

LAP 430 – Liberal Arts Capstone Colloquium
Spring 2014 semester section –
Thursdays, 4 - 6:45 pm in Webb Hall,
1/16/2014, 1/23, 2/6, 2/27, 3/6, 4/3, 4/17, 4/24, and 5/1

Nine oncampus meetings, with presentations of independent inquiries during the last three sessions of the semester;
Web-enhanced section with online discussions,
multiple drafts of essays submitted through BlackBoard LEARN,
and individual consultations with the instructor

Instructor's contact information:

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Office hours in Spring 2014 in Webb 150: Mondays & Fridays, 1 -1:50 pm;
Tuesdays & Thursdays 10:30 – 11:50 am; Thursdays, 3 – 3:50 pm**

Course Description:

This colloquium serves as a space for students nearing graduation for independent inquiry and reflection upon their liberal arts program courses, major and elective coursework, community engaged learning experiences, and expanding horizon experiences during their academic, professional, and social development at Eastern Connecticut State University, and, if applicable, at other undergraduate institutions and in credit for life experiences.

Participants will document the “value-added” of these experiences through their self-assessments and reflections, contribute actively to online threaded discussions, develop an independent inquiry project guided by the instructor that will expand on their understanding of their studies and experiences at Eastern and elsewhere, and synthesize plans for their next steps after evaluating the changing world they will be heading into after commencement and the support that Eastern CSU will continue to provide.

This colloquium is designed to be offered as a Tier III colloquium, specifically for students nearing graduation from Eastern without opportunities for Tier III courses in their majors or for those students following a plan of study that would lead to a Bachelor's degree in General Studies.

Pre-requisite – completion of two Tier II courses and at least 85 earned undergraduate credits

Course goals and/or objectives:

CORE ABILITIES

<http://www.easternct.edu/depts/lapc/LACC2006.htm>

“ECSU's liberal arts core curriculum, major programs, campus culture and environment are designed to help students develop the self-disciplined habits of mind, and the knowledge and skills that allow them to successfully meet the challenges of everyday life.

Our goal is to enable students to:

- a. productively engage in multiple modes of thinking;*
- b. examine, organize, and synthesize information in ways appropriate to a variety of contexts;*
- c. communicate effectively orally, visually and in writing;*
- d. use scientific methods and concepts and quantitative skills to solve problems and make informed decisions;*
- e. understand how a person's culture influences his/her view of the world;*
- f. act in an informed and ethical manner in our global society;*
- g. understand the human condition from an historical context; and*
- h. foster curiosity and a passion for learning.”*

“Tier III Independent Inquiry 3 Credits

(from <http://nutmeg.easternct.edu/lapc/LACC2006.htm>)

Students must have passed at least two Tier II courses prior to enrolling in a Tier III course.

As the culminating, integrative liberal arts experience, TIER III represents a critical component of the ECSU Liberal Arts curriculum. TIER III affords students the opportunity to reflect on and apply knowledge and skills acquired in the first two tiers and in their major. Departments may recommend specific options for their majors to complete TIER III or allow students to choose from a variety of options within or outside the major.

Upon completion of this requirement students will be able to:

1. Demonstrate the ability to engage in independent inquiry;
2. Apply current and critical thinking in a focused area of study;
3. Reflect on the context of their independent inquiry or artistic creation; and
4. Reflect on this work as an outcome of their liberal arts education.”

And these additional goals, colloquium participants will

- 1) document and assess their studies and experiences at Eastern and at other undergraduate institutions, if applicable,
- 2) create a community of learners who will plan ways to collaborate after graduation,

- 3) evaluate a text discussing important societal issues and develop their own individual and group plan to integrate these lessons learned from the text for their continuing success, and
- 4) reflect on their individual studies and experiences at Eastern and at other undergraduate institutions to create 20-page discussions expanding on a learner-chosen topic enhanced with additional independent inquiry.

Course text for Spring Session 2014:

Brown, L. R. (2011). *World on the Edge: How to Prevent Environmental and Economic Collapse*. New York City, NY: W. W. Norton & Company.

Course calendar:

Learning tools are explained within BlackBoard LEARN. One clicks on the assignment tab to submit the URLs (web addresses) of the assignments that are posted in the students' electronic portfolios. To participate in the discussions, one clicks on discussion and the topic headings.

The discussions will close on the dates listed below and participants will not be able to add to closed discussions. The assignments will also close on the dates below; late assignment will be accepted with a penalty of 1 points subtracted from the assessed score for the assignment for each day late.

Methods of student performance assessment and evaluation

Assignments –

- 1) Active participation in 9 oncampus sessions, including presentations on short essays, a book review, and independent inquiry (90 points).
- 2) Participation in 12 threaded discussions – by posting 3 threads for each discussion - on the liberal arts goals, insights into the connections between their studies and experiences and their professional plans, on a common text discussing future trends, and the independent inquiry project. (**TDs** – 36 points)

All assignments are supposed to be posted in the participant's electronic portfolio. The URLs of the webpage where the assignment is posted is shared in the LEARN assignment materials text box, that appears after one clicks on submit assignment after clicking on the assignment heading. This reliance on the electronic portfolios is designed to enhance the participants' reflections on their professional and educational development through the organization and self-assessment of documents.

- 3) Initial structure of electronic portfolio (**AeP** - 40 points)

- 4) Documenting the students' individual fulfillment of the 8 goals of the liberal arts program. (Assignments **LA1 – LA8**, 80 points).

Students will develop 8 essays of about 250 words each, with bibliographic documentation – at least 5 references to coursework, 5 references to texts and publications used in the courses, and 5 references to the students' experiences at Eastern. These essays will serve as the foundation for the other assignments in the colloquium, particularly referenced during the development of the reflective, independent inquiry document. There will be point reductions for essays of less than 250 words in length and without the 5 references bibliography, which is not counted in the word count. Participants will discuss their reflections within the oncampus seminars and in the threaded discussions.

- 5) Critical thinking essay - Text review (1,000 words) responding to -

What are 5 lessons that you learned from your reading of the text? What are the ethical implications of your studies at Eastern CSU and at other undergraduate institutions on the context of the future discussed in this text and your own professional development? Include a bibliography with at least 10 references to texts used in the liberal arts and major courses you completed. Share the ideas within your essay in the oncampus seminars and in the threaded discussions. Post your essay in your ePortfolio and share the URL with the instructor before the due date. (40 points total)

- 6) Development of a reflective, independent inquiry on a student self-selected topic derived from their studies and experiences at Eastern, responding to –

After reflecting on their studies and experiences at Eastern, other undergraduate studies, life experiences, and their plans for professional development in the next five year, colloquium participants will develop a 3,000 word essay by further researching ideas that intrigued them during their studies or explore topics that they wish they had studied and experienced while at Eastern and in their undergraduate studies. This document would be designed to provide an academic foundation for further educational planning or professional development.

The document when completed would incorporate at least 20 new library resources, articles published after 2008, and the essay should be at least 3,000 words in length. Participants will also share a summary of their inquiry in threaded discussions online and in the oncampus seminar. (ind inquiry outline = 25 points, completed essay and bibliography – an additional 120 points, 145 points total)

- 7) Individual professional development plan (500 words). (**PD** - 20 points)

Reflecting on the text and your Eastern experiences, develop a five-year plan for yourself, including academic, professional, and social goals. What opportunities do you plan to pursue? What will be some of the individual or global challenges that you should consider? Make use of the ePortfolio documents developed in this seminar to support your planning.

8) Completing the online course evaluation (5 points).

Summary of assessments

- 1) Participation in the course's oncampus sessions (27 points).
- 2) Presentations during oncampus sessions. (16 points)
- 3) Participation in the course's threaded discussions. (36 points)
- 4) Initial structure of electronic portfolio. (40 points)
- 5) Future explorations (20 points)
- 5) Assessing achievement of the 8 liberal arts goals. (80 points)
- 6) Critical thinking essay - Text review (40 points)
- 7) Independent Inquiry Research Documents (145 points – 25 points for the outline, 120 points for 3,000 word essay based on 20 research references)
- 8) Professional development plan - Individual 5-year plan (20 points)
- 9) Online course evaluation (5 points).

LAP 430 - Liberal Arts Capstone Colloquium - January 16 - May 1, 2014

Learning tool	Date closes	value in points	Notes
		432	total possible points
Active participation in nine oncampus seminars	1/16/2014, 1/23, 2/6, 2/27, 3/6, 4/3, 4/17, 4/24, and 5/1	27	
Public announcements, Welcome to LAP 430, Spring 2014	available throughout course		January 16, 2014 - 1st oncampus seminar
Messaging in course	available throughout course		
TD-Introductions due	Thursday, January 23, 2014 liberal arts program, ePortfolios	3	2nd oncampus seminar
AeP-initial ePortfolio	Thursday, January 23, 2014	40	scaffolding for posting assignments
	Class presentation	2	
Afe-future explorations	Wednesday, February 05, 2014	20	
A1-outline ind inquiry	Wednesday, February 05,	25	5-part outline

LA1-multiple modes	2014 Wednesday, February 05, 2014	10	
TD1-multiple modes	Thursday, February 06, 2014 Class presentation library research skills	3 2	3rd oncampus seminar
LA2- synthesize information	Wednesday, February 12, 2014	10	
TD2-synthesis	Thursday, February 13, 2014	3	
Friday, February 14, 2014	Holiday – Lincoln’s Birthday observed – no classes, offices closed		
Saturday, February 15, 2014	No Saturday classes on campus		
Monday, February 17, 2014	President’s Day Holiday – no classes, offices closed		
LA3-communicate	Wednesday, February 19, 2014	10	
TD3-communicate	Thursday, February 20, 2014 Class presentation	3 2	4th oncampus seminar
LA4-scientific methods	Wednesday, February 26, 2014	10	
TD4-scientific method	Thursday, February 27, 2014	3	
LA5-culture	Wednesday, March 05, 2014	10	
Wednesday, March 05, 2014	Mid-semester grades due	points by midterm	168
		points after midterm	264
		total points	432

TD5-culture	Thursday, March 06, 2014	3	5th oncampus seminar
	Class presentation	2	
LA6-ethics	Wednesday, March 12, 2104	10	
TD6-ethics	Thursday, March 13, 2014	3	
LA7-history	Wednesday, March 26, 2014	10	
TD7-history	Thursday, March 27, 2014	3	
A3- text review	Wednesday, April 02, 2014	40	
TD-Text review discussion	Thursday, April 03, 2014	3	6th seminar - text discussions
	Class presentation	2	
LA8-passion	Wednesday, April 09, 2014	10	
TD8-passion	Thursday, April 10, 2014	3	
A1b-ind inquiry	Wednesday, April 16, 2014	120	
TD9-ind inquiry	Thursday, April 17, 2014	3	7th seminar - ind inquiry presentations in seminar
	Class presentation	2	
APD-5 year plan	Wednesday, April 23, 2104	20	
TD10-5-year plans	Thursday, April 24, 2014	3	8th seminar - ind inquiry presentations in seminar
	Class presentation	2	
TD11-ePortfolio showcase	Thursday, May 01, 2104	3	
Alt-special topics	Thursday, May 01, 2014	arranged with the instructor	9th seminar - ind inquiry presentations in seminar
	Class presentation	2	
Online course evaluation	Thursday, May 08, 2014	5	

By session end, earning 372 points or more will result in an A in this course.

Points by midterm	Earned points by the end of the course	
156 or more	372 or more	A
148 - 155	360 - 371	A-
140 - 147	346 – 359	B+
132 - 139	333 - 345	B
124 - 131	320 - 332	B-
116 - 123	306 - 319	C+
108 - 115	292 – 305	C
100 - 107	280 - 291	C-
92 - 99	267 - 279	D+
84 - 91	253 - 266	D
76 - 83	240 – 252	D-
Less than 76	Less than 240	F

Please review carefully this syllabus and let the instructor know if you have any questions. One does not have to complete all of the assignments to earn an A in this course; individualizing the earning of 372 or more points gains an A. There is already a potential alternative project on career exploration included in the assignments. Students are highly encouraged to suggest alternative projects based on their own interests.

Announcements and Expectations:

(Adapted from descriptions provided by the Online Course Subcommittee and other sources, May 2013)

Learning Accommodations - Office of AccessAbility Services

“If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility as soon as possible. Please note that the instructor cannot provide accommodations based upon disability until the instructor has received an accommodation letter from the Office of AccessAbility services. Your cooperation is appreciated.”

Academic Services Center:

“Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management and understanding learning styles. Fall 2013

hours: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4310 or check the ASC website at <http://www.easternct.edu/asc/> “

Academic Misconduct:

“Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at: <http://www.easternct.edu/judicialaffairs/academicmisconduct/> All violations will be handled under the procedures established in this policy.”

WRITING CENTER STATEMENT:

"The ECSU Writing Center, located in the ASC and staffed by trained peer tutors, is available to help all students with their writing. The Writing Center supports the liberal-arts mission of ECSU by helping students with their writing from any class, at any stage, from brainstorming and drafting to revision to proofreading and editing. We help students do their own work, and do it more comfortably and confidently. Any student can and should use the Writing Center--the process of talking with readers about writing and getting feedback on their writing is something all writers do and can benefit from. Students can either drop into the Center or make an appointment by going to www.rich37.com/easternct and registering online. It's a good idea for students to bring copies of any assignment sheets to the Writing Center, so the tutor knows what is expected of the assignment."

Writing standards:

In this course, all assignments will be posted in the participants' electronic portfolio. It is recommended that the participants develop their assignments in WORD, apply spelling and grammar checks, and then copy and paste their essays directly on a new webpage within their ePortfolios.

It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment.

Academic Misconduct Policy and Definitions:

‘At Eastern Connecticut State University, we value personal integrity as fundamental to our interactions with each other. We place special weight on academic honesty in all of our intellectual pursuits because it is a value fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning, and this obligation extends to students.’ Students in this class are expected to review and abide by the

expectations discussed on the Academic Misconduct Policy and Definitions page at <http://nutmeg.easternct.edu/judicialaffairs/academicmisconduct/definitions.htm>.

Electronic communication:

Effective August 1, 2009, email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

For this course, it is preferred that course communication be through the BlackBoard LEARN course shell email system with university email as a second choice. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

Technology Expectations:

In this course, assignments are posted within the participants' electronic portfolio. Students are expected to have sufficient bandwidth and computer capacity to access course materials. A browse check can be run to determine your computer capacity to operate the Blackboard course shell. The Browser Check can be found at http://nutmeg.easternct.edu/portal/password_faq.htm.

Sources of Student Assistance and Information:

The University Home Page (<http://www.easternct.edu/>) provides links to the many resources and services available to faculty and students at Eastern Connecticut State University.

The Current Students page linked to the Home Page (<http://www.easternct.edu/portal>) provides a wide range of information regarding the various services available to students. Also on this page are links to several technical support services and procedures. Additional information can be found at

- The Information Technology page (Blackboard log on page) at <http://www.easternct.edu/its/webct/>.
 - The policies links will provide information about general IT policies as well as Copyright and Filesharing.
 - Under Services, the student will find information regarding the helpdesk including its hours and contact information as well as after-hours contact information. VPN, Banner, and Calendars are among the resources accessed from Services.
 - Solutions for most common problems can be found under FAQs.

- Password problem solutions can frequently be found at Passwords FAQs at http://nutmeg.easternct.edu/portal/password_faq.htm. But you also see some answers here for students having trouble logging into Blackboard as well as a link to the Browser check.
- Education/Curriculum Research Guide at <http://easternct.libguides.com/education> provides guidance on using the university online databases for obtaining research articles and other documents to support scholarly writing. Students are encouraged to contact Ms. Hope-Marie Cook, Head of the Curriculum Center/Education Librarian at cookh@easternct.edu and the instructor for guidance on how to access recent (after 2008) online articles to inform their writing.

Eastern's Weather Closing Policy

"In the event of a delayed opening of the University, any class that would have at least 45 minutes of meeting time remaining after the announced opening time will meet starting at the announced opening time. Any class meeting that would have fewer than 45 minutes of meeting time after the announced opening time will not meet. For example, if opening the campus is delayed until 10 a.m., classes running from 9:30-10:45 a.m. would meet from 10-10:45 a.m.

In the event of an early closing of the University, any class that would have at least 45 minutes of meeting time prior to the announced closing time will meet until the announced closing time. Any class meeting that would have fewer than 45 minutes of meeting time before the announced closing time will not meet. For example, if we were to close the University early at 3 p.m., classes running from 2-3:15 p.m. would meet from 2-3 p.m."