

CSC481/ISS481/MTH481 Senior Seminar Spring 2012

Instructor:

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Office hours:

Monday 11:00-11:30; 12:30-1:30; 2:40-4:00
Tuesday 9:30 -11:30; 2:30-3:30
Wednesday 11:00-11:30; 12:30-1:30
Thursday 2:30-3:30
Friday 11:00-11:30; 12:30-1:30

Texts:

Forgetting Ourselves on Purpose: Vocation and the Ethics of Ambition by Brian Mahan
Living Your Heart's Desire: God's Call and Your Vocation by Gregory Clapper

Content:

This one-unit capstone course is a seminar in which faculty members and the students give lectures on topics of general interest in computer science, information systems and mathematics. Issues related to vocation are discussed. *Prerequisite: Senior standing or Junior standing if a December graduate*

Learning Outcomes:

This class is a capstone course for our majors. The learning outcomes are::

- Students will be able to apply their technical knowledge to solve problems.
- Students will communicate effectively orally and in writing.

Grading:

This class is graded pass/fail as determined by requirements described on the Student/Advisor Sign-off Sheet and this syllabus. You will be given a copy of this sheet to track your progress (the sheet is at the end of this syllabus). Note that there are 3 ways to fail. Lack of writing participation, missing ETS exam, poor grade on Oral or Written presentation.

ETS Exam:

The two hour ETS field exam will be given as a mid-term for the course. This exam covers a wide range of topics from your four years of course work. CS and IS majors will take the CS exam and Math majors will take the Math exam. Please note that the class will meet until 6:00 on February 13, the day of the exam. If you do not take an exam, this is grounds for failing the class. Late exams may be taken only by prior arrangement or with a documented emergency. I must participate in the decision for you to miss the exam; this means that you need to phone me before missing the exam.

General Education Exam:

As per the assessment requirements of the school, a GE exam will be administered in an effort to determine how well our GE classes have met PLNUs objectives. The date is February 27. Should you be absent on this date, you will likely be asked to take the exam at another time. Class will be from 4:00-5:30 on that day.

Written and Oral Report:

Near the start of the semester you will work with a faculty member in your major to select a topic for giving a written (min 9 pages including abstract, bibliography, and table of contents) and an oral (20 minutes) report.

This should be done using technology and terminology standard to your discipline. The reports will be scored by faculty using a rubric (which is attached to the end of this syllabus). Your topic must include things that you have learned outside of regular coursework.

You may report on your honors thesis, your service learning project, your internship, or a topic from your discipline that you want to learn more about. If the report is based on work done with a group, you must do your own unique presentation and report. The material must not overlap substantially with material presented by others in the class. It may be necessary to do additional work or to concentrate on different aspects of your project. Be sure to discuss this with your advisor before working on your report or presentation.

Writing About Vocation:

You will be given a weekly reading to do from one of the two texts on vocation. Along with that reading you will be given a list of questions for reflection. Your responses to those comments are due at 11:00 p.m. on the Saturday night before the next class (see schedule for the readings). Inadequate participation in written assignments could lead to a failing grade.

Final:

We will meet at the final exam time for a summative experience. The final is MONDAY April 30 FROM 5:30 – 7:00 P.M. (the final involves dinner).

Mock Interviews and Resume Review:

Everyone in the class will be expected to schedule a mock interview and resume review through the Office of Strengths and Vocation (OSV) on March 26 or 27. Details will be handed out in class.

Attendance:

Attendance is expected at each class session. In the event of an absence you are responsible for the material covered in class and the assignments given that day.

Regular and punctual attendance at all classes in which a student is registered is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements to be met. There are no allowed or excused absences except when absences are necessitated by certain university-sponsored activities and are approved in writing by the Provost. Whenever the number of accumulated absences in a class, for any cause, exceeds ten percent of the total number of class meetings, the faculty member has the option of filing a written report to the Vice Provost for Academic Administration which may result in de-enrollment, pending any resolution of the excessive absences between the faculty member and the student...If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF (no grade). There are no refunds for courses where a de-enrollment was processed.” (see catalog for full text)

Class Enrollment:

It is the student’s responsibility to maintain his/her class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.

Academic Accommodations:

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student’s instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the

Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Students with learning disabilities who may need accommodations should discuss options with the instructor during the first two weeks of class.

Academic Honesty:

The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Academic honesty and integrity are strong values among faculty and students alike. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose.

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. For more details on PLNU's policy go to: <http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>

A student who is caught cheating on any item of work will receive a zero on that item and may receive an "F" for the semester. See the PLNU Catalog for a further explanation of the PLNU procedures for academic

Tentative Schedule Senior Seminar 2012

Week	Monday – Topic and assignment due	Saturday – Reading Assignment due by 11 PM
1	Jan 10 (Tuesday) Orientation – demo quick intro Vocation: Preface and Chapter 1	14
2	16 MLK	21 Reflections from Mahan Chapter 2
3	23 Vocation: Mahan Chapter 2 discussion Student introductions Report topic due (signed by advisor) Sign up for Mock Interviews	28 Reflections from Mahan Chapter 3
4	30 Vocation: Mahan Chapter 3 discussion Discuss resume/cover letter Bibliography determined Student introductions	Feb 4 Reflections from Mahan Chapter 4
5	6 Vocation: Mahan Chapter 4 discussion Resume editing Bring to class draft resume and cover letter	11
6	13 ETS test – class from 4-6 today ***** Paper outline, abstract, bibliography due	18 Reflections from Mahan Chapter 5

7	20 Vocation: Mahan Chapter 5 discussion TBD	25
8	27 GE Test - class from 4-5:30 *****	Mar 3
9	5 Spring Break – no class	10 Reflections from Clapper Chapter 1
10	12 Vocation: Clapper Chapter 1 discussion Presentation dates determined Peer review of written report Paper and PPT drafts due to advisors 3/15	17 Reflections from Clapper Chapter 2
11	19 Vocation: Clapper Chapters 1 & 2 discussion 3 students present	24 Reflections from Clapper Chapter 3
12	26 Vocation: Clapper Chapter 3 discussion Mock interviews today and tomorrow 3 students present	31 Reflections from Clapper Chapter 4
13	2 Final paper due Vocation: Clapper Chapter 4 discussion 3 students present	7 Easter Break
14	9 Easter Break	14 Reflections from Clapper Chapter 5
15	16 Vocation: Clapper Chapter 5 discussion 3 students present	21 Reflections from Clapper Chapter 6
16	23 Vocation: Clapper Chapter 6 discussion 2 students present	28
17	30 Summative Experience 5:30-7:00 – includes dinner *****	5

Student/Advisor Sign-off Sheet

Due date	Actual Date	Item	Advisor Signature or in class
Jan 23	_____	Advisor contacted/ possible topics discussed	_____
Jan 30		Topic finalized, background material gathered	
Feb 13	_____	Abstract, bibliography, outline	_____
Mar 12	_____	Paper draft for peer review	_in class_____
Mar 15	_____	Paper and PPT Drafts to advisor	_____
Mar 19		PRESENTATIONS BEGIN	
April 2	_____	Final Written report	_in class_____
TBD Randomly		Final PowerPoint	_in class_____

Advisors will not sign off for an item unless it appears to them that the expected amount of time, as defined below, has been spent on each item

Background Reading/ abstract	10 hours
In-depth reading / outline prep	6 hours
1 st paper draft	5 hours
PowerPoint draft	4 hours
Paper/PPT revisions	3 hours

For each day that an assignment with either an advisor or in-class deadline is late, **one page will be added to the length of the written report.** For example, if the abstract is 2 days late, and the PowerPoint draft is 1 day late, you will have to write 3 extra pages.

Extra pages = _____

You will not pass if:

- You receive an average of less than 2.5 on either your written report or your oral report.

Oral Presentation Rubric Update (6/2/10)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	<input type="checkbox"/> Clearly knows material and key facts by memory <input type="checkbox"/> Expands on PPT slides <input type="checkbox"/> Content appropriate for audience	<input type="checkbox"/> Clearly knows key facts with a few memory slips <input type="checkbox"/> Some expansion on PPT slides <input type="checkbox"/> Partial audience adaptation of content	<input type="checkbox"/> Reads some information; knows some facts from memory <input type="checkbox"/> No expansion of PPT slide content <input type="checkbox"/> Little audience adaptation of content	<input type="checkbox"/> Reads sentences from slides <input type="checkbox"/> Dependent on notes <input type="checkbox"/> Lacks audience adaptation of content
Organization	<input type="checkbox"/> Clear and concise outline <input type="checkbox"/> Relevant graphics and key text items on slides <input type="checkbox"/> Presentation length is +/- 30 seconds of time limit	<input type="checkbox"/> Clear outline <input type="checkbox"/> Too much information on slides (not concise) <input type="checkbox"/> +/- 1 minute of time limit	<input type="checkbox"/> Some sense of outline <input type="checkbox"/> Too much detailed information on slides <input type="checkbox"/> +/- 1:30 of time limit	<input type="checkbox"/> No clear outline <input type="checkbox"/> Slides are in paragraphed; too much detailed information on one slide <input type="checkbox"/> +/- 2 minutes of time limit
Oral Presentation skills	<input type="checkbox"/> Clearly has practiced several times; smooth transitions <input type="checkbox"/> Engages audience in content more than one time (questions, examples, etc) <input type="checkbox"/> Free of disfluencies (ah, uhm) <input type="checkbox"/> Is clearly heard in the room and makes an uses inflection for emphasis <input type="checkbox"/> Engaged audience through eye contact <input type="checkbox"/> Engaged audience through gestures	<input type="checkbox"/> Has practiced but transitions are not smooth <input type="checkbox"/> Engages audience at least twice in content <input type="checkbox"/> A few disfluencies (ah, umh, er) <input type="checkbox"/> Can be understood most of the time and uses some inflection <input type="checkbox"/> Some engagement of audience through eye contact <input type="checkbox"/> Some engagement of audience through gestures	<input type="checkbox"/> Has practiced presentation but cannot verbally make transitions between slides <input type="checkbox"/> Audience engagement at least once with content <input type="checkbox"/> Many disfluencies (ah, umh, er) <input type="checkbox"/> Can sometimes be understood and uses little inflection <input type="checkbox"/> Infrequent eye contact <input type="checkbox"/> Distracting gestures or mannerisms	<input type="checkbox"/> Clearly did not practice presentation; Does not anticipate content of next slide <input type="checkbox"/> No audience involvement <input type="checkbox"/> Disfluencies (ah, umh, er) detract from presentation <input type="checkbox"/> Can not be heard and/or speaks in a monotone <input type="checkbox"/> Little audience awareness or eye contact <input type="checkbox"/> Frequent distracting gestures or mannerisms
Use of Presentation Tools	<input type="checkbox"/> PPT background is matched to content, legible font, seamless transitions <input type="checkbox"/> Graphics imbedded and matched to topic, necessary hyperlinks work	<input type="checkbox"/> Appropriate PPT slide backgrounds, transitions & font <input type="checkbox"/> Most graphics imbedded and matched to topic, most necessary hyperlinks work	<input type="checkbox"/> Distracting PPT slide backgrounds and transitions, font hard to read <input type="checkbox"/> Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work	<input type="checkbox"/> No attention given to PPT slide backgrounds and transitions, font illegible <input type="checkbox"/> Distracting use of embellishments, graphics not connected to topic
Ability to field questions	<input type="checkbox"/> Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	<input type="checkbox"/> Can answer all questions with some hesitation	<input type="checkbox"/> Able to answer half of the questions with hesitation	<input type="checkbox"/> Unable to answer any questions

Written Presentation Rubric (6/2/10)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Bibliography and supporting documents	<input type="checkbox"/> Multiple references from distinct reputable sources	<input type="checkbox"/> Most references from distinct reputable sources	<input type="checkbox"/> Some references from reputable sources	<input type="checkbox"/> No bibliography or all references from untrusted sites on the internet
	<input type="checkbox"/> References cited in the body of the document	<input type="checkbox"/> Some citation of references in the body of the document	<input type="checkbox"/> Limited citation of references in the body of the document	<input type="checkbox"/> No citation of references in the body of the document
Organization	<input type="checkbox"/> Conveys a central theme with all ideas connected, arrangement of ideas clearly related to topic	<input type="checkbox"/> Conveys a central idea or topic with some ideas connected to the topic	<input type="checkbox"/> Attempts to focus on an idea or topic with many ideas not connected to the topic	<input type="checkbox"/> Has little or no focus on central idea or topic
	<input type="checkbox"/> Clear introduction, body (with sections), and conclusion includes summary and closure	<input type="checkbox"/> Includes introduction, body and conclusion	<input type="checkbox"/> Introduction, body, conclusion detectable but not clear	<input type="checkbox"/> Introduction, body or conclusion absent
	<input type="checkbox"/> Includes both an abstract and table of contents	<input type="checkbox"/> Includes abstract and table of contents (one partial and one complete)	<input type="checkbox"/> Includes partial abstract and partial table of contents	<input type="checkbox"/> No abstract or table of contents
Grammar and spelling	<input type="checkbox"/> No use of first- person tense	<input type="checkbox"/> Few uses of the first-person tense	<input type="checkbox"/> Several uses of the first- person tense	<input type="checkbox"/> Written in first-person tense
	<input type="checkbox"/> No grammatical or spelling errors	<input type="checkbox"/> Few grammatical and spelling errors	<input type="checkbox"/> Some grammatical and spelling errors	<input type="checkbox"/> Many grammatical and spelling errors
Depth of information	<input type="checkbox"/> Appropriately synthesizes information from multiple distinct sources	<input type="checkbox"/> Synthesis of information from at least three distinct sources	<input type="checkbox"/> Synthesis of information from at least two distinct sources	<input type="checkbox"/> Summary reporting of information without synthesis
	<input type="checkbox"/> Draws conclusions and personal insights from synthesis	<input type="checkbox"/> At least two personal insights or conclusions stated	<input type="checkbox"/> At least one personal insight or conclusion stated	<input type="checkbox"/> No personal insights
	<input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is excellent	<input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is good	<input type="checkbox"/> Has the minimum number of pages including penalty pages; subject coverage is adequate	<input type="checkbox"/> Does not have the minimum number of pages including penalty pages
Clarity of writing	<input type="checkbox"/> Sentences flow	<input type="checkbox"/> Good sentence structure	<input type="checkbox"/> Occasional poor sentence structure	<input type="checkbox"/> Frequent poor sentence structure
	<input type="checkbox"/> Smooth transitions between paragraphs	<input type="checkbox"/> Adequate transitions between paragraphs	<input type="checkbox"/> Transitions between paragraphs unclear	<input type="checkbox"/> Lacked transitions between paragraphs
	<input type="checkbox"/> Any and all terms and acronyms are defined	<input type="checkbox"/> Most terms and acronyms are defined	<input type="checkbox"/> Some terms and acronyms are defined	<input type="checkbox"/> Many terms and acronyms are undefined
	<input type="checkbox"/> Provides evidence to support points	<input type="checkbox"/> Lacks support for some points	<input type="checkbox"/> Provides minimal support for points	<input type="checkbox"/> Ideas not supported