

## SYLLABUS AND COURSE SCHEDULE SOC 499 SENIOR CAPSTONE

Program:	Sociology
Course Name:	Senior Capstone
Course Number:	SOC 499
Type of Course:	Required
Credits:	3 hours of Undergraduate Credit
Instructor:	Professor Barbara Walters
Office Hours:	Tuesdays from 10:00 to noon or by appointment
Contact:	<a href="mailto:Barbara.Walters@mail.cuny.edu">Barbara.Walters@mail.cuny.edu</a> 646-344-7327, or Skype: Barbara.Walters09
Prerequisite:	Permission of the Academic Director

### Course Description:

All students are expected to complete a senior research project under the direction of a faculty mentor. This capstone project will expand upon and integrate work completed in previous courses and provide students with an opportunity to apply methods of scholarly and/or action research to issues and problems of their own choosing. The final results of this study will be shared through ePortfolios on a virtual "commons" used for publication/presentation and critique open to all.

### Goals for Student Learning:

Students in SOC 499 will:

- Reflect upon, integrate and communicate learning about course work in the Sociology Program, making connections within the capstone, to earlier courses, and to their personal life and career goals:
  - Specific knowledge gained;
  - Strengths and weaknesses in their preparation for the capstone;
  - Strengths and weaknesses in transitioning to the world of work and/or additional academic training.
- Create, rewrite, revise and perfect a "Statement of Purpose" for career or graduate school admission.
- Develop at least one résumé.
- Write, rewrite, revise and edit a sociological research report:
  - Select a topic/paper of interest from prior or current coursework for development and/or revision
  - Sharpen the focus to frame a research question;
  - Create and revise a literature review;
  - Locate, collect, and analyze appropriate data;
  - Summarize findings;
  - Write a research report in basic ASA format.
- Reflect upon and write about:
  - The role of sociological research in organizational decision-making;
  - How they will use the capstone as an important piece in their transition to the world of work or graduate school.
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## Required Texts:

Edwards, Mark E. 2011. *Writing in Sociology*. Thousand Oaks: Pine Forge Press. 1st edition. ISBN: 978-1412914246. You can purchase a copy via Amazon or another online vendor.

Articles and websites are available on the course site in Websites and in Materials.

## Evaluation of Student Work: Overview

SOC 499 is an upper division capstone course. In this course, you will reflect upon, integrate, and synthesize what you have learned in both your Gen Ed courses and in the Sociology Program. You will be expected to take charge of the learning experience and the learning environment. Key to your work will be the selection of a paper or topic from one of your prior or current courses for revision. Equally important will be the creation of an individual academic program eportfolio. This work will require reflective thinking, concentration, focused work and excellent communication. More than any other course you have taken thus far, you will be expected to lead rather than follow in the development of the seminar and the research project. An eportfolio template is provided; however, you may create your own – hopefully in a style that reflects your academic and career goals.

While individual's work patterns will vary, you should organize your time and plan for spending about 9-12 hours per week on your work in SOC 499. Don't wait until the last minute. There is an enormous amount of latitude in the creation of your eportfolio; however, there are some mandatory items. These are listed below. The table should give you a clear understanding of how you will be evaluated in the course.

## Weighting of Assignments:

Assignment	Points	Total
<b>Reflections:</b> You must write a minimum of two reflections: one at the beginning of the semester as you review your course work and one at the end of the semester, as you look back on your eportfolio and experience in the Sociology Program.	<b>2@5 points</b>	<b>10</b>
<b>A Purpose Statement:</b> You must draft, re-write, revise and edit a purpose statement that can be used for graduate school admissions and/or for employment purposes. This statement should be approximately 250 – 350 words, depending upon its function.	<b>10</b>	<b>10</b>
<b>An Academic Portfolio:</b> Your eportfolio must have a page or pages that inform your audience about courses taken and/or learning objectives that have been salient in your academic work in the program.	<b>10</b>	<b>10</b>
<b>A Capstone Project:</b> You must revise and upgrade one paper completed as part of your course work. The paper must conform to ASA format: it must have an abstract, a literature review, a research methods section with data analysis, conclusions and a reference page.	<b>60</b>	<b>60</b>
<b>Collegiality:</b> (i.e. Discussion topics, peer review and comments)	<b>10</b>	<b>10</b>
<b>TOTAL</b>		<b>100</b>

## **Assignments:**

SOC 499 is organized loosely into weekly modules; however, the first assignments of the course will require you to create your own calendar and goals. The goal of having a common calendar for discussions is to preserve the sense of community among course participants. Generally, each week begins on **Monday**. This means that assignments and discussions will be frames within weeks, beginning on Monday and ending at **midnight EST on Sunday**.

**Final ePortfolio Project:** The final research project is a centerpiece of the course. You must select a topic from earlier or current course work and develop it into a project. If you are feeling especially energetic, you can embark upon a new study: a content analysis of news reporting for the eleventh commemoration of 9-11 and the new memorial. I can provide some guidelines and/or data from earlier classes, if you wish. But, my honest suggestion is that you select a topic from an earlier class and/or expand your SOC 302 project.

## **Accessibility and Accommodations:**

The CUNY School of Professional Studies (SPS) is firmly committed to making higher education accessible to students with disabilities by removing architectural and technological barriers and by providing the necessary programs and support services to permit full participation in the instruction and resources of the University.

The [Office of Accessibility](#) coordinates and provides reasonable accommodations and support services to students with disabilities, as mandated by the [Americans with Disabilities Act of 1990](#) (ADA) and [Section 504 of the Rehabilitation Act of 1973](#), and we strive to increase the level of disability awareness among all members of the SPS community. We seek to maximize students' access to, participation in, and learning from their courses, and to help students feel comfortable discussing how to do so. Any student who has specific accommodation requirements may contact the Student Services Coordinator, Christopher Leydon, at 212.652.2084 or [christopher.leydon@mail.cuny.edu](mailto:christopher.leydon@mail.cuny.edu) for confidential discussion of these issues.

Prior to receiving accommodation(s), a student obtains a **Faculty Accommodation Letter** from the [Office of Accessibility](#). While it is important for instructors to discuss appropriate accommodations with students, instructors may not ask direct questions about a student's disability, such as the diagnosis. Students have the legal right to not disclose the diagnosis; they need only discuss how reasonable accommodations assist them in their academic environment. Instructors may refer students who have not yet contacted the [Office of Accessibility](#) to the [Student Services Coordinator](#), who can explain accommodation policies and procedures, as well as other services available to students.

Students requesting accommodation(s) should submit the [Disability Disclosure Form](#) and ask their doctor or diagnostic center to provide the School with documentation of their disability, along with specific recommendations for accommodations. This documentation must be current and follow [documentation guidelines](#), and should be sent four weeks in advance of the term to allow sufficient time for arrangements to be made.

All documentation should be sent to:

Christopher Leydon  
Student Services Coordinator  
Office of Student Services  
CUNY School of Professional Studies  
101 West 31<sup>st</sup> Street, Room 725  
New York, N Y 10001

Documentation is held in confidence. Once the documentation is received, the School determines the reasonable accommodation(s) to be provided, issues a notification letter to the student, and arranges for the accommodation(s) to be made within the context of the student's academic program. The Office of Accessibility notifies the instructor when a student has submitted documentation of a disability and offers the instructor the resources or assistance necessary for providing reasonable accommodation(s).

### **Online Etiquette and Anti-Harassment Policy**

The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see:

[http://www.sps.cuny.edu/student\\_services/pdf/Netiquette.pdf](http://www.sps.cuny.edu/student_services/pdf/Netiquette.pdf)

### **Academic Integrity**

The School of Professional Studies has adopted the view that academic integrity is a critical characteristic of all of our academic programs and that maintenance of academic integrity requires that all members of the SPS community play an active and positive role. Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth.

Please see: [http://www.sps.cuny.edu/acad\\_policies/index.html](http://www.sps.cuny.edu/acad_policies/index.html)

### **Student Support Services**

The School of Professional Studies offers a wide variety of academic support students for students, including online tutorial services in most courses, career guidance, and a robust array of online and in-person library services. For more information about these services, please visit Student Support Services: [http://www.sps.cuny.edu/student\\_resources/index.html](http://www.sps.cuny.edu/student_resources/index.html)

- Virtual bookstore: [http://sps.cuny.edu/student\\_resources/v\\_bookstore.html](http://sps.cuny.edu/student_resources/v_bookstore.html)
- Online tutoring: [http://sps.cuny.edu/student\\_resources/tutoring\\_services.html](http://sps.cuny.edu/student_resources/tutoring_services.html)
- Library services: [http://sps.cuny.edu/student\\_resources/library\\_services.html](http://sps.cuny.edu/student_resources/library_services.html)
- Disability services: [http://sps.cuny.edu/student\\_services/disabilityservices.html](http://sps.cuny.edu/student_services/disabilityservices.html)
- Disability disclosure form:  
[http://media.sps.cuny.edu/filestore/7/7/9\\_9e8443955145d1e/779\\_1d88be061f1aa2b.pdf](http://media.sps.cuny.edu/filestore/7/7/9_9e8443955145d1e/779_1d88be061f1aa2b.pdf)
- Technical support: [http://sps.cuny.edu/student\\_services/help\\_desk.html](http://sps.cuny.edu/student_services/help_desk.html)

- Student handbook: [http://media.sps.cuny.edu/filestore/8/4/7\\_52cc3e04e02064b/847\\_5cc6667415c5d81.pdf](http://media.sps.cuny.edu/filestore/8/4/7_52cc3e04e02064b/847_5cc6667415c5d81.pdf)
- Academic policies handbook: [http://media.sps.cuny.edu/filestore/8/3/9\\_dea303d5822ab91/839\\_1753cee9c9d90e9.pdf](http://media.sps.cuny.edu/filestore/8/3/9_dea303d5822ab91/839_1753cee9c9d90e9.pdf)
- Academic calendar: [http://sps.cuny.edu/academic\\_calendar.html](http://sps.cuny.edu/academic_calendar.html)
- Financial aid: <http://sps.cuny.edu/financialaid/>
- Netiquette guide: [http://media.sps.cuny.edu/filestore/8/4/9\\_d018dae29d76f89/849\\_3c7d075b32c268e.pdf](http://media.sps.cuny.edu/filestore/8/4/9_d018dae29d76f89/849_3c7d075b32c268e.pdf)

### SUGGESTED SCHEDULE OF WEEKLY TOPICS

Unit	Topic	Readings	"To Do"
<b>Orientation 8/28 – 9/8</b>	<b>Reflection</b>	Program Eportfolio <a href="https://cunyonline.digication.com/ba_in_sociology_program/Program_Mission/">https://cunyonline.digication.com/ba_in_sociology_program/Program_Mission/</a>  Carol Rogers, "Defining Reflection," pp. 844 -849	<b>Discussion Forum</b>  <b>Get Acquainted</b>  <b>Create Semester Task and Timeline in Wiki</b>  <b>Begin Reflection</b>
<b>Week #2 9/9 – 9/15</b>	<b>Reflection</b>	Program Eportfolio  Rubrics: Grading Rubrics and Integrative Learning VALUE rubrics	<b>Discussion</b>  <b>Academic Portfolio DRAFT DUE</b>  <b>Reflection #1 Due</b>
<b>Week #3 9/16 – 9/22</b>	<b>Academic Eportfolio</b>  <b>Project Focus</b>	Digital Identities – Self Presentation in Cyberspace  <a href="http://www.jstor.org/stable/10.1086/378616">http://www.jstor.org/stable/10.1086/378616</a>  <a href="http://digitaldisruptions.org/rhizome/wp-content/uploads/2010/06/rhiz08_DigitalIdentityMatters.pdf">http://digitaldisruptions.org/rhizome/wp-content/uploads/2010/06/rhiz08_DigitalIdentityMatters.pdf</a>	<b>Discussion</b>  <b>Eportfolio: About Me</b>  <b>Academic Portfolio Tab</b>
<b>Week #4 9/23 – 9/29</b>	<b>Statement of Purpose</b>	<a href="http://www.uni.edu/~gotera/gradapp/stmtpurpose.htm">http://www.uni.edu/~gotera/gradapp/stmtpurpose.htm</a>  <a href="http://www.sjsu.edu/faculty/gc_allaghan/graduate/winningstatement.htm">http://www.sjsu.edu/faculty/gc_allaghan/graduate/winningstatement.htm</a>	<b>Discussion</b>  <b>Draft #1 of Statement of Purpose</b>

<b>Week #5 9/30 – 10/6</b>	<b>Project Topic</b>		<b>Discussion</b>  <b>Research Problem Statement</b>
<b>Week #6 10/7 – 10/13</b>	<b>Literature Reviews</b>	<a href="#">Using the Newman Library;</a> <a href="#">ASA Style Guide</a> Writing a Literature Review: <a href="#">UC-Santa Cruz</a>	<b>Discussion</b>  <b>Annotated Bibliography Literature Review</b>
<b>Week #7 10/14 – 10/20</b>	<b>Literature Reviews</b>	Writing a Literature Review: <a href="#">UC-Santa Cruz</a>	<b>Discussion</b> <b>1<sup>st</sup> Draft Literature Review</b>  <b>Peer and Instructor Review</b>
<b>Week #8 10/21 – 10/27</b>	<b>Literature Review</b>	Revised Literature Review (See Rubric)	<b>Discussion Literature Review</b>
<b>Weeks #9 - 10 10/28 – 11/10</b>	<b>Data Collection and Sources</b>	Complete Description of Research Methods <ul style="list-style-type: none"> <li>• Description of data source</li> <li>• Design</li> <li>• Independent and dependent variables</li> </ul> <a href="#">Research Methods Knowledge Base: Writing Up a Report</a>  <a href="#">ASA Style Guide</a>  <a href="#">ASA Format</a> (Purdue OWL site)	<b>Discussion</b>  <b>Power Point Presentation of project</b>
<b>Weeks 11 – 13 11/11 – 12/ 8</b>	<b>Data Collection and Analysis</b>	Complete Description of Research Methods <ul style="list-style-type: none"> <li>• Description of data source</li> <li>• Design</li> <li>• Independent and dependent variables</li> <li>• Results – Tables and Graphs</li> <li>• Text describing research findings</li> </ul>	<b>Discussion</b>  <b>Tables and Graphs –</b>  <b>Draft of Final Project</b>

<b>Week #14</b> <b>12/9 – 12/15</b>	<b>Writing a Research Report</b>	<b>Draft of Entire Project</b> <ul style="list-style-type: none"> <li>• Abstract</li> <li>• Introduction (Literature Review)</li> <li>• Research Methods <ul style="list-style-type: none"> <li>• Description of data source</li> <li>• Design</li> <li>• Independent and dependent variables</li> <li>• Results: Tables and Graphs</li> <li>• Text describing research findings</li> </ul> </li> <li>• Summary and Conclusions</li> <li>• References in ASA format</li> </ul> <p>Peer Reviews in journal or on your eportfolios.</p>	<b>Peer Reviews</b>
<b>Final Ends 12/18</b>	<b>Final Project</b>	<b>Revised Final Project on ePortfolio</b>	<b>Final Project Reflection #2</b>