Farwell Boston College Summer 2016
WCAS ADGR9902
Applied Research Project

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Office hours: Wednesdays 5pm-6:30pm

Course Description:
Capstone courses are designed to give students the chance to apply the knowledge they have acquired throughout their education to real-world situations, and to encapsulate all the learning objectives of their major (Multiple-Project). A capstone course is a culminating experience – a course to provide opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the norms of a discipline or profession. A multiple-project capstone course requires students to produce projects in several different formats, such as a research project, an academic essay and a visual presentation.

Course Objectives:
Upon successfully completing this course, the student should:

1. Understand the process of research and implementation for the Capstone Project.
2. Identified and obtain an agreement with an organization and/or advisor to provide mentoring and a practical context for project implementation.
3. Have a Final Project/Presentation. This final report will be submitted for display and presented to fellow students, faculty and attendees.

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry. Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.
Written Work:

Graduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling.

Scholarship and Academic Integrity:

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Disability Statement:

If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or AHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at:
http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html

Attendance:

Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.
**Deadlines:**

Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

**Text:** eBook

**Producing the Capstone Project - Barnes & Noble**

[www.barnesandnoble.com](http://www.barnesandnoble.com) $3.99

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<th>Period</th>
<th>Assessments</th>
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| **Week 1** | Producing the Capstone Project  
Read Producing the Capstone Project  
Design Project/Topic | | 5.18 |
| | *Class room* | | |
| **Weeks 2** | Submit topic, specific purpose, Central Idea  
Draft of Capstone Project Proposal | 5% | 5.25 |
| | *Class room* | | |
| | If using outside advisor or organization, identify for Capstone | | 5.25 |
| **Weeks 3** | Submit Project Proposal  
Main and subordinate ideas.  
Questions/Thoughts/Concerns | 5% | 6.1 |
| | *Class room* | | |
| **Weeks 4** | Submit draft of Capstone Proposal  
Draft outline/presentation | 10% | 6.8 |
| | *Class room* | | |
| **Week 5** | Continue work on Project. Submit full sentence outline for presentation | | 6.15 |
| | *class room* | | |
| | **In class presentations** | 40% | 7.27 |
| | Research Paper Due | | |
| | **Final Presentations/Reception** | 40% | 8.1 |

**Note:** This course is tentative and subject to change as the course progresses