Integration Project Writing Course
IPS 593 – Fall 2017, Online

CONTACT INFORMATION

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COURSE DESCRIPTION

The integration project involves the personal integration and application of one’s course of studies at IPS into one’s vocational/ministerial identity. 593 is required for MDIV, MASJ, MACS, MAHCML, and MAPS students (except those in the MAPS–Health Care Chaplaincy concentration).

OUTCOMES

Successful integration and assessment of a student’s studies and vocational development.

ENROLLMENT CONDITIONS

Students should register in the final semester of coursework, or when they are within 9 credits of completing the degree. They must have the project proposal approved before registration.

COURSE METHODOLOGY

The 593 course is intended to guide you through to completion of your integration project. The faculty envision this group as a resource-gathering/meeting and discussion/feed-back loop/accountability space for "checking in" as you work to complete your capstone integration project, reflecting back on what you’ve learned from all your challenging and transformative IPS coursework. You will have the opportunity to get aid and support from students who are also on the integration journey, as well as from your wonderfully dedicated IPS professors who remember well the difficulties and excitement in the crafting of a substantial dissertation project and its related writing process, undertaken in our own academic careers. That said, the deadlines and expectations for this course are serious academic requirements, and need to be treated as such.
REQUIREMENTS and EVALUATION

Students will be expected to:

- stay in regular email contact with the facilitator of this course and one's faculty reader;
- attend four online group sessions to discuss the writing process;
- engage content provided by the facilitator on Sakai, Panopto, or other platforms;
- hand the relevant sections of their project to their reader at appropriate deadlines;
- submit a complete draft of their project to their faculty reader by the relevant deadlines (Fall: Nov 1, Spring April 1; Summer July 15). The final copy of the integration project, with any revisions suggested by the faculty reader, must be uploaded to the course Sakai site by the final day of classes in each semester.

Since this is a mandatory class which is evaluated along a Pass/Fail model, the absence or unwillingness to complete any of the above expectations will result in the facilitator's duty to fail the student. Students who fail IPS 593 will be required to re-take the course in order to graduate.

There are no particular texts to purchase. However, the *Chicago Manual of Style* and Strunk and White’s *Elements of Style* could prove to be helpful resources for your writing projects.

For information and assistance regarding redaction, editing and proofreading of written assignments, please consult the IPS Research and Writing Sakai site:

https://sakai.luc.edu/portal/site/b0d6fbd2-02ed-408d-be7a-2633f5543835

The integration project guidelines for particular degree programs are available at:

http://luc.edu/ips/resources/procedures/#d.en.124710
# COURSE STRUCTURE AND SCHEDULE:

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<tr>
<th>Sections of Integration Project</th>
<th>Assignments</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Praxis One: Contextual Foundations (5-7 pages)</td>
<td>Upload first draft on the Sakai course website (as attachment to entry in discussion forum 1) Read Strunk and White's, <em>The Elements of Style</em>, chap. 3, 7-17 Read your classmates' submissions and take part in the first synchronous session</td>
<td>September 10, 7 pm CST</td>
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<tr>
<td>Research, (10 pages)</td>
<td>Upload first draft on the Sakai course website (as attachment to entry in discussion forum 2) Read Turabian, <em>A Manual for Writers</em>, Part I, chap. 4, 36-47 Read your classmates' submissions and take part in the second synchronous session</td>
<td>September 24, 7 pm CST</td>
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<tr>
<td>Revised Praxis: Integrate and Evaluate (5-7 pages)</td>
<td>Upload first draft on the Sakai course website (as attachment to entry in discussion forum 3) Read Turabian, <em>A Manual for Writers</em>, Part I, chap. 5, 48-61 Read your classmates' submissions and take part in the third synchronous session</td>
<td>October 8, 7 pm CST</td>
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<tr>
<td>Pastoral Integration (12 pages)</td>
<td>Upload first draft on the Sakai course website (as attachment to entry in discussion forum 4) Read Booth, <em>The Craft of Research</em>, chap. 14, 203-10 Read your classmates' submissions and take part in the fourth synchronous session</td>
<td>October 11 or 12, 5:30 to 6:45 pm CST</td>
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<tr>
<td>Introduction, Bibliography, Revision of all others sections</td>
<td>Upload first draft of the complete Integration Project on the Sakai course website (as attachment to entry in discussion forum 5)</td>
<td>November 1, 7 pm CST</td>
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<tr>
<td>Complete Integration Project (Final version)</td>
<td>Upload final version of the complete integration project on the Sakai course website (as attachment to entry in discussion forum 6)</td>
<td>December 1, 7 pm CST</td>
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Ongoing IPS Policies

ACADEMIC INTEGRITY

Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity. Academic dishonesty is characterized by the failure to apply this ethic; i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university.

Boundaries of Academic Honesty and Dishonesty

The following sections discuss specific expressions of academic honesty and dishonesty:

Examinations: Obtaining or distributing materials prior to the scheduled examination without the intention of the teacher; providing information to or obtaining information from another student during the examination; or attempting to change answers after the examination has been submitted are violations of the examination process.

Papers: Plagiarism is the use of ideas, language, or work of another without sufficient public acknowledgement that the material is not one's own. The following acts are regarded as such violations:
- Submitting another person's work as one's own
- Submitting a rewritten or paraphrased version of another person's work without attribution
- Allowing or paying another to write a paper for one's own benefit

Research Procedures: Data misrepresentation or fabrications are clearly unethical. Ownership of data and programs and privileged information and confidentiality of data need to be clarified and respected by all those involved in the research process.

Copyright: Laws of the United States and the university need to be respected. Faculty and students are responsible for knowledge and implementation of university policy in this area. Do not distribute copyrighted material and cite your sources appropriately.

Teaching: Intellectual honesty characterizes the teaching endeavor. Teachers have the responsibility of clearly stating at the beginning of a course, any and all responsibilities of the course and specifying in percentages how the final grade is to be calculated. Furthermore, teachers will inform themselves of appropriate guidelines for the composition of course syllabi and ground rules.
**Failure to Practice Academic Honesty**

A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. Channels for resolution of matters regarding academic honesty will originate with the relevant faculty members and student and will extend to the program and Institute of Pastoral Studies levels as necessary. **All instances of academic dishonesty must be reported to the director of the graduate program.**

For further information on this policy please consult the Institute for Pastoral Studies, Standards, Procedures and Resources for Current Students: [http://luc.edu/ips/resources/procedures](http://luc.edu/ips/resources/procedures)

**WRITING STANDARDS**

Students are expected to demonstrate professional standards in written course work. These standards address basic formatting, spelling, grammar, and punctuation. Unacceptable errors include misspelled words, sentence fragmentation, serious errors in punctuation, errors in verb tense or subject/verb agreement, lack of conformity with assignment format, and improper citations. Resources for writing, citing, proofreading, and editing can be found on the University’s “Writing Center” website: [http://www.luc.edu/writing/student_resources.shtml](http://www.luc.edu/writing/student_resources.shtml)

**POLICY ON THE AMERICANS WITH DISABILITIES ACT**

Any student needing a special accommodation in this course due to a disability documented with the Learning Assistance Center is asked to bring this to the attention of the instructor at the beginning of the semester so that needs can be appropriately addressed. If you have any questions or wish to discuss academic accommodations, please contact the Services for Students with Disabilities Office (773-508-3700 and SSWD@luc.edu) as soon as possible.

**POLICY ON DISCRIMINATION AND EQUAL OPPORTUNITY**

Loyola University does not discriminate on the basis of race, religion, color, gender, age, sexual orientation, ancestry, national or ethnic origin, disability, or other characteristic protected by applicable law, in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Students who have inquiries about this policy or believe they have been discriminated against in violation of this policy, please contact the Office of the Dean of Students at 773-508-8840 or Centennial Forum, Rm. 100, 1125 W. Loyola Avenue, Chicago, IL 60626.