

# Senior Synthesis Capstone

Spring 2018

Mondays, 6:00p, ADMN 305A

Office Hours: Mondays and Tuesdays 4:30-5:30p,

LSAX 240

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## Catalog Description

The senior capstone course synthesizes the knowledge and skills gained in the course of study. Students revise their e-portfolios for final program review, reflect upon their growth, and synthesize future professional goals with social their justice missions in a senior capstone project.

## Learning Synthesis

This course has been designed with two ends in mind: closure and opening.

For achieving closure of your time in the Digital Technology and Cultures program where you have done so much, you will revisit, reflect, and synthesize your learning into a polished ePortfolio. This exercise is aimed at strengthening your “sense of self,” which is necessary to discerning and actualizing your “ideal self” as a practitioner (Rowley & Munday, 2014). You will actively meditate on your learning while polishing your portfolio pieces and organizing them to show not just that you learned, but also what you know, by demonstrating your achievement of the [program learning outcomes](#). Your final ePortfolio will be submitted as a single website, with appropriate information architecture, explanations, and rationales.

To explore the openings of growth and movement your time in the program has unlocked for you, you will also propose, design, and execute a senior capstone project, which synthesizes your talents and skills. You will identify a particular professional role and generate a professional-quality artifact, using the tools and best-practices of that profession. You might generate documentation for a piece of software, using Adobe Robohelp, or Madcap Flare. Or, you could generate web content with Adobe Premiere, or an art installation, built from a Python program. Your final project will be submitted as a piece on your ePortfolio website.

# Course Outcomes

When you are done with this course you will be able to:

1. Engage productive self-reflection with regard to your professional and personal goals
2. Successfully present your work orally and in writing to various audiences
3. Create an ePortfolio that is both aesthetically pleasing and functional
4. Draw on evidence your work as evidence in support of claims about your learning and abilities for employers, graduate school committees, and friends and family
5. Identify, plan, and systematically execute a substantial digital technology and cultures project
6. Seek out, and effectively respond to, peer-feedback on your work

## Program Level Outcomes this Course Supports

**I** **EXPLAIN KEY CONCEPTS IN COMPUTING:** This outcome focuses your ability to explain key concepts in computing, technological modes of production, and information/data flow.

**II** **EVALUATE RESEARCH SOURCES & DIGITAL TOOLS:** This outcome focuses on your ability to evaluate the relative strengths and weaknesses of research sources, digital tools, technologies, interfaces, and artifacts.

**III** **ANALYZE TECHNOLOGY USING INTERDISCIPLINARY THEORIES & METHODS:** This outcome focuses on your ability to analyze media, technology, and digital artifacts using interdisciplinary theories and methods.

**IV** **EXAMINE TECHNOLOGICALLY MEDIATED IDENTITIES:** This outcome focuses on your ability to examine how technologically mediated identities reflect and transform cultural ideologies of gender, nationality, ethnicity, sexuality, and social class.

**V** **DESIGN MULTIMODAL PROJECTS:** This outcome focuses on your ability to design multimodal projects that demonstrate an engagement with and advocacy for social justice issues and are informed by digital rhetoric and an understanding of audience.

**VI** **REFLECTION:** This outcome focuses on your ability to reflect upon your own work, roles, values, and identities related to digital culture.

## Assignments

## Participation (Weeks 1-10)

A portion of your grade covers your engagement with class discussion and peer-review both face-to-face and online.

## Capstone Project Proposal (Week 1)

You will identify a job sector, and job title that you are interested in. You will then propose a senior project that demonstrates your capacities in that role in a 1.5 page document. (Essentially you will be writing your own assignment sheet.) The proposal is meant to be a tool for discerning your existing knowledge, and for using the senior experience as an opportunity for further growth and depth in your learning. In that spirit, you will also generate a rubric, which frames the outcomes you would like to achieve upon completion of the project.<sup>1</sup> It is completely permissible to do a “deeper dive” into an existing project, or to propose a new project.

## Knowledge Mapping Exercise (Week 2)

Using a mind-mapping tool, you will catalog your “intellectual genealogy,” reflecting on what you know, and including the books, people, and experiences that helped to shape you as a thinker/practitioner.

## ePortfolio (Weeks 2-7)

For the first six weeks of the quarter you will be assessing, revising, and reorganizing your portfolio to make it user-friendly, aesthetically pleasing, and functional as a tool for assessing your achievement of the program learning outcomes. This process will take place over three steps.

### *Making the Portfolio I—Inventorying (Week 2)*

You will identify, inventory, organize, and assess the portfolio pieces you have accumulated throughout your work in the program with your classmates. You will write a synthesis essay for Program Outcome 1.

### *Making the Portfolio II and III—Organizing (Weeks 3-4)*

With feedback from your classmates, and in-line with best practices of effective information design and architecture, you will rework your portfolio, and revise your portfolio pieces. You will write synthesis essays for Program Outcomes 2, 3, 4, and 5.

### *Making the Portfolio IV and V—Finalizing (Weeks 5-6)*

Continuing with feedback from your classmates, you will continue to

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<sup>1</sup> You will have all the way up until week five to make any necessary changes to the grading rubric you included in your capstone proposal at the beginning of the quarter.

revise and rework your portfolio and portfolio pieces, while targeting different audiences and the possible “use cases” of your portfolio. You will write synthesis essays for Program Outcomes 5 and 6.

#### *Making the Portfolio IV—Overviewing (Week 7)*

Working from your capstone proposal, mapping exercise, and synthesis essays, you will create a professional introduction—a 30 second statement of who you are professionally/what you do. You will then incorporate it into the “overview” of your portfolio. You will present this in class and get instructor and peer feedback.

## Capstone Minor Discussions (Weeks 1-10)

The capstone project is meant to be a “dream project” that draws on your skills and knowledge of digital technology and cultures. Though it is strongly encouraged that you think about the capstone as a professional “opening” here at the end of your work in the DICE program, it can be anything you wish. You will define the scope of your project at the beginning of the quarter and complete the bulk of planning, and researching your project in “chunks” alongside your portfolio work over the first half of the quarter. Something to keep in mind is that the bulk of producing your capstone project will take place in weeks 7-10, culminating in a presentation of your final portfolio and your capstone project in our final class session.

Your project could take a number of forms. Here are some ideas to help you start thinking about what you would like to do for your capstone project:

A technical writing project:

A document, or set of documents that helps walk a user through using a technology, using Adobe Robohelp or Madcap Flare.

A digital communication project:

An interactive article discussing a topic, or a social media campaign strategy and content, using tools like Hootsuite or some tools from the Adobe Suite.

A programming project:

An application, or useful script, made with Python.

A digital arts project:

An art installation, created with Adobe Premiere and/or Illustrator.

A research project:

A well-developed research paper.

As part of your capstone proposal, with feedback from your instructor and classmates, you will write your own assignment sheet and rubric for assessing your work. Your capstone project will be presented during our final class session, alongside your portfolio. This will be broken out over the quarter into eight "minor" discussion posts, and finally, the project itself. For each you will get instructor and peer feedback.

Minor discussion posts:

*"What tools do you need?"* (Week 2)

*"What are good examples of what you're making?"* (Week 3)

*"What are some resources you can consult?"* (Week 4)

*"What is your project outline?"* (Week 5)

*"Preliminary sketch of the project?"* (Week 6)

*"First draft"* (Week 7)

*"Second draft"* (Week 8)

*"Final draft"* (Week 9)

## Resume and LinkedIn Profile (Weeks 8-9)

*Resume draft* (Week 8)

Using your work on the capstone proposal, mapping exercise, you will draft a resume targeted at the professional role you have targeted for feedback.

*Final draft of resume and LinkedIn profile* (Week 9)

Using your final resume draft you will populate your LinkedIn profile for feedback.

## Final Presentation (Week 10)

During our final class session, working from your proposal, mapping, synthesis essays, and capstone project, you will give a 5-8 minute presentation. In this presentation, you will artfully explain how you have achieved the DICE program outcomes, while highlighting your skills, expertise, and talents as they are demonstrated in your portfolio, and in your capstone project. The presentation should have an introduction that previews your content. A body that signposts that content. And a conclusion that recaps your main points to close with impact.

## Final Capstone and ePortfolio (Week 10)

You will publish your final ePortfolio and Capstone project to your portfolio website and turn in the link for credit. The final capstone and ePortfolio will be assessed using both the ePortfolio assignment sheet/rubric and the assignment sheet/rubric that you generated earlier in the quarter in your capstone proposal.

Participation	100
Capstone Proposal	40
Intellectual Genealogy Exercise	40
ePortfolio (parts I-VI) (x5)	250
Capstone Project Minor discussions (X8)	120
Final Presentation Rough Draft	50
Final Presentation	130
Final Capstone and Portfolio	200
Resume and LinkedIn Account	70
Total	1000

Note: A 48-hour grace period is required after you receive a grade to discuss grades. Everyone is entitled to have a say in the grade that they get. All I require is that you first take a moment to think about what it is you have to say.

## Policies and Resources

### University Resources

#### CANVAS HELP:

<http://www.seattleu.edu/canvas/students/>

#### LIBRARY AND LEARNING COMMONS:

<http://www.seattleu.edu/learningcommons/>

#### WRITING CENTER:

<https://www.seattleu.edu/writingcenter/>

#### LEARNING ASSISTANCE PROGRAMS:

<https://www.seattleu.edu/learning-assistance/>

#### ACADEMIC INTEGRITY TUTORIAL:

<https://www.seattleu.edu/academicintegrity/>

The following policies govern this course and comply with Seattle University policies.

### Support for Students with Disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296- 5740. Disability-based adjustments to course expectations can be arranged only through this process.

#### DISABILITY SERVICES:

<https://www.seattleu.edu/disabilities-services/>

## **Academic Policies from the SU Registrar**

Be sure that you understand the following university academic policies, posted on the Registrar's website:

ACADEMIC INTEGRITY POLICY:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Academic-Integrity-2011-3.pdf>

ACADEMIC GRADING GRIEVANCE POLICY: <https://www.seattleu.edu/media/school-of-theology-and-ministry/Academic-Grading-Grievance-2004-07.pdf>

### **Incomplete Grades**

If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university available on the Office of the Registrar website: <https://www.seattleu.edu/registrar/Policies.aspx> (Links to an external site.)

### **Assignment Deadlines and Extensions**

Assignment deadlines are visible on both the Course Syllabus and the Assignment List (as well as the individual Assignment pages themselves). You can always find links to those two pages in the left sidebar of the course.

Due to the nature of the work, and the online structure of the course materials, assignment deadlines will be automatically enforced. Generally, there will be no extensions to the assignment deadlines, primarily because falling behind on work in this course makes it exponentially more difficult to complete the course successfully.

Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

### **Student Responsibilities for Learning**

You are expected to budget 10 hours per week for this course. Most of the time, this will be adequate time to complete all of the requirements for each week. However, given the nature of the material in these courses, it is likely that some weeks will be

more time-consuming than others due to complexity of concepts. Please communicate openly with your instructor about how the course is going and let your instructor know if you are regularly spending a lot more time to complete work. Additional tutoring or other assistance may be available depending on the nature of the issue. You are also encouraged to review the calendar at the beginning of the quarter to flag any weeks that seem to you to be especially full or challenging.

Phase	Week	Topic	Resources	Assignments
Planning	Week 1 (At home)	<b>Designing Your Capstone Experience</b>	<ol style="list-style-type: none"> <li><a href="#">The Adobe Suite</a></li> <li><a href="#">LinkedIn</a></li> <li><a href="#">Indeed</a></li> <li><a href="#">SU Career Services</a></li> <li><a href="#">DICE Program Learning Outcomes</a></li> </ol>	<ol style="list-style-type: none"> <li>Capstone project proposal</li> </ol> <i>Participation</i>
Inventorying	Week 2 (F2F)	<b>Mapping Your Knowledge (and Your Portfolio)</b>	<ol style="list-style-type: none"> <li><a href="#">Prezi</a></li> <li><a href="#">MindMeister</a></li> <li><a href="#">PowerMapper</a></li> <li><a href="#">DynoMapper</a></li> </ol>	<ol style="list-style-type: none"> <li>Knowledge map</li> <li>Synthesis essay (program outcome 1)</li> <li>What tools do you need?</li> </ol> <i>Participation</i>
Organizing	Week 3 (F2F)	<b>Organizing Your Learning</b>	<ol style="list-style-type: none"> <li>Markel, "<a href="#">Organizing Your Information.</a>"</li> <li>Usability.gov, "<a href="#">Information-Architecture.</a>"</li> <li>"<a href="#">Topics of Invention,</a>" <i>Silva Rhetoricae.</i></li> </ol>	<ol style="list-style-type: none"> <li>Synthesis essay (program outcome 2)</li> <li>Synthesis essay (program outcome 3)</li> <li>What are good examples of what you're making?</li> </ol> <i>Participation</i>
Framing	Week 4 (At home)	<b>Framing Your Skills and Knowledge</b>	<ol style="list-style-type: none"> <li>"<a href="#">32 Brilliantly Designed Portfolios</a>" to Inspire You," <i>Creativebloq.</i></li> <li>"<a href="#">50 Beautifully Simple Portfolio Websites for Your Inspiration,</a>" <i>WebPageFX.</i></li> <li>Graves, Nikki, and Molly Epstein. "<a href="#">Eportfolio: A tool for constructing a narrative professional identity.</a>" <i>Business Communication Quarterly</i> 74, no. 3 (2011): 342-346.</li> </ol>	<ol style="list-style-type: none"> <li>Synthesis essay (program outcome 4)</li> <li>Synthesis essay (program outcome 5)</li> <li>What are some resources you can consult?</li> </ol> <i>Participation</i>
Finalizing	Week	<b>Displaying</b>	<ol style="list-style-type: none"> <li>Chiang, Johannes Kuo-Huie,</li> </ol>	<ol style="list-style-type: none"> <li>Synthesis essay</li> </ol>

	5 (F2F)	<b>Your Skills and Knowledge</b>	<p>and Hung-Yue Suen. "<a href="#">Self-presentation and hiring recommendations in online communities: Lessons from LinkedIn.</a>" <i>Computers in Human Behavior</i> 48 (2015): 516-524.</p> <p>2. Butow, Eric. "<a href="#">Chapter 7: Designing a user interface.</a>" <i>User Interface Design for Mere Mortals</i>. Pearson Education, 2007.</p>	<p>(program outcome 6) 2. What is your project outline?</p> <p><i>Participation</i></p>
Auditing	Week 6 (At home)	<b>Auditing Your Professional Persona</b>	<p>1. Roulin, Nicolas, Adrian Bangerter, and Julia Levashina. "<a href="#">Interviewers' perceptions of impression management in employment interviews.</a>" <i>Journal of Managerial Psychology</i> 29, no. 2 (2014): 141-163.</p> <p>2. Churm, "<a href="#">An Introduction to website usability testing.</a>" <i>Usability Geek</i>.</p> <p>3. <a href="#">SU Qualtrics Account</a></p>	<p>1. Professional introduction and sketch of final presentation 2. Preliminary sketch of project</p> <p><i>Participation</i></p>
Making	Week 7 (F2F)	<b>Demonstrating Your Professional Persona</b>	N/A	<p>1. First draft of project</p> <p><i>Participation</i></p>
Exhibiting	Week 8 (At home)	<b>Synthesizing your Skills, Knowledge, and Professional Persona</b>	N/A	<p>1. Rough draft of resume 2. Second draft of project</p> <p><i>Participation</i></p>
Displaying	Week 9 (At home)	<b>Actualizing Your Professional Persona</b>	<p>1. Barnett, Joshua. "<a href="#">Organizing and outlining.</a>" <i>The Public Speaking Project</i>.</p>	<p>1. Final draft of resume and LinkedIn page 2. Final draft of capstone project 2. Rough draft of presentation outline</p> <p><i>Participation</i></p>
Performing	Week 10	<b>Performing your</b>	None.	<p>1. Final Presentation 2. Final Capstone and</p>

	<b>(F2F)</b>	<b>Knowledge and Skills</b>		ePortfolio <i>Participation</i>
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Week 1: Designing Your Capstone Experience

Week 2: Mapping Your Knowledge (and Your Portfolio)

Week 3: Organizing Your Learning

Week 4: Framing Your Skills and Knowledge

Week 5: Displaying Your Skills and Knowledge

Week 6: Auditing Your Professional Persona

Week 7: Demonstrating Your Professional Persona

Week 8: Synthesizing Your Skills, Knowledge, and Professional Persona

Week 9: Actualizing Your Professional Persona

Week 10: Performing Your Knowledge and Skills