

Syllabus Multidisciplinary Studies Capstone 489 Fall 2014
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Instructor: Ms. Soccorsi

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Office Hours: M-W 11:30-2:00 and by appointment.

Class Day, Time, and Location: T-Th 10:00-11:15 (WC2) B&E 441
M-W 3:00- 4:15 (WC 4) B&E 440

Required Texts

All readings will be posted to ecampus in PDF format.

Expected Learning Outcomes/Goals

The MDS capstone is one of the few classes that enroll only MDS students. Thus, the class is designed to prepare students in the program to understand the methods and advantages of their multidisciplinary education. The course is essentially split into three parts, though each part is inextricably linked to the other two parts. In the first part, students will demonstrate the ability to formulate, research, and solve problems through critical thinking exercises and the formulation of an analytical essay. Students will also prepare themselves for graduation from the program by developing post-graduate, career-oriented skills. Finally, the capstone bridges practical and academic knowledge, while stressing the integration of the students' three minors into a cohesive whole, through a community-based service-learning project. These parts, once integrated, represent the skills and knowledge needed to successfully transition from university to life after graduation.

1. Knowledge

- A. Broad-based knowledge of three discrete areas of study
- B. Understanding of synergistic advantage of multidisciplinary curriculum

2. Skills

- A. Ability to think critically in each of three disciplines
- B. Ability to partition and interpret information or events using the most appropriate discipline's toolset
- C. Ability to write a professional resume, conduct a job interview, and apply to graduate school
- D. Ability to research and write an interdisciplinary analytical essay

3. Attitudes

- A. Positive attitude towards civic action and engagement
- B. Develop a familiarity and understanding of non-profit organizations

4. Integrative Learning

- A. Ability to explain Multidisciplinary Studies and its advantages to others

B. Ability to apply academic knowledge to real world problems

Attendance

Any student who does not attend the first and second session of class will receive an “F” unless they withdraw from the course. There are no exceptions to this rule.

Students are expected to attend every class period. However, if a student must be absent, our attendance policy is as follows:

Two absences- no penalty

Third absence- ½ letter will be deducted from a student’s final grade.

Fifth absence -the student will be advised to withdraw from the class. If the student does not do so, he or she will receive an “F.”

Because MDS is a workshop class, there are no exceptions to this policy. Also because of the importance of each meeting of the class, we do not differentiate between excused and unexcused absences. Lateness: lateness is rude and disruptive to the rest of the class. Therefore, if a student comes in late or leaves early, he/she is absent. Also, if a student leaves class for any period of time, this also counts as an absence.

Late Work

No late work will be accepted. There is usually no extra credit. Assignments must be received at the beginning of the assigned class to receive credit. **No assignments will be accepted via e-mail without prior consent from your instructor.** If you must miss class, you are responsible for turning in your assignments the **previous** class session from the date of your absence.

Writing Guidelines

This course is designed to meet the WVU Writing Course requirements. There are writing assignments throughout the semester. The following guidelines are to be followed:

- The assignments will be due in exactly the timeline specified in the syllabus to allow time for grading.
- Your writing will be examined for grammar, spelling, MLA formatting, and presentation.
- Unless otherwise specified, all “writing” will be typed and printed or turned in through Turnitin, per your instructor’s direction.
- All sources must be cited, using the proper MLA format.

Writing assignments—with the exception of the analytical reflections and the rough draft essay assignment—will go through the draft and revision process. Each assignment must first be submitted in rough-draft form for peer review. Every effort should be made to submit exemplary work in the rough drafts. Following peer review, the professor will make comments, provide you with a preliminary grade, and return the work. You may rewrite the professor-reviewed

copy for a final grade. The grade you receive on the final draft will supersede the previous grade.

If you do not submit a rough draft for peer review, you may not submit a revised assignment. Should you choose to revise, the revision will be due the next class session after the work has been returned.

Generally speaking, Analytical Reflections will be due on the first class session of the week, and all other assignments will be due on the second.

Plagiarism, Citation of Sources, and Classroom Etiquette

Turning in work you have not done yourself is considered plagiarism and is a serious academic crime. We will discuss how to incorporate other's ideas into your own work through the use of citations, but for now be aware that taking something from another written source without crediting that source is plagiarism. In this course, the MINIMUM punishment for plagiarism is an "F" in the course and being reported to the Office of Student Affairs.

West Virginia University
Recommended Academic Integrity
Syllabus Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/rightsc.htm> 1. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

[adopted: 2-11-08]

There are a number of plagiarism modules available here: <http://grad.wvu.edu/preventing-plagiarism>. The MDS department recommends you participate by completing the tutorial.

A Note on this Course

As one focus of the course is professionalism, you must treat this course as you would a job—a **job you would like to keep**: attend lecture regularly, complete class readings, and turn in your assignments on time. Courtesy towards the professor and your fellow students is expected. Do not eat, sleep, read, TEXT MESSAGE, do homework, or log-on to the internet during lectures. Your instructor may decide not to permit laptops in the classroom. Finally, and most importantly, **TURN OFF YOUR CELLPHONES! Any overly disruptive behavior is grounds for administrative deletion from the course.**

Grading

Service-Learning Group Project Assignments	Points
Minor Concepts	10
Register for iServe	10
Turn in Service Learning Contract	10
1 st Meeting with Service-Learning Coordinator	10
Completing 10 Hours	10
2 nd Meeting with Service-Learning Coordinator	10
All Service Learning Hours Completed	10
Service-Learning Group Presentation/Personal Reflection	100
Final Project Grade	240
	Total
	410

Essay Assignments	Points
Review of Sources/Thesis Statement/Outline	60
Rough Draft	70
Final Draft	150
	Total
	280

Professional Preparation Assignments	Points
Networking Basics	20
Resume/Cover Letter	100
Interview	100
	Total
	220

Reading Assignments	Points
Analytical Reflections (3)	90

Total Points Possible	1000
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Grading Scale

- A 900-1000 Points
- B 800-899 Points
- C 700-799 Points

In order to graduate you must obtain a C or above

- D 600-699 Points
- F 0-599 Points

MDS 489 Course Calendar

DATE	TOPIC	ASSIGNMENTS/READINGS DUE
Week 1	Syllabus overview; Assignment explanations; Graduation (see end of syllabus)	
	Introduction to service learning; Form service learning groups (?)	
Week 2	No Class Monday-MLK Recess Service-Learning and your fields of interest; Form service learning groups; Introduce service learning projects Presentation by Service-Learning Coordinator, Eric Myers	Readings: "Does Service Learning Really Help" by Stephanie Strom; "Service Learning" from MDS Reader Due: Minor Concepts Due: Analytical Reflection One
Week 3	Critical Thinking, Writing Skills, Interdisciplinarity	Due: Analytical Reflection Two Readings: "Interdisciplinary Studies Defined" by Repko; "Writing Well" from MDS Reader; "Writing Tips"; "Critical Thinking" article
Week 4	A Case Study in Interdisciplinarity	Readings: "Writing Professional Email"; TBD
	A Case Study in Interdisciplinarity, cont.	Due: Register for iServe/Service Learning Contract (February 6 th)
Week 5	Career Development: Resume/Cover Letter /Interviewing	Due: Networking Basics
	Career Development: Resume/Cover Letter/Interviewing	Due: Analytical Reflection Three Reading: "Find Opportunities" by Lindsay Pollack; "Cover Letters," "Resume Content," and "Resume Design" from MDS Reader; "Late Bloomers" by Gladwell
Week 6	Career Development: Resume/Cover Letter/Interviewing	Reading: "Interviewing" from MDS Reader; "SOAR Interview Prep"
	Career Development: Resume/Cover Letter/Interviewing; Peer-Review of Resume and Cover Letter	Due: Resume/Cover Letter
Week 7	Interviews	Due: 1 st group meeting with MDS Service-Learning Coordinator (February 27 th) Due: Interviews
	Interviews	Due: Interviews
Week 8	Essay Development: Library Research; Proper Citation and Formatting; The Nature of Argument	Readings: Conducting Research, MLA Guide from the Purdue Owl
	Essay Development: Review of Sources/Thesis Statement/Outline	Reading: The Writing Process, Developing Strong Thesis Statements, Invention: Starting the Writing Process from the Purdue Owl Readings: Developing an Outline from the Purdue Owl
Week 9	Essay Development: Review of Sources/Thesis Statement/Outline cont.	Due: 10 hours of service completed (March 13 th)

Week 10	Peer Review of Review of Sources/Thesis Statement/Outline	Due: Review of Sources/Thesis Statement/Outline Last Day to Drop a Class-March 20 th
Week 11	SPRING BREAK	
Week 12	Public Speaking and Presentations	Due: 2 nd group meeting with MDS Service-Learning Coordinator (April 3 rd) Reading: Effective Presentation Skills from MDS Reader
Week 13	Discussion and Peer-review of Essays	Due: Rough Draft of Essay.
Week 14	Student-Teacher Conferences Student-Teacher Conferences	
Week 15	In Class Workshop on Essay/Presentations In Class Workshop on Essay/Presentations	Due: All service hours completed (April 17 th)
Week 16	Service-Learning Presentations/Personal Reflection	Due: Service Learning Presentations and Personal Reflections.
	Service-Learning Presentations/Personal Reflection	Due: Final Essay Revision Last Day of Classes-Friday, May 1
Week 17	Finals Begin (no final in MDS 489)	

CAPSTONE RECEPTION:

The MDS 489 capstone reception, which honors the outstanding service learning project for the spring 2015 semester, will be held on Thursday, April 30 from 4:00-5:00 in the Gold Ballroom.

GRADUATION:

If you plan to GRADUATE in the Spring, you need to make a graduation appointment with Tara Robbins to review your transcript. Her office is 221 Armstrong. You will also need to fill out a graduation application through MIX. You will receive an email when the application tab becomes available (this should occur within the next two weeks).

Log in to MIX account
 Select the STAR tab
 Click to enter STAR
 Select Student Services and Housing
 Select Student Records
 Select Apply to Graduate