***Revised Syllabus to Reflect Additional 1 Credit Hour***

**Weber State University**

 BIS 3800—Capstone and Graduation Preparation (3 credit hours)

**Course Syllabus**

**Catalog Description**
This course prepares BIS students for conceptualizing and implementing BIS Capstone projects. Participants will also create life-long learning and career plans and hone interviewing skills. **Pre-requisite: BIS 2800 Foundations of Integrated Study.**

**Course Description**
The overall purpose of BIS 3800 is to prepare students to successfully complete the BIS Capstone project and to articulate career and/or graduate school plans. BIS 3800 is typically offered Fall, Spring, and Summer terms with a 10 week on-line study component and an additional 4 weeks of face-to-face student support seminars. BIS students in Northern Utah will participate in face-to-face seminars as scheduled on the Ogden campus; students outside Northern Utah will participate in seminars via chat technologies. Methods of instruction include: (a) focused online discussions, (b) assigned selected readings with accompanied quizzes, (c) structured seminars, and (d) scaffolded Internet explorations.

**General Course Topics**

1. *Using concepts learned in BIS 2800 to fine-tune a BIS Capstone project*
2. *Identifying and using appropriate Capstone project methods and creativity*
3. *Connecting with Stewart Library bibliographers to incorporate professional knowledge bases into the Capstone Project*
4. *Demonstrating professional collaborations with BIS academic committee members*
5. *Creating a BIS Capstone project timeline*
6. *Scheduling professional meetings including the BIS Capstone prospectus and Capstone defense*
7. *Using peer review to fine-tune students’ academic writing*
8. *Working with WSU Career Services to set-up Career Services documents and hone interview skills*

Imbedded throughout course topics and assignments are LEAP (2013) Essential Learning Outcomes, Repko’s (2013) Interdisciplinary Outcomes, and BIS Program Outcomes.

For more information about LEAP (Liberal Education and America’s Promise) Essential Learning Outcomes see:

<http://www.aacu.org/leap/principles_of_excellence.cfm>

For more information about Allen Repko’s (2013) Interdisciplinary Outcomes see:

[www.aacu.org/meetings/integrative\_learning/documents/Repko.pdf](http://www.aacu.org/meetings/integrative_learning/documents/Repko.pdf)

**BIS Program Outcomes**

1. Make multiple connections and conclusions across three disciplines (interdisciplinary work)
2. Identify an issue, topic, or creative process and create a Capstone Experience that shows depth of understanding (Critical Thinking Skills-Conceptualization)
3. Use, synthesize, and report key research, theory, and/or skills from three academic emphases (Critical Thinking Skills-Methods and Creativity)
4. Provide analysis, results, conclusions and/or final artifacts that demonstrate superior learning and/or creativity (Critical Thinking Skills-Analysis/Conclusions)
5. Organize and use human resources and time-management skills for completion of Capstone Projects (Professional Attributes)
6. Create and Implement a plan for life-long learning and career growth (Professional Attributes)

**Course Requirements**

BIS students are expected to demonstrate professionalism by:

1. **Completing on-line assignments on time.**
2. **Modeling acceptable oral and written communication skills.**

All written work is to show evidence of effective written communication. Students who are concerned with their writing skills should utilize WSU writing centers to help improve and polish written assignments.

1. **Accepting the dignity and self-worth of others.**

In order to promote a thoughtful class and demonstrate professional attributes, the opinions and beliefs of other students must be respected and a fair degree of tolerance allowed. Please do not engage in any put-down comments, negative non-verbal communication, or argumentative stances.

1. **Attend assigned course seminars.**

BIS students in Northern Utah are expected to attend the regularly scheduled seminars on campus. Students outside Northern Utah must participate in seminars via chat technology.

**ADA Disclosure**

Any student requiring accommodations or service due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**University Ethics Disclosure**

Failure to maintain academics ethics/academic honesty, including the avoidance of cheating, plagiarism, collusion, and falsification will result in an E in the course and may result in charges being issued, hearing being held, and/or sanctions being imposed. Any violation of the WSU student code of conduct may result in a failing grade in the course and/or withdrawal of the student’s admission from the Bachelor of Integrated Studies Program.

**Grading and Assessment**

BIS 3800 uses the University grading system: A, A-, B+, etc.

**Course Outcomes and Assessments**

1. Learn how to create an integrated Capstone Project. Complete assigned readings and posts from your peers. Explore with peers your capstone ideas, concepts, and methods. *Assessment*: Course guidebook quizzes Chapters 4-11, completion of on-line posts. (BIS Program Outcome #1—Interdisciplinary Work)
2. Formalize your Capstone Project concept. Work with three faculty (one from each of your academic areas) to discuss and refine your Capstone Project work. The end goal will be the creation of a Capstone Prospectus that will be shared with your Capstone committee members. *Assessment:* The professor will use a scoring rubric to assess the final Capstone Project Prospectus before a formal prospectus meeting occurs. (BIS Program Outcome #2—Critical Thinking Skills—Conceptualization)
3. Work with WSU career services to create a Career Placement Folder. The logistics for working with career services will be posted during the on-line portion of this class. *Assessment:* The quality of the Career Placement File documents presented to the instructor. (BIS Program Outcomes # 5 & 6—Human Resources/Time Management Skill, and Professional Attributes)
4. Participate in structured seminars. *Assessment*: Students will be given points for attendance and participation. (BIS Program Outcomes #3, & 4— Critical Thinking Skills-Methods/Creativity, Findings/Results, and Analysis/Conclusions)

**Final Grading and Assessment**

The following is a breakdown of how final grades will be calculated:

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| --- | --- |
| **Course Assignment and Outcome** | **Possible Points** |
| 1. Guidebook quizzes and posts (#1) | 30 |
| 2. Capstone Prospectus (#2) | 40 |
| 3. Career Placement Folder (# 5 & 6)  | 10 |
| 4. Participation in Structured Seminars | 20 |
|  | **Total possible points: 100** |

Grades are broken down in percentages that correlate to the following grades:

A 94-100 B 83-86 C 73-76

A- 90-93 B- 80-82

B+ 87-89 C+ 77-79

**Required textbooks**:
BIS 3800 Course Guidebook provided in PDF format on the BIS homepage and on the BIS 3800 Course Homepage

**Professional Conduct**:
Students are expected to abide by the WSU student code.

This syllabus is the governing document for this course. Your decision to take this course amounts to your tacit consent to the conditions of this syllabus. The professor, as well, is bound by the terms of this syllabus.

**Technical Support**:
For 24/7 computer support (such as password help) call 801-626-7777. For help with Canvas (the learning system this course uses), call WSU Online at 801-626-6499. WSU Online help is available Monday-Friday 8-5 and sometimes weekends. You can also email them at wsuonline@weber.edu. There is also a “Help” button at the top right of your screen when logged in that has immediate online help instead of calling, including emailing your instructor a question, searching help tools for Canvas, and reporting any problems you’re having.

**eTutoring**:
Weber State University partners with the Northwest eTutoring Consortium. Administered through Washington State University, the eTutoring consortium brings together top-notch tutors from more than 30 institutions throughout the northwest U.S. Login with your wildcat ID and password at the [eTutoring site](https://www.etutoring.org/login.cfm?institutionid=291) within weber.edu. Assistance is available in the following subjects:

* Accounting
* Anatomy & physiology
* Biology
* Chemistry
* Economics
* Math (developmental through calculus)
* MS Office 2007
* Outpatient medical coding
* Pathophysiology and pharmacology
* Physics
* Spanish
* Statistics
* Web development
* Writing

**To begin eTutoring, cut and paste this link into your web browser:**

https://www.etutoring.org/login.cfm?institutionid=291

**BIS 3800**Course Schedule

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| --- | --- |
|  | Activities to be completed this week: |
| Week 1Unit 1Date\_\_\_\_\_\_\_\_\_ | * Review syllabus and handouts. Review the course introduction on the homepage. View and listen to the **narrated Power Point Presentation entitled “Course Introduction”** that can be found on the course homepage and in the Unit 1 Table of Contents.
* Navigate through the course by exploring each icon on the homepage. Be sure to review the syllabus, course assignment descriptions, and **narrated Power Point presentation entitled “Assignment Descriptions.”**
* Print out the *Course Guidebook* and read Chapter 1
* Add a profile picture or even an avatar for more personal communication
* Complete the Chapter 1 Quiz
* Complete the *Course Introduction Scavenger Hunt* that can be found under the *Assignments* icon on the homepage by Sunday Midnight of Week 3.
* Go to the Unit 1 posting area and answer the questions provided by posting as well as by creating a board on Pinterest.
* Respond in a scholarly way to the postings of at least one classmate.
* Answer your post’s thread at the end of the week by telling us what your pins were conveying about what your three areas are, your project ideas, or academic goals and job-related interests.
* All of these activities must be completed by Sunday Midnight of **this week. *For any technical difficulties in completing this post please contact me via email.***
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| Week 2Unit 2Date\_\_\_\_\_\_\_\_\_ | * Read Chapter 2 of the *Course Guidebook*
* Complete the Chapter 2 Quiz.
* Go to the Unit 2 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* All of these activities must be completed by Sunday Midnight of **this week.**
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| Week 3Unit 3Date\_\_\_\_\_\_\_\_\_ | * Read Chapter 3 of the *Course Guidebook*
* Complete **Integrated Process Worksheet** and submit it in the assignment area.
* Complete the Chapter 3 Quiz
* View the **streaming videos** that can be found in the Table of Contents for this unit. A BIS Alumni discussing how they integrated their areas and created an excellent job opportunity is featured in each video.
* Go to the Unit 3 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* Use this unit as an opportunity to fully examine your own goals and interests related to the completion of your education and your Capstone Project.
* **Quizzes 1-3 and Scavenger Hunt Quiz due by midnight Sunday night.**
* All of these activities must be completed by Sunday Midnight of **this week.**
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| Week 4Unit 4Date\_\_\_\_\_\_\_\_\_ | * View and listen to **the narrated Power Point Presentation entitled “The Capstone Process.”**
* Read Chapter 4 of the *Course Guidebook*
* Complete the Chapter 4 Quiz
* Go to the Unit 4 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* All of these activities must be completed by Sunday Midnight of **this week.**
* *Please also complete the Academic, Career, and Personal goals survey.*
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| Week 5Unit 5Date\_\_\_\_\_\_\_\_\_ | * Read Chapter 5 of the *Course Guidebook*
* Complete the Chapter 5 Quiz
* Explore the *Weber State University Community Involvement* Homepage.
* Go to the Unit 5 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* All of these activities must be completed by Sunday Midnight of **this week.**
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| Week 6Unit 6Date\_\_\_\_\_\_\_\_\_ | * Read Chapter 6 of the *Course Guidebook*
* Complete the Chapter 6 Quiz
* View the **video streamed lecture** about WSU Undergraduate Research by Dr. John Cavitt. The link for this can be found in the Unit 6 Table of Contents.
* Explore the WSU *Office of Undergraduate Research* Homepage
* Explore the WSU *Institutional Review Board (IRB)* Homepage
* Go to the Unit 6 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* **Quizzes 4-6 due by midnight Sunday night.**
* All of these activities must be completed by Sunday Midnight of **this week.**
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| Week 7Unit 7Date\_\_\_\_\_\_\_\_\_ | * Read Chapter 7 of the *Course Guidebook*
* Complete the Chapter 7 Quiz
* View the **video streamed lecture** about the WSU Stewart Library resources
* Explore the WSU *Stewart Library* Homepage
* Go to the Unit 7 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* All of these activities must be completed by Sunday Midnight of **this week.**
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| Week 8Unit 8Date\_\_\_\_\_\_\_\_\_ | * Read Chapter 8 of the *Course Guidebook*
* Complete the Chapter 8 Quiz
* Go to the Unit 8 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* Journaling Assignment: **It is midterm!** Please click on the midterm journal link in the Table of Contents for this Unit and let me know how you are doing and if there is anything more I can do to support your success in this class. I will respond with your midterm grade status in a separate email for confidentiality.
* Begin working on your *first Prospectus draft*. For help on how to do it read Chapter 9 of your *Course Guidebook* and view the *Creating a Prospectus* power point (see week 9). If you turn in a draft between weeks 8-10, I will provide feedback to help you earn an excellent final grade on this assignment.
* All of these activities must be completed by Sunday Midnight of **this week.**
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| Week 9Unit 9Date\_\_\_\_\_\_\_\_\_ | * View and Listen to the narrated Power Point Presentation entitled *Creating a Prospectus* that can be found in the Table of Contents for this unit.
* Read Chapter 9 of the *Course Guidebook*
* Complete the Chapter 9 Quiz
* Go to the Unit 9 posting area and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* **Quizzes 7-9 due by midnight Sunday night.**
* All of these activities must be completed by Sunday, midnight.
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| Week 10Unit 10Date\_\_\_\_\_\_\_\_\_ | * Read Chapters 10 & 11 of the *Course Guidebook*
* View and listen to the *Success Strategies* narrated Power Point presentation
* Go to Units 10 & 11 posting areas and answer the questions provided.
* Respond in a scholarly way to the postings of at least one classmate.
* Complete the *Success Strategies* quiz. The quiz can be found under the *Assignments* icon on the course homepage.
* In addition to the quizzes and posts,
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| Week 11Date\_\_\_\_\_\_\_\_\_ | * Participate in structured seminar #1—Refining the Capstone Prospectus: what items need to be thoroughly presented for a successful proposal meeting. How your final Capstone project report will be scored.
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| Week 12Date\_\_\_\_\_\_\_\_\_ | * Participate in structured seminar #2—Identifying and utilizing the best theories, practices, and research from your academic areas. How to connect with Stewart Library bibliographers to improve your Capstone knowledge base.
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| Week 13Date\_\_\_\_\_\_\_\_\_ | * Participate in structured seminar #3—What is mean by Capstone findings, artifacts, and products. How to share your results with your Capstone Committee members via the Capstone project report.
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| Week 14Date\_\_\_\_\_\_\_\_\_ | * Prior to the seminar, view the **streaming video** that can be found in the Table of Contents for this unit concerning tips on interviewing and writing your resume.
* Participate in structured seminar #4— Becoming a life-long learner. Plans for incorporating professional growth and academic placement services as you graduate.
* **Your final Capstone Prospectus is due by Sunday, midnight. Please remember that late assignments will be accepted, but final grades lowered.**
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