

UMBC UGC Change in Existing Course: INDS 480: Interdisciplinary Studies: Capstone Project

Date Submitted:

Proposed Effective Date: Fall 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Stephen Freeland	freeland@umbc.edu	x52024	INDS
Other Contact				

COURSE INFORMATION: (please provide all information in the "current" column, and only the information changing in the "proposed" column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	INDS 480	
<input checked="" type="checkbox"/>	Formal Title	Interdisciplinary Studies: Capstone Project Seminar	Individualized Study: Capstone Project Seminar
<input checked="" type="checkbox"/>	Transcript Title (≤30c)	INDS: Capstone Prjct Sem	Capstone Project Seminar
<input type="checkbox"/>	Recommended Course Preparation		
<input checked="" type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	You must complete INDS 330 with a grade of C or better.	You must complete INDS 335 with a grade of C or better.
<input checked="" type="checkbox"/>	# of Credits Must adhere to the <u>UMBC Credit Hour Policy</u>	2	3
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3 credits	<small>Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
<input type="checkbox"/>	Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

CURRENT CATALOG DESCRIPTION:

This seminar is designed to prepare students for INDS 490. With consultation from faculty mentors, students will develop and submit a proposal for a capstone project. Strategies for conducting interdisciplinary research and designing a cohesive, integrated, manageable project will be discussed.

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

With consultation from faculty mentors, students in this seminar will develop and submit a proposal for their capstone project—a prerequisite to enrollment in the final capstone project course, INDS 490. Strategies for conducting interdisciplinary research and designing a cohesive, integrated, manageable project will be discussed in addition to elements of an effective literature review and reflection on the scholarship of interdisciplinarity.

RATIONALE FOR CHANGE:

Through review and assessment of the INDS curriculum, we have determined that students would benefit from additional training in the scholarly task of synthesizing source material while balancing insights from the literature with their own voices and analyses. Raising INDS480 from 2 to 3 credits will reflect the additional workload while adding a 50 minutes of valuable educational time per week.

In order to better prepare students for INDS 490 and their postgraduation careers, INDS480 has evolved in recent years to include the study of foundational rhetorical concepts as they learn to produce a literature review and reflect on the scholarship of interdisciplinarity (see the attached syllabus from Fall 2019).

. This change requires additional instruction and work which has occurred inefficiently outside of the classroom and caused numerous students to report in assessment exercises that although they find this work beneficial, it pushes them to exceed the current credit-hour expectations of our institution.



INDS 480: INDIVIDUALIZED STUDY CAPSTONE PROJECT SEMINAR (FALL 2019)

Section .01 W 4:30 PM-6:30 PM in the Fine Arts Building, Room 002

TENTATIVE SCHEDULE OF ASSIGNMENTS

This schedule provides a tentative layout of in-class and at-home assignments for this course. Because the schedule of assignments is based upon the projected progress of our class, some modifications may be necessary.

DATE	CLASSWORK	HOMEWORK
Wed., Aug. 28	<p style="text-align: center;">Introduction to the Course</p> <p>-----</p> <ul style="list-style-type: none"> - Discussion: The Course Syllabus - Discussion: Course Goals and Expectations <p>-----</p> <ul style="list-style-type: none"> - Lecture: Capstone Project Detailed Plan - Discussion: Expectations for an Honors Capstone Project <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: the nature and goals of capstone projects in higher education today; envisioning research, reflection, and analysis not as an academic exercise but rather as a professional branding tool; components of an Individualized Study capstone project; and the importance of planning for intensive research projects.</p>	<p>Due Wednesday, September 4th:</p> <ul style="list-style-type: none"> - review the course syllabus and Blackboard course materials - review lecture/discussion notes - share with me the link to the web portfolio that you created in INDS 399: Guided Reading and add a page for the Capstone Project Detailed Plan - read a sample capstone project (see Blackboard), composing a 350- to 500-word reflection that 1) summarizes the project and its central argument, 2) assesses whether the author makes a compelling case for the need for the research, and 3) reflects upon what you have learned about the capstone-writing process; share the Google Doc of your reflection with me by the start of the class session - view a sample capstone presentation (see the INDS website), taking notes using the INDS 490 presentation rubric to assess the strengths, weaknesses, and approaches of the presentation; share the Google Doc of the rubric with me by the start of the class session
Wed., Sept. 4	<p style="text-align: center;">Module I: Defining the Concept of the Individualized Study Capstone Project</p> <p>-----</p> <ul style="list-style-type: none"> - Discussion: Reflections on Sample INDS Capstone Projects <p>-----</p> <ul style="list-style-type: none"> - Lecture: The Art of Concept Mapping (with S. McAlpine) - Discussion: Probing Sample INDS Capstone Concept Maps - In-Class Activity: Drafting the Capstone Project Concept Map <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: differentiating the central topic from the problem/issue of the research; defining disciplinary perspectives and strategies for addressing the problem; curating past knowledge/reading to support one's conclusions; models and approaches to detailed concept maps; and using the concepts maps to identify gaps in knowledge or points of disciplinary convergence/divergence.</p>	<p>Due Sunday, September 8th:</p> <ul style="list-style-type: none"> - revise your concept map based upon the feedback provided in class, transitioning from a handwritten map to a digital, editable model - compose the rough draft of the disciplinary foundations statement (see section 1B for the requirements) - add the hyperlink of your concept map in addition to your disciplinary foundations statement to your Capstone Project Detailed Plan and share the Google Doc with me, your peers, your INDS advisor, and your mentors no later than 11:59 PM <p>-----</p> <p>Due Wednesday, September 11th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' concept maps and disciplinary foundations statements, providing substantive, constructive feedback by the start of the class session

The final date to drop a course without a grade of W is Wed., Sept. 11, 2019.

<p>Wed., Sept. 11</p>	<ul style="list-style-type: none"> - Workshop: Concept Maps - Workshop: Disciplinary Foundation Statements <p>-----</p> <ul style="list-style-type: none"> - Lecture: Assessing the <u>State of the Debate</u> - Lecture: Synthesizing Sources across Disciplines - In-Class Activity: <u>Probing Sample INDS Assessments of the State of the Debate</u> <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: summarizing versus synthesizing sources; identifying the locus of argumentation within scholarly texts; describing the state of the debate (claiming centrality, making topic generalizations, claiming a niche or gap in the conversation, raising questions, or continuing/expanding upon a tradition); and strategies for identifying seminal or authoritative texts.</p>	<p>Due Sunday, September 15th:</p> <ul style="list-style-type: none"> - input your bibliography of related sources from INDS 399 and past coursework into the Capstone Project Detailed Plan (see section 3D for the requirements) - compose the rough draft of your assessment of the state of the debate (see section 1C for the requirements) - add the bibliography of sources and your assessment of the state of the debate to the Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me and to your peers confirming that your materials are ready for review <p>-----</p> <p>Due Wednesday, September 18th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' assessments of the state of the debate, providing substantive, constructive feedback by the start of the class session
<p>Wed., Sept. 18</p>	<ul style="list-style-type: none"> - Workshop: State of the Debate <p>-----</p> <ul style="list-style-type: none"> - Lecture: The Art of the Literature Review - Lecture: <u>Literature Reviews versus Annotated Bibliographies</u> - In-Class Activity: <u>Probing Sample Literature Reviews</u> <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: moving beyond annotation to synthesis of source material; the role of the literature matrix in constructing an effective review of the literature; quotations versus paraphrasing in effective literature reviews; the role of argumentation in the review of the literature; using rhetorical questions as tools to frame the literature review; and using the literature review as a segue into the core research question and thesis.</p>	<p>Due Sunday, September 22nd:</p> <ul style="list-style-type: none"> - expand <i>in a separate Google Doc</i> your assessment of the state of the debate into a proper literature review of approximately eight to ten pages; share that Google Doc with me and your peers no later than 11:59 PM <p>-----</p> <p>Due Wednesday, September 25th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' literature reviews, providing substantive, constructive feedback by the start of the class session
<p>UMBC will host its Fall Career and Individualizing Plan on Wed., Sept. 25, 2019 from 11:30 AM-3:30 PM in the Retriever Activity Center.</p>		
<p>Wed., Sept. 25</p>	<ul style="list-style-type: none"> - Workshop: Literature Reviews <p>-----</p> <ul style="list-style-type: none"> - Lecture: Constructing Effective Research Questions - In-Class Activity: <u>Probing Sample INDS Research Questions</u> <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: the role/function of research questions in the research as well as research-writing processes; background research questions versus multi-layered, argumentative questions; strategies for contextualizing the research question; and the role of research questions in framing the capstone project.</p>	<p>Due Sunday, September 29th:</p> <ul style="list-style-type: none"> - compose the rough draft of your research questions (see section 1D for the requirements) - add your research questions to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me and your peers confirming that your work is ready for review <p>-----</p> <p>Due Wednesday, October 2nd:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' research questions, providing substantive, constructive feedback by the start of the class session
<p>UMBC will host its "Stepping Up Your Research Game" Workshop on Wed., Oct. 2, 2019 from 12:00 PM-1:00 PM in LIB 259.</p>		
<p>Wed., Oct. 2</p>	<ul style="list-style-type: none"> - Workshop: Research Questions <p>-----</p> <ul style="list-style-type: none"> - Lecture: <u>Constructing Effective Thesis Statements</u> 	<p>Due Sunday, October 6th:</p> <ul style="list-style-type: none"> - compose the rough draft of your thesis statement (see section 1E for the requirements)

	<p>- In-Class Activity: <u>Probing Sample INDS Theses</u></p> <p>-----</p> <p>- Lecture: The Thesis versus the Portfolio Option</p> <p>- In-Class Activity: Brainstorming Approaches to the Thesis and the Portfolio Project</p> <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: transitioning from research question to thesis statement as a guide for research-based writing; approaches to developing a multi-layered and nuanced thesis statement; placement of the thesis in relation to the literature review (state of the debate) and how that can vary across the disciplines; the nature of a traditional thesis versus portfolio; and strategies for engaging past research/scholarship and cultivating new knowledge</p>	<p>- research whether the thesis or portfolio option is more appropriate based upon your field and professional goals</p> <p>- compose the 250-word justification statement for the type of capstone project you would like to pursue (see section 1F for the requirements)</p> <p>- add your thesis and justification statements to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me and your peers confirming that your work is ready for review</p> <p>-----</p> <p>Due Wednesday, October 9th:</p> <p>- review lecture/discussion notes</p> <p>- review your peers' theses and project justification statements, providing substantive, constructive feedback by the start of the class session</p>
<p>Wed., Oct. 9</p>	<p>- Workshop: Thesis Statements</p> <p>- Workshop: Project Justification Statements</p> <p>-----</p> <p>- Lecture: The Institutional Review Board</p> <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: the role and function of the Institutional Review Board (IRB) inside and outside of the university; strategies for approaching the IRB to secure approval or exemption from the project that you are developing; and strategies for handling IRB questions if initial approval or exemption is not granted.</p>	<p>Due Sunday, October 13th:</p> <p>- compose the rough draft of your background training statement (see 2A for the requirements)</p> <p>- add the background training statement to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me confirming that your materials are ready for review</p> <p>-----</p> <p>Due Wednesday, October 16th:</p> <p>- review lecture/discussion notes</p> <p>- revise Section I of the Capstone Project Detailed Plan and upload your materials from Module I to your web portfolio constructed in INDS 399: Guided Reading</p> <p>- reach out to the Institutional Review Board (IRB) to see if IRB approval is needed for the capstone project or not; CC me and your INDS advisor on the E-mail</p> <p>- read <u>"Interdisciplinary Integration by Undergraduates"</u> by William H. Newell</p> <p>- read <u>"Thinking Across Perspectives and Disciplines"</u> by Matthew Miller and Veronica Boix Mansilla</p> <p>- read excerpts from <u>"Creating Common Ground"</u> by Allen F. Repko</p> <p>- compose a 350- to 500-word analytical response to the texts, focusing upon 1) what is interdisciplinarity, 2) why does it matter, 3) and which bridging and common ground strategies you can see as relevant to your work at this stage in the process; share the Google Doc of your reflection with me by the start of the class session</p>
<p>Wed., Oct. 16</p>	<p>Module II: Defining the Training for/Approaches to the Individualized Study Capstone Project</p> <p>-----</p> <p>- Lecture: Scholarship of Interdisciplinarity (with S. McAlpine)</p> <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: strategies for bridging (reasoning through analogies, creating compound concepts, advancing through checks and balances,</p>	<p>Due Sunday, October 20th:</p> <p>- compose the rough draft of your interdisciplinary strategies statement (see section 2B for the requirements)</p> <p>- add your interdisciplinary strategies statement to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me and your peers confirming that your materials are ready for review</p> <p>-----</p>

	<p>building complex and multi-causal explanations, and bridging the explanation-action gap); strategies for creating common ground across the disciplines (theory expansion, redefinition, extension, organization, and transformation); and approaches to interdisciplinarity (instrumental versus critical).</p>	<p>Due Wednesday, October 23rd:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' interdisciplinary strategies statements, providing substantive, constructive feedback by the start of the class session
<p>UMBC will host 101 on Thurs., Oct. 17, 2019 from 4:00 PM-8:00 PM in the Skylight Lounge. Registration is required.</p>		
<p>Wed., Oct. 23</p>	<ul style="list-style-type: none"> - Workshop: Interdisciplinary Strategies Statement - Lecture: Reflecting on Research as an Interdisciplinary - In-Class Activity: <u>Probing Sample INDS SOI Reflections</u> <p>Key concepts/discussion topics from this lesson might include: defining multidisciplinary versus interdisciplinarity; the art of synthesizing sources from the disciplines with interdisciplinary theory/scholarship; moving beyond surface-level definitions of bridging or common ground strategies; justifying not only the strategic approach adopted but why interdisciplinarity is vital for the project/problem that you intend to explore; and using research questions to unlock interdisciplinary exploration.</p>	<p>Due Sunday, October 27th:</p> <ul style="list-style-type: none"> - expand <i>in a separate Google Doc</i> your interdisciplinary strategies statement to at least 1,250 to 1,500 words for a full <u>reflection on the scholarship of interdisciplinarity</u> applicable to your proposed capstone project; share that Google Doc with me and your peers no later than 11:59 PM <p>Due Wednesday, October 30th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' expanded reflections on the scholarship of interdisciplinarity, providing substantive, constructive feedback by the start of the class session
<p>Wed., Oct. 30</p>	<ul style="list-style-type: none"> - Workshop: SOI Reflections - Discussion: Assignment Deadlines for INDS 490 <p>Key concepts/discussion topics from this lesson might include: defining the logistics of project completion; defining pre-INDS 490 semester goals; laying the framework for documentaries, experimentation, artistic projects, etc.; and outlining feasible plans for composing a written project and comprehensive oral presentation during an academic semester.</p>	<p>Due Wednesday, November 6th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - revise your reflections on the scholarship of interdisciplinarity based upon the feedback provided in class and share the Google Doc with me by the start of the class session
<p>UMBC will host its Reverse Career Fair on Fri., Nov. 1, 2019 from 10:00 AM-12:00 PM in the University Center. Registration is required.</p>		
<p>Wed., Nov. 6</p>	<ul style="list-style-type: none"> - Lecture: Gantt Charting (with S. McAlpine) - Discussion: <u>Probing Sample INDS Capstone Timelines</u> - In-Class Activity: Drafting the Timeline for Project Completion <p>Key concepts/discussion topics from this lesson might include: project management and the importance of strategic planning in achieving the desired outcome; the planning process (goal-setting, analysis, strategic formation, strategy implementation, and monitoring); developing reasonable benchmarks; defining the needs of stakeholders when constructing a strategic plan; and strategies for assessing the viability of a preliminary plan.</p>	<p>Due Sunday, November 10th:</p> <ul style="list-style-type: none"> - revise your timeline based upon the feedback provided in class, transitioning from a handwritten timeline to a digital, editable model - add the revised timeline to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me confirming that your materials are ready for review - revise Section II of the Capstone Project Detailed Plan and upload your materials from Module II to your web portfolio constructed in INDS 399: Guided Reading <p>Due Wednesday, November 13th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - read "<u>What is Rhetoric?</u>" by William A. Covino and David A. Jolliffe - compose a 350- to 500-word analytical response to the text, focusing on 1) the relationship between rhetor and auditor,

		2) strategies for defining <i>exigence</i> and <i>Kairos</i> , and 3) a brief reflection on what you learned from the text that you can apply to your writing moving forward; share the Google Doc of your reflection with me by the start of the class session
The final date to drop a class with a grade of W is Tues., Nov. 12, 2019.		
Wed., Nov. 13	<p style="text-align: center;">Module III: The Executive Summary of the Individualized Study Capstone Project</p> <p>-----</p> <ul style="list-style-type: none"> - Lecture: Understanding the Foundations of Rhetoric - In-Class Activity: Mapping Audiences and Needs <p>-----</p> <ul style="list-style-type: none"> - Lecture: Developing the Executive Summary - In-Class Activity: Probing Sample INDS Executive Summaries <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: the definitions(s) and history of rhetoric; the myth of rhetoric as sophistry; the rhetorical appeals (ethos, pathos, and logos); types of writing (persuasive, expository, narrative, etc.); Kairos and exigence in justifying the proposed project; the audience addressed versus the audience invoked; validity, reliability, and credibility; and the importance of acknowledging any potential counterclaims in the construction of effective research-based argumentative texts.</p>	<p>Due Sunday, November 17th:</p> <ul style="list-style-type: none"> - compose a working title for your proposed capstone project (see section 3A for the requirements) - compose the rough draft of your executive summary (see section 3B for the requirements) - add your working title and executive summary to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to you and your peers confirming your materials are ready for review <p>-----</p> <p>Due Wednesday, November 20th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - review your peers' executive summaries and provide substantive, constructive feedback by the start of the class session
Wed., Nov. 20	<ul style="list-style-type: none"> - Workshop: Executive Summaries <p>-----</p> <ul style="list-style-type: none"> - Lecture: Developing Backup Plans for Intensive Research - In-Class Activity: Probing Sample Backup Plans - In-Class Activity: Mapping Potential Issues and Solutions <p>-----</p> <ul style="list-style-type: none"> - Lecture: Goals and Expectations for the Oral Presentation <p>-----</p> <p>Key concepts/discussion topics from this lesson might include: the importance of contingency planning for professional tasks and research-based projects; assessing and managing project risks; strategies and interventions for negotiating shifting goals or outcomes; using stakeholder (faculty, advisors, consultants) as resources in contingency planning; reassessing immediate academic goals versus long-term professional goals; and the process of determining when to implement a strategic backup plan to maximize the project's success.</p>	<p>Due Wednesday, November 27th:</p> <ul style="list-style-type: none"> - review lecture/discussion notes - no homework
Wed., Nov. 27	<p>No Class: Because of the holiday, we will not meet as a class. Instead, use this opportunity to rest and relax with family and friends as we prepare for the last class of the semester.</p>	<p>Due Sunday, December 1st:</p> <ul style="list-style-type: none"> - compose the rough draft of your backup plan (see section 3C for the requirements) - add your backup plan to your Capstone Project Detailed Plan no later than 11:59 PM; send an E-mail to me confirming that your materials are ready for review <p>-----</p> <p>Due Monday, December 2nd:</p>

	<ul style="list-style-type: none"> - revise all parts of the Capstone Project Detailed Plan no later than 11:59 PM in order to enable me to produce a comprehensive review of your plan; send an E-mail to me confirming that your materials are ready for review <hr style="border-top: 1px dashed black;"/> <p>Due Wednesday, December 4th:</p> <ul style="list-style-type: none"> - input a screenshot of IRB approval or exemption into the Capstone Project Detailed Plan, if you have not done so already - submit the required 250- to 400-word <u>justification statement</u> if interested in developing an Honors capstone project and enrolling in INDS 490H for next semester (pending approval of your application from the INDS Director) - develop and rehearse a twenty-minute presentation on your intended capstone project; send your presentation via E-mail no later than 3:30 PM
--	---

Final INDS capstone project presentations will be held on Tue., Dec. 3, 2019 beginning at 9:00 AM in the Commons, Room 331.

	<p>Conclusion to the Course</p> <hr style="border-top: 1px dashed black;"/>	
<p>Wed., Dec. 4</p>	<p>Presentation Session: Before an audience including INDS staff, current INDS 399 students, and others, you will deliver twenty minute presentations that provide an overview of your project and that walk us through the concept map, research question, thesis statement, state of the debate, type of project, former background training, integrative strategies applicable to your capstone project, timeline for project completion, primary and secondary audience, and the change that you want to make through this work. Be prepared for a twenty-minute question and answer session after as well as a brief critique to provide feedback for future considerations. <i>Note that we will film your presentation not only to share with any faculty mentors who may not be able to attend but also as a basis for review as we continue to work on oral presentation skills.</i></p>	<p>Due Wednesday, December 18, 2019:</p> <ul style="list-style-type: none"> - revise your Capstone Project Detailed Plan based upon the final review as well as feedback from your final presentation - upload your materials from Module III to your web portfolio constructed in INDS 399: Guided Reading - share with me via Google Docs the final version of your Capstone Project Detailed Plan, Literature Review, and SOI Reflection no later than 11:59 PM - signatures will be secured via DocuSign from your degree mentors and INDS advisor (so you do not need to secure the signatures yourself)

Final grades for this course will be posted online. Follow up via E-mail if you would like feedback on the final draft of your plan.