Advanced Project (FAP)
School for New Learning DePaul University
FA 304

Prerequisite  LL 301 (Research Seminar / Research Methods)

Term & Year  Autumn 2018
Course Number  706 (12528)
Credit Hours  4
Day/Time  Thursdays, September 6 – November 8; (September 27 online only)
Location  Loop Campus, Daley building, 14 E Jackson, Room 406

Faculty:  Deborah W. Holton, PhD, MFA
School for New Learning
DePaul University
14 E. Jackson, Suite 1400
Chicago, IL  60604
Phone:  312/362-8595
E-mail:  dholton@depaul.edu (Preferred communication)

Virtual Office Hours:  Wednesdays, 7 pm – 8:30 pm (email or conference calls by appointment only). Note: offline 9/26/18

Faculty Biography

Dr. Holton received her undergraduate degree in Theatre and Drama with an emphasis in playwriting from Howard University; a Master’s degree in English, concentrating in African and African American literature, from Atlanta (now Clark Atlanta) University, and from the
University of Wisconsin - Madison a PhD in American theatre studies (history, literature, criticism, and theory). Most recently, she earned her Master of Fine Arts (MFA) from the Solstice Creative Writing program at Pine Manor College. She has written scholarly articles on topics such as African ritual in African American drama, and the works of Lorraine Hansberry and Eugene O’Neill, in addition to fiction and poetry.

As member of the SNL resident faculty since 1989, Dr. Holton has served as SNL’s Associate Dean for Mentoring and Part-Time Faculty; and currently serves on DePaul’s University Research Council. In 2013, she received the School for New Learning’s Lifelong Learning Award. In 2014, she was honored with a National Endowment for the Humanities Summer Fellowship. Dr. Holton is a certified professional coach (CPC) and an Energy Leadership Index Master Practitioner (ELI-MP).

Course Description

This course does not apply for students who are receiving a Bachelor of Arts in Computing (BAC). Any BAC students that need to fulfill the F-11 and F-12 competencies may do so by enrolling in FA 303.

The main purpose of FA 304 is to guide you through the various steps involved in designing and carrying out the Advanced Project (AP) on a subject that is related to your particular focus Area (FA). Early in the course you will decide which of the two different kinds of an Advanced Project you will pursue. You will then produce one of two types of projects. One is an artifact that is the result of your practical application of knowledge, abilities, or skills, with an accompanying analysis paper that provides the theoretical or analytical context for the particular artifact. The other is a stand-alone research paper.

A. Throughout the course you will be guided and provided with various tools, resources, and support so that you may fulfill the F-11 competence statement:

"Can design and produce a significant product that gives evidence of advanced competence."

This competence articulates the standards and qualities your final product should demonstrate in order to deserve a "significant product" designation. No matter what type of Advanced Project you create—an artifact/analysis paper or a research paper—your work will reflect your thorough and in-depth investigating a problem as well as your ability to establish links between the definition of the problem, discussion of conceptual issues, methods of investigation, analysis of findings, and practical applications.
B. Your F-12 competence statement will summarize the main results of your work, what you have come to know and understand, and the particular skills and abilities you developed in the process of creating your project.

**Your Academic Committee**

It is expected that you will collaborate with your Academic committee at specific points in the course. Please consult with your academic committee before the first class session. Inform them about your plans of taking the course and discuss your possible choice of an AP topic with them. Take notes of your discussion, their suggestions and questions, and bring a written summary to class.

**Course Learning Goals**

After completing this course, you should have:

- Demonstrated the ability to apply problem-solving and research skills to your Individual Focus Area.
- Demonstrated an understanding of the broader context of a particular issue or problem and can propose possible solutions.
- Appropriately used direct methods of investigation, personal experience, and application of knowledge and skills to a particular issue.
- Produced a coherent and refined document of appropriate professional quality as evidence of advanced-level learning.

**Course Competencies**

This course does not apply for students who are receiving a Bachelor of Arts in Computing (BAC). Any BAC students that need to fulfill the F-11 and F-12 competencies may do so by enrolling in FA 303.

In this course, you will develop the following competencies:

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
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<tbody>
<tr>
<td>F-11</td>
<td>Can design and produce a significant product that gives evidence of advanced competence.</td>
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<tr>
<td>F-12</td>
<td>Written by student/faculty. This competence summarizes the particular focus and content of the Advanced Project.</td>
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</table>
Grades lower than a C- do not earn credit or competence in the School for New Learning.

**Pass/Fail Grades**
This is a PA/F course, although students may request a letter grade assessment from their instructor in writing during the first two weeks of the course. The assessment style may not be changed after this period, with no exceptions. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

**Course Resources**

The [Advanced Project Assessment Rubric](#) and the Advanced Project Assessment Criteria (linked within the D2L course) will serve you and your instructor (and academic committee) as the guide for SNL’s standards and expectations regarding the quality of your final product.

Since you will do a lot of research and writing in this course, the library, SNL’s Writing Guide, and the DePaul Center for Writing-based Learning, will be your primary resources in the process of drafting, researching, and revising. Each course module will provide you with additional resources and tools that are of particular relevance for the tasks you need to perform each week.

**Course Structure**

This course consists of ten modules. The estimated time to complete each module is one week. All work will be submitted through D2L unless otherwise requested.

Note: While most discussions will take place in class, there may be occasions where discussions will occur online. More information will be provided in class. The following table outlines the course, subject to change based on class needs:

<table>
<thead>
<tr>
<th>Week, Module # and Title</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1, Module 1: Introduction: What the Advanced Project is All About</td>
<td>All course resources are available in D2L.</td>
<td>1.1 Brainstorm Your Topic of Interest 1.2 Share Your Ideas, Concerns, and Suggestions (Discussion) 1.3 Write a First Draft of the AP Proposal 1.4 Planning for Success</td>
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<tr>
<td>Week, Module # and Title</td>
<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>Week 2, Module 2: Articulating the Issue or Problem, and Searching for Information</td>
<td>All course resources are available in D2L.</td>
<td>2.1 Sharing Ideas, Questions, and Suggestions (Discussion)</td>
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<td></td>
<td></td>
<td>2.2 Problem Statement</td>
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<td></td>
<td></td>
<td>2.3 Advanced Project Proposal</td>
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<td>Week 3, Module 3: Research, Writing, and Preparing an Outline</td>
<td>All course resources are available in D2L.</td>
<td>3.1 Consult Your Academic Committee</td>
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<td></td>
<td>3.2 Background Research (Discussion)</td>
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<td></td>
<td></td>
<td>Advanced Project Working</td>
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<td></td>
<td>Group Discussion</td>
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<td></td>
<td></td>
<td>3.3 Complete the IRB Training (if applicable)</td>
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<td></td>
<td></td>
<td>3.4 Write an Outline of Your Paper</td>
</tr>
<tr>
<td>Weeks 4 &amp; 5, Modules 4 &amp; 5: Writing the First Draft(s)</td>
<td>All course resources are available in D2L.</td>
<td>4.1 Sharing Your Experiences and Advice (Discussion)</td>
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<tr>
<td><strong>NOTE:</strong> No in-class meeting Week 4 only (9/27/18); all activities will be online in D2L (details provided in class)</td>
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<td>4.2 Artifact Draft (if applicable)</td>
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<td></td>
<td></td>
<td>5.1 Draft Checklist</td>
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<td></td>
<td></td>
<td>5.2 First Draft of Paper</td>
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<tr>
<td>Week 6, Module 6: Revising, Revising, and More Research</td>
<td>All course resources are available in D2L.</td>
<td>6.1 Group Support and Activities (Discussion)</td>
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<td>6.2 Submit (updated) Draft Checklist</td>
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<tr>
<td></td>
<td></td>
<td>6.3 Second Draft of Paper</td>
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<tr>
<td>Week 7, Module 7: The Second Draft of Your Artifact, and More Revisions on Your Paper</td>
<td>All course resources are available in D2L.</td>
<td>7.1 Group Support and Activities (Discussion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2 Artifact Second Draft (if applicable)</td>
</tr>
<tr>
<td>Week 8, Module 8: Checking In: Sharing Progress and Accomplishments</td>
<td>All course resources are available in D2L.</td>
<td>8.1 Checking In: A Talking Circle (Discussion)</td>
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</table>
### Week, Module # and Title

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</table>
| Week 9, Module 9: Working on the Final Drafts               | All course resources are available in D2L.   | 9.1 Continue Revisions on Your Paper  
|                                                             |                                               | 9.2 Use the Draft Checklist and List Tasks You Still Need To Do            |
|                                                             |                                               | 9.3 Make a Schedule for Completing Unfinished Tasks                       |
| Week 10, Module 10: Acknowledging and Sharing Your Learning, | All course resources are available in D2L.   | 10.1 Do the Advanced Project Self-Assessment                             |
| and Getting Ready to Fine-tune Your Paper                   |                                               | 10.2 Sharing Your Self-Assessment (Discussion)                            |
| Week 11                                                     |                                               | 11.1 Final Advanced Project                                                |

### Assessment of Learning

**Grading Policies and Practices**

The Advanced Project Course is designed as a Pass/Fail.

To complete the course, students must fulfill each of the assignments as described in the course and submit them to the instructor by the assigned deadline in the course submission area. In addition, students must participate in the course discussion forum by responding to all discussion instructions and by interacting with fellow classmates as required.

By week 11, you will need to have submitted your final draft of the artifact/analysis paper or stand-alone research paper. In order for your Advanced Project to be accepted, it needs to exhibit the criteria articulated in the Advanced Project Assessment Rubric at an at least passable level.

**Late Work Policy**

**Note:** The workload for this course is **heavy**, proportional to the 4 credits weighting and cannot be completed in less than a full quarter. You cannot pass the course without turning in your assignments in a timely manner, revising them based on instructor feedback, keeping up with the sequential pace of the assignments, and participating in the discussion.
forums. Points will be deducted for late work that has not been exempted with the instructor (i.e., for medical or significant personal reasons). Work received later than one week after the deadline will receive 0% credit. Discussions online will generally be 'locked' several days after the deadline to exclude further submissions.

**Course Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Verbal Descriptor</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
<td></td>
</tr>
<tr>
<td>B+ to B-</td>
<td>89-80%</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+ to C-</td>
<td>79-69%</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+ to D-</td>
<td>68-60%</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

**DePaul University Rubric for Letter Grades**

- **A** The instructor judged the student to have accomplished the stated objectives of the course in an **EXCELLENT** manner.
- **B** The instructor judged the student to have accomplished the stated objectives of the course in a **VERY GOOD** manner.
- **C** The instructor judged the student to have accomplished the stated objectives of the course in a **SATISFACTORY** manner.
- **D** The instructor judged the student to have accomplished the stated objectives of the course in a **POOR** manner.
- **F** The instructor judged the student **NOT** to have accomplished the stated objectives of the course.

**Incomplete (IN) Grade:** This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor **may not** enter an IN grade on behalf of a student without a completed and agreed upon contract.
The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

**General Assessment Criteria for All Writing Assignments**

*All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.*

Your Instructor will give you feedback on the outline of your Advanced Project, and on your first and all written assignments. You are also advised, or requested, to visit the DePaul Center for Writing-based Learning. All writing center services are free. Online services include Feedback-by-Email and IM conferencing (with or without a webcam).

**Course Policies**

**SNL Attendance Policy**

Attendance is both *mandatory and essential* in SNL courses. Students and faculty are expected to arrive on time, and to actively participate in every scheduled class session. Specific course policies may be listed in the course syllabus. Acceptance of the syllabus indicates agreement to policies outlined in that document.

Students are expected to attend each class and to remain for the duration. **Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence.** Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (DePaul Center #1100) in order to have their absence excused. **Two absences for any reason, whether excused or not, may constitute failure of the course.**

**Missing class makes assessment a difficult process; students who miss any class work are subject to a grade reduction. Students who miss more than 10% of any given course are subject to failure.** This means that if you miss participating in more than two classes you may not have met the requirements for a passing grade. For example, missing one all-day (two sessions) class (9 am – 4 pm) = 20%. It is within your instructor’s right to fail you—just so you know.

Your instructor should be notified if your life events do not allow you to participate in the course for more than one week. This is particularly important when there are small group discussions or you are working as part of a team.

If you find yourself getting behind, please contact your instructor immediately.

**Time Management and Attendance**
SNL’s courses, be they on-ground or online, are not self-paced and require a regular time commitment each week throughout the quarter. You are required to prepare assignments as well as prepare for discussions.

You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

**Your Instructor's Role**

Your instructor’s role in this course is that of a discussion facilitator and learning advisor. It is not your instructor’s responsibility to make sure you participate regularly and submit your assignments. You will receive feedback on written assignments submitted on time.

**Your Role as a Student**

As a student, you will be taking a proactive approach to your learning. As the course instructor’s role is that of a learning guide, your role is that of the leader in your own learning. You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Please also note that this is a course offered by DePaul University’s School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL’s mission in supporting a diverse and inclusive environment. More information about SNL can be found [here](#).

**Late Submissions**

This course will demand a significant investment of your time and energy. Readings will include sections from various texts, and may include selections from the [DePaul’s eReserve site](#) and other resources. In discussions, you will be asked to reflect upon readings and course exercises. You will also write formal and informal papers, plans and assessment documents.

Some assignments will require research. All assignments, however, are designed based on your attention to the learning activities and exercises that precede them. It is, therefore, essential that you read the materials associated with each assignment thoroughly and carefully.
If you are unable to complete an assignment by the established deadline, you should contact me immediately for guidance on how to proceed. The expectation of receiving satisfactory credit, beyond quality and quantity, on any course deliverable (discussions, assignments, assessments, etc.) depends on timely submission. Exceptions to this policy will be considered only in cases involving extreme circumstances (emergencies) in which you have notified me. Remember: timely feedback requires a timely submission. I will deduct points for late work, and I reserve the right to refuse late submissions. You are responsible for meeting all deadlines.

Attitude

A professional and academic attitude is expected throughout this course. Measureable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when your instructor is speaking; mocking another’s opinion; cell phones ringing; emailing, texting or using the internet whether on a phone or computer when not requested specifically by your instructor. If any issues arise a student may be asked to leave the classroom. Your instructor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue (discussions, informal interactions, one-on-one meetings, etc.) associated with this course is civil and respectful of the dignity of all participants--each student and your instructor. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course. Your instructor will partner with the Dean of Students Office to assist in managing such issues.

Discussions (In class and online)

Discussion are of particular importance in the Advanced Project class because here is where you connect with your classmates, hear their concerns, ideas, and suggestions. You will also form your own discussion group that is comprised of classmates with whom you share areas of interest related to the content or form of your Advanced Project. For requirements on your participation in the Discussions, please see "Course Expectations" below.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask ‘process’ questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.
Golden Rule Guidelines In-Class and Online

Class discussions, both online and on-ground, are an important part of your overall academic experience. To ensure a positive learning environment, please follow the following minimum expectations. Use your common sense, as not all situations can be covered:

- Be polite
- Respect other participants' views or opinions
- Think before you write or speak, and ask yourself if you would say the same thing in person
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive community, both on-ground and online, by offering assistance and support to other participants.
- Use correct grammar and syntax at all times

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the discussed topic. When available, use the rubric provided in class to self-assess the quality of your participation. Participation allows your instructor to “hear” each student’s voice when grading papers. Secondly, your instructor will call upon students so that they may offer comments related to the reading assignments. Students must keep up with the readings to participate in class discussions and activities. See Julian Treasure’s TED talk: https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen

Phone/Fax/Email Etiquette

Emails: Feel free to email questions to me through D2L. Be as comprehensive in your message as possible, and provide your student identification number and other pertinent information. To practice safe emailing, please include in your subject line: LL 280. If you send me a message through D2L, I should get it without difficulty. Messages without the subject heading above may be considered spam and the DePaul system may not deliver it.

Phone: Email is my preferred means of communication, but sometimes it’s necessary to reach me by phone. Please be kind. Speak clearly, leave a detailed message and phone number, speaking S-L-O-W-L-Y, twice. If you don't leave a phone number, I'll assume you don't want me to return your call. I'll return your call as soon as possible, usually within 48 hours during the business week.

Attached Assignment, Faxes, and D2L
Please do not attach documents to email messages unless previously arranged. Plan to turn in through the D2L Submissions box unless otherwise requested.

**Computers, Cell Phones on call:**

Your instructor may use a computer, applications, and the Internet to support and enhance your learning experience, as your assignments and resources suggest. However, no matter how well-meaning the intention, students who multi-task and surf the web in class via their computers and mobile devices, unless specifically requested by your instructor to do so, are less likely to benefit from the learning exchange. Further, students may be unaware of the devices’ disruptive impact on their classmates’ learning. In short, using a computer and mobile devices without your instructor's prior agreement is “bad form.” Computer and mobile device usage in class is thus not allowed unless special circumstances warrant. See the university-wide policy on [accommodations based on the impact of a disability](#).

That said, there may be times in which you may need to use your cell phone. If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students and your instructor, texting is never allowed in class. If you are required to be on call as part of your job, please advise your instructor at the start of the course.

**College and University Policies**

This course includes and adheres to the college and university policies described in the links below:

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)
- [APA citation format](#) (GRAD)

**Additional Course Resources**

- [University Center for Writing-based Learning](#)
- [SNL Writing Guide](#)
- [Dean of Students Office](#)

**Syllabus changes**

This syllabus is subject to change as necessary. A revised syllabus will be posted during the first meeting week of the course. Students will be notified of any minor changes or updates to it thereafter via communication tools within Desire 2 Learn (D2L). Any significant changes to it will be discussed in class and with student consensus approval.
Credits
This course was designed and produced by Dr. Mechthild Hart and staff at SNL Online of the School for New Learning of DePaul University.
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