



Syllabus

SCHOOL OF HEALTH AND SOCIAL SCIENCES **PSY 498: Senior Seminar**

5 Credits
Effective: Spring 2019/2020

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is a capstone experience, and intended to provide students the opportunity to synthesize – i.e., bring together in a novel way – the knowledge and skills learned throughout their undergraduate studies. Students will identify a field-related topic, formulate a question of inquiry, conduct a review of relevant literature, analyze relevant topic-related research findings, and draw conclusions intending to advance psychological inquiry and practice. Emphasis will be on: 1) analytical and critical thinking; 2) formal writing as a means of building, consolidating, and sharing knowledge; 3) integrating academic knowledge with practical applications in the field of psychology; and, 4) reflecting on how psychology courses helped integrate learning in educational and professional pursuits.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Analyze a critical psychology-related issue and its significance and relevance in the field
- Defend conclusions drawn from the analysis of existing research and synthesis of the student’s insights and thoughts
- Examine current psychological and behavioral sciences research related to the issue or topic
- Formulate a specific question pertinent to the issue or related topic
- Reflect on educational progress and its influence and relevance on professional identity

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course activities	20%
Annotated Literature Review	10%
Capstone Psychology Review Paper	40%
Capstone Psychology Review Paper Presentation	10%
Professional Development Reflection Paper	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Course activities

Students are expected to participate in weekly discussions and activities. Discussions and activities will include group projects and individual assignments. Class participation through discussion is an integral part of this online course, although it is typically less formal than other work submitted throughout the course. Participation is defined as active engagement in a discussion or other online activity. To provide a structure for balanced participation and allow students to maximize the benefit of the discussion boards, it is recommended that they follow these guidelines: 1. Post responses to discussion questions in the first three days of the school week (Monday through Wednesday); 2. Post three or more thoughtful and topic-relevant comments to responses made by classmates during the last four days of the school week (Thursday through Sunday); 3. Respond to any questions that instructor or peers have regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Timeliness of responses	15%
Quality of responses	70%
Quantity of responses	15%
TOTAL	100%

Annotated Literature Review

In consultation with the course instructor, students will identify a field-related topic, formulate a question of inquiry, and complete an annotated literature review as part of their progress in writing the review paper. In their annotated literature review, students will read and complete annotations for at least five topic-relevant scholarly primary sources, such as academic or research journal article. Books cannot be

used as a source without the approval of the instructor. Each annotation must be at least one-page in length, and meet APA requirements of format and style. Students will be provided access to a template for completing the annotations.

In their annotations, students are expected to combine their own thoughtful analysis and critical thinking with information found in the scholarly sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - these annotations have to be analytical, not simply a summary of the readings. These papers must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional. Annotations will be systematically checked and verified for originality, but content of the annotations are intended for use in the capstone review paper.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	35%
DAS-U-Style and mechanics	25%
Finding and selecting information resources	40%
TOTAL	100%

Capstone Psychology Review Paper

Students will write a fourteen- to fifteen-page review paper (not including title page, abstract, references, and appendix, if needed) identifying a psychology-related issue or topic, addressing a question of inquiry, reviewing relevant literature, and drawing meaningful conclusions that may inform additional psychological inquiry and/or practice. The psychology review paper serves to demonstrate critical awareness in addressing and synthesizing key findings or issues in a particular field of psychology. More details of the capstone psychology review paper will be provided by the instructor, including both a formative and evaluative rubric.

In their paper, students are expected to combine their own thoughtful analysis and critical thinking with information found in a minimum of seven scholarly primary sources, not older than five to ten years. Books cannot be used as a source without the approval of the instructor. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - these papers have to be analytical papers, not a summary of readings. These papers must meet APA requirements of format and style; and students will be provided access to an APA style template. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional. Review papers will systematically checked and verified for originality.

<i>Components</i>	<i>% of Grade</i>
Purpose & Content	15%
DAS-U-Analysis and use of course concepts	20%
DAS-U-Evidence and support	20%
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	20%
Critical use and application of information	10%
TOTAL	100%

Capstone Psychology Review Paper Presentation

During the final week of the course, students will upload and share a five- to ten-minute recorded presentation of their capstone psychology review paper. Using audio/screen capture software, students will create, record, and share a narrated audio/visual summary of their capstone psychology review paper, as well as submit hardcopy of their presentation to the instructor for evaluation and feedback. Students will be expected to host a virtual Q&A (question and answer) session through a discussion board forum.

<i>Components</i>	<i>% of Grade</i>
Oral Presentations	20%
Visual Design	20%
Question and Answer	20%
DAS-U-Organization and coherence	20%
DAS-U-Analysis and use of course concepts	20%
TOTAL	100%

Professional Development Reflection Paper

Students will write a five- to five-page paper (not including title page, abstract, and references, if used) reflecting on their learning at City University of Seattle. In this reflection, they should discuss how psychology courses helped them integrate their learning into their educational and professional pursuits. In their papers, students should include reflection on their development of: 1) professional identity (including commitment to ethical practice and service); 2) diverse and global perspective; 3) critical thinking, communication, and interpersonal skills. Students should also reflect their future professional goals and preliminary plans of how they may achieve them.

Students do not have to use scholarly sources in writing this paper, but if sources are used, student are expected to combine their own thoughtful analysis with ideas and information found in them. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature. This paper must meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Analysis and use of course concepts	25%
DAS-U-Organization and coherence	20%
DAS-U-Style and mechanics	15%
Self reflection	40%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful

Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.