

UNLV
School of Public Policy and Leadership
URST 498: Capstone in Urban Studies

Spring 2019

Course prerequisite:

- Senior urban studies major or by consent of instructor.

Credits: 3

Course description:

The purpose of this course is to provide an opportunity to reflect upon your personal development as an urban studies major by creating an electronic portfolio of your work. Using undergraduate competencies identified by the School of Public Policy and Leadership, you will select four examples of your work that you believe demonstrates each competency. You will be asked to evaluate each item and argue whether it meets a particular competency or makes a new contribution to your portfolio examining an urban problem/solution. You will be given multiple opportunities to explain the significance of each item in the portfolio as well as refine your research and communication skills. By the end of the course, you will be asked to synthesize what you have learned as an urban studies major working on urban solutions as well as identify what you plan to do after graduation.

Course learning outcomes:

On completion of this course, students will be able to:

- (1) Describe how undergraduate experiences contributed to personal growth.
- (2) Exhibit information literacy skills.
- (3) Create an electronic portfolio to demonstrate competency in each learning outcome in the urban studies degree program.
- (4) Give and receive feedback on ways to improve work (e.g. writing and presentation skills).

Degree competencies and associated learning outcomes:

On completion of the undergraduate degree in urban studies, graduates will demonstrate competence and be able to do the following things: *

(a) Demonstrate information literacy.

Able to search for information on an urban topic through university library resources.

Able to evaluate information sources.

Able to identify academic references in work.

Able to demonstrate information literacy.

(b) Apply urban theories to identify urban solutions.

Able to identify measures of urban resilience.

Able to examine whether a community demonstrates qualities of urban resilience.

(c) Assess quality of governance in a community.

Able to identify quality indicators of governance in a community.

Able to assess quality of governance in a community.

Able to characterize the level of community engagement for an urban issue.

(d) Demonstrate professional judgment and behaviors.

Able to present clear evidence of personal growth.

Able to demonstrate qualities of collaboration.

Able to identify qualities of leadership.

Able to communicate information with multiple audiences (e.g. as colleagues, leaders, general public).

Able to communicate information to support decision-making processes.

(e) Demonstrate data literacy.

Able to produce analyses that demonstrate data literacy.

Able to communicate information to support decision-making processes.

*Notes: This list contains both competencies and learning outcomes for graduates of the urban studies undergraduate degree program. Competencies appear first in bold with associated learning outcomes appearing below each competency. Please also note, several learning outcomes are associated with more than one competency. Finally, this list was updated fall 2018 based on feedback from both faculty and students.

Grades for this course will be based on the following:

Informal learning activities (ILA): (3% of course grade total): Grade will be based upon engagement in class activities which includes logging into the course multiple times a week before assignments are due. It also includes other informal activities such as responding to and communicating with instructors and peers. The instructor plans to use informal activities to get a sense of progress before exams. These activities provide students as well as the instructor areas to work on to enhance student success.

Discussion: (7% of course grade total): Grade will be based upon participation in course discussions and engagement in course class activities: including logging into the course multiple times each week and other informal activities related to student learning.

Homework to provide opportunities to receive feedback on skills and competencies. (10% of course grade)

Essay assignments (60% of course grade) [3]

(1) Comprehensive review of personal growth essay assignment (due Friday Sept. 13, 2019, 12% of course grade): The purpose of this assignment is to examine personal development as an urban studies major. See paper assignment in module 3 and rubric for details.

(2) Urban theory essay assignment (due Friday Oct. 4, 2019, 12% of course grade): The purpose of this assignment is to present an example of work related to urban theory for your ePortfolio. You will have two options on what you write about to meet the urban theory learning outcome. See paper assignment in module 6 and rubric for details.

Option A: Requires a reflection essay about your work (an assignment) from a previous course that relates to urban theory (e.g. urban resilience or sustainability). For complete credit, both the previous assignment and new essay must be submitted.

Option B: Write an original essay about a city on the 100 Resilient Cities website.

(3) Quality of governance essay assignment (due Friday Oct. 18, 2019, 12% of course grade): The purpose of this assignment is to present an example of work related to quality of governance for your ePortfolio. You will have two options on what you write

about to meet the community engagement learning outcome. See paper assignment in module 8 and rubric for details.

Option A: Requires a reflection essay about your work from a previous course that relates to quality of governance (e.g. community engagement, civic engagement, quality of governance characteristics, etc.). For complete credit, both must be submitted.

Option B: Write an original essay evaluating the level of community engagement on an urban issue.

(4) Professional judgement and behaviors essay assignment (due Friday Nov. 1, 2019, 12% of course grade) The purpose of this assignment is to present an example of work related to professional judgement and behaviors for your ePortfolio. You will have three options on what you write about to meet this competency. See paper assignment in module 10 and rubric for details.

Option A: Requires a reflection essay about a your work from a previous course that relates to professional judgement and behaviors (e.g. ethics, collaboration, leadership, decision making, etc.). For complete credit, both must be submitted.

Option B: Write an original essay evaluating the level of collaboration and/or leadership on a complex urban issue.

Option C: Collaborate with classmates to identify potential internships, research opportunities, jobs, and/or graduate programs related to urban studies. Findings should be summarized in a single presentation with handouts. The video will be shared with the class and future classes.

(5) Data literacy essay assignment (due Friday Nov. 15, 2019, 12% of course grade) The purpose of this assignment is to present an example of work demonstrating data literacy for your ePortfolio. You will have two options on what you write about to meet the data learning competency. See paper assignment in module 12 and rubric for details.

Option A: Requires a reflection essay about a your work from a previous course that relates to data analysis. For complete credit, both must be submitted.

Option B: Conduct an analysis on an urban issue using data obtained from MyResearcher.com. Report findings in an essay.

You will be given an opportunity (highly encouraged, but not required) to rewrite each paper assignment after receiving your grade. The opportunity is typically due a few days after receiving feedback. The goal here will be to share the best examples of your

work for the electronic portfolio assignment due at the end of the semester. Your final grade for each paper will be either the original submission or the average of the original submission and the rewrite if you choose to take advantage of that opportunity.

Electronic portfolio assignment (due Wed. Nov. 27, 2019 10% of course grade)

The purpose of this assignment is to create an electronic portfolio of your work in college that exemplifies each learning outcome in your degree. See assignment in module 14 and rubric for details.

Final assignment: (Wed. Dec. 11, 2019, 10% of course grade) The purpose of this assignment is to give a presentation to the class highlighting **three** things in your ePortfolio that you are most proud of in order to show your readiness for life after graduation. See assignment in module 16 and rubric for details.

Schedule

* Please note the teaching and learning activities might be subject to change each week. If there is a difference in due dates between this syllabus and Canvas, please follow the Canvas assignment due date.

Students enrolled at the end of the semester will earn one of the following final grades:

<u>percentage</u>	<u>final grade</u>	<u>percentage</u>	<u>final grade</u>	<u>percentage</u>	<u>final grade</u>
59 or less	F	70	C-	81 - 88	B
60	D-	71 - 78	C	89	B+
61 - 68	D	79	C+	90	A-
69	D+	80	B-	91 or more	A

* Late work policy: Items turned in between due date time and close out day and time will not be penalized. Similarly, students who reach out to us ahead of time and meet the UNLV excused absence criteria will be given a new due date and time the day they return to classes at UNLV. Assignments turned in after an assignment closes will receive a 10% deduction for each day the assignment is turned in late.

Recommended books (not required for this course):

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
- Payne, Lucile Vaughan. (1969). *The Lively Art of Writing*. New York, NY: Penguin Group.

University Policies

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), <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](http://www.unlv.edu/provost/copyright) is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (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), <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), <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), <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](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](http://ask.library.unlv.edu/) 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](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) 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), <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/), <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.