

UTS2500 Capstone Experience

Course Information

A. Brief description

The Capstone Experience is open to undergraduate members of the College of Alice & Peter Tan (Year 2 and above) and will build on the first- and second-year courses of the University Town College Program (UTCP). Students will work in a multi-disciplinary group consisting of **three to five students**. Together with an external partner, and under the guidance of a CAPT fellow, they apply disciplinary knowledge and skills to address an issue or question which is authentic and of practical relevance to the community. In the process, students engage communities and organizations either locally or abroad in planning, implementing and communicating their ideas and concepts, develop collaborative and leadership skills, cultural competency and an awareness of civic values. The learning experience is reflected in well-researched and thoughtful situational analyses, reflective journals, and final reports or presentations. Capstone experiences will be supervised by College faculty with expertise in the chosen area, with the participation of a qualified preceptor from the external partner.

Students are encouraged to start early and to consult with potential partners and CAPT fellows the semester before the planned capstone project. Proposals should be submitted using the Capstone Proposal Form. The partner, supervising fellow and team members should be confirmed three weeks before Week 1 of the semester in which the capstone project is to be carried out.

All team members must also fill in the Student Information Form, attach their CVs with the form and email the documents to their supervising fellow. This is to assess and ensure the fit of the student for the project, and for course registration.

B. Learning objectives

By the end of the course, the student will have learnt to:

1. Demonstrate an understanding of the social, economic, cultural, historical and political context of the issue or question to be addressed within a defined community in Singapore or the region.
2. Analyse needs and root causes pertinent to the issue or question, within an interdisciplinary framework
3. Apply sound and appropriate methods towards creating effective strategies to address the issue or question
4. Engage and communicate effectively with stakeholders in the process
5. Reflect on the impact of individuals, government, civic and private

organizations on society, and the implications for policy making at the national level

6. Demonstrate an understanding of the need to consider ethics, justice and equity in decision-making
7. Function effectively as a member of a team, accommodate differing points of view and build cooperative relationships.

C. Workload

As the course is worth 4 units, students are expected to spend at least 3 contact hours per week on their capstone projects adding up to a total of 39 hours a semester. However, the hours could exceed this number depending on the schedule of meetings and activities between the external organization and the Capstone team.

Most capstone projects can be completed over one semester; in exceptional cases, a capstone project may stretch over 2 semesters.

D. Assessment

Assessment	Weightage
1. Situational analysis (individual)	20%
2. Final report (group)	25%
3. Final presentation (individual)	20%
4. Reflective journal (individual)	15%
5. Tutor's appraisal (individual)	15%
6. Peer appraisal (individual)	5%
Total	100%

From Semester I AY2015-2016, students can take the course for a letter grade, with a S/U option. In addition to the formal assessment, students are expected to maintain satisfactory attendance at Capstone-related events, meetings with supervising fellows and external partners and participation in group work. Excessive and unexplained absences may lead to a student being excluded from the course without credit.

Details of the various assessment components are outlined below. Specific submission deadlines will be determined by and communicated to you by your supervising fellow.

1. Situational Analysis (individual assignment – 20%)

The 'situational analysis' is a report which demonstrates your understanding of the background to the issue that your group choose to address. It would usually comprise descriptive data that can be obtained from published sources, and a commentary on this data. In the case of smoking among youth, for example, the situational analysis would define the scope of the problem in terms of trends over time and the prevalence in various socio-demographic groups or communities, as well as a brief review of the known determinants, gaps in knowledge and opportunities for intervention.

Each of you will take charge of one aspect of the situational analysis; it is up to your team to decide and divide the work. You will be graded individually on the aspect that you have researched and written up (**1000-1200 words for individual write-ups**, excluding tables, figures and references). However, when submitting the situational analysis, all aspects should be collated as one report. Please ensure that the report is coherent although the different aspects are written by different individuals. Your supervising fellow will give you further guidance after reading your situational analysis. This assignment should be typically submitted by Week 6 or by the end of Recess Week.

2. Final Report (group assignment – 25%)

This grade component will be based on a holistic appraisal of the content and quality of your final report (**5000-6000 words for the group write-up**, excluding tables, graphs, figures and references). Your team will be evaluated by (a) how well you have used the concepts and theories that are relevant to the question or issue you are dealing with to gain insights into how this question or issue can be resolved, (b) the theoretical and/or practical implications of your study, and (c) any initiatives and/or programs that have helped to address this question or issue.

3. Final Presentation (individual assignment – 20%)

Every team member **must** participate in the presentation. The presentation should be professional, creative and coherently structured. This is a formal presentation that will be graded. The length of the presentation is usually at least an hour -- each team member presents for about five to ten minutes and there is also time set aside for Q&A and clarifications. Capstone presentations will be usually held on the Monday of Reading Week. An external examiner from the College's faculty will grade all capstone presentations in a particular semester to ensure neutrality and parity in grading.

4. Reflective Journal (individual assignment – 15%)

This reflective journal should cover your personal learning journey as part of the capstone experience. The assessment can take the form of either one or two submissions at any suitable point during the course of the semester, decided by your team and your supervisor, and should total **1200 to 1500 words**.

5. Tutor's Appraisal (individual assignment – 15%)

Your overall performance will be evaluated by your tutors.

6. Peer Appraisal (individual assignment – 5%)

Your contribution to your team's effort will be evaluated by your peers. Please fill in the **Peer Evaluation Form** in a fair and responsible manner.

The evaluation criteria for some of the above assessments can be found in the **Grading Rubrics**. After your submissions, your team will be asked to submit a 150-word write-up that will be used for College publications such as the Academic Bulletin, donor report etc.

Important Notes:

All written assignments (reports and the learning journal) should be done using a 12-point Times Roman Font (or equivalent), with double spacing, one-inch margins and page numbers. Please ensure that there are no spelling or grammatical errors.

Your team may be asked to make an informal presentation to other students in the College to share your Capstone experience; this informal presentation is not graded and is usually around 20 minutes.

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Proposal Form

Title of project		
Supervising Fellow(s)		Fellow(s)'s email:
Duration of project		
Partner(s)		
Key objective(s) mutually agreed with the partner(s)	<i>Description of the partner(s)</i>	
Scope/proposed activities	<i>Brief description of activities to be conducted</i> <i>Frequency for engagement</i> <i>Timeline of activities (if available)</i> <i>Methodology for evaluation (if applicable)</i>	
Any other information	<i>Background of the issue to be addressed</i> <i>Brief literature review of the academic aspects of the issue</i> <i>Describe how the activities would help achieve the objectives and benefit the partner(s)</i>	
Team members	Full name	Matric number

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Student information Form

Please fill in this form and send it to your Fellow supervisor

Name & Matric number		Faculty/Year	
HP number		Email	
Capstone project title			
Why are you interested in this project?			
Relevant experience and skills for this project			
State the number of courses that you will be taking (<i>excluding</i> the Capstone)			
Will you be doing the equivalent of a final year project or thesis?			
Are there any other major commitments that you have taken on? (e.g., case competitions, training for a marathon, etc)			
UTCP Course History (please tick if you have read the course)	<input type="checkbox"/> Junior Seminar <input type="checkbox"/> Senior Seminar (UTC-coded) <input type="checkbox"/> Senior Seminar (UTS-coded) <input type="checkbox"/> IEC1 <input type="checkbox"/> IEC2		
Senior Seminar(s) taken in past semester/concurrently taking in present semester			
Any other information			

UTS2500 Grading Rubrics

Situational Analysis (Individual Assignment: 20%)

Content

- a. the extent to which relevant literature or credible sources of information are identified (e.g., comprehensive coverage and up-to-date studies)
- b. the extent to which the above was applied (e.g., why the project was needed, designing the specific aims of the project, planning the program and how the team would evaluate whether it achieved its objectives)

Coherence -- related to organization, language and referencing

- c. the content should be organized in a systematic manner (e.g., flow of ideas)
- d. the writing should be free of typos and grammatical errors
- e. there should be accurate and judicious referencing (e.g., citing relevant studies)

Final Presentation (Individual Assignment: 20%)

Content/Knowledge of Subject Matter (10 marks)

- a. the extent to which the content of the presentation is coherent and well-organized
- b. how familiar the student is with the subject matter of his/her portion of the presentation

Presentation Skills (5 marks)

- c. the extent to which the student is confident, coherent and well-prepared in his/her portion of the presentation

Performance during Q&A (5 marks)

- d. the extent to which the student is able to respond well to questions during his/her portion of the presentation and as a team member for the entire presentation

Final Report (Group Assignment: 25%)

Content

The Final Report should cover/show:

- a. the critical components of the Capstone Project from planning to implementation to evaluation to implications (these components include but are not limited to the activities or programs that were planned).
- b. how the team went about addressing the issues that were identified in the Situational Analysis at the start of the Capstone Project (e.g., how well the team has used the concepts and theories that are relevant to the issues identified)
- c. the extent to which the team has demonstrated critical thinking and analysis in the process of working on the Capstone Project

Coherence -- related to organization, language and referencing

- d. the content should be organized in a systematic manner (e.g., flow of ideas)
- e. the writing should be free of typos and grammatical errors
- f. there should be accurate and judicious referencing (e.g., citing relevant studies)

Reflective Journal (Individual Assignment: 15%)

Content

The Reflective Journal should not be a rehash of the Final Report. Instead, it should cover/show:

- a. how the student has been actively engaged in and learning from the process of working on the Capstone Project
- b. the extent to which the student has demonstrated critical thinking and analysis in the process of working on the Capstone Project

Coherence -- related to organization, language and referencing

- c. the content should be organized in a systematic manner (e.g., flow of ideas)
- d. the writing should be free of typos and grammatical errors
- e. there should be accurate and judicious referencing (e.g., citing relevant studies)

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Presentation Evaluation Form

Name of Student	Content/Knowledge of subject matter (10 Marks)	Presentation Skills (5 marks)	Performance during Q&A (5 marks)	Remarks

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Peer Evaluation Form

Please evaluate your own and your team members' contribution using a one-to-five point scale where:

5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

For example, if you feel your team worked well together and everyone gave of their best and contributed equally, please indicate "5" for everyone. If you feel otherwise, please indicate the number that comes closest to your perception.

a.	(Your name here)	1	2	3	4	5
b.		1	2	3	4	5
c.		1	2	3	4	5
d.		1	2	3	4	5
e.		1	2	3	4	5
f.		1	2	3	4	5

- 1. How did you contribute to the group project?**

- 2. Has there been anyone in your group who has consistently exceeded their responsibilities and serves as an exemplary peer in all aspects?**

- 3. Do you have any other comments and feedback?**