

Honors College
Honors Concentration with Distinction
Honors Capstone Proposal (HONR 05301) Syllabus

Semester and academic year	
Honors with Distinction Coordinator contact information:	
Name	
Email	
Phone	
Office	
Office Hours	

Course Description

This course is designed for Honors students enrolled in the Honors Concentration with Distinction (HWD) and should be taken during the spring semester of their Junior year. While enrolled in this 0-credit course, students will work with their Honors Faculty Mentor and the Honors with Distinction Coordinator to produce a written proposal of the work to be done the following year for the capstone project.

Proposal Overview

The Honors Capstone Proposal should include an annotated bibliography and literature review that demonstrate the student’s familiarity with and understanding of the relevant current literature. The required work for this course also includes a formal, written proposal outlining the capstone project to be conducted in the following academic year. The proposal should include capstone project goals and a tentative timeline with multiple milestones towards project completion. The goals and timeline should outline how and when the written product and/or creative work will be completed, as well as where and when the final presentation of the capstone project will be delivered.

Course Outline and Meetings

Students enrolled in this course will be expected to meet *at least* once a month with their Faculty Mentor and once a month with the Honors with Distinction Coordinator for progress updates and guidance throughout the semester.

During the first week of the semester students should meet with both faculty members to plan a schedule of milestones towards achieving the student’s capstone project. *The requirements for a*

Satisfactory grade in this course should be outlined, and a written contract agreed upon and signed by the student, their capstone project Faculty Mentor, and the Honors with Distinction Coordinator by the end of the second week of the semester. This contract must be as specific as possible regarding the course goals listed below.

The student's personalized schedule of Honors Capstone Proposal should outline how, when, and to what level of depth the following **course goals** will be achieved:

- Annotated bibliography of literature relevant to the proposed capstone project
 - At least 10 sources recommended, depending on the standards of the field
- Written proposal of capstone project
 - Proposals should be at least 5 pages in length, giving as much detail as possible about the proposed project, research methods, goals, and relevant background/context
- Detailed timeline of when the following will be achieved, in the following academic year:
 - Multiple milestones towards completion of the capstone project
 - Multiple milestones towards producing the final written product and/or creative work
 - Description of when and where the capstone project will be presented in a public forum (on-campus, such as at RUSSS, or at an off-campus disciplinary meeting approved by the Faculty Mentor and Honors Capstone Coordinator)
- Professional conduct and appropriate and regular interpersonal communication with both the Faculty Mentor and Honors Capstone Coordinator.
- Plan to apply for Institutional Review Board (IRB) approval for the project, if necessary (HWD students should consult with their Faculty Mentor)

Grading Scale

This course is graded Satisfactory (S) / Unsatisfactory (U). The Faculty Mentor and Honors with Distinction Coordinator will jointly assess the student's completion of the Student Learning Goals as outlined in the signed student contract to determine if they earn a Satisfactory (S). The expectations for achieving Student Learning Goals should be tailored in the rubric below, depending upon the student's proposed capstone project.

To pass this course with a grade of Satisfactory (S), **a student must not receive score of 0 (Failed to meet expectations) on more than one Student Learning Goal** as outlined in the rubric agreed upon and signed by the student, their Faculty Mentor, and the Honors with Distinction Coordinator. Students who do not earn a passing grade in this course will return to the Honors Concentration and will no longer be enrolled in the Honors Concentration with Distinction.

Honors Capstone Proposal rubric

The Honors with Distinction Coordinator should align their ratings in this rubric with the signed contract agreed upon with each student at the start of the semester. This rubric can be tailored to individual students, adding or subtracting Student Learning Goals as appropriate for individual HWD projects.

Student Learning Goal	Exceeded expectations (2 points)	Met expectations (1 point)	Failed to meet expectations (0 points)
Annotated Bibliography of literature relevant to the proposed capstone project			
Provides sufficient number of sources			
Bibliography is properly formatted			
Annotations reflect a clear understanding of the text			
Annotations reflect a clear sense of their relevance for the capstone project			
Written Proposal of the capstone project			
Proposal is clearly and professionally written			
Proposal establishes clear parameters for the project			
Proposal clearly demonstrates ability to complete the project			
Detailed timeline outlining project milestones			
Sufficient milestones toward completing the project			
Sufficient milestones towards writing and disseminating the project			
Includes plans of where the student will share their research.			
Professional Conduct by student in regular and appropriate communication with their Faculty Mentor and with the Honors Capstone Coordinator.			
Student regularly and appropriately communicated with Faculty Mentor while			

preparing the proposal			
Student regularly and appropriately communicated with Honors Capstone Coordinator while preparing the proposal			
Student attended all meetings with their Faculty Mentor in a timely manner, and was prepared for each of these meetings			
Student attended all meetings with the Honors Capstone Coordinator in a timely manner, and was prepared for each of these meetings			
<p>A grade of satisfactory (S) for the Honors Proposal course should consist of the HWD student achieving a minimum score that matches the number of Student Learning Goals listed in this rubric which were identified in the student contract signed at the start of the semester.</p> <p><u>As an example</u>, if the signed student contract dictates that 12 of the Student Learning Goals apply to the student’s Portfolio, then a passing grade for that student would be a 12, using the rubric above. If the student earns a 0 on a student learning goal, however, the proposal fails—even if they earn a total of 12 points.</p>			

Academic integrity

Plagiarism (i.e., incorporating someone else’s work into your own without proper citation) or other violations of the Rowan Academic Integrity policy and/or Honors Ethical Behavior Standards policy will not be tolerated. The work you do for this course must be your own, as with any Honors course, or any course at Rowan.

Academic dishonesty can result in an Unsatisfactory (U) grade in this course and/or dismissal from the Honors College.

Please familiarize yourself with the Honors College Ethical Behavior Standards and the University’s Academic Integrity Policy:

- <https://sites.rowan.edu/honors/current-students/guidelines.html>
- <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Students are encouraged to ask their Faculty Mentor and the Honors Capstone Coordinator about any questions regarding what constitutes plagiarism or any other potential violation of academic integrity.

Accommodation for disabilities

The following represents Rowan University’s policy on students with disabilities:

“Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please discuss this with your Faculty Mentor and the Honors Capstone Coordinator. Students must provide documentation of their disability to Disability Resources in the Academic Success Center in order to receive official University services and accommodations. Disability



Resources can be reached at 856-256-4259. The Center is located on the 3rd floor of Savitz Hall, in Suite 304. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.”

Honors Student Learning Outcomes (SLOs)

The Honors Student Learning Outcomes that addressed in the Honors Capstone Proposal course include:

- 1.1.2 Leadership:** Students assume a leadership role to plan and/or contribute to a project, event, or activity
- 2.1.1 Oral Communication:** Students communicate clearly, effectively, and ethically in speech to varied audiences
- 2.1.2 Written Communication:** Students communicate clearly, effectively, and ethically in writing to varied audiences.
- 3.1.1 Defining Problems:** Students clearly define problems, including relevant contexts
- 3.2.1 Strengths and Limitations of Evidence:** Students evaluate evidence to determine strengths and limitations
- 4.1.1 Co-Curricular Development:** Students meaningfully synthesize connections among experiences outside the formal classroom (including academic and life experiences such as internships or travel abroad) to deepen understanding of fields of study and broaden their own points of view.
- 4.2.1 Adapt and Apply Skills, Theories, Methods:** Students adapt and apply skills, theories, or methods gained in one situation to new situations to solve problems or explore issues in novel ways.

Honors Program Goals	Student Learning Goals	Student Learning Outcomes
Community (Share)		
1: Graduates will be both contributing members and leaders in their communities, who appreciate and engage diverse perspectives and promote collaboration.	1.1: Students will be contributing members and leaders who promote collaboration both inside and outside of the classroom.	1.1.1 Teamwork: Students work well in teams, through both individual contributions and engagement with team members to facilitate others’ contributions
		1.1.2 Leadership: Students assume a leadership role to plan and/or contribute to a project, event, or activity
	1.2: Students will appreciate and engage diverse perspectives both inside and outside of the classroom.	1.2.1 Diverse Communities and Cultures: Students articulate complex understandings of diverse communities and cultures
		1.2.2 Cultural Self Reflection: Students consider and evaluate their own cultural rules and biases

Academics (Think)		
<p>2: Graduates will be effective communicators both within and beyond their immediate communities.</p>	<p>2.1: Students will be effective communicators who can write and speak for varied purposes and audiences</p>	<p>2.1.1 Oral Communication: Students communicate clearly, effectively, and ethically in speech to varied audiences</p>
		<p>2.1.2 Written Communication: Students communicate clearly, effectively, and ethically in writing to varied audiences.</p>
		<p>2.1.3 Multimedia Communication: Students communicate clearly, effectively, and ethically in multimedia to varied audiences.</p>
<p>3: Graduates will be able to address complex, nuanced, and novel problems drawing from a variety of perspectives.</p>	<p>3.1: Students will be able to clearly define problems and recognize the complexity of issues and contexts</p>	<p>3.1.1 Defining Problems: Students clearly define problems, including relevant contexts</p>
		<p>3.1.2 Problem Solving: Students seek out and evaluate multiple and divergent approaches to solutions</p>
		<p>3.1.3 Recognizing Multiple Perspectives and Ethical Challenges: Students recognize ethical challenges and multiple perspectives when presented with complex issues and contexts</p>
	<p>3.2: Students will be able to marshal appropriate evidence to advance an argument.</p>	<p>3.2.1 Strengths and Limitations of Evidence: Students evaluate evidence to determine strengths and limitations</p>
		<p>3.2.2 Effective Argumentation: Students marshal appropriate evidence to advance effective arguments</p>
	<p>3.3: Students will be able to extend ideas, through the application of interdisciplinary perspectives in order to produce knowledge</p>	<p>3.3.1 Creative Knowledge Production: Students extend novel or unique ideas, questions, or formats to produce knowledge</p>
		<p>3.3.2 Value Interdisciplinarity: Students can articulate the value of interdisciplinary work</p>
		<p>3.3.3 Integrating Disciplines: Students produce work that integrates multiple disciplinary perspectives accurately and effectively</p>
		<p>3.3.4 Limitations and Possibilities of Disciplines: Students exhibit awareness of the limitations and possibilities of contributing disciplines in interdisciplinary work</p>

Life-long Learning (Thrive)		
<p>4: Graduates will be curious, engaged, life-long learners who independently seek knowledge, culture, and community</p>	<p>4.1: Students will be curious, engaged, learners who seek experiences beyond the classroom and who make connections between these experiences and their intellectual work.</p>	<p>4.1.1 Co-Curricular Development: Students meaningfully synthesize connections among experiences outside the formal classroom (including academic and life experiences such as internships or travel abroad) to deepen understanding of fields of study and broaden their own points of view.</p>
		<p>4.1.2 Extracurricular Development: Students pursue educational and civic interests outside the classroom and beyond the university</p>
		<p>4.1.3 Metacognition: Students will be aware of, contemplate, and reflect on their thinking.</p>
	<p>4.2: Students will be able to independently transfer knowledge from one context to another.</p>	<p>4.2.1 Adapt and Apply Skills, Theories, Methods: Students adapt and apply skills, theories, or methods gained in one situation to new situations to solve problems or explore issues in novel ways.</p>