Class Meetings: Friday evenings from 6:10—8:40 pm

Required Text:

Instructor:
Dr. Roy Littlefield
301-430-7280, ext 108 (work)
301-249-1529 (home)
Littlefield@cua.edu
RoyEL3@aol.com (personal email)

Course Description:
The Catholic University of America (CUA) Senior Seminar course is designed to assist students preparing a senior seminar project. Students will be responsible for producing a written document at the end of the course. Students should plan on spending 3-5 hours per week outside of class during the semester on the document.

The senior seminar consolidates the student’s academic experience through either an academic research paper or an applied research project that will focus the student towards graduate studies or employment goals.

Course Objectives: At the end of this course, students will have demonstrated the following competencies:

1. Familiarity with critical thinking scenarios, issues, and challenges as they relate to at least three different areas of study.
2. Ability to use databases, the Internet, and other scholarly resources as a significant component of conducting research for assigned projects, both oral and written.
3. Identify at least five professional journals in their respective discipline.
4. Skill in incorporating citations and references into written projects in a manner consistent with the American Psychological Association (APA) documentation style (or another appropriate professional style).
5. Discussing key purposes of literature reviews in both academic and applied research settings.
6. Delivering a scholarly oral presentation that incorporates the findings of a comprehensive literature research.
7. Producing a scholarly written project with properly-documented reference list that is supported by associated documentation included in a project appendix.

**Academic Honesty:**
Academic honesty is expected of all CUA students. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm)): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion…In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm) and [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm)

**Libraries:** The CUA Libraries’ wide range of resources and services, including databases, online journals, and FAQs are on the main website. For assistance on papers and assignments, consult the research guides or schedule an appointment with a subject librarian.

**Academic Support Services:** The university’s primary academic support resources are located on the 2nd floor of the Pryzbyla Center. These affiliated offices and services include:

**The Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including tutoring services, workshops, academic coaching, individual skills meetings, peer mentoring, and more. Phone: 202-319-5655; Email: cua-academicsuccess@cua.edu Web: success.cua.edu

**The Writing Center** provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online ([http://english.cua.edu/sc/](http://english.cua.edu/sc/)). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours). Phone: 202-319-4286; Email: cua-writingcenter@cua.edu Web: English.cua.edu/wc/

**Disability Support Services** provides programs and services designed to support and encourage the integration of students with disabilities into the mainstream of the university community. Any student who feels he/she may need an accommodation based
on the impact of a disability should contact the instructor privately to discuss specific needs. Office: 204 Pryz; Phone: 202-319-5211; Email: cada-disabilityservicest@cu.edu Web: dss.cua.edu

The University grading system is available at:
http://policies.cua.edu/academicundergrad//gradesfull.cfm#11
http://policies.cua.edu/academicundergrad//gradesfull.cfm#11 for undergraduates, and
http://policies.cua.edu/academicgrad//gradesfull.cfm#iii
http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students

Reports of grades in courses are available at the end of each term on:

Grading Criteria (Undergraduate)
93-100   A (Excellent)
90-92    A-
87-89    B+
83-86    B (Superior)
80-82    B-
77-79    C+
73-76    C (Satisfactory)
70-72    C-
60-69    D (Lowest passing)
<60   F (Failing)

- The last day to add or drop a regular session course is January 23, 2017.

Topic Selection
Students are most successful in the senior seminar project when they select a topic that is one of interest to them. During your academic tenure at Metropolitan College, you were exposed to a broad set of core concepts in your major area of undergraduate study. From your previous reading and coursework, what are some of the areas that were of greatest interest to you that you might like to explore further? At this point, you may already have a project topic in mind. You should feel free to talk with your instructor or any other faculty member with an interest in your chosen area about ideas, resources, etc. Remember, your topic, approach, etc. may differ significantly from other students in your very same program. The three credit senior seminar project is designed to give students an opportunity to demonstrate their integration of key concepts from work within their discipline as well as to benefit their future goals.

Due January 13: Oral Introduction
Conduct a 3-5 minute introductory presentation about yourself to the class. Each student should come to class prepared to present a biography of themselves to the class.
**Due January 27: Resume and Written Introduction**
Submit 1) a copy of a current resume; 2) a one- to three-page double-spaced introductory statement summarizing your professional accomplishments in your chosen area of study and describing your professional goals related to your area.

**Due February 24: Project Outline**
A five-page senior research project outline statement discussing your thoughts regarding your project. PLEASE BE AS SPECIFIC AS POSSIBLE. It is alright to be undecided on an issue. Be sure to follow the outline listed here in constructing your paper: a) state the degree area in which you did most of your work; b) indicate whether you are more interested in an academic or applied research project; c) provide background information on the “problem” you seek to address in your project; d) list what you feel were the more relevant courses and concepts from these courses for the work you will propose to do; e) provide an approximate timeline for completion of your project using March 3 as a start date and April 28 as an end date. Please note that you may choose to change any and all project goal information submitted during the semester. *Nothing you submit in the project goal statement is carved in stone!*

**Due April 21: Final Project**
Oral Presentation

**Due April 28:**
Submit Final Documentation

**No Classes:**
- January 20 (Inauguration Day)
- March 10 (Spring Vacation)
- April 14 (Good Friday)

**Evaluation**
- Final Project: 60%
- Final Project Presentation: 20%
- Resume and Introductions: 10%
- Project Outline: 10%

**Incomplete Final Grades**
Students will receive an incomplete grade if there has not been timely submission of acceptable chapters of the final project throughout the semester. Students who do not submit an acceptable final document will receive email notification regarding the inadequacy of their performance.

**Attendance Policy**
Students are expected to attend class and to take advantage of one-on-one tutoring sessions with the instructor. Assignments may be submitted prior to or on the due date via email. There are severe penalties for assignments not turned in on time.