

MARYVILLE UNIVERSITY

Course Syllabus Information

CRIM/ PSYC/SOC 480-1M

Senior Capstone Seminar

Spring 2010

Mondays: 6:30pm-9:45pm REID 3327 2/1 through 4/26 2010

3 credits

Pre-requisite: Senior Status, Completion of PSYC 341 and 342

Instructor: Dr. Michael J. Donovan

Office: ABAC 3rd Floor Faculty Commons

Email: mdonovan@maryville.edu

Office Hours: Mondays: 2:15 – 3:15 PM, 5:00 – 6:00 PM*, Wednesdays: 11:30AM – 12:30 PM, 2:15 – 3:15 PM, and by appointment

* Denotes that up to 4 times during the semester, I will be having review sessions for my Math 141 course at this time (the last Monday, 4/26 is practically guaranteed). Some of these may fall on Wednesdays, so I might not miss 4 Monday evenings worth of office hours. On those days, I'll happily meet with students after our class ends at 9:30, if necessary.

I'm happy to meet with and help anyone at any mutually agreeable time.

REQUIRED BOOKS

Publication Manual of the APA. 6th Edition.

How to Use SPSS. Cronk.

COURSE WEBSITE

D2L: <http://learn.maryville.edu>

COURSE DESCRIPTION

The senior seminar is the capstone experience and is required of all criminal justice/criminology, psychology, sociology majors. It is the course to which all other social science courses lead and is based on the foundation laid by them. The seminar is designed to review and discuss a student's course of study and its application beyond graduation. In addition, the seminar requires that students demonstrate various competencies related to their chosen field of study. Through a portfolio and a capstone project and presentation senior social science majors will demonstrate and strengthen their competencies, and preparation for transition from college.

Prerequisites: CRIM/PSYC/SOC 341, CRIM/PSYC/SOC 342, senior status.

COURSE OBJECTIVES

The seminar provides a culminating and common experience as the social science student nears completion of their curriculum. It challenges the student to demonstrate the accomplishment of required student learning outcomes expected of the social science programs. These objectives constitute the repertoire of skills and knowledge base that

prepares a student to achieve his or her goals beyond the college experience. The following is a description of the social science learning outcomes:

Objective 1 – Knowledge Base

Students will demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends related to their specific social science major.

Objective 2 – Research Methods

Students will understand and apply basic research methods utilized in the social sciences, these include research design, data analysis, and interpretation.

Objective 3 – Critical Thinking Skills

Students will respect and use critical and creative thinking. They will employ the scientific approach to understand various social issues individual behaviors, mental processes, and the integrative links of all three.

Objective 4 – Application

Students will understand and apply social scientific principles to social and organizational issues.

Objective 5 – Ethics

Students will be able to weigh evidence, tolerate ambiguity, and act ethically using guidelines that underlie the social sciences.

Objective 6 – Information and Technological Literacy

Students will demonstrate information competence and thru the use of computers and other technology.

Objective 7 – Communication Skills

Students will be able to communicate effectively in a variety of verbal, visual, and written formats.

Objective 8 – Sociocultural and International Awareness

Students will recognize, understand, and respect sociocultural and international diversity in a manner that prepares them to serve human needs.

Objective 9 – Personal Development

Students will develop insight into the functioning of their whole being (e.g., physical, mental, and social) and apply effective strategies for self-management and self-improvement.

Objective 10 – Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their social scientific knowledge, skills, and ethics to their occupational pursuits.

TEACHING METHODS

This class uses a seminar, quasi-blended format and is designed to facilitate independent study as well as group interaction and learning. Course objectives will be achieved through the use of lecture, discussion, group activities, guest speakers, portfolio development, and an independent project.

COMMUNICATION

To make this class a rewarding, challenging, and interesting experience, it is your responsibility to communicate any questions, concerns, and/or difficulties you are having related to the course. A small difficulty can become a larger one if not addressed early; so, please communicate those questions EARLY!! If you need to get in touch with me, please contact me at mdonovan@maryville.edu. A prompt attempt by me to respond to your questions will be maintained, but it may take more than 24 hours to reply to your correspondence, especially on weekends. I check E-mail very often on days when I'm on campus (Mondays and Wednesdays) than other days, but I check it at least twice on Tuesdays and Wednesdays (morning and late night). I always check it on Friday mornings, and I usually, if not always check it once/day on weekends. Be sure to sign your e-mails with your name so I know to whom I am responding.

**The fastest and most effective way of getting in touch with me for time sensitive issues is via e-mail. I only have a voicemail on campus, and I do not have my own dedicated telephone, so students rarely, if ever try to contact me that way. E-mail always works except during internet downtimes.

INSTRUCTOR EXPECTATIONS OF STUDENTS

ATTENDANCE/ PARTICIPATION

Attendance and participation are considered integral components of the learning process and are required to meet learning outcomes of the course. It is expected that students attend **ALL** face-to-face classes **PREPARED**. In addition, students are expected to participate fully in D2L activities. Failure to attend a face-to-face class session will result in a deduction of points. According to campus policy, a student may receive a grade of AF (failure due to poor attendance) for missing more than one session of a weekend or evening course that meets only 7-8 times.

PROFESSIONALISM

This capstone course culminates your general studies, minor studies, and major. You are expected to enter into it with maturity and enthusiasm, since it pulls together the elements deemed important by your program. **ATTENDANCE**, reflection and participation, diligence, responsibility, appropriate communication with your peers and instructor, attention to detail and deadlines, and commitment to hard work are expected and required. Think of the instructor as your employer or supervisor in a graduate program. Think and act like a professional! Failure to meet deadlines will result in a deduction in points.

COURSE COMPLETION REQUIREMENTS

Seminar curriculum contains two primary learning modules, each with relevant activities designed to facilitate learning and successful completion of the student's social science study: (I) Career Planning and Professional Transition, and (II) the Capstone Project.

Module I. CAREER PLANNING AND PROFESSIONAL TRANSITION

Activities and Requirements:

- Meet with staff of the Career Education Center
- Prepare professional resume
- Prepare a portfolio of your preparation in your field of study

Module II. CAPSTONE PROJECT

Activities and Requirements:

- Prepare and conduct an independent project (discussed with and approved by a faculty advisor or other full-time faculty member) which investigates a question or topic in your field of study.
- Collaborate in class and through D2L discussions with seminar colleagues in the development, analysis and editing of your project.
- Present the results of your research through a PowerPoint presentation at the end-of-semester to the Dean and other faculty of the College of Arts and Sciences

EVALUATION

Assignment Type	Points
Attendance	20
Professionalism	10
Appts with Advising Faculty	(2 x 10) =20
Participation	10
Human Subjects Online Training	20
Meeting with Career Ed Staff	10
Resume Draft	20
Personal Essay Draft	20
Portfolio	50
Independent Project	Topic Paper/ Draft of Intro (20) HS Application/ Plan of Action (20) Action Report /Methods Draft (10) Data Report & Conclusions/ Results & Discussion Draft (30) D2L Feedback to Classmates (20) 100 Final Paper (200 Total)
Independent Project PP Presentation	20
Total Points	400

FINAL GRADING

A = 93-100%

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D = 60-69

F < 60

LATE ASSIGNMENTS:

Assignments turned in or posted after the specified due date and time will receive reduced points, and may be reduced one letter grade for each day late. No exceptions! Please consider think and behave like a professional. Think of the instructor as your employer or supervisor in a graduate program. Do not turn in late work!

PLEASE REVIEW THE CATALOG FOR THE UNIVERSITY POLICY ON PASS/FAIL GRADES, WITHDRAWALS AND INCOMPLETES. AN INCOMPLETE GRADE MUST BE NEGOTIATED WITH THE INSTRUCTOR BEFORE THE LAST DAY OF CLASS. A STUDENT MUST OBTAIN PERMISSION OF ADVISOR TO RECEIVE A PASS OR FAIL GRADE. PASS IS C- OR BETTER. PLEASE REQUEST THIS IN WRITING BEFORE THE DEADLINE, AS LISTED IN THE ACADEMIC CALENDAR FOR Spring 2010. PASS/ FAIL GRADES CANNOT BE EARNED IN ONE'S MAJOR AND MINOR AREAS.

ACADEMIC HONESTY:

Plagiarism is taking the writings, ideas, or thoughts of others and passing them off as one's own original work. You can plagiarize without even using the exact words of the original author. If you paraphrase without crediting it, you are plagiarizing. Although plagiarism is always an offense, not every plagiarist intends to cheat. Students sometimes do not know exactly what kinds of information must be credited and what need not be. Sometimes writers unintentionally plagiarize through carelessness. They do not take notes properly and do not remember when they are quoting and when they are not (Millward, 1980, p. 414).

Millward, C. (1980). *Handbook for writers: Grammar, punctuation, diction, rhetoric, research*. Holt, Reinhart, & Winston Publishers.

A student can avoid plagiarizing by giving credit whenever he/she uses:

- **another person's idea, opinion, or theory;**
- **any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;**
- **quotations of another person's actual spoken or written words; or,**
- **a paraphrase of another person's spoken or written words.**

All suspected acts of plagiarism will be investigated. Consequences for using another's work inappropriately will range from redoing the assignment to failing that assignment to failing the course.

Please look up the definition of plagiarism in a good dictionary. **Did you know that there are search engines for faculty to use to identify papers and sections from resources taken from the Web?** Also, people have individual writing styles, and instructors become familiar with those of their students. If a paper contains a section that

does not match the student's writing style, the instructor may ask for a conference with the student so that the student can explain his/her ideas, resources, and overall understanding of the content included in the paper.

Cheating is considered as any attempt made by a student to intentionally mislead an instructor in the determination of a grade. Any individually written assignments must be expressed in the student's own words and formatting.

This syllabus is subject to change at the discretion of the instructor to accommodate instructional needs.

Maryville University supports and complies with the Americans with Disabilities Act. Students with special needs are responsible for making these needs known and seeking assistance. For required accommodations, contact the appropriate office: physical needs (Human Resource Office); learning needs (Advising/ Learning Center); other needs (Personal Counseling/ Career Planning Office).

Course Calendar: (Subject to change at the discretion of the instructor to accommodate instructional needs. When changes are made, students will be notified that a new version has been posted on the D2L course website. Please reference the most up-to-date version). Note: Face to face meetings are in **BOLD**. Other assignments are listed as due on Mondays (and some other days) between meetings. Some of these will be on D2L, and some by E-mail.

DATE	TOPIC	ASSIGNMENTS	NOTES
Mon 2/1	Introduction Human Subjects Brainstorming Sharing Ideas	Introduce yourself on D2L	Meet as a class. http://phrp.nihtraining.com/users/login.php Bring HS certificate to class next time!
Mon 2/8	Human Subjects Brainstorming Sharing Ideas	1. Find 3 research articles of interest using library resources and read them. 2. Brainstorm topic ideas for your project and post your ideas on D2L discussion board by 2/8 at midnight . 3. Respond to topic ideas of classmates by 2/11 at midnight . 4. Schedule appointment with potential faculty advisor to take place within the next few days .	All done on D2L

		Submit Approval Form by Mon 2/15.	
Mon 2/15	Sharing our Topic Ideas Topic Development: The “Who, What and Why”	Find 3 <u>different</u> research articles which further investigate your topic. Begin writing draft of Topic Paper.	Meet as a class
Mon 2/22	Independent Work Session	Topic Paper: Write one-two pages describing your topic, the need for your project, funneling into a research question: Post on D2L Discussion Board by 2/22 at 10pm. 3. Peer review classmate Topic Paper. Provide Feedback by 2/26 at 10pm.	D2L only Topic Must be Approved by Mon 3/1.
Mon 3/1	Plan Development: The “Who, When and How” Preparation of Human Subjects Applications Human Subjects Applications- Present, Review, Discuss, Approve.	1. Revise Topic Paper and post final draft to discussion board by Thurs 3/4 at 10pm. 2. Review previously collected research articles to assess the WHO, WHEN and HOW of these projects. 3. Review Human Subjects application guidelines provided on D2L. 4. Review Human Subjects example and consent form provided on D2L. 5. Prepare your Plan of action/ Human Subjects Application and consent forms. 6. Post a draft of your “Plan”/ application and	Meets as class

		consent form by 3/8 at 10pm.	
Mon 3/8	Independent Work Session Human Subjects Applications- Present, Review, Discuss, Approve.	1. Peer review classmate Action Plan/ application. Provide Feedback by Thurs 3/11 at 10 PM 3. Finalize Action Plan/ Human Subjects Application. 4. Submit Action Plan/ Application and consent form hard copies in class Mon 3/15.	D2L and E-mail only **Plan of action must be finalized and submitted to instructor by <u>Mon 3/15.</u>
Mon 3/15	If possible, we'll have a guest speaker: Lynn Willits- Director of Career Services Resumes Discussion: Writing a personal essay.	1. Need to schedule an appointment with your Faculty Advisor to meet for the 2 nd time 2. Post your draft of your resume on D2L by 3/18 at 10pm.	Meet as a class. **Don't forget you must schedule an appointment with a Career Education staff member during the semester.
Mon 3/22	Independent work session- Resume work.	1. Provide feedback on resume to classmate by 3/22 at 10pm. 2. Write a first draft of a personal essay. Post on D2L by Thurs 3/26 at 10pm. 3. Provide feedback to classmates on personal essays on D2L by class time on Mon 3/29	D2L only.
Mon 3/29	ACTION Reports: What did you do? (Method section)	1. ACTION REPORT: Post draft of Action Report/Methods section on D2L Discussion Board by Tues 3/30 at 10pm. 2. Peer review classmate Action Report. Provide feedback by 4/1 at	Meet as a class.

		10pm.	
Mon 4/5	Independent Work Session – Data Collection	Have all data collected, and ready for entry, and bring your data to class on 4/12.	Independent work only.
Mon 4/12	Data Analysis Prep/ SPSS training/ refresher Data Entry Data Entry and Analysis: What did you find? Conduct your analyses in class. Conclusions: How to pull it all together. Instructions for finishing and presenting projects and portfolios, and on-line program exit interviews		Meet as a class in computer lab. Bring hard copy of Methods section, Cronk book, and any data collected.
Mon 4/19	Data Analysis/ Writing the Data Report (Results Section) Conclusions: How to pull it all together. Instructions for finishing and presenting projects and portfolios, and on-line program exit interviews Preparing presentations.	1. DATA REPORT/ RESULTS: Post Draft of Data Report on D2L Discussion Board by 4/19 at midnight 2. Peer review classmate Action Report. Provide feedback by 4/21 at midnight. 3. All presentations due posted on D2L by Wed 4/21 at midnight.	D2L Only **Instructor will be available to help any students who wish to come in on this date.
Mon 4/26	FINAL PROJECT DUE! PROJECT PRESENTATIONS!		Meet as a class Submit paper copy to instructor in class on 4/26.

	PORTFOLIOS DUE! Course Eval and Wrap-up Portfolios returned in class		Give brief power point presentations to the Dean and other social science faculty
After Last Meeting	Final Wrap-Up, if necessary		Due to our compressed schedule, some leniency may be given for revisions to your final projects and portfolios, but these must be completed by 2 days before final grades are due – TBA.