

**UNIVERSITY OF OREGON
CONFLICT AND DISPUTE RESOLUTION MASTER'S PROGRAM**

CRES 650: CAPSTONE SEMINAR

FALL 2020

Class Meetings:	R 8:00-9:00
Class Location:	REMOTE
CRN:	12138
Instructor:	Edgar Temam
Office Hours:	By appointment
E-mail:	etemam@uoregon.edu

COURSE DESCRIPTION

This one-credit course aims to help students to develop their own proper process for completing their final project--thesis or terminal project.

Although issues related to the content of projects might get some attention, the focus is on the *process*.

(Note that students doing their final project through the course-concentration option need to take the Academic Capstone.)

LEARNING OBJECTIVES

As a result of taking this course, students will have opportunities to do the following:

- Assess their current project status.
- Begin or continue planning and scheduling their project.
- Reflect on their writing style and process.
- Reflect on their writing obstacles.
- Help their peers with these two kinds of reflections.
- Offer feedback on their peers' reflections and postings.
- Form support groups.

COURSE TEXTS

Required

- Joan Bolker, *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*.
- COURSE READINGS (on Canvas) in "Quotes, Etc." (See "Schedule" on Canvas.)

The required book is available at the Duck Store.

Recommended

- See "Recommended" on Canvas

GRADING

This course is graded Pass/No Pass. You need to satisfactorily complete the course requirements to pass this course.

COURSE REQUIREMENTS & EXPECTATIONS

(1) Attendance & Contributions. Here are some ways for you to make positive contributions: attending attentively; preparing by reading critically our assigned readings as well as noting questions and comments to be addressed in class discussions; engaging in class discussions, which includes active listening and offering interpretations, insights, and responsible feedback; reading and offering feedback on your peers' Reflections-on-Process submissions; engaging in class activities; cooperating in group-work; and posting or responding to posts on Canvas.

(2) A Self-Identification-Sharing Report. (See Canvas for prompt and submission date.)

(3) A Status Report. (See Canvas for prompt and submission date.)

(4) A Reading Response. (See Canvas for prompt and submission date.)

(5) Two Reflections on Process. You will have nine opportunities to submit two reflections. (See Canvas for prompt and submission date.)

I recommend that you work with your peers—discussing and learning together, helping each other, and forming support groups.

COURSE SCHEDULE (subject to change)

See "Schedule" on Canvas.

COURSE POLICIES

Attendance: Your attentive presence constitutes a significant share of your contributions.

Contributions: Your contributions matter; they play a role in shaping this class. There are many ways for you to make positive contributions: for some instances, see "Course Requirements" above.

Class Meetings Recording: Class meetings will be recorded and available through Canvas.

Office-Hours Meetings: You are welcome to schedule meetings with me.

Email: Please feel free to email me.