**IDH 4890: Honors Capstone in Medical Humanities, 3 crs.**

Harriet L. Wilkes Honors College, Florida Atlantic University

Instructor: Professor Dorotha Lemeh

Email: dlemeh@fau.edu

Phone: 6 – 8019; Office Hours: Monday & Wednesday 8:30 to 9:10; 11:45 to 12:35; 4:20 to 5:20 & by Appt.

**Description**

The Honors Capstone in Medical Humanities is a component of integrated learning and an engagement amongst the disciplines (arts, humanities, quantitative, social science and natural science) at the Harriet L. Wilkes Honors College of FAU. The interdisciplinary focus of the Honors Capstone in Medical Humanities requires 2 faculty members to serve on the committee, and if needed, the addition of a third member from another FAU campus or professional in the industry can be added. Faculty are to be from different academic disciplines. The culminating final year project of the Honors Capstone in Medical Humanities is built on the theoretical foundation developed from rigorous study at the Honors College, supported by an internship experience, approved Directed Independent Study, Service Learning and/or Social Entrepreneurship courses. A 25 to 40-page paper (which may coincide with a performance or include other forms of visual research) is to be presented in documented form demonstrating the student or student group’s capacity to successfully integrate content knowledge drawn from academic study and field research. In sum, the breath of critical theory and creative engagement or problem solving encapsulated in academic study at the Honors College and/or other institutions, serves as the structural foundation for the Honors Capstone in Medical Humanities.

**Honors Distinction:** This course contributes to the Honors College curriculum as it is designed to fit into an interdisciplinary curriculum in the liberal arts and sciences that includes team taught courses and courses that emphasize critical thinking and writing across the disciplines. It differs substantially from the non-Honors version, since the research and writing components of the course will be much more demanding, and will prepare students professionalize not only their work but also the way they relate to their field of study. Most importantly, this course will reflect the interdisciplinary nature of Honors education and will inculcate critical attitudes and skills that will teach you how to learn for yourself.

**Writing Across the Curriculum (WAC) General requirements:**

This course partially fulfills the Writing Across the Curriculum (WAC) requirement for HC students. You must make a final grade of at least a C in order to receiving writing credit. This means we will spend a lot of course time working on college writing, and that your grade will be based largely on your performance as a writer of college papers.

*This class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expects you to improve your writing over the course of the term. The University’s WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions. You must at least receive a “C” grade (not a C-) to receive WAC credit.*

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of term paper.

**Required Text**

Mann, Thomas (2005) The Oxford Guide to Library Research. Oxford University Press

Supplemental materials will be provided.

**Suggested**

Harner, James L. (2008) Literary Research Guide: MLA. Modern Language Association

Szuchman, Lenore T (2010) Writing with Style: APA Style for Social Work. KY: Cengage Learning

Szuchman, Lenore T (2001) Writing with Style: APA Style for Counseling. KY: Cengage Learning

**Goals**

* To provide the opportunity for authentic experiences, beyond the classroom, which demonstrates breadth and depth of knowledge brought about by cumulative research
* To foster positive team-building and group mentoring experiences
* To encourage students thinking critically, analytically and creatively about their researched topic
* To showcase results of students developed concepts and ideas
* To develop effective communication, innovative problem solving, and self management skills
* To assist students to bridge academic theoretical learning with employable skills and knowledge
* To provide a forum for effectively communicating to a broad audience research that demonstrates the depth of their subject
* To build and develop a strong network of professionals in their selected field of study

**Examples of Potential Honors Capstone Topics**

Reasons for a student or a student group to be interested in pursuing the Honors Capstone are numerous and do vary. Consequently, several variations on the presented themes are to be expected. Examples of potential Capstone Projects that can be pursued as the topic of study are as follows:

* “Medical Science in the Age of Technology”
* “Medicine, the Smartphone & the Social Media”
* “The New face of Scientific & Medial Illustration”
* “Meaningful Acts of Peace: Addressing Trauma”
* “Bioethics, Medicine, & Economic Necessity”
* “Toxic Earth & Global Health”
* “Therapeutic Measures: Healing Narratives in Literature, Poetry, and the Arts”
* “Animal Bionic: A Tale of a Difference”
* “Neuro-aesthetics and the Seat of Creativity”
* “Walk a Mile in My Shoes: Performing Therapies”

***Assignments***

Assignments will be determined in conference with the student or students group, based on the needs and overall development of the project.

**Peer Review**

Review, analysis, and critique of the rough draft of the proposals and practice project presentation by peers are completed during the semester. These substantive reviews provide comments, and other suggestions to help strengthen the proposal.

**The role of the Honors Capstone Faculty Advisors (HCFA)**

The role of the Honors Capstone Faculty Advisors is to lend guidance, offer feedback, assist with identifying resources, and oversee the various phases of development of the Honors Capstone Project. Through out the process advisors lend their expertise in refining the student or student groups’ Capstone, while offering additional informed insight about the research conducted.

**Method of Evaluation**

**Assessment of the Honors Capstone Project**

* Project Research
* Leadership and Participation
* Oral Presentation

**The Written Component of the Honors Capstone**

Written text (Prospectus, papers, comprehensive report with assessment, blog, and *e*Portfolio)

**Project Research**

The Prospectus

The Researched Paper

The Blog

Visual Component

**The Prospectus/Proposal**

The prospectus is a proposal of the topic you want to choose: what kind of problem you want to address? What are your preliminary conclusions? What evidence have you gathered to support your argument? And how do you plan to organize such evidence? What sources or research materials have you uncovered? The prospectus will be typed, approximately 3 pages in length, font should be 12 point in size, and double-spaced (approximately 750-1200 words). *The individual or group will submit one single prospectus.*

**The Researched Paper**

The length of the Discussion Paper should be no less than 7- or longer than 20 pages. The font should be 12 point in size, double-spaced, numbered, contained within 1-inch margins. The final numerical count of the text excludes the following: introductory page, table of contents, illustrations, and bibliography.

**Note about Plagiarism: Don’t!** You are here to learn to think for yourself. Give yourself the opportunity to express your own unique point of view. I know it is tempting to use Wikepdia as your primary source of information, but might I suggest other valuable sources, such as the reading material found through the search engine of Jstor

[ <http://www.jstor.org>] or Oxford Journals [ <http://www.oxfordjournals.org> ].

**The Blog website with *e-*Portfolio component of the Honors Capstone**

In consultation with the Faculty Advisors, the student will outline the foundation for, and the development of the structure for the *e* Portfolio: Honors Capstone Blog. This on line portfolio is a useful way in which to provide structure to your academic studies in relationship to your research and professional career. First the written component of the blog is a space for synthesizing what has been read about and learned in class, through readings, and lectures by the experts in your field. Second, the blog posting is a space to construct discussion, pose questions, and critically investigate philosophical points of view in a way that allows for reflection and possibility. Third, the blog becomes a virtual space where, through assessment and critique, the complexity of the college experience, within and beyond the classroom, is discussed in a meaningful way, offering the opportunity for depth of insight.

The Honors Capstone Blog website with *e-*Portfolio will be posted on a designated WHC website. Included in the blog postings are written text, and potentially pod- and vod-cast, which is relevant to the research for the colloquium. Word count for each entry: A minimum of 250 words are to be included with each on line entry. Either a pod- and/or vodcast can be imported in to the blog.

**The Visual Component of the Honors Capstone**

 In accordance with the H. Capstone requirements the visual elements (art, illustrations, photographs, film/video, prototypes) can be submitted as materials that support the written text. Digital images/stills (20 maximum) or animation(s), and/or film/video should be no less than 4 minutes, and no longer than 2 hours, in length. An electronic digitized copy for the library is to be provided.

**Oral Presentation of the final Honors Capstone**

The final presentation, the Oral Examination (Defense), takes place before or during spring semester’s Symposium, where the student or student group presents their findings to their committee members. A scoring system used by each member of the committee to evaluate the H. Capstone considers the following:

* \*Connections to Experience
* Connections to Discipline
* Transfer of Knowledge
* Integrated Communication
* Reflection and Self-Assessment

The overall combination of points of the committee member determines whether the student or student groups project is satisfactorily or not satisfactorily completed.

*\*The Integrative Learning Value Rubric is provided by the Association of American Colleges & Universities (AACU of which FAU is a member.)*

**Code of Academic Integrity policy statement**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.*

<http://www.fau.edu/divdept/honcol/academics_honor_code.htm>

<http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

**Students with Special Needs**

*The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA).* Please consult the University website for additional information concerning Disability Services: <http://www.osd.fau.edu> . *In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); or in Jupiter, SR 110 (561-799-8010) – and follow all OSD procedures. Any student with a documented disability or special need, who requires reasonable accommodations for assignments will need to contact Disability Services Office at the beginning of the semester.* <http://www.osd.fau.edu/Rights.htm>

**About the Honors Capstone**

The following list helps to distinguish between an ***Honors Capstone*** from an ***Honors Thesis***:

1. A group, a pair or an individual (no more than 4 students) are able to pursue the H. Capstone with H. Internship
2. Members can initiate formation prior to the junior year or can come together during the H. Capstone Seminar
3. In the junior year the team seeks out 2 (possibly 3) faculty members and one \*outside person within the industry or field of study to serve on the committee
4. Team members identify and develop the Capstone idea. Once done it is typed and then submitted in proposal form to the faculty mentors
5. The type written proposal is between 750 – 1200 words in length
6. Once the proposal is formulated groups, pairs or individuals whose projects are approved present the project proposal to their peers in the Seminar class for feedback & mentors approval
7. Once approved the team develops a flexible timeline for the project, designates assignments for each of its members & collectively contributes to the formation of the H. Capstone Paper
8. Length of H. Capstone Paper: 25 to 40 pages (this may or may not includes images, documentary video/film, illustrations, or/and photographs)
9. Group schedules regular meeting days & times to discuss the H. Capstone
10. H. Capstone Blog is posted on a designated Honors website
11. An *e-*Portfolio containing information about the research is designed by the group & posted on-line
12. Courses taken (concentration directed): H. Capstone - 3 (repeatable), H. Service Learning or/and H. Entrepreneurship - 3 credits & H. Internship - 3 credits
13. Presentation or presentations must be conducted during one or more of the following events: Honors College Symposium, FAU-Boca Symposium, TEDx, and/or an approved of professional conference (local, regional or national). For example, the National Collegiate Honors Council (NCHC). Open to the public.
14. H. Capstone projects prepares the group for work related problem solving or innovative pursuits for particular industries

**The Semester**

Meetings determined in conference with students

**Selected Bibliography**

Bell, Suzanne S. (2012) Librarian’s Guide to Online Searching, 3rd edition, CT: Libraries Unlimited

Bender, Sharon L. (2004) Producing the Capstone Project. Iowa: Kendell Hunt Publishing

Booth, Wayne, C., Colomb, Gregory C., and Williams, Joseph M. (2008) The Craft of Research,

3rd edition. Illinois: University of Chicago Press

Hatch, Mark (2013) The Maker Movement Manifesto: Rules for Innovation. Ohio: McGraw Hill

Harner, James L. (2008) Literary Research Guide: MLA. Modern Language Association

Mann, Thomas (2005) The Oxford Guide to Library Research. Oxford University Press

Szuchman, Lenore T (2010) Writing with Style: APA Style for Social Work. KY: Cengage Learning

Szuchman, Lenore T (2001) Writing with Style: APA Style for Counseling. KY: Cengage Learning

Thompson, Nato (2012) Living As Form: Socially Engaged Art From 1991 – 2011. The MIT Press