errors significantly impede		Grammatical or mechanical errors are limited and do		The project documentation uses correct grammar

	Poor		Fair/Good		Excellent
	1	2	3	4	5
Mechanics	understanding.		not interfere with understanding.		and/or mechanics throughout.
Conclusions	Inappropriate given the research presented. Unconvincing or unclear about implementation.		Logical but not clearly presented. Implementation addressed, but could be improved.		Clear and logically connected to the research presented. Clear and convincing implementation.

The UMCUR presentation will be evaluated by your mentor. A panel of judges will provide feedback that your faculty mentor will consider and the panel of judges will choose the best GLI capstone project. Your faculty mentor and the panel of judges will use the following rubric (drawn from Washington State University Honors College):

	Poor		Fair/Good		Excellent	
	1	2	3	4	5	6
Clear Explanation of the Problem	No single clear problem stands out or the technical language used obscures the problem.		The problem is clearly stated, but analysis appears to drift from the stated problem.		The problem is clearly explained in non-technical language and remains consistent throughout.	
Organization	The organization of the sections or of the ideas within each section detracts significantly from the project's logic.		The organization of the presentation or of the ideas within each section does not enhance the project's logic.		The organization of the sections and of the ideas within each section leads to an easy understanding of the project's logic.	
Content	Overly technical presentation that did not cover context, institutions or findings.		A non-technical presentation that was missing an important piece such as context or findings.		A clear, non-technical presentation that incorporated the literature, institutions, context, and findings.	
Global Context	The project's global context was not articulated.		Connections to global context are not adequately developed.		Connections to issues of global importance with international and/or cross-cultural reference are well-explained.	
Delivery to a Broad Audience	Unprepared, uncomfortable or lacking engagement with the audience. Visual aids detracted from presentation.		Clear overall, but somewhat uneven. Visual aids occasionally detracted from presentation.		Smooth, clear, articulate, and engaged. Visual aids, if used, enhanced the presentation.	

	Poor		Fair/Good		Excellent	
	1	2	3	4	5	6
Feasibility and/or Implementation	Feasibility and/or implementation are not adequately addressed.		Feasibility and/or implementation are addressed but relevant constraints are ignored or not handled adequately.		Feasibility and/or implementation are clearly addressed and consider the relevant constraints.	
Responses to Questions	Inadequate given the research presented.		Logical but not clearly presented.		Clear and logically connected to the research presented.	

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