COURSE DESCRIPTION
IDS 495A is designed for senior interdisciplinary studies majors and consists of the completion and presentation of both a capstone project and a portfolio demonstrating a synthesis of the student's areas of study. Students will finish the project (comprehensive research paper, internship, or creative production) they have been working on in previous courses. The portfolio serves as a coherent artifact documenting the personal and intellectual growth of IDS students over time. Both the project and portfolio should illustrate how students have constructed themselves as interdisciplinary scholars and showcase the way students' thinking about their research topics developed throughout the course of the degree. The portfolio is prepared in consultation with the professor. The course must be taken in the student's last semester before graduation.

COURSE GOALS
The overall goal of this course is to provide students with a forum to demonstrate their academic competency, particularly in their areas of study, and to present their Interdisciplinary Studies project and portfolio to peers and the Capstone Committee. The key component is the project itself, which demands the framing of a significant question or set of questions, the research or creative exploration to find answers, and both written and oral communication skills to convey the results to a wide range of audiences. The project and portfolio will reflect the student's incorporation of these skills on a professional and personal level.

COURSE LEARNING OUTCOMES
In line with the University's Undergraduate Learning Outcomes (UULO's), upon successful completion of this course students will be able to:

- contribute to critical conversations about interdisciplinary theory and practice
- demonstrate the complexity of problems and identify different perspectives from which problems and questions can be viewed
- transfer knowledge and skills gained from general and specialized studies to new settings and problems, especially by critically and systematically apply interdisciplinary research methods and contrasting theories in examining their research topic
- create a substantial, interdisciplinary, original work using sound evidence
- make their capstone projects and research interests legible to broader audience outside of their respective fields.
- Demonstrate awareness of one's own place in and affect on the world

REQUIRED TEXTS

ASSIGNMENTS & GRADING
**Attendance & Individual Meetings**  
10%

**Prep Assignments**  
10%

**Progress Reports**  
5%

**Rough Draft**  
10%

**Capstone Project**  
25%

**Capstone Presentation**  
15%

**IDS Portfolio**  
25%

### GRADE SCALE

Your final grade will be based on the points you earn on your assignments by converting raw percentages to a letter grade. I will be happy to talk to you during office hours about how to improve your work before an assignment is due, as well as discuss with you how to improve for future assignments. If you have a concern about a grade, please make an appointment to speak with me directly. Do not wait until the last minute to address grade concerns. You must have a University Excuse in order to make up any assignments. There are absolutely NO makeup exams, quizzes, or accepted assignments without a University Excuse.

### GRADE SCALE

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79,  
C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F = 1-59

A grade of C or better is required in all IDS courses for a successful completion of the Bachelor of Interdisciplinary Studies degree.

### Attendance and Individual Meetings (10%)

Learning is a social endeavor and participation is a key component of learning. I expect each and every one of you to be active agents in your own education. Though much of this course involves independent work, we will meet together several times throughout the semester. Take this as an opportunity to engage fellow classmates and to foster a collaborative approach to learning and problem solving. In addition to in-class meetings, students must also attend individual meetings you schedule with me. You will be responsible for signing up for and keeping these individual appointments. Simply put, I will lower the grade of students who do not attend and participate in class regularly or miss their individual meetings.

### Prep Assignments (10%)

All students (including internship and creative project students) must submit the following prep assignments to ensure progress toward the successful completion of the capstone project and portfolio:

1. **Preliminary Research Paper or Research Proposal (from IDS 494)**  
   **DUE DATE:** Friday, 1/22 in class
   Students are required to submit either a preliminary research paper or a research proposal in Week 1. If you wish to submit your preliminary research paper, you can simply use the one you wrote in IDS 494, which required you to 1) apply the various methodologies laid out in their proposal to collect sources and evaluate them critically, and 2) develop a working thesis based on these sources. If you submit a research proposal, I expect you will use your proposal from IDS 494 because at this point, it is too late to be thinking of what you want to do. However, make sure to submit the most updated, polished version of the proposal detailing your research plan that consists of an abstract, literature review, methodology, project goals, and bibliography. A
successful research proposal demonstrates that you have moved from a research problem/topic to an actual map on how you will actually go about researching that topic.

2. Annotated Bibliography
DUE DATE: Friday, 1/29 in class
In Week 3, Students are required to submit a 2-3 page annotated bibliography of 8-10 primary sources. Whereas a standard bibliography is an organized list of sources consulted in the research process, the annotated bibliography includes additional description or critical evaluation (i.e. annotation) of each listed source. The purpose of the annotation is to help us understand and evaluate whether the work cited is relevant to a specific research topic or line of inquiry. Students may write a brief summary identifying the main points of the original work, a critical comment of those main points, or a combination of both. Most importantly, tell us why each source supports your main argument and/or the specific claims you want to make. Each annotation should be no longer than 2-3 sentences.

3. Prep Assignment #1 Paper Outline
DUE DATE: Friday, 2/12 by NOON via WebCampus
Submit a schematic outline of your entire paper in Week 4, for those of you who were with before I will expect you to expand upon the outlines you did for 494. By this point in the course, you should be ready to start writing your paper, so the point of this assignment is to figure out how to organize both your research notes and your paper. This will be posted as a discussion post and will be open for your fellow students to offer their critiques of your outline. In addition, every student will need to critique at least four other outlines and offer constructive criticism.

4. Faculty Meeting Report
DUE DATE: Friday, 2/19 in class
This assignment requires that students have a face-to-face conversation about their research proposal with a UNLV professor from one of their areas of study. You must submit a 1-2 page (double-spaced) summary of the discussion, including the feedback the professor provided regarding the research proposal. Please try to schedule the meeting at the faculty member's convenience (e.g. during office hours). The goal is to have students build working relationships with UNLV faculty and for the student to receive invaluable suggestions from experts in their fields. This is different than what you did in 494 as you are discussing your topic with a professor. For those of you who are working from a distance you will need to identify and email a professor at UNLV and have them look over your research proposal.

5. Prep Assignment #2 First Paragraph & Topic Sentences
DUE DATE: Friday, 2/26 by Noon via WebCampus
In Week 7, submit the first paragraph, and the first three paragraphs of your paper as well as a list of topic sentences that will begin each paragraph of your entire paper. Again, use the critiques you received on your papers in 494 and fix the elements you needed to address. If you simply resubmit your first paragraphs without any revisions you will have to redo your paragraph. A good first paragraph and strong topic sentences are keys to writing a sound paper that presents your argument in the most effective manner. This will be posted as a discussion post and will be open for your fellow students to offer their critiques of your outline. In addition, every student will need to critique at least four other outlines and offer constructive criticism.

Progress Reports (5%):
DUE DATES: Friday 2/12 and Friday 3/4 by Noon via WebCampus
You will provide members of your Capstone Committee with two (2) progress reports during the course of the semester. I will provide prompts for each progress report. They should be approximately 2 double spaced pages in length.

**Complete First Submission of Paper and Peer Edit (10%)**
**DUE DATE:** Friday, 3/11 by Noon via WebCampus
Submit your paper in its most polished form. In addition to submitting your paper, you will also receive another student’s paper to provide peer edits and critiques. Each of you will receive a rubric that you will use as a guideline for giving appropriate and useful edits and critiques. You will read their paper very carefully, provide them with the rubric and a one-page of suggestions.

**Final Capstone Project (25%)**
**DUE DATE:** April 29th WebCampus by Noon
Your Capstone Project should illustrate the extent to which you can manage a significant independent study in a thoughtful and professional manner. It is the culmination of your undergraduate degree/program. The project can be a research paper, creative project, business proposal, or internship. Whatever form it takes, it should grow out of your areas of study. You will provide members of your Capstone Committee with a your completed Capstone Project by April 29th by Noon via WebCampus.

**Capstone Presentation (15%) April 29 and May 6**
After your project is complete, you will deliver a scheduled presentation open to the public in which you will also receive feedback and field questions from those in attendance. These presentations will take place on April 29th and May 6th (**Time, and Location TBD**). The entire presentation will be a total of 30 minutes in length (about 15-20 minutes of presentation, 10-15 minutes of answering audience questions) and **should emphasize the findings or results of your project rather than the process.**

**IDS Portfolio (25%)**
**DUE DATE:** Tuesday 5/10 by NOON in CBC B406 (Dr. Gage’s Office)
You will turn in your completed Portfolio to me in my office by noon. Please refer to the handout I provided for specific details and guidelines.

*Assignments are not optional. Students must complete all assignments to receive a grade and credit for the course. Failure to do so will result in a grade of F in the course.*

*All papers must be double-spaced, 12pt font size, Times New Roman font, and 1" margins all around. Failure to format your paper to meet these guidelines will result in deduction of points for the assignment (see handout).*

*FAIR WARNING*
I do not accept late papers unless they fall under the University Guidelines for an excuse. This include highly unusual circumstances, such as documented health emergencies (i.e. not "family" or "personal problems"), you should plan now to meet all course deadlines.

**LAPTOP POLICY**
You may use your laptops in class for the purpose of taking notes. If you choose to do something other than take notes you will not do well on your final paper or presentation. Furthermore, I get really irritated when students are on their laptops doing other things and then ask multiple questions after class. If you
are easily distracted by the internet then bring paper and pen/pencil to take notes in class and leave the
distraction behind.

CELL PHONE POLICY
Please turn off your cell phone when entering the classroom. Do not put it on vibrate, turn it off. Anyone
receiving, sending, or reading text messages during class will lose points for participation. I might even
put you on blast and read your text to the class.

*Syllabus is subject to change

COURSE MEETING SCHEDULE & ASSIGNMENT DEADLINES

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Class Meets?</th>
<th>Topic</th>
<th>What’s Due</th>
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<tbody>
<tr>
<td>1</td>
<td>FRI</td>
<td>Jan 22</td>
<td>Yes</td>
<td>Introduction &amp; Planning</td>
<td>Preliminary Research Paper</td>
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<tr>
<td>2</td>
<td>FRI</td>
<td>Jan 29</td>
<td>Yes</td>
<td>Evidence, Methods, &amp; Annotated Bibliography</td>
<td>Preliminary Research Paper or Proposal*</td>
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<td></td>
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<td>Booth et. al, <em>The Craft of Research</em>, 105-127</td>
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<tr>
<td>3</td>
<td>FRI</td>
<td>Feb 5</td>
<td>Yes</td>
<td>The Creative Process: Planning &amp; Drafting</td>
<td>Annotated Bibliography*</td>
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<td>FRI</td>
<td>Feb 12</td>
<td>No</td>
<td>Independent Work</td>
<td>Prep Assignment #1**</td>
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<td>Progress Report**</td>
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<td>Fri</td>
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<td>Individual Meeting</td>
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<td>Mar 11</td>
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<td>Complete First Paper Submission**</td>
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<td>Mon</td>
<td>Mar 14</td>
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<td>Independent Work</td>
<td>Look for First Paper Submission Exchange</td>
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<td>March 21 –26</td>
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<td>13</td>
<td>FRI</td>
<td>Apr 15</td>
<td>No</td>
<td>Revisions/Presentation Prep</td>
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<td>FRI</td>
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<td>Yes</td>
<td>Mock Presentation Week</td>
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<td>Yes</td>
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<td><em>Final Capstone Project Due</em>*</td>
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<td><strong>Finals Week</strong></td>
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<td>May 10</td>
<td>Yes</td>
<td>IDS Portfolio Due</td>
<td>IDS Portfolio by 5pm***</td>
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</tbody>
</table>

*due in class  
**due on WebCampus  
***due at office (CBC B421)
Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for
implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for
this class, please visit the Libraries' Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.
Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).
UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.