

“Capstone”

*finishing touch; a final touch; a crowning achievement; a culmination;
a stone that forms the top of wall or building*
[from wordnet.princeton.edu/perl/webwn]

*a summation project that integrates the knowledge, concepts, and skills associated with the entire sequence of study in a
program*
[from www.scc.spokane.edu/assessment/define.htm]

*a unique opportunity for seniors ... to review their educations and to preview their upcoming long-term commitments in
life. ...[W]e focus on the student’s personal development – in relationships, in society, in academics, ... in career, and in
personal skills*
[from www.bc.edu/schools/cas/capstone/]

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INTD 295W CAPSTONE COURSE

Course Description:

Students will integrate their interdisciplinary Individualized Majors through a capstone research paper and supplementary exercises. The focus is on your academic studies, but through research, reflection, discussion, and writing you may also explore how your interdisciplinary plan of study will underpin your future academic and professional activities, as well as other life choices.

Course Learning Outcomes:

Through participation in the course activities and by fulfilling its requirements, you will have:

- Reflected on your achievements as an Individualized Major and the intellectual skills that you have acquired and developed.
- Begun to plan for how to build on those achievements and use those skills in graduate studies, future employment, and/or lifelong learning.
- Gained some experience in making effective presentations – orally and in writing - of the important issues of your area of study to diverse audiences.
- Reflected upon and practiced using the terminology, distinctive perspectives, research approaches, academic conventions, and appropriate scholarly sources of your area of study in a substantial piece of research and writing that you present to a general audience.
- Reflected upon the ways in which the different subject areas of your plan of study complement each other, have helped you understand diverse perspectives, and have permitted you to build relevant knowledge and skills.
- Organized and led at least one group discussion of effective research and writing skills.

Prerequisites:

ENGL 105 or 110 or 111 or 250 and senior standing with an approved Individualized Major plan of study.

Eligibility:

In 2007/8 students may register for this course during their last academic year if they have an approved Individualized Major plan of study. Seat priority is given to students following an Individualized Major plan of study as their only major plan of study. Consent is required by the instructor and the Director of the Individualized Major Program.

Organizational Details:

Classroom: Family Studies 202

Class Meetings: TuTh 3:30-4:45pm

Instructors:

Tom Westerman (Primary Instructor)
tomwesterman@gmail.com

Dr Margaret Lamb, Director, Individualized Major Program (Co-Instructor)

Tom's Office Hours: Mondays 11-12:30 and Wednesday 11-11:30; Wood Hall 307

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Course Requirements:

This is a writing intensive course. Consequently, you have seven writing exercises to complete. The first short writing exercise is your Individualized Major Statement of Achievements. Five exercises relate to the planning and completion of your individual capstone research and paper. The final writing exercise is a reflective essay on your research learning process and how you intend to build upon your learning. The writing exercises will contribute 70% to your final course grade. You are expected to submit writing exercises in the format specified and at the time required. Late submission will be penalized.

*** You must pass the writing component – treated as Exercises 1, 2, 4, 6, and 7-- to pass the course.*

*** You must follow **MLA** guidelines for all of your writing exercises; an abstract will be required only for the draft and final versions of the capstone paper.*

*** You must submit two copies of each writing exercise: one paper copy and one electronic copy to your instructor via Course Tools/Vista; one copy of each exercise will be returned to you with comments.*

Participation in class is essential and attendance at class meetings is expected. Class participation involves three types of activities: two short oral presentations; peer review; and planning and leading a class discussion. Elements of class participation will contribute 20% to your final course grade.

Additionally, you will have two quizzes on assigned reading from *The Craft of Research* textbook by Booth, Colomb and Williams. This book is available for purchase at the UCONN Coop. These quizzes are designed to help you understand and master the information provided in the text, which will prove invaluable to you as you plan and construct your capstone research paper. These quizzes will be worth 10% of your final grade.

Course Books:

You will be required to identify the appropriate reading and research sources for your individual capstone research and paper.

In addition, you should dig out your Freshman English writing textbook and review important topics as we discuss some of the techniques and challenges of writing.

Your textbook should be a frequently consulted source of reference and advice. You will have one required text.

Booth, Wayne C., Colomb, Gregory G., and Williams, Joseph M. (2003) *The Craft of Research* 2nd Ed.. University of Chicago Press.

You will also be given handouts from time to time. Treat these as required reading.

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Course Assignments

Writing Exercises	
Exercise 1 - Statement of IMJR Achievements [*]	A summary and evaluation of your IMJR. What are your achievements as an IMJR and what intellectual skills have you acquired and developed so far? How do the different subject areas of your plan of study complement each other, help you understand diverse perspectives, and permit you to build relevant knowledge and skills? Have you begun to plan for how to build on your achievements and use those skills in graduate studies, future employment, and/or lifelong learning? If so, tell us about your plans. In your writing, you should “speak” to an audience other than a group of your peers (for example, a potential employer or graduate school admissions committee). Minimum 2 pp. , maximum 4 pp. typed.
Exercise 2- Preliminary Thoughts Paper [*]	The capstone paper is the substantive work of the course, and it involves five distinct written exercises. The starting point for the definition of your paper topic may be an internship; work or study abroad or away; summer or part-time work during the semester; or a research project that you have not had a chance to complete elsewhere in your UConn studies. (This means that your paper cannot replicate a paper written or to be written in another class.) The capstone paper must be a critical reflection on or analysis of a problem, issue, or question relevant to your IMJR. This should be an integrative academic exercise. It must involve academic research. It may take the form of a reflective piece of writing that evaluates relevant experiences that you have had inside and outside of the classroom. <u>Exercise 2 is a 2-3 pp.</u> summary of your initial thoughts on how the capstone research and writing project may serve as an integrative exercise for your IMJR and enhance the quality of your major studies. You should provide an indication of research literature and experts on campus with whom you will discuss your research ideas.
Exercise 3 - Capstone Paper Proposal [*]	<u>Exercise 3 is a 5-6pp.</u> summary of your proposed topic, research questions, research approach, outlines analysis or argument, and annotated bibliography. This exercise should include your background reading list and a <u>minimum</u> of 6 academic sources (this means peer-reviewed journal articles or research monographs). More is better! You will write a brief (a few sentences) summary on each article and how it directly contributes to your research.
Exercise 4 - Capstone Paper Annotated Bibliography [*]	Sources are key to any research project. <u>Exercise 4 is a 4-6 pp.</u> piece of written work in which you to refine your 6 academic sources and present them in annotated form. (We’ll discuss this more later.) You will not only summarize what the sources say, but explain how they relate to your particular project and how you will use them in your research.
Exercise 5 - Draft Capstone Paper	This is your most important milestone. If this paper is a sound and complete draft, you will receive valuable feedback on the paper’s strengths and weaknesses, as well as guidance on how to improve the final version. <u>Minimum length is 4,000 words</u> , presented in Times New Roman 12pt font, double spaced with 1” margins and in MLA style. Make every word work for your argument or analysis. Wordiness and repetition are <u>not</u> virtues.
Exercise 6 - Final Capstone Paper [*]	Your grade for the final paper will reflect the quality of your research and written work. Again, minimum of 4,000 words; note that this word minimum excludes words on the title paper, abstract, notes, bibliography, diagrams, exercises, appendices, etc. You need a minimum of 4,000 words in the body of your text! Same format requirements as for draft.
Exercise 7 – Evaluative Essay [*]	You will write a final 3-4 pp essay to evaluate your research and writing process. The essay will be due during the final exam period scheduled by the Registrar.
[*] Students cannot pass the course unless they pass the W component	
Class Participation Assignments	
Group Discussion Planning and Leading	You will be responsible for leading a discussion on (a) chapter(s) from the text: <u>The Craft of Research</u> or other required reading (handouts). (Depending on course numbers, you might have the option to lead another type of session.) The format is open; it is up to you how you run your discussion. You are required to discuss at least what is covered in your assigned chapter(s) and provide suitable supplemental material from at least one other reputable source (this could be a reputable online source, journal, book, article, etc.). Your instructor will be available for consultation.
Presentation 1	You will give a brief (5-7 min) presentation that summarizes and evaluates your IMJR. Essentially, this is the verbal presentation of Exercise 1. You must make clear your chosen audience. Your classmates will role-play the audience that you specify (they cannot play “themselves”!). This is a stand-and-deliver presentation; no props; no PowerPoint.
Presentation 2	You will present a formal review of your capstone research findings, analysis, and/or argument. Tell us, too, what the research process was like for you, what you learned about both your topic and the process of research itself, and what your plans for the future include. Presentation will be 10-15 minutes and should adopt an <i>effective</i> PowerPoint format (restrain yourself to 10 slides at most!).

Quizzes on <i>The Craft of Research</i> textbook	
Quiz 1	A multiple-choice, short-answer format quiz based on Chapters 1-10 of the textbook.
Quiz 2	A quiz to be written in class for which students have several days notice of quiz questions; based on Chapters 1-16 of the textbook.

Course Grades:

Your grade for the course will depend on your performance in graded writing exercises, class participation, and quizzes. Individual assignments will be letter graded, with points awarded according to the grade earned. The course grade will reflect the weighted average of assignment grades (each letter grade has a numerical equivalent using the GPA scale).

	Due Date	% contribution to course grade
Writing Exercises		
Exercise 1- Statement of IMJR Achievements[*]	Sep 6	7.0
Exercise 2- Preliminary Thoughts Paper[*]	Sept 13	3.0
Exercise 3- Capstone Paper Proposal	Sept 20	5.0
Exercise 4- Capstone Paper Annotated Bibliography[*]	Oct 4	10.0
Exercise 5- Draft Capstone Paper	Oct 25	10.0
Exercise 6- Final Capstone Paper[*]	Nov 27	30.0
Exercise 7 – Evaluative Essay[*]	Finals Week	5.0
Total contribution of writing exercises:		70.0%
<p>Late Penalty: All written exercises are due at the start of class on the date stated. For everyday or part of a date late, you will lose a + or – on the exercise: an A- will become a B+, etc.</p>		
Class Participation		
Class discussion leading (responsibilities and grades)	Various Days	5.0
Presentation 1 (based on Exercise 1)	Aug 30, Sep 4	5.0
Presentation 2 (based on Exercise 6)	Nov 27, 29, Dec 4, 6	5.0
Contribution to class discussion and peer review		5.0
Total contribution of class participation:		20.0%
Quizzes on <i>The Craft of Research</i>		
Quiz 1 – in class	Sept 25	5.0
Quiz 2 – in class	Oct 9	5.0
Total contribution of quizzes:		10.0%
Total course mark:		100.0%

[*] Students cannot pass the course unless they pass the W component, defined as Exercises 1, 2, 3, 4, 6 and 7.

GPA Scale

A+ = 4.3*	B+ = 3.3	C+ = 2.3	D+ = 1.3	F+ = 0.3**
A = 4.0	B = 3.0	C = 2.0	D = 1.0	F = 0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

- A+ for exceptional pieces of work only (97% plus); F+ for marginal fails in the 50-59% range.

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Standards for grading writing exercises, including the capstone paper:

In each exercise, the paper topic must have a recognizable and appropriate link to the individual student's Individualized Major, related interests, and academic areas of study. The topic of each exercise will need to be clearly and concisely defined by the writer in each exercise's introduction. In general, the following qualitative standards will apply:

- “**A**” is for work of very high quality, demonstrating an accurate and insightful understanding of the paper topic, that states and develops a coherent line of argument which is well supported by evidence and attentive to appropriate academic context, and that is well-written and free of major spelling or grammatical errors;
- “**B**” is awarded for good-quality work that demonstrates an accurate understanding of the paper topic, develops a clearly identifiable line of argument, adequately supported by evidence and grasp of appropriate academic context, and is organized into coherent paragraphs and complete sentences with few errors of spelling or grammar;
- “**C**” is for mediocre work that fulfils the requirements of the assignment, but is superficial or simplistic, shows incomplete understanding of the topic or of the appropriate academic context, or is poorly written or poorly organized;
- “**D**” is for poor-quality work that falls short of fulfilling the requirements of the assignment because it lacks understanding, fails to attempt to make an argument, or is badly written or organized;
- “**F**” is for work that demonstrates ignorance of the specified topic, fails to define its topic, or that is in any way plagiarized.

Course Etiquette:

- Please be punctual to class meetings, especially when presentations are scheduled. Your late arrival may disrupt or distract a speaker.
- If you will be unavoidably delayed or prevented from attending a class meeting, you must email or speak with your section's teaching assistant about it as soon as you can (this means “in advance” unless that is impossible).
- Be a constructive audience for your peers. Your role is to help individuals clarify what they are trying to say so that it is clear to you; you don't need to agree with them.
- When making suggestions or offering comments, be constructive and specific.
- Please don't eat in the classroom.
- Please don't complete homework, check text messages, read newspapers, or the like, in class. You may think you can do these things discreetly, but – believe us! – they are noticed and are a distraction for others.

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A warning about cheating and plagiarism:

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting and it will not be condoned”

[quoting from [The Student Code Part VI: Academic Integrity in Undergraduate Education and Research](#)].

Academic misconduct is a violation of the University of Connecticut’s *Student Code* and will not be tolerated. Misconduct includes copying someone else’s paper (or parts thereof), plagiarism, having someone else do your academic work, and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. Penalties range from an F for an individual piece of work to an F for the course according to the seriousness of an offense.

Plagiarism in written work consists of presenting someone else’s words as if they were your own. Your instructor checks submitted papers to ensure that this has not happened. You should read and note the University’s statements on academic integrity, which can be found by following the “Judicial Affairs” link at <http://www.dosa.uconn.edu/>. Particularly relevant are the *Student Code*, Parts II and VI, and the links marked “Academic Misconduct FAQ” and “Proactive Strategies for Students”

Gordon Harvey, *Writing with Sources: A Guide for Harvard Students* (1995), available at <http://www.fas.harvard.edu/~expos/sources/>, provides helpful advice about how to present work properly and avoid misconduct. If you have any doubts or questions about how you should proceed, ask your instructor. Here are some general suggestions:

When you are writing a paper, you may not copy any passage from a book, article, website, or any other person’s writing without indicating that you are doing so. Direct quotations must be in quote marks, and the source for all passages must be provided (Harvey, *Writing with Sources* gives guidance on how to do this). Cutting and pasting passages (from any source), paraphrasing them (by adding or cutting out words), or altering words to disguise the origin, is as unacceptable as direct copying without attribution, and will be treated similarly.

Even if you attribute all of your sources correctly in your paper, you should note that a paper that consists mainly of attributed, quoted passages from other sources is likely to earn a poor grade. **Your aim when writing should be to express as much as possible of what you want to say in your own words.** Quotations from other sources should usually be brief, and used mostly as evidence to illustrate or demonstrate what you intend to argue.

Note that it is possible to plagiarize unintentionally, as well as deliberately. You can avoid plagiarism by taking care when you make notes to indicate the sources you are using, and to place in quote marks any passages you copy directly into your notes. When you use your notes to help compose what you are writing, do not copy directly from them, but find fresh ways of expressing what you are trying to say.

A couple of other sources that you may find helpful: An interactive web tool for applying APA or MLA style to your sources, as well as explanations of APA or MLA style www.citationmachine.net, and for a pamphlet on “Plagiarism: What It Is and How to Avoid It,” see <http://www.indiana.edu/~wts/pamphlets.shtml>.

Wikipedia

Wikipedia is **NOT** an acceptable resource for a research paper of this type. Wikipedia entries are often inaccurate and culled from secondary sources or from people with far too much time on their hands. Because of the site’s inconsistencies serious researchers do not rely on Wikipedia. Please be aware, that your instructors know about Wikipedia and will know if you use it. If we find that you have used Wikipedia as a source we will ask that you find the relevant information from a professional or academic source, incorporate that into your research paper in place of the “Wiki-info,” and properly cite the newly incorporated information according to proper style and format.

Wikipedia is most analogous to an encyclopedia, a tertiary source. As such, information from those types of sources are not rigorous enough to address the complex and nuanced arguments we hope you will make in your Capstone Paper.

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INTD 295W IMJR Capstone Course

Class and Meeting Schedule

Week	Topics/CoR Reading Assignments	Tuesday	Thursday
1	<p>Introductions/ Presentations</p> <ul style="list-style-type: none"> • Read notes on audience and peer review before presentation on Thursday 	<p>Aug 28 Introductions <i>*Assignment of Discussion Leaders</i></p>	<p>Aug 30 Presentation 1</p>
2	<p>Presentations/ Writing as Thinking and Conversation with an Audience</p> <ul style="list-style-type: none"> • Read notes on perspective, discipline, discourse before Tuesday • Read Chs 1-2 before Thursday 	<p>Sept 4 Presentation 1</p> <p><i>[Discussion of Perspective, Discipline, Discourse]</i></p>	<p>Sept 6 Hand in Ex. 1 Discussion of CoR: C1: Thinking in Print C2: Connecting with Your Reader</p> <p>Discussion of MLA Format (I)</p>
3	<p>Crafting Research</p> <ul style="list-style-type: none"> • Read Chs 3-4 before Tuesday • Read Chs 5-6 & Attempt MLA quiz before Thursday 	<p>Sept 11 Discussion of CoR:</p> <p>C3: From Topics to Questions C4: From Questions to Problems</p> <p>Discussion of Annotated Bibliographies</p>	<p>Sept 13 Hand in Ex. 2 Discussion of CoR: C5: From Problems to Sources C6: Using Sources</p> <p>Discussion of MLA Format (II)</p>
4	<p>Crafting Research</p> <ul style="list-style-type: none"> • Read Chs 7-9 before Tuesday • Read Ch 10 & attempt past Quiz 1 before Thursday 	<p>Sept 18 <i>Return Exercise 2</i> Discussion of CoR:</p> <p>C7: Making Good Arguments C8: Claims C9: Reasons & Evidence</p>	<p>Sept 20 Hand in Ex. 3 Discussion of CoR: Ch10: Acknowledgement & Responses Prologue Part IV: Including, Outlining</p> <p>Discussion of past Quiz 1 (provide model answers)</p>
5	<p>Quiz and Individual Tutorials</p> <ul style="list-style-type: none"> • Read notes on critical thinking before Tuesday 	<p>Sept 25 Quiz 1- In Class</p> <p>Brainstorming for Oct 2 <i>[If time, discuss how to ensure capstone paper represents a fine example of "critical thinking"]</i></p>	<p>Sept 27 Individual Tutorials (I) and Return Ex.. 3</p>
6	<p>Library and Organizing Your Research, Communicating Research Evidence and Arguments</p> <ul style="list-style-type: none"> • Read Chs 14-16 before Thursday & attempt past Quiz 2 	<p>Oct 2 Where and How to Look for Research Sources at UConn? [Meet in Library with Kathy Labadorf to discuss good research (Electronic Classroom 2)]</p> <p><i>Talk to an on-campus expert about your research proposal and research sources!</i></p>	<p>Oct 4 Hand in Ex. 4 Discussion of CoR: C14: Introductions & Conclusions C15: Communicating Evidence Visually C16: Telling Your Story Clearly</p> <p><i>*Hand out Quiz 2 and "Freshman English for Graduate Students"</i></p> <p>Discussion of past Quiz 2 (provide model answers)</p>

Week	Topics/CoR Reading Assignments	Tuesday	Thursday
7	Your Capstone Research and Writing <u>Read Ch. 1, pp. 1-25, "Freshman English for Graduate Students," from H. S. Becker (1986) <i>Writing for Social Scientists</i>, University of Chicago Press before Thursday</u>	Oct 9 <u>Quiz 2- In Class</u>	Oct 11 Discussion of capstone paper proposals final versions (Ex. 4) and progress on full draft paper Discuss "Freshman English for Graduate Students" <i>Return Exercise 4</i>
8	Following Through Your Research Proposals	Oct 16 <u>Meet in Library</u> for individual tutorials and structured research <i>Talk to an on-campus expert about your research proposal and research sources!</i>	Oct 18 <u>Meet in Library</u> for individual tutorials and structured research <i>Talk to an on-campus expert about your research proposal and research sources!</i>
9	Individual Research and Hand In First Draft!	Oct 23 No class - Individual Research and Writing	Oct 26 <u>Hand in Ex. 5</u> Bring two paper copies - one for your instructor and one for your peer reviewer!
10	Peer Review and Individual Tutorials	Oct 30 Peer Review with Partners-In Class	Nov 1 Individual Tutorials (II) – feedback on Ex. 5
11	Individual Tutorials and Return of First Draft!	Nov 6 Individual Tutorials (II) – feedback on Ex. 5	Nov 8 Discussion of Progress (and hand back of Ex. 5)
12	Individual Research and Writing	Nov. 13 Individual Tutorials (III) – response to feedback	Nov. 15 Individual Tutorials (III) – response to feedback
	Thanksgiving Break WRITE!!!!	Nov 20	Nov 22
13	Final Presentations and Feedback	Nov 27 <u>Hand in Ex. 6</u> Presentation 2	Nov 29 Presentation 2
14	Final Presentations and Feedback	Dec 4 Presentation 2	Dec 6 Presentation 2 Feedback and Evaluations
15	Evaluative Essay	Date TBD <u>Hand in Ex. 7 during final exam period</u>	

****Note: Individual Tutorials are NOT optional.** The three sets of tutorials are meant to assist you individually in the development of your research and writing. You must set up a time with your instructor during the assigned blocks (or alternative agreed times on the same days) to meet and discuss your progress and your capstone draft paper.

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The University of Connecticut

INTD 295W Individualized Major Capstone Course

EXERCISE 1: STATEMENT OF IMJR ACHIEVEMENTS

This statement is a summary and evaluation of your IMJR. You should make sure your audience understands what your IMJR is, how you constructed it, and why it is a valuable academic plan. Some of the more specific questions and matters to be addressed in your statement are the following ones:

What are your achievements as an IMJR so far and what intellectual skills have you acquired and developed?

Describe the characteristics (typical concerns, approach to problem-solving or analysis, types of knowledge, skills and tools required) of two of the core areas of study for your plan of study.

How do these subject areas of your plan of study (and others, perhaps) complement each other, help you understand diverse perspectives, and permit you to build relevant knowledge and skills?

Describe a couple of the more significant opportunities that you've already had to use the knowledge and skills that you have been acquiring. Give us a few specific examples of how it has helped you to develop knowledge and skills in more than one academic field. If you have had an opportunity to apply theory to practice (say, in an internship or research, or on study abroad or in work), tell us about it.

Have you begun to plan for how to build on your achievements and use those skills in graduate studies, future employment, and/or lifelong learning? If so, tell us about your plans.

In your writing, you should "speak" to an audience other than a group of your peers (for example, a potential employer or graduate school admissions committee).

Minimum 2pp., maximum 4pp. typed.

At the top of your typed statement, please include the following information: Your Name, PeopleSoftID#, Email, Local Phone number, Local Address, Major Title, Primary Advisor, His or Her Dept.

Background

Ideally, every individualized major will complete - to an acceptable academic standard - a plan of study that satisfies personal undergraduate educational goals and is consistent with personal post-graduation plans.

- To achieve this goal, the student will research feasible post-graduation plans (educational, vocational, and/or lifelong intellectual interests), and reflect upon the relevant knowledge and skills that are required and may be developed in the context of an undergraduate major. Through discussion and writing, the student will get feedback from peers, advisors, and faculty on the goals and plans.
- Some of this work is done at the admissions stage of the IMJR, but some needs to be done near the end of the major. This is why we ask you to complete a Statement of IMJR Achievements in this course.

We also hope that every individualized major has the opportunity to develop and use multiple perspectives of analysis.

- To achieve this goal, the student will study his or her subject from more than one disciplinary perspective. The individualized major must take courses from at least two departments, and typically takes at least three courses at upper level in at each of (at least) two departments.
- In the individualized Statement of IMJR Achievements we ask you to discuss two or more perspectives of analysis that have been developed during the individualized major. For example, what is involved when you study "Consumer Behavior" in psychology? What about in communication sciences or management? For a student following a plan of "Forensic Diagnostics", what approaches and technical tools are gained from courses in the Allied Health Sciences Department? What about those of Molecular and Cell Biology?

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INTD 295W

WRITER:

EVALUATION OF EXERCISE 1–STATEMENT OF IMJR ACHIEVEMENTS

Minimum 2-4pp. typed; due **Sep 6** at start of class. Note: Late submissions will be penalized.

	Excellent	Very Good	Good	Fair	Poor	Unacceptable	% of Mark (indicative)
<p>The Fundamentals. Have you clearly described what your Individualized Major is in concept? Have you clearly explained how you built the major from courses and other experiences while at UConn? Have you made clear why on academic grounds the major is valuable (in general, but particular to you)?</p> <p>Comments:</p>							30%
<p>Your core academic disciplines. Do you describe the characteristics of two of the core areas of study for your plan of study? Do you explain how these subject areas of your plan of study (and others, perhaps) complement each other, help you understand diverse perspectives, and permit you to build relevant knowledge and skills?</p> <p>Comments:</p>							20%
<p>Achievements. Have you summarized your achievements as an IMJR so far and identified what intellectual skills you have you acquired and developed? Are your achievements presented in the most positive manner that you can realistically adopt? Are these achievements expressed in conceptual terms as well as transferable skills?</p> <p>Comments:</p>							20%
<p>Experiential learning. Do you describe the more significant opportunities that you've already had to use the knowledge and skills that you have been acquiring?</p> <p>Comments:</p>							10%
<p>A heading to Exercise 1 should specify the audience for your statement. Have you tailored your statement to your audience?</p> <p>Comments:</p>							10%
<p>Is your statement well written?</p> <ul style="list-style-type: none"> • Spelling? • Grammar? • Organization of thoughts? • Clarity of expression? <p>Comments:</p>							10%
<p>Mark for Exercise 1</p>							<p>_____ of 100%</p>
							<p>GRADE:</p>

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