

# COURSE SYLLABUS

<b>Course Title:</b>	General Studies-Capstone Experience		<b>Date submitted:</b>	Spring 2015 (ACC: 15-37)
<b>Department:</b>	Interdepartmental			
<b>Curriculum:</b>				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	HUM*290	<b>Prerequisites:</b>	
	<b>Course Type:</b>	L/D	C- or better in Composition (ENG*101) and permission of Program Coordinator; minimum of 45 credits completed within the General Studies Program	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	G		
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	1	<b>Corequisites:</b>	
	<b>Developmental:</b> (yes/no)	No	Composition II	
	Lecture:	0		
	Clinical:	0		
	Lab:	0		
Studio	0			
<b>Contact Hours:</b>	Other: 1	<b>Other Requirements:</b>		
TOTAL:	1	None		
<b>Class Maximum:</b>	25			
<b>Semesters Offered:</b>	F/Sp			
<b>Ability Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	The capstone course will be based on a series of reflections that demonstrate competence in the General Education abilities in the courses they have taken as part of the General Studies program. Because these abilities constitute the program's outcomes, students may use a variety of methods to show how they have satisfied these objectives in their courses all of which will be part of an overall e-Portfolio exercise (to be placed on a General Studies e-Portfolio) in which students post their reflections on each of these abilities and how they were assessed in their courses. The reflections will then be graded by the instructor of this capstone experience. Finally, the capstone may include a civic engagement component that allows students to establish connections with communities in need and that is related to their overall career goals.			

<p><b>Topical Outline:</b> List course content in outline format.</p>	<p><u>Section One:</u> The Capstone Course: an Introduction</p> <p><u>Section Two:</u> Communication—What is the Communication ability?/Assignment/Reflection</p> <p><u>Section Three:</u> Critical Thinking-- What is the Critical Thinking ability?/Assignment/Reflection</p> <p><u>Section Four:</u> Information Literacy-- What is the Information Literacy ability?/Assignment/Reflection</p> <p><u>Section Five:</u> Technological Literacy-- What is the Tech Literacy ability?/Assignment/Reflection</p> <p><u>Section Six:</u> World Cultures and Perspectives-- What is the World Cultures and Perspectives ability?/Assignment/Reflection</p> <p><u>Section Seven:</u> Aesthetic Engagement-- What is the AE ability?/Assignment/Reflection</p> <p><u>Section Eight:</u> Quantitative Reasoning-- What is the QR ability?/Assignment/Reflection</p> <p><u>Section Nine:</u> Citizenship, Values, and Ethics—What is the Citizenship, Values, and Ethics ability?/Assignment/Reflection</p> <p><u>Section Ten:</u> Teamwork and Interpersonal Skills-- What is the Teamwork and Interpersonal Skills ability?/Assignment/Reflection</p> <p><u>Section Eleven:</u> Scientific Method-- What is the Scientific Method ability?/Assignment/Reflection</p> <p><u>Section Twelve:</u> Tying It All together—Part One: Give an example of three courses in which you have been assessed for two of the abilities; Part Two: Reflect on the fulfillment of your intellectual, academic, and professional goals and how the GS Program have clarified these for you.</p>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. reflect on each of the General Education abilities</li> <li>2. reflect on the demonstration of a knowledge base that fulfills an interdisciplinary program reflecting intellectual, academic, and professional goals</li> <li>3. acquire skills that prepare students for the academic and professional worlds that</li> </ol> <hr/> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> None</p> <hr/> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> <li>1. <b>Aesthetic Dimensions</b> - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.</li> </ol> <p style="text-align: center;"><b>Demonstrates:</b> Identifies and describes formal aspects, historical or cultural context, and aesthetic</p>

elements of the genre with clarity and appropriate vocabulary.

**Does Not Demonstrate:** Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.

2. **Critical Analysis/ Logical Thinking** - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

**Demonstrates:** Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

**Does Not Demonstrate:** Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

3. **Ethical Dimensions** - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

**Demonstrates:** Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

**Does Not Demonstrate:** Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

4. **Historical Knowledge** - Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

**Demonstrates:** Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.

**Does Not Demonstrate:** Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.

5. **Information Literacy/Continuing Learning** - Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

**Demonstrates:** Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.

**Does Not Demonstrate:** Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.

6. **Oral Communication** - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Demonstrates:** Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.

**Does Not Demonstrate:** Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.

7. **Quantitative Reasoning** - Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

**Demonstrates:** Interprets numerical information and applies sufficient laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.

**Does Not Demonstrate:** Misinterprets numerical information or insufficiently applies laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.

8. **Scientific Knowledge** - Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.

**Demonstrates:** Consistently recalls and correctly applies discipline-specific terms, relevant theories, laws, and concepts to analyze and explain scientific information.

**Does Not Demonstrate:** Inconsistently recalls or incorrectly applies discipline-specific terms, relevant theories, laws, and concepts to analyze or explain scientific information.

9. **Scientific Reasoning** - Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

	<p><b>Demonstrates:</b> Identifies and successfully executes components of the scientific method (hypothesis, procedure, observations, data analysis, and conclusions) to investigate real-world phenomena.</p> <p><b>Does Not Demonstrate:</b> Misidentifies or poorly executes components of the scientific method (hypothesis, procedure, observations, data analysis, or conclusions) to investigate real-world phenomena.</p> <p><b>10. Social Phenomena</b> - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p><b>Demonstrates:</b> Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>11. Written Communication</b> - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p><b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. Portfolio</li> <li>2. Visual/Audio Presentation</li> <li>3. Written Submissions</li> </ol>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> None</p> <p><b>Desired:</b> None</p>
<p><b>Textbook(s)</b></p>	