



**UNIVERSITY OF CALGARY
ARTS AND SCIENCE HONOURS ACADEMY
COURSE OUTLINE
Winter 2022**

Course Number:	ASHA 503 (L01)
Course Name:	Capstone
Classroom Location:	EDC 264 (some online components)
Class Days & Times:	In Person, Wednesday 14:00-16:45 (some classes will take place online please see schedule below)
Instructor:	Adela Tesarek Kincaid, PhD
Email:	atkincai@ucalgary.ca
Email Policy	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.
Office Hours:	Thursday 11:00am or by appointment - Zoom link to be provided in D2L

Course Description

A capstone seminar in which students reflect on their intellectual and experiential journeys from both disciplinary and interdisciplinary perspectives and develop public-facing forms of mobilizing their research. In this seminar-style, ethics, and protocol focused course, you will reflect on your intellectual journey from both disciplinary, interdisciplinary and community perspectives. This course is designed to help you reflect on past, present, and future learning and personal growth. Emphasis will be placed on communication and presentation skills to make your work accessible to non-expert audiences. We will be working collaboratively throughout the term and make use of peer feedback to enhance the work of colleagues through respectful and constructive critique. Each student will prepare two separate presentations: one group presentation on a topic related to ways of knowing in general, the other related to their honours thesis or disciplinary specialty.

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. If student schedules allow, the online conference presentation date will take place during week 11 and 12 on Tuesday at 2:00-4:45pm in collaboration with an Indigenous Studies capstone course. Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

The course incorporates an experiential approach to teaching and learning. Teaching methods will primarily use a co-learning approach and classes will include short lectures, case studies, videos, podcasts, class discussions, meetings, committee work, student workshop presentations, guest lectures and collaborative learning. The course syllabus and schedule might change throughout the term as needed. Assigned readings should be read prior to class.

By the end of this course, students should be able to:

1. Students will evaluate their own research in terms of respectful research practices and protocols
2. Students will identify and critically evaluate major ideas and common controversies within their own disciplines
3. Students will apply community-based research approaches to their projects and identify how their work is relevant to non-expert audiences in writing, through leading discussions, as well as formal and informal presentations.
4. Students will chair and organize meeting sessions, committee work, and lead workshops to teach and support the class in building research skills. Students will work in teams effectively and respectfully.
5. By the end of this course, students will be able to work collaboratively with one another and demonstrate peer support throughout the term (i.e. ability to provide meaningful feedback).
6. Students will complete a selection of components for a paper draft that they can expand upon and choose to submit to the Canadian Journal of Undergraduate Research (CJUR) or choose to complete a portfolio that showcases elements of their research.
7. Students will practice and engage in a peer-review process to provide constructive and respectful feedback to peers on their publication drafts or portfolios.

Learning Resources

Readings will be posted on D2L or are available from the University of Calgary library. Links to required readings will be provided in the course D2L site.

Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). Several classes throughout the term will be held online.

In order to successfully engage in their learning experiences at the University of Calgary, students taking blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Assignments and Evaluation

This section provides an outline of how learning will be assessed in this course, due dates and grade weighting.

Participation

All students will participate in sharing their thoughts on weekly topics or assignments and during our group check-in.

Participation comprises 15% of the final grade which includes: attendance, participation in class discussions, regular check-in, peer-assessments, and active participation in group learning. This course will be highly interactive and will include various opportunities for active engagement during each class through talking circles, organized discussion in small and larger groups, small group work etc. Your participation will partially be assessed by your peers (method to be discussed during the first week of classes), and by your instructor. Your participation grade will be based on the consistency of your engagement, respect displayed toward all people involved with the course and the thoughtfulness of your contributions and on your interaction with others.

- 5% attendance
- 5% participation in class work, completion of weekly 'to do' posted on D2L and class discussions (report and self-assessment to be submitted at the end of term).
- 5% peer assessment (from committee group and workshop group).

Podcast

The mid-term assignment is a podcast project. The podcast will consist of reflecting on learning that took place during the first half of the semester and is due **February 16** via the course D2L site (at the end of the day 11:59pm). The assignment specifications are shared below and will also be discussed during class and posted on D2L.

Students will develop a creative 10-minute podcast that is a self-reflection and summary of their research journey. Students must cite and submit accompanying references through D2L using APA which will provide details regarding the sources of the information relayed in the podcast. The instructor will be the only person that will have access to the students' work but hopefully students will be encouraged to use the podcasts to share their research with others. I might also ask to share exemplary work.

One example of podcast software can be found for free at:

<https://www.audacityteam.org/download/>

This assignment will take up to several hours to complete and is best done in stages and not in a single sitting.

Questions that will help with planning podcast content include:

- What have been the most interesting aspects learned in ASHA and how did they impact you?
- In your research journey, what was difficult, confusing, or contradictory to your personal beliefs?
- Were you able to resolve these difficulties? If so, how? If not, why not?
- What key research concepts did you learn in the course so far (and in ASHA generally)? How have these learnings helped you to grow or change? Provide detailed examples.
- What makes your research an important area of study? Be specific

Helpful tips to help students succeed include to look at the questions outlined above as well as the course objectives, to record your ideas about your research and how that has impacted your learning. Revisit the questions and course objectives and develop your answers. Provide specific examples that will support your answers. The podcast should briefly present and analyze your research and learning in ASHA and the relationship to the course objectives. Feel free to be creative.

The rubric that will be used to assess the podcast will be posted on D2L and is centred on the depth of reflection, connections made to class material and ASHA, creativity, references, organization of material, word choice, flow, audience and use of technology. Similar to a paper, a podcast requires planning and

research, a specific guiding thesis or argument, writing and recording the material, and thorough editing. Consider adding your positionality statement, research elevator pitch and land acknowledgement.

Group Workshop Presentations

Students will sign up for workshops during the first week of classes (assigned committees and workshop dates will be posted on D2L). Each committee is responsible to develop and deliver a workshop that will be beneficial to the class and their research on the topic being discussed that week (see course schedule and topics). Experimentation with teaching and delivery methods that engage the class are encouraged. Groups may utilize visual aids, power point, art, videos and should incorporate a practical component where the class has time to practice the concepts.

Each group will need to discuss their workshop and related questions with me or with a research coach at least one week before their presentation. Additional meetings with me are encouraged leading up to your presentation date.

Workshop material must be supported by academic literature using APA format (citations and references to be formatted according to APA).

Workshops require a detailed lesson plan and at least 3 references from academic sources. The presentation material as well as the lesson plan should be submitted through D2L.

Presentations will be assessed based on the following criteria:

- evidence that the group practiced the workshop prior to delivery (worked well together)
- group was able to collaboratively use technology to effectively deliver their presentation
- group engaged the class
- group developed and executed a lesson plan
- group developed and submitted a group work contract
- group delivered information in creative ways and through the use of various mediums
- presentation was hands-on, practical and applicable to student projects
- group submitted workshop material, lesson plan and references (used APA and followed formatting specifications discussed during class and posted on D2L)

Committee work

Committee work will consist of each student choosing one committee (I will do my best to accommodate your first choice, but it might not always be possible):

- conference organization and planning committee
- editorial/review committee
- technology support committee (podcasts, videos, recordings, zoom)
- communications committee
- social committee

Each committee will be tasked with creating objectives, tasks, weekly meeting agendas, action items and organizing a regular reporting structure to the instructor. The main goal of each committee is to contribute to the course and to support the learning experiences of their classmates. For example, the conference planning committee will create the conference agenda, the order and groupings of the speakers, plan a moderator, design invitations, work with the communication committee to send out invitations, work with students and the instructor as well as other committees to make the conference a success.

Individual Online Conference Presentation

The focus of the presentation will be on why your work/research is important, relevant and the contributions that it makes to the world. The presentations will take place online through Zoom during week 11 and 12 and will be recorded. Organizations, community members, students and the University community will be invited to join the presentations, or the recorded presentations will be sent to those who are interested. Please familiarize yourself with the zoom features in order to deliver the presentation successfully.

The objective of the individual presentation is to present research related to your honours thesis or disciplinary specialty to a non-expert audience. You will present to the class (or a group of classmates) first and receive peer feedback, which will allow you to refine your presentation before presenting it publicly during the online student conference.

Final Assignment

The mini-publication components (academic focus) or portfolio (career focus) will be developed throughout the course. The components to submit will include: your land acknowledgement, abstract, positionality statement, how your work contributes (or could contribute) to TRC, decolonization and/or reconciliation, summary communicating your research (blog, podcast, video), and a self-reflection component. Reference material and citations should consistently follow the APA format. Specifications will be discussed and developed throughout the course and students will work and build the assignment components during the course. The final and cumulative assignment is due **April 7** and is to be submitted through D2L.

The marking rubric is shared below:

Categories and Criteria	A	B	C	D	F
Knowledge/ Understanding and Connections <i>Information and ideas</i>	Accurate information and insightful, thoughtful ideas. The portfolio or publication draft is useful for student's future aspirations. Makes many explicit connections to community and non-expert audience.	Accurate information and complete ideas. Makes connections to community and non-expert audience.	Presents some accurate information and ideas. Makes some connections to community and non-expert audience.	Incomplete and/or inaccurate information and ideas. Makes few connections to community and non-expert audience.	Limited or missing information and ideas. The portfolio/publication draft is not aligned with the org./community. No evidence of connection to community and non-expert audience.
Thinking/Inquiry <i>Analyzing and Explaining</i>	Expresses many ideas, supported by relevant evidence/rationale. Uses APA correctly.	Expresses ideas supported by evidence. Minor APA errors.	Expresses some ideas, sometimes supported. Some major errors using APA.	Expresses few ideas, with limited support. Major errors using APA.	Ideas are not clear. Plagiarized content or incorrectly used APA.
Communication and Application <i>Language and Style</i>	No (or very minor) mechanical writing errors. Followed specifications without error.	Some minor mechanical writing errors. Followed specifications.	Some major mechanical writing errors. Followed some specifications.	Frequent, major mechanical writing errors. Followed few specifications.	Writing is difficult to understand. Did not follow specifications.
Independent Learner	Evidence that student incorporated course content and continued to search for and read related literature (10+ references).	Evidence that student incorporated course content and read related literature (8 – 9 references).	Some evidence of incorporated course content and read related literature (6 – 8 references).	Limited evidence that student incorporated course content and read additional literature (4 – 6 references).	No evidence of incorporating course content or additional literature (less than 4 references).

Course Component Weights and Due Dates

All assignments including the podcast, committee work, evidence of participation, group and individual presentation material and the final assignment are to be submitted through D2L before 11:59pm.

COMPONENT	WEIGHTING	DUE DATES
Participation	15%	Ongoing – final calculation last week of classes
*Podcast, blog, video - reflection and positionality statement	10%	February 16
Group workshop presentations	20%	Date to be assigned to each group – one per week (posted on D2L)
*Committee work	20%	Submit group report and ongoing meeting notes to instructor after each meeting (groups will be posted on D2L)
*Online Conference Presentation	10%	Week 11 and 12 (on Tuesday 2:00-4:45 if possible)
Final assignment: Publication components or portfolio	25%	Take home – Due April 7
Total	100%	

* Students will receive their podcast, committee work, and online conference presentation grades prior to the last day of class.

Note: You must complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor. If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments

Please include your name and ID number on all assignments and upload to D2L dropbox.

Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recordings for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Please talk to me in advance (minimum of 24 hours) if you feel you will be unable to hand in an assignment on time so that we can make alternative arrangements. If students miss a required component of the course, they must contact the instructor in writing within 24 hours to discuss options to submit and/or make-up for that component. If life circumstances or illness intervenes, I may ask for documentation and refer you to an advisor for advice, particularly if you have missed a number of classes. Please keep in mind that in order to pass this course you must complete all assignments.

Assignments received after midnight of the due date will be considered 'late', thereafter, students will lose 5% per day. Please refer also to the policies on deferring term work.

Instructor Guidelines

Students requiring assistance are encouraged to speak to the instructor during class or during their office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication, but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University of Calgary Calendar*:

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Arts and Science Honours Academy Grade Scale

The following table outlines the grade scale percentage equivalents used in for the Arts and Science Honours Academy. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values in calculating the final course grade.

In this course, percentages and numerical scores will be used for all assessments and converted to a letter grade at the end of the term).

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99

B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca.

Schedule of Lecture Topics, Readings and Assignments

DATE	TOPIC	READINGS/ASSIGNMENTS
Week 1 First class: Wed. January 12	Course introduction and project planning. Selecting committee work and workshop presentation groups.	Complete committee selection choices and workshop presentation choices
Week 2	How does your research contribute to – TRC Calls to action, decolonization, Indigenization, reconciliation etc.	Read TRC calls to action (posted on D2L) Prepare a meaningful land acknowledgement Prepare a group workshop agreement Complete 'to do' on D2L
Week 3	Ethics and protocol – Positionality statement. OCAP. <i>Workshop (Ethics)</i>	4 R's reading (posted on D2L) Prepare a positionality statement Go over committee work and create an agreement Complete 'to do' on D2L
Week 4	Working collaboratively. Knowledge co-creation. <i>Workshop (collaboration)</i>	Knowledge co-creation reading (posted on D2L) Committee meeting #1 Complete 'to do' on D2L
Week 5	Critical investigation of your discipline's 'ways of knowing' (in class discussion) <i>Workshop (controversies and</i>	Individualized discipline-specific readings (find your own discipline relevant readings). All students will comment on their discipline's 'ways of

	<i>limitations in your disciplines)</i>	knowing' during class (graded as part of participation). Complete 'to do' on D2L Podcast reflective assignment due: Feb. 16
Week 6	Communicating your research – podcast or video. <i>Workshop (how to present your research orally – elevator pitch)</i>	Use podcast and elevator pitch material to incorporate into your presentation, publication draft, or portfolio. We will be reviewing and providing feedback in 3 weeks (bring a computer if needed). Committee meeting #2 Complete 'to do' on D2L
Week 7	Reading week	
Week 8	Social media and research. Visually presenting your work – creating a visual abstract. <i>Workshop (presenting research visually)</i>	Complete an abstract Committee meeting #3 Complete 'to do' on D2L
Week 9	Responsibility, reciprocity, respect, relevance. Review Process. We will prepare specification-based feedback for review as a group. <i>Workshop (the review process and giving feedback)</i>	Specification grading reading from text available at the UofC library (title of reading posted on D2L) Committee meeting #4 Complete 'to do' on D2L
Week 10	Conference preparation - review and feedback. <i>Workshop (how to create effective portfolios)</i>	Practice conference presentations Committee meeting #5 Complete 'to do' on D2L <i>Class to take place online. Workshop presentation will take place on zoom.</i>
Week 11	Online Conference (recorded)	Tuesday 2:00-4:45 <i>online</i>
Week 12	Online Conference (recorded)	Tuesday 2:00-4:45 <i>online</i>
Week 13	Dissemination. Future opportunities.	Complete 'to do' on D2L
Week 14 Last class April 6	Final Assignment: Publication sections (academic focused) or portfolio (career focused)	Due date: April 7

Please note that the above schedule is tentative and may change as the need arises. Please refer to D2L for the most updated information.