

MATCHING
New Course Request

Indiana University

IUSE _____ Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division SCHOOL OF CONTINUING STUDIES 2. Academic Subject Code SCS - G

3. Course Number 400 (must be cleared with University Enrollment Services) 4. Instructor M. ABERNATHY

5. Course Title GENERAL STUDIES SENIOR CAPSTONE SEMINAR

Recommended Abbreviation (Optional) GEN STU SENIOR CAPSTONE SEMINAR
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): FALL 2010

7. Credit Hours: Fixed at _____ or Variable from 1 to 3

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: STUDENTS PREPARE A PORTFOLIO OR EXTENSIVE ESSAY IN WHICH THEY COMBINE WORK EXPERIENCE WITH ACADEMIC ACCOMPLISHMENTS. EXTENSIVE DISCUSSION AND REFLECTION IS BASED ON THE LOCAL CAMPUS PRINCIPLES OF UNDERGRADUATE LEARNING. STUDENTS WILL DEMONSTRATE MASTERY IN CORE COMMUNICATION OR QUANTITATIVE SKILLS, CRITICAL THINKING, INTEGRATION AND APPLICATION OF KNOWLEDGE, AND UNDERSTANDING OF CULTURE, VALUE AND ETHICS.

11. Lecture Contact Hours: Fixed at ONLINE & ARR variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 10 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: EACH SEMESTER this course be required for majors? NO

15. Justification for new course: TO MEET DEGREE COMPETENCY REQUIREMENTS

16. Are the necessary reading materials currently available in the appropriate library? YES

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 5-24-10
Department Chairman/Division Director

Approved by: [Signature] Date 5/25/10
Dean [Signature] Date 5/21/2010

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

General Studies Capstone - Syllabus
COAS I-498, 19609

Instructor: Michael Abernethy

Office Hours: MW 1:30 - 2:30; 4:00 - 5:00
T 11:00 - 1:00;
TH 11:00 - 12:00; or by appt.

Office: KnobView-110P, Indiana University Southeast
E-mail: mabernet@ius.edu
Office phone : 812-941-2096

Course Materials:

Corbett and Finkle, *The Little English Handbook, 8th ed* or comparable writing/grammar text with sections on MLA and APA formatting

Goals and Objectives:

A college education should accomplish many things - provide students with a greater comprehension of the world in which they live, increase understanding of diversity and humanity, improve critical thinking skills and decision making abilities, and enlarge each student's base of knowledge, to name just a few.

Two of the more important areas that a college education must address are a student's communication skills and preparedness for a post-college career. The structure of this course is such that those two primary areas will be enhanced. Students will be required to explore in depth both the area of primary study they have had during General Studies coursework and their ability to secure meaningful employment post-college.

Most of the work for this course will involve writing. According to PlainLanguage.gov, strong communication is the number one skill sought by employers, while weak writing skills have been identified by 83% of Fortune 500 executives as their employees' second weakest skill (behind leadership). Enhancing your writing skills and increasing your understanding of your area of study will serve to make you a valuable commodity in the workplace or graduate school.

Thus, this course will focus student work on meeting the following objectives:

- Analyze and report trends within a specific discipline
- Engage critical thinking skills to identify strengths and weaknesses of a theory
- Demonstrate proficiency in research, by accumulating a body of research that is recent, relevant, verifiable, consistent, and unbiased
- Produce writing that is organized, clear, concise, and vivid
- Evaluate work product of classmates and respond to evaluation of one's own work

Keep in mind, this is a capstone course, which means this is your opportunity to prove to me and the General Studies Program that you have learned something in your time in college and that you have earned your degree. Take the coursework seriously.

Coursework:

Students will be required to do a significant amount of research and analysis and fashion that research/analysis into cohesive, coherent writing. Specifically, students will write three major papers for the course: a review of the student's primary coursework, an analysis of the employment trends and operational direction of each student's primary field of study, and an in-depth examination of a particular theory within that same field of study. Additionally, students will engage in peer review work, evaluating the work of other students and responding to evaluations of their own work.

This course is a hybrid course, meaning that there will be less classroom time and face-to-face interaction with the instructor. While the class will meet on a regular basis, it will also conduct much of its business via the internet. Because of this, students will need to be active participants in the online bulletin boards and chat rooms. Additionally, they will be expected to keep up with readings, videos, assignments, and discussions posted via Oncourse. Whether in the classroom or online, students are expected to conduct themselves with the level of professionalism appropriate to someone who is about to enter their chosen career.

Grading for the course will be as follows:

Theory paper:

Outline -	25 pts
Review of Literature -	50 pts
Theory report -	50 pts
Rough draft -	25 pts
Final paper -	125 pts

Career paper:

Outline -	25 pts
Rough draft -	25 pts
Final paper -	100 pts

Reflective paper:

Outline -	25 pts
Rough draft -	25 pts
Final draft -	100 pts

Peer reviews:

Reviewer reports -	100 pts (25 pts each)
Reviewee responses -	50 pts (25 pts each)

Class exercises -	50 pts
Class participation -	25 pts

Total Points: 800

Grading Scale:

A+, 776 – 800; A, 744 – 775, A-, 720 – 743	Work is exceptional, punctual, and error free
B+, 696 – 719, B, 664 – 695, B-, 640 – 663	Work is above average, punctual, and contains few if any errors
C+, 616 – 639, C, 584 – 615, C-, 560 – 583	Work is average or contains some errors in mechanics or reasoning, or work is turned in late
D+, 536 – 559, D, 504 – 535, D-, 480 – 503	Work is substandard or contains multiple errors in mechanics or reasoning

F, 479 or below, Work fails to meet most or all of the criteria for the assignment

Students can keep tabs on their grades by checking the class gradebook on Oncourse. I will try to keep the gradebook as current as possible, but may run a few days behind in getting grades posted. Please report any problems with the gradebook as soon as possible.

Things you need to know:

1. Everything you need to know with regards to my expectations of you is in this syllabus, so it is a good idea to review it occasionally.
2. Assignments must be turned in on time. Any assignment not ready when called for will be considered late. Late work will automatically lose 50% of its initial value; no work will be accepted that is more than one week late. Missed in-class work cannot be made up. Missed or late work will be accepted without penalty with a doctor's note, obituary, or by prior arrangement with the instructor, and under no other circumstances. In order to receive any credit for late or missed work, the instructor must be notified of the extenuating circumstances prior to the time the work is due, barring emergency situations.
3. Attendance is vital to achieving the goals of this course, so it is important that you come to class. Students must attend at least half the class to be counted as present. Students are allowed two emergency absences; each subsequent absence will result in a 25 pt deduction from a student's final point total. Each student is responsible for insuring that he/she is counted as present. Absences will be counted for students who fail to fulfill their online obligations, as well as attending class in person. Keep in mind, missing one class period is the equivalent of missing one week of school.

Additionally, it is important that you come to class on time. Students leaving before class is dismissed will be recorded as either tardy or absent, depending on the time of departure. Finally, any student who falls asleep in class will be counted as absent, regardless of how long they slept.

4. Plagiarism is the use of material or ideas, either written or oral, other than your own without providing proper credit to the original source. Any work containing plagiarized material will receive a grade of zero. A second offense will result in a failing grade for the course, and charges will be filed with the university administration against the student. See the IUS Bulletin for clarification of the official university policy.
5. All out-of-class written work must be typed. Unless otherwise notified, handwritten work will not be accepted, nor will type-written work that is single-spaced. Students will be told to re-do such work, and it will be considered late when redone. In-class written work must be legible or it will not be graded.

The Writing Center is in Knobview Hall, Rm. 208. It is there to assist you with your writing projects, from first to last draft, in all your courses. You may drop in, e-mail or call anytime during business hours for help. Both the Writing Center and the instructor will assist students with the content and grammar of written work, but each student is ultimately responsible for the quality of his/her work.

6. If you have any problems or questions with an assignment or any aspect of the course, please feel free to discuss them with me. You may reach me via e-mail or by calling or coming by my

office during office hours. I make a strong effort to keep my posted office hours; if I have to cancel them, I will try to notify students in advance.

I am always happy to discuss grades or any academic problems or concerns you may have. However, I will not make time to discuss assignments, grades, or readings if the discussion is not handled in a professional manner.

7. If you have any physical or learning disabilities that require special accommodations, please notify me as soon as possible. Students with such disabilities should have a record of such on file with the Office of Disability Services in the Academic Success Center.

8. Odds and ends – Disruptive or unruly behavior in this classroom is unacceptable and will not be tolerated. Along those lines, cell phones and pagers brought into the classroom will need to be turned off. In addition, racist, sexist, and other prejudicial or mean-spirited comments have no place in the classroom. Students engaging in these behaviors will be told to leave, and may not return to class until they have proven to the instructor an ability to complete the course without further incident. I do not have a problem with students bringing (non-alcoholic) drinks to class, but you may not bring food into the classroom. Lastly, the sun is not shining in this room, so there is no reason for students to wear sunglasses. Take them off when class begins.

Contract

By signing the following document, I hereby attest that

- 1. I have had the rules and regulations of this course explained to me and that I will make a genuine effort to abide by them. I understand that if, at any time during the semester, I am unclear on policies or procedures, I should seek clarification from the instructor.**
- 2. I understand the ramifications of committing plagiarism. I agree that all work turned in with my name on it will, indeed, be my own work, and that I will give appropriate credit to others when using their ideas or words.**
- 3. I have an obligation to this course, its instructor, and my classmates. As such, I will make every effort to attend class, show up for class on time, and do my assigned work in a timely fashion. I understand that there are penalties for failing to meet these obligations. Further, I realize that I may discuss with my instructor issues which are hindering my ability to fulfill my obligations.**
- 4. I am aware of my instructor's responsibility to the class. If I feel that he is failing to meet these responsibilities, I will address the issue with him, or, if uncomfortable discussing the issue with him, I will address the issue with the appropriate person in the school's hierarchy.**

(This is where you sign your name. Thank you.)

General Studies Capstone - Reflective Essay

As your undergraduate academic career draws to a close, it is an appropriate time to reflect on what you have learned and accomplished during your years in college. Hopefully, you have kept a portfolio of your work, so reviewing what you have done shouldn't be too problematic.

Your mission for this paper is to do just that - review what you have achieved. The paper will examine what you have learned, what strengths you have gained as a result of your college experience, and what areas you feel could still use some strengthening. More specifically, you will look at these items:

1. What you have learned - most likely, you had some base of knowledge from which to draw when you chose an area of concentrated study for your degree. Still, it's hopeful that base of knowledge has expanded significantly. Within this section of the paper, you will look at how that base of knowledge has increased. Please do not provide a list of things you learned (i.e. "in my life science class, I learned what photosynthesis is. In history, I learned who Charlemagne was. In math, I learned..."). Instead, relate the general ideas and concepts you learned that will be useful to you and how you think you will be able to apply that information in your post-college career.
2. What strengths you have gained - college should be more than just "book-learning." It should also develop you as a person. How has being enrolled in college made you a better person and improved your marketability as a potential employee? For instance, you may have had to juggle school, work and family obligations, so it's likely your time management and organizational skills have improved.
3. What areas could still use strengthening - while college teaches you a lot about yourself and your subject of study, it doesn't and can't provide you with all you need to succeed in the world. Whether you go on to graduate school or into the workplace, you still have a lot to learn - what is it that you feel you need to work on still? Are there areas of your education that you feel were lacking, but were vital to your post-college success? How will you go about continuing your education after college, even if it's not in a formal setting such as a classroom?

As with the other papers you will be writing this semester, this is a formal essay. It is strongly advisable that you check the grading rubrics before beginning work on the paper, so that you know exactly what standards you will be held to. In a nutshell, the paper should include:

1. An introductory paragraph that includes an attention-getter, preview of the paper, and thesis statement (a thesis being a single statement that states the main argument of the paper).
2. Transitions and connectives between ideas.
3. Paragraphs that contain a single idea or argument with a topic sentence.
4. Strong flow of ideas throughout the paper.

5. A conclusion that reviews the main ideas of the paper without being repetitious.

You are not required to have any sources for this paper, as it will be based solely on your personal experiences. However, you should format the paper according to APA or MLA guidelines.

Page length: 3 pages minimum

Among the questions and areas that you may choose to examine:

- Identify the two most meaningful courses you took and explore how they prompted you to think in new ways, excite you, or “open your eyes” to unfamiliar aspects of the world around you.
- Examine any two courses you took and discuss how ideas presented in one course applied or was useful in the second.
- List two ways your growth and development has been influenced by your own self-initiated inquiries through such activities as leisure reading, cross-cultural or travel experiences, visits to museums or historical sites, or attendance at concerts and theatrical or operatic performances.
- Identify two areas of your behavior which needed modification and discuss how you achieved or did not achieve the desired behavior.
- Discuss which curricular and co-curricular activities most contributed to your ethical, spiritual, emotional, and/or personal awareness and development.
- List the most significant ethical challenge or dilemma you confronted during the last four years. Explain what you learned about yourself and others from this experience.
- Discuss the courses you took which contributed most to your efforts to become a more aware, involved, and effective citizen. Identify at least two courses that contributed to these efforts and specify how they were meaningful.
- Name those faculty or staff members who have most contributed to your growth as a) a potential employee and b) as a person.

General Studies Capstone Theory Paper Assignment

Regardless of the area in which you have focused your academic studies (i.e. Sociology, English, Religion, etc.), there have been dominant theories and concepts which are key to understanding and mastering proficiency in that field. Your mission is to select one of those theories or concepts and to explore its meaning, history, application, and future. If you are unfamiliar with any theories or concepts in your field of study, it is best to seek advice from one of your instructors from that discipline.

You will write a well-researched and insightful paper over the theory or concept you select. Specifically, the paper will consist of three main parts:

1. Overview - within this section, you will examine the background of the theory/concept, such as who developed it, what need prompted its creation, and how did the theory come into academic use. Also, this section will explain the theory/concept, defining key terms and discussing the basic tenets (guiding principles). As a reader, I should have a clear understanding of the theory/concept and its importance to the field. For this section of the paper, you may NOT use any quotes; I want to know that you truly understand the theory/concept and not that you can piece together a bunch of quotes to explain it.
2. Review of Literature - In order to gain a better understanding of the theories you have selected, it is important to review the literature that has been written on the topic. Details of how to write a review are detailed at the end of the assignment. Such a review will hopefully reveal several things to you:
 - detail specifics of how the theory or concept has been formulated
 - expose practical applications of the theory
 - provide a stronger understanding of how the theory operates in “the real world”
 - disclose flaws or shortcomings with the theory or reveal areas for future research
3. Analysis - here, you should analyze the strengths and weaknesses of the theory/concept. What do *you* perceive to be the areas where the theory/concept could be improved, and why do *you* feel that this theory/concept is important to academicians and students? Additionally, what do you feel is the future of the theory/concept? Will it continue to be significant, or will changes in society/technology/demographics/style make it obsolete?

The rough draft of each section will be submitted separately. (Check the course schedule for due dates.) Once you have gotten feedback on the three sections, you will combine them into one final paper, which will be the basis of the majority of your grade. The final paper will consist of the following parts:

1. A cover page
2. An appropriate introduction with preview statement and thesis
3. The body of the overview paper
4. The body of the review of literature
5. Analysis of the work
6. An appropriate conclusion
7. A Reference (APA) or Work Cited (MLA) page

Papers may be written in either MLA or APA format, whichever is most used in your discipline.

The final paper should be 10 - 12 pages long (cover page and reference page are not a part of the page count). The paper will be graded using the Written Communication Rubric.

How to Write a Review of Literature

Step One: first, you must have a topic, which will be the theory or concept you have chosen. Learn as much as you can about the theory/concept. If possible, read the primary source on the theory/concept.

Step Two: begin your research. Your objective is to find sources which deal with your theory/concept in one of two ways:

1. Research which explains or expands on the theory/concept
2. Research which utilizes the theory/concept as the basis for experiments or analysis

Sources may be found in several places:

1. Check your school's library catalog for books related to the theory/concept. You may search for the theory or the theory's author(s). Remember that you may also get books through interlibrary loan, but allow time for loaned books to arrive.
2. Use Ebscohost/Inspire, which can be found on the library's database webpage. Check off all databases which may be of use to you. Notes for using Ebsco to best effect:
 - a. try searching the theory by name and by the theory's author
 - b. when starting your search, click the box to have the search terms looked for within articles. Otherwise, the search engine will only search titles and abstracts.
 - c. click on the preferences link. Increase the number of results per page. Also click on the "Detailed" option. This will provide abstracts for all articles on the search results page.
 - d. On the search results page, change the "sort by" option from "date" to "relevance".
3. You may search the web using search engines such as Google; professional associations or websites ending in ".edu" instead of ".com" may be of useful. Avoid student papers which may be posted online, and under no circumstances rely on Wikipedia.
4. Consult the references and bibliographies of sources you find for further sources.
5. The number of sources you find will vary depending on the theory selected. You may be overwhelmed with the number of sources you find, or you may become frustrated at how few sources there are. If you need assistance finding sources or weeding through sources, don't hesitate to ask..

Step Three: sort your sources. As you read, classify your sources by categories. In the sample review of literature, you will see sources are categorized by women in politics, feminism in the arts, other muted groups, etc. Look at your sources and see what common areas link various sources. You may print out your search results or cut and paste various sources into a Word document. Sources can be grouped by cutting your result page and making piles of related sources or by using different colored highlighters (or crayons... whatever works) - for instance, all

sources dealing with subtopic X may be highlighted in yellow, all sources dealing with subtopic Y in red, and so on.

Step Four: write your review of literature. Once your sources are grouped, begin writing the paper. It's best to write the body of the paper before the introduction and conclusion. Use the sample outline and paper as a guide. Don't hesitate to ask questions if you get confused or stuck.

WARNING: THIS ASSIGNMENT CAN NOT BE DONE IN A WEEK OR OVER THE WEEKEND BEFORE IT IS DUE. START EARLY AND ALLOW AMPLE TIME TO WRITE A GOOD PAPER.

General Studies Capstone - Tentative Schedule

Note: Because this is a hybrid course, we will meet in person every two weeks. In weeks we will not meet, students will need to work through Oncourse. Date in italics and underlined will be online only classes...

January 13 - Syllabus review; get-acquainted exercise; introduce hybrid material and first online assignment; grammar exercise.

January 20 - Online activity 1 due; Outline reflective essay due
Videos: "Grammar" and "Outlining"

January 27 - Grammar exercise review; class discussion - peer review; rough draft of reflective essay due and peer review

February 3 - Reflective essay due; begin citation exercises
Videos: "Career assignment" and "APA/MLA formatting"

February 10 - Career Services visit; citation exercises due; class discussion - what role should colleges play in preparing students for careers?

February 17 - Outline of career paper due
Video: "Finding good sources" and "Incorporating sources"

February 24 - Career rough draft due and peer review; class discussion - research methodology

March 3 - Peer review defense due; Career final draft due
Video: "Theory assignment" and "Proofreading"

March 10 - Theory/concept explanation due; class discussion - review of literature

March 17 - Student feedback assignment
Video: "Review of literature" and "The importance of theories"

March 24 - Spring Break - go break something

March 31 - Meet in library (optional, but recommended); Review outline due
Video: "Analyzing strengths and weaknesses" and "Putting together the pieces"

April 7 - Review of literature due and peer review; class discussion - the practical side of graduating

April 14 - Theory rough draft due and online peer review; online exercise - stop, start, continue

April 21 - Rough draft defense due and class discussion; class wrap-up

April 28 - Theory final draft due

Career Assessment Paper

You will soon be entering the work world in your chosen field of study or going on to Graduate School. Whichever path you choose, it is important to know what opportunities await. This paper is designed to help you explore those opportunities.

For this paper, you will need to examine the economic and employment future of your primary area of study. The goal is to come up with more than just a list of possible jobs ("I can get a job doing this or this or that.") Instead, you will need to examine trends in the field, where growth is greatest, where demand is high (both in terms of geographic regions and in terms of fields within the discipline), and how graduates in the field can best make themselves attractive to prospective employers. In other words, what do you need to know and do to make yourself a viable player in the discipline from the time you graduate until it's time for you to retire?

You may use a variety of sources for the paper, including academic journals, reports from the U. S. Labor Department, papers from organizations and associations representing the discipline, and information off the internet (Wikipedia is not allowed, however, and all sources must meet standards for source credibility). Two sources are required, though: first, you must conduct an interview with a professional currently working in the field, not an instructor at your school, though. (Tips for conducting interviews are at the end of this assignment.) Second, you must set up an account with the Career Services website, and research the site for information on job possibilities, salaries, job responsibilities, and any other pertinent information on the site.

The final paper will need to contain all the elements of a well-written paper. The paper should be 4 - 6 pages long, with proper citation of all sources.

Interviewing tips:

Before the interview -

1. Schedule the interview in advance
2. Learn as much about the subject as possible.
3. Plan more questions than you think you need.
4. Avoid yes-no questions; ask open-ended questions instead.
5. Keep in mind that you are seeking information, not an expose

During the interview -

1. Be punctual and look nice. Make a good first impression.
2. Introduce yourself and restate your purpose at the beginning.
3. Only record the interview with permission; even if recording, take notes.
4. Don't just stick to planned questions; follow up on what is being said.
5. Keep track of time; it is your obligation to end the interview on time.

After the interview -

1. Always keep in mind – this person is doing you a favor. Be grateful for their time.
2. Send a thank-you note - not a phone call or e-mail.
3. Review your notes and recording ASAP.