

**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.