# San José State UniversityHumanities 190: Senior Seminar on Inquiry

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| Instructor: | Susan Verducci Sandford |
| Office Location: | Clark Hall 420D |
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| Email: | susan.verducci@sjsu.edu |
| Office Hours: | Tuesdays and Thursdays 9-10:15, by email and by appointment |
| Class Days/Time: | Tuesdays and Thursdays 1:30-2:45, by email and by appointment |
| Classroom: | Clark Hall 308 |
| Prerequisites: | Completion of lower division General Education Requirements; passed the WST; 100W completed or concurrent enrollment; senior standing (60 units completed) |
| Class Website: | Canvas login: <https://sjsu.instructure.com>  |

**Course Description**

This capstone course requires that students examine and connect their personal journey in higher education to larger social trends. It also requires that they integrate their knowledge, skills and previous coursework in higher education to demonstrate mastery of interdisciplinary learning through an individual research project.

 **Relevant Humanities Program Learning Objectives (PLOs)**

1. Students demonstrate the ability to frame questions and pursue answers to aesthetic, social, cultural and global problems using interdisciplinary methods.
2. Students demonstrate skill in written, visual and verbal communication, including argumentation.
3. Students demonstrate the ability to identify, select, use, and cite information sources appropriately.

**Additional Course Learning Objectives (CLOs)**

1. Students demonstrate the ability to identify a research problem, and effectively design and execute an interdisciplinary research strategy using multiple humanities and/or social science methods.
2. Students demonstrate skills in critical and creative thinking.
3. Students demonstrate scholarly concern for their work, i.e.: show concern for excellence in inquiry; exhibit the ability to critically reflect on and improve their work; and so on.
4. Students productively collaborate with peers and the professor.

**Required Texts**

The required *course reader* is available at Maple Press (481 East San Carlos Street. The cross street is 10th, and the press is next to Subway Sandwiches. (408) 297-1000.

Ken Bain. *What the Best College Students Do*. ISBN 978-0-674-06664-9 (Bookstore and Kindle: $14.72)

Annette Lareau. *Unequal childhoods: Class, race, and family life*, 2nd edition. ISBN 978-0-520-27142-5 (Bookstore and Kindle: $16.49)

Anthony Weston. *A rulebook for arguments,* 4th edition. ISBN 978-0-87220-954-1 (Bookstore and Kindle: $7.14)

Any *bibliographic reference manual* (can be one found online)

**Course Requirements and Grading**

* 5% Education Auto-ethnography (LOs 5,6)
* 15% Reading Analysis Worksheets (LOs 2,3,5,6)
* 10% Midterm Exam on Readings and Class Discussions (LOs 2,5,6)
* 40% Research Paper (LOs 1-7)

Topic Proposal: 5%

Primary Source Report: 5%

Secondary Source Report: 10%

Detailed Outline *or* First Draft of Research Paper (if not completed, there will be 15% reduction from your final paper grade)

Final Research Paper: 80%

* 15% Oral and Visual Presentation (LOs 1-6)
* 15% Class Participation (LOs 2,5,7)

**Education Auto-ethnography (5%)**

Students will explore the impact and meaning of their university experience in a brief essay early in the semester. The purpose is to practice self-reflexivity and to analyze the role of higher education in the individual student’s life, as well as in society.

**Analysis Worksheets and Discussion Leading (15%)**

Students will be divided into three groups. Each group member will complete a worksheet analyzing readings on their assigned days. Each student will complete a total of two worksheets. The worksheet is in electronic form on Canvas and should be downloaded, filled out, and printed to turn in for each due date. On the days when the groups turn in the worksheets, their members will be responsible for leading the class discussion.

**Midterm Exam (10%)**

During the semester, there will be a midterm covering the readings and class discussions.

**Research Paper (40%)**

Each student will identify a research problem, design and execute a research strategy that includes analysis of a relevant sources, and compose an original 15-20 page argument. In the weeks and months prior to the due date of the research paper, students will meet with the professor and in groups on their research topics, and turn in: 1) a topic proposal; 2) a primary source report; a secondary source report; and a detailed outline of the research paper *or* a first draft of research paper. This latter assignment is not graded. However, if it is not completed, there will be 15% reduction from your final paper grade.

**Oral and Visual Presentation (15%)**

Students will orally and visually present their research in a formal 10-12 minute oral presentation, with visual aids at the end of the semester. Students will be held to professional standards.

**Class Participation (15%)**

The course is designed to create a community in which all members are teachers and learners. Responsible participation from everyone in the community is required. Thus, students are expected *to be on time* and *to attend* *all* scheduled class sessions for the entire length of the class period. It is also important that all students be prepared to participate by doing the readings and assignments, thinking about the topics in advance, writing down comments or questions, and sharing reactions, experiences and thinking with the class. On our class website, there is a class participation rubric. *Each student will be required to fill out and turn in this sheet at the end of the semester as a self-evaluation.* The instructor will also assess you according to the rubric at the end of the semester. Group projects include assessment by your peers, as well as the instructor.

**Assignment Procedures**

All assignments should be turned in through Canvas unless otherwise noted in class. I will accept late papers for any reason with 10% subtraction to the grade each week (for example, if you get 85% on a late paper, your grade will be reduced to 75% the first week, 65% the second week, and so on). Per SJSU policy, I will accept late papers with no grade reduction in the case of a documented medical problem (e.g., a doctor’s note or dated bill) or a documented bereavement.

**Course Feedback**

Your feedback on any aspect of this course is always welcome. Please contact me via e-mail, phone, by stopping by my office during office hours, or by setting up an appointment to meet.

**University Policies**

### *Academic Integrity*

Students should know that the University’s Academic Integrity Policy is available at:  [http://www.sa.sjsu.edu/download/judicial\_affairs/Academic\_Integrity\_Policy\_S07-2.pdf](Academic%20Integrity%20Policy%20is%20available%20at%20http%3A//www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at:  [http://www.sa.sjsu.edu/judicial\_affairs/index.html](%20http%3A//www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

### *Compliance with the American Disabilities Act*

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

*Dropping and Adding*

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) **.** Students should be aware of the current deadlines and penalties for adding and dropping classes. These have become increasingly critical to follow as strict adherence has become standard.

*Credit hours*

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.