COURSE NUMBER: CAS 495 (ONLINE)

COURSE TITLE: Senior Seminar (for senior students in the College of Arts and Sciences)

FACULTY NAME:

CONTACT INFORMATION:

Pre-Requisites: Senior status (at least 90 credits), ENG 131, ENG 310/365 OR POL 403 (depending on program requirements), and MAT 122 or MAT 205 or equivalent

Text/Software: Regular, reliable Internet access and webcam required. No text is required for this course. Current resources are provided each week.

Credits: 3

40 Hours of Structured Learning Activities

COURSE DESCRIPTION: Students in this capstone course will discuss concepts that foster continued professional success. Emphasis will be placed on refining communication, self-management, and other “soft” skills that determine one’s place in an organization. Students will demonstrate their mastery of professional skills, including oral and written communication, understanding of legal and ethical issues, critical thinking and problem solving, and information literacy. Students will have the opportunity to inventory their experiences and explore career interests as they develop future goals. The content and outcomes in this course assess the broad knowledge and understanding gained in the College of Arts and Sciences majors.

COURSE GOALS:

GOAL A:

A-1 Demonstrate confidence, clarity, and conciseness in making oral presentations.
A-2 Research and construct effective presentations utilizing technology.
A-3 Apply appropriate delivery techniques in making effective oral presentations.
A-4 Employ standard English, including correct grammar, usage, mechanics, spelling, and punctuation in all written communication.
A-5 Utilize various sentence structure in written composition.
A-6 Communicate information clearly, concisely, and thoroughly.
A-7 Construct properly formatted APA citations.

GOAL B:
Demonstrate an understanding of legal and ethical issues in the workplace and exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation.

B-1 Analyze various employment situations, evaluate alternative responses and their respective consequences, and select a preferred course of action.
B-2 Exhibit higher order thinking and problem solving applied to a variety of professional contexts.
B-3 Apply the legal and ethical principles of plagiarism, copyright law, and citations in the communication of information.
B-4 Evaluate the effectiveness of various types of oral and written professional communication.
B-5 Analyze and evaluate academic performance and career plans.

GOAL C:
Demonstrate an understanding of the importance of information literacy.

C-1 Develop a research question and path of inquiry.
C-2 Locate and access information effectively and efficiently.
C-3 Evaluate information sources and content.
C-4 Organize, analyze and synthesize information which purports to answer the research question.
C-5 Demonstrate an understanding of plagiarism, copyright laws, and proper APA formatting.
C-6 Utilize appropriate technology to produce professional looking documents.

EVALUATION PROCEDURE AND GRADING POLICY:

A. **Teaching Methods:** Students will learn from a variety of professional sources, including: discussions, assignments, websites, videos, pod casts, presentations, articles, readings, etc.

B. **Evaluation Procedures:**
The final grade for the course will be based on written assignments/assessments, discussions, final paper/presentation, and a portfolio. Please be sure to follow the instructions, and always review the specific grading rubric before beginning any work. The final grade will be calculated by dividing the total points earned by the total points possible.
• Week 1 quiz: Scavenger Hunt 5 points
• Current Ethical Issue paper 25 points
• Financial Analysis PowerPoint 20 points
• ETS test verification 30 points
• Professional portfolio 30 points
• Discussion Boards (6 @ 10 points) 60 points
• Reflective research paper 100 points
• Video presentation 30 points

Total: 300 points

Please see http://wilmu.edu/academics/grades.aspx for an explanation of the WU grading scale.

ATTENDANCE POLICY AND LATE ASSIGNMENT POLICY:
Attendance for an online learning course is defined as participating in course assignments and discussions as directed by the instructor. Failure to do so may be considered an unexcused absence without prior approval by the course instructor. Excessive absences (2 or more unexcused absences per block course) will result in a final grade of FA (Failure due to Absence). This consequence may negatively affect student financial aid status and/or standing with the University. You may drop or withdrawal from the course to avoid an academic penalty.

Late work will only be accepted with approval by the faculty prior to the due date, and late penalties may apply. Any assignment not submitted within two days after the due date will result in a zero for that assignment unless other arrangements have been made. Email your instructor with any extenuating circumstances. Documentation may be requested to excuse an absence and allow late work to be submitted. Late discussion posts will not receive full credit.

CLASSROOM STANDARDS: See “Syllabus” area in the online course.

EXTERNAL STRUCTURED ASSIGNMENT:
Students will be asked to inventory their experiences to create a professional online portfolio that evidences career planning and professional achievements (due at the end of Week 6). This portfolio can also be shared with potential employers for job search or promotion. Detailed instructions are provided in the course.

COURSE SCHEDULE:
The following is an overview of the course schedule:
Week 1: Business Ethics and Analysis
  o Introductions (discussion board). Get to know your classmates and faculty. You will be marked absent if you do not introduce yourself in Week 1.
  o Course quiz: Scavenger hunt (5 points)
  o Week 1 Discussion Board: Current Ethical Issues (10 points)
  o Begin research, draft Current Ethical Issue essay (due Week 2)
  o Preview Portfolio requirements, begin collecting/revising artifacts (due Week 6)

Week 2: Employment Law and Current Issues in the Workplace
  o Week 2 Discussion Board: Legal implications and social media concerns (10 points)
  o Current Ethical Issue paper (25 points)
  o Continue gathering and revising portfolio components (due Week 6)

Week 3: Personal Finances and Customer Service
  o Week 3 Discussion Board: Customer service (10 points)
  o Financial Analysis PowerPoint (20 points)
  o Continue gathering and evaluating portfolio components (due Week 6)

Week 4: Personal Inventory & Information Literacy
  o ETS test: Take test and submit verification, begin data analysis and information collection (30 points)
  o Week 4 Discussion Board: Fears & Goals (10 points)
  o Continue gathering and uploading portfolio components (due Week 6)

Week 5: Career Exploration & Time Management
  o FOCUS self-assessment & Week 5 Discussion Board (10 points)
  o Collect, analyze, and prepare data for final project and portfolio

Week 6: Professionalism & Job Advancement Strategies
  o Week 6 Discussion Board: Career Competencies Analysis (10 points)
  o Portfolio (30 points)
  o Write final paper; prepare visuals for presentation, practice delivery

Week 7: Presenting our Plans, Reflection, and Analysis
  o Reflective Research Paper: ETS/FOCUS/Career plan analysis (100 points)
  o Presentation: Summarize ETS/FOCUS/Career plan analysis (30 points)

Important Reminders:
  • Most weeks, you will answer discussion board questions, which are a significant part of your grade. Please make sure to post your initial response by Wednesday of that week so others can respond to your post by Sunday night. You also need to thoughtfully respond to at least three other students’ posts weekly to receive full credit! Please review the discussion board rubric for expectations. The goal here is to be interactive
and discuss/follow up with classmates to demonstrate your understanding of the topic and reflect the resources provided. You also are encouraged to contribute to the topic by sharing research or materials you locate or create. You are expected to cite applicable sources in these discussions in APA style.

- All other assignments are due by Sunday evening of the particular week (by 11:59PM). Late work will be accepted only with communication to the faculty prior to the due date, and late penalties may apply. Any assignment not submitted within two days after the due date will result in a zero for that assignment unless other arrangements have been made. Email your instructor with any extenuating circumstances.

- All assignments, discussions, and/or papers must adhere to a collegial tone using the current APA manuals. Please save files with your last name and the assignment description. For example, Sally Smith would save the current ethical issue paper from as Smith current ethical issue.docx.

- All assignments must be submitted online in the course. If a technical issue arises, please contact the instructor via email and attach your assignment in a Word document by the due date.

- This is a Senior Seminar capstone course, and you will be asked to provide senior-level quality work. Rubrics are provided and will be used for grading; the writing rubric is attached at the end of this syllabus as an example of the standards that will be held. Please showcase your best work in this course. Students will be able to see feedback regarding citation (and some grammar) through Turnitin, a plagiarism detection tool. A failing grade will be assigned to any student who plagiarizes any assignment in this course. Plagiarism can be avoided by taking care to provide in text citations and references. APA resources and templates will be provided in the course.
## Student Writing Evaluation Form

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Student Name</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
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<tr>
<th>Criteria</th>
<th>Unsatisfactory (1)</th>
<th>Marginal (2)</th>
<th>Satisfactory (3)</th>
<th>Good (4)</th>
<th>Excellent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contains a thesis statement that captures the reader’s attention, contains persuasive logic (if a part of the assignment), previews the essay and provides a framework for the essay or paper.</td>
<td>The thesis statement does not capture the reader’s attention, preview the paper, or contain persuasive logic. <em>(6 points or less)</em></td>
<td>The thesis statement does little to capture the reader’s attention, preview the paper, and contain persuasive logic. <em>(7 points)</em></td>
<td>The thesis statement somewhat captures the reader's attention, preview the paper, and contains persuasive logic. <em>(8 points)</em></td>
<td>The thesis statement mostly captures the reader's attention, preview the paper, and contains persuasive logic. <em>(9 points)</em></td>
<td>The thesis statement strongly captures the reader’s attention, preview the paper, and contains persuasive logic. <em>(10 points)</em></td>
</tr>
<tr>
<td>2. Each paragraph supports the logic/argument of the thesis statement.</td>
<td>The logic of the paper does not support and explain the logic of the thesis statement. <em>(8+ errors)</em> <em>(6 points or less)</em></td>
<td>The logic of the paper does little to support and explain the logic of the thesis statement. <em>(6-7 errors)</em> <em>(7 points)</em></td>
<td>The logic of the paper somewhat supports and explains the logic of the thesis statement. <em>(4-5 errors)</em> <em>(8 points)</em></td>
<td>The logic of the paper mostly supports and explains the logic of the thesis statement. <em>(2-3 errors)</em> <em>(9 points)</em></td>
<td>The logic of the paper completely supports and explains the logic of the thesis statement. <em>(0-1 errors)</em> <em>(10 points)</em></td>
</tr>
<tr>
<td>3. Plentiful and specific details are used to support the thesis statement: examples, statistics, anecdotes, research, etc. Information is correct (This column is worth double.)</td>
<td>Evidence offered is not specific, relevant, and plentiful. All details are off-topic or irrelevant. Information is incorrect. <em>(8+ errors)</em> <em>(12 points or less)</em></td>
<td>Evidence offered is rarely specific, relevant, and plentiful. Most details are off-topic or irrelevant. Information is rarely correct. <em>(6-7 errors)</em> <em>(13-14 points)</em></td>
<td>Evidence offered is somewhat specific, relevant, and plentiful. Some details are off-topic or irrelevant. Information is somewhat correct. <em>(4-5 errors)</em> <em>(15-16 points)</em></td>
<td>Evidence offered is mostly specific, relevant, and plentiful. A few details are off-topic or irrelevant. Information is mostly correct. <em>(2-3 errors)</em> <em>(17-18 points)</em></td>
<td>Evidence offered is specific, relevant, and plentiful. No details are off-topic or irrelevant. Information is completely correct. <em>(0-1 errors)</em> <em>(19-20 points)</em></td>
</tr>
<tr>
<td>4. Demonstrates unity and coherence: transitions are used between paragraphs and between ideas in the same paragraph.</td>
<td>Ideas in paragraphs are disjointed. Paragraphs are not connected logically. <em>(8+ errors)</em> <em>(6 points or less)</em></td>
<td>Ideas in paragraphs are mostly disjointed. Paragraphs are vaguely connected logically. <em>(6-7 errors)</em> <em>(7 points)</em></td>
<td>Ideas in paragraphs are somewhat well connected. Somewhat effective transitions are used between paragraphs. <em>(4-5 errors)</em></td>
<td>Ideas in paragraphs are mostly well connected. Mostly effective transitions are used between paragraphs. <em>(2-3 errors)</em></td>
<td>Ideas in paragraphs are well connected. Effective transitions are used between paragraphs. <em>(0-1 errors)</em> <em>(10 points)</em></td>
</tr>
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College of Arts & Sciences
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<td>5. Conclusion is correctly drawn from the body of the paper and is not simply repetitive.</td>
<td>Conclusion is not logically related to the thesis statement and the body of the paper (8+ errors) (6 points or less)</td>
<td>Conclusion is vaguely logically related to the thesis statement and the body of the paper (6-7 errors) (7 points)</td>
<td>Conclusion somewhat supports/resolves the logic of the thesis statement and the body of the paper. (4-5 errors) (8 points)</td>
<td>Conclusion mostly supports/resolves the logic of the thesis statement and the body of the paper. (2-3 errors) (9 points)</td>
<td>Conclusion supports/resolves the logic of the thesis statement and the body of the paper. (0-1 errors) (10 points)</td>
</tr>
<tr>
<td>6. Language is concise and clear; word choice is appropriate. Writer's voice is distinct and well-expressed.</td>
<td>Language is vague, words are used incorrectly, or language is too informal for academic writing. Writer's voice is indistinct. (8+ errors) (6 points or less)</td>
<td>Language is mostly vague, words are frequently used incorrectly, or language is mostly too informal for academic writing. Writer's voice is rarely distinct. (6-7 errors) (7 points)</td>
<td>Language is somewhat specific, words are somewhat used correctly, and language is somewhat appropriately formal for academic writing. Writer's voice is somewhat distinct. (4-5 errors) (8 points)</td>
<td>Language is mostly specific, words are mostly used correctly, and language is mostly appropriately formal for academic writing. Writer's voice is mostly distinct. (2-3 errors) (9 points)</td>
<td>Language is specific, words are used correctly, and language is appropriately formal for academic writing. Writer's voice is completely distinct. (0-1 errors) (10 points)</td>
</tr>
<tr>
<td>7. Writing is grammatically correct and free of typos (MUGs*) (This column is worth double)</td>
<td>Numerous grammatical errors and readability is very difficult; paper has numerous typos. (8+ errors) (12 points or less)</td>
<td>Several grammatical errors and readability is somewhat difficult; paper has several typos. (6-7 errors) (13-14 points)</td>
<td>Some grammatical or spelling errors, somewhat interfering with readability; paper has some typos. (4-5 errors) (15-16 points)</td>
<td>Some grammatical or spelling errors but does not interfere with readability; paper is mostly free of typos. (2-3 errors) (17-18 points)</td>
<td>Minimal grammatical and spelling errors; paper is free of typos. (0-1 errors) (19-20 points)</td>
</tr>
<tr>
<td>*Mechanics, Usage, and Grammar</td>
<td>APA formatting has 8+ errors. (6 points or less)</td>
<td>APA formatting has 6-7 errors. (7 points)</td>
<td>APA formatting has 4-5 errors. (8 points)</td>
<td>APA formatting has 2-3 errors. (9 points)</td>
<td>APA formatting has 0-1 errors. (10 points)</td>
</tr>
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</table>

**Total**

**Additional Comments:**

Grand Total: