UST 489: Advanced Senior Seminar
SCHOOL OF URBAN AFFAIRS
CLEVELAND STATE UNIVERSITY

UST 489 Advanced Senior Seminar	Section 501
Dr. Beth Nagy, Ed.D.	**Office Hours:** See Blackboard homepage
Office Location: Urban College, Room 224	**Office Phone:** 216-875-9907
Prerequisite: Senior standing; UST 405 prerequisite or co-requisite.	**Email:** Please use Blackboard for email contact

CSU COURSE DESCRIPTION
Prerequisite: Senior standing; UST 405 prerequisite or corequisite. Capstone course coordinating knowledge and skills gained through the fulfillment of the requirements for a major in Urban Studies, Economic Development, and/or Environmental Studies.

COURSE OBJECTIVES
This course assesses student's mastery of Knowledge, Skills, and Abilities (KSAs) gained through undergraduate coursework and learning experiences in the undergraduate programs in Urban Studies, Economic Development, and Environmental Studies.

COURSE MATERIALS
All course materials are provided online at no cost through Blackboard. Students must have access to a hardware device (workstation, tablet) and the internet to be successful in this class. A flash drive or cloud storage space is recommended as a repository for your assignments. Students may be required to use their personal data plans to complete assignments.

GENERAL EDUCATION STATEMENT (UNIVERSITY POLICY)
This course fulfills the capstone course/ experience General Education requirement. Students will demonstrate mastery in critical thinking, information literacy, and writing competencies.

Skill Area: Critical Thinking Criteria
1. This course requires that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

Skill Area: Information Literacy
1. Designate that at least 15% of the student's grade in the course is based on an evaluation of information literacy.
2. Require students to evaluate information sources' accuracy, authority, currency, objectivity, and reliability.

3. Require students to address the ethical and legal uses of information.

Skill Area of Writing
1. Designate that at least 15% of the student's grade in the course is based on an evaluation of writing.
2. Include writing assignments that directly relate to the course goals.
3. Include instruction in <u>writing-to-learn</u> and/or <u>writing-to-communicate</u>. While writing-to-learn emphasizes the student's experience, writing-to-communicate highlights the reader's experience. Both are necessary to produce a thoughtful text that observes academic writing conventions.
4. Require that students write a total of 2,000 words (8 pages, double-spaced, in 12-point font, with 1" margins) in multiple assignments.
5. Assign writing throughout the semester.

<u>WHAT TO EXPECT</u>
The content of the course explores the complex nature of urban environments, the connectivity of urban affairs majors, specific academic knowledge of your major, data, and techniques used in the field, and your readiness for employment or graduate study.

The skill areas associated with this course are Critical Thinking, Information Literacy, and Writing. Students should expect assignments to demonstrate these skills. To plan for the workload, a 3-credit class requires up to 9 hours of academic effort per week, on average. Please reserve this amount of time for your weekly assignments.

This course is a seminar. A seminar class is designed to be a space to engage with ideas in depth. In a lecture course, teachers are the primary source of information. Students rely on the teacher to provide the knowledge. In a seminar, students are the primary source of information. Students rely on the teacher to provide guidance and feedback, but students are agents of their learning.

The class participates in a community-based research project to simulate a workplace and/or research experience. The community-based project requires research (secondary), fieldwork (primary data collection), analysis of data, synthesis, and presentation of findings. Students are expected to complete a written, professionally designed report, prepare a visual presentation, and orally present their findings to a community partner and an audience of peers. The resulting deliverables are intended to be used as a sample of work for employment or other post-undergraduate activity (graduate study, internships, fellowships, etc.).

<u>ASSIGNMENTS</u>
The types of assignments in this course are listed below.

- <u>Weekly Assignments:</u> Students are expected to research, read, and respond to critical thinking questions in preparation for the next class. Many of these assignments require students to document their sources using standard bibliographic format and formal citation styles (APA, MLA, Chicago, footnotes).

- Discussions: Students are expected to participate in discussions related to the weekly assignments.

- Fieldwork: Students should plan to visit the community site associated with the project. Sensory experiences in urbanized areas are an important part of understanding cities.

- Final Project: Students will complete a written report, a visual presentation, and an oral presentation. The final project includes regular benchmarks to assess progress.

GRADING & EXPECTATIONS (Rubrics)

The grade for this class is based on the accumulation of points divided by the total number of points possible. No grading curve is applied. The total amount of points for work related to this course is broken down into the following categories shown below.

12 Weekly Benchmarks @ 175 pts
Draft report narrative @ 30 pts
Draft StoryMap @ 30 pts
Final Story Map @ 200 pts
StoryMap Presentation @ 50 points
485 total points

Full credit is awarded for:
- On-time submissions,
- Accuracy of response,
- Quality of writing,
- Professional format.

Points are deducted for:
- Late submissions: The late submission policy for this class is 10% deduction per day, beginning one minute after the assignment's due date & time. Late submissions may be excused when documentation is provided to verify the situation. Please discuss your situation with the instructor to find out if your situation qualifies as excused.
- Inaccurate response: Your response to the assignment is incorrect, irrelevant, or incomplete.
- Grammatical and other writing errors. I evaluate your writing mechanics and deduct credit for incorrect syntax, grammar, punctuation, and spelling. I may recommend you make an appointment with the CSU Writing Center if your writing needs significant improvement for college-level expectations. The recommendation is not to make you feel bad. It is to help you get better!
- Academic Misconduct. Academic misconduct is considered "cheating". Types of cheating include but are not limited to cheating on an assignment or assessment; plagiarism; inappropriate collaboration including contract cheating; aiding the

academic dishonesty of peers; falsifying data, information or sources; and falsifying academic records. The consequences are zero credit for the assignment in question for the first offense. The second offense results in a zero for the course (automatic F) and a report to the CSU Academic Integrity Officer. This may have implications for student transcripts.

- Unacceptable sources: A key ingredient in higher education is the use of academic sources of information, also known as scholarly. Scholarly sources are literature with objectively verifiable references. These include peer-reviewed journal articles, government or professional reports, and media with references. You should be able to vet the author, the publication outlet, and the sources of information contained within. If the literature does not include a reference, use caution in using it as an academic source. While students may use dictionaries, encyclopedias, news/media, or blogs for their information needs, these sources are not allowed as academic sources in a bibliography.
- Unprofessional format. The format of the submission is unacceptable for academic purposes. Assignments should be submitted typed as .pdf, .doc, or .docx file types and meet specified word counts (if applicable).

You will be able to see your grades and my written feedback about your work in your Blackboard grade center. Please give me about one week from the submission date to complete grading.

The percentage-to-letter grading scale used for this class is:
A: 95-100
A-: 90-94.5
B+: 87-89.5
B: 83-86.5
B-: 80-82.5
C+: 75-79
C: 70-74.5
D: 60-69.5
F: 0-59.5

Incomplete Grades: An Incomplete, or "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" grade can be assigned by the instructor **when all three of the following conditions are met:**

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor;
3. The student has notified the instructor prior to the end of the grading period.

ACADEMIC AND PERSONAL SUPPORT SERVICES AT CSU

CSU offers several free academic and personal support services. These services are helpful if students encounter academic and personal challenges.

[CSU Tutoring and Academic Success Center](#) (TASC). TASC offers Free academic support for all undergraduate students at CSU. TASC uses research-based strategies and approaches for learning to help students achieve their academic goals and ultimately to graduate. TASC does this in an informal, student-centered environment that assists students to not only achieve academically but to also socially integrate into college life.

[The CSU Writing Center](#). Writing is an important skill for all students, teachers, and professionals of every kind. As a student at Cleveland State University, you will find that classes in every discipline use writing to help students explore, create, and communicate ideas. Student writing can take many forms, from lab reports to research papers, group projects to journal entries.

[CSU Counseling and Academic Success Clinic](#) (CASC). The Counseling & Academic Success Clinic is a free, confidential, supportive counseling and coaching center available to students of Cleveland State University. The clinic provides support and guidance in navigating the typical concerns of today's busy college student. CASC seeks to provide excellent care, guided by identifying the unique strengths of each student, while supporting the development and utilization of positive coping skills to enhance and promote both personal and academic success.

[Lift Up Vikes! Resource Center and Food Pantry](#). Lift Up Vikes! offers a convenient, dignified, and compassionate process through which CSU students are connected to resources that supplement nutrition and other basic human needs as they strive to earn a college degree.

[The CSU Community Assessment Response and Evaluation (CARE) Team](#). The goal of the CARE Team is to work collaboratively to support the wellbeing and safety of students, faculty, staff, and to promote a culture on campus that encourages reporting of concerns. Care Management may be useful if:
- You want to know more about support services offered at the university.
- You would like information on how to connect with medical and mental healthcare providers.
- You would like to withdraw from your classes for personal or medical reasons, and want more information on your options.
- You're feeling stressed about school and finding it difficult to cope.
- Your life outside of the classroom has become more difficult to manage.
- You're feeling overwhelmed and want to find help, but you're not sure where to start.

STUDENTS WITH ACADEMIC OR OTHER ACCOMMODATIONS
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their

disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested *in advance* and will not be granted retroactively. If you have an Accommodation Memo from ODS or would like to discuss another special circumstance, please make an appointment with me to discuss your situation.

STATEMENT FROM THE CSU OFFICE OF INSTITUTIONAL EQUITY

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to OIE@csuohio.edu or visiting the CSU Administration Center, 2300 Euclid Ave., Room 236.

RIGHTS & RESPONSIBILITIES (CONDUCT & ETHICS)

Students have the right to be fully informed of course requirements, grading procedures, and to receive helpful feedback on assignments. The instructor gives questions the full respect they deserve, applies rules equally, returns graded work in a reasonable time frame, and provides a quality course experience. Sometimes changes to the course plan happen, but the instructor adjusts course expectations, materials, and/or due dates reasonably and fairly.

My classroom is a safe space to discuss ideas, attitudes, experiences, and perceptions of the information being presented. We are here to learn and grow. While students may disagree with others (including the teacher), the instructor does not tolerate abuse or insults directed towards others. The instructor will inform students when there is a violation of the rights of others to a respectful, focused, learning environment.

The CSU Code of Conduct is the student's guide to acceptable behaviors as a student at this university. The Code of Conduct describes infractions and states the penalties for unacceptable behavior. The American Association of University Professors Statement on Professional Ethics is my guide to professional responsibilities in the Academy; to students, colleagues, and the institution of higher education. I am also an urban planner and public administrator by education and experience, and follow the AICP Code of Ethics and the American Society for Public Administrators Code of Ethics.

SCHEDULE

The following schedule shows a plan of the weekly topics for the semester. Assignment details and due dates are posted and collected using Blackboard. Students are provided with reasonable notice of changes and adjusted due dates if they occur.

<u>Week One: January 16-January 21. Assignments due January 21 by midnight</u>
- Welcome & Introductions
- Introduction to the Capstone Project

<u>Week Two: January 22-January 28. Assignments due January 28 by midnight</u>
- History of Cleveland Public Libraries
- Cleveland Public Library Neighborhood Branches (Assigned)

<u>Week Three: January 29-February 4. Assignments due February 4 by midnight</u>
- CPL Neighborhood Branch history, service area, programs, amenities & construction status (FMP)

<u>Week Four: February 5-February 11. Assignments due February 11 by midnight</u>
- CPL Neighborhood Branch community demographics

<u>Week Five: February 12-February 18. Assignments due February 18 by midnight</u>
- CPL Neighborhood Branch staff interviews & tour

<u>Week Six: February 19-February 25. Assignments due February 25 by midnight</u>
- CPL Neighborhood Branch Service Area tour

<u>Week Seven: February 26-March 3. Assignments due March 3 by midnight</u>
- CPL Neighborhood Branch Community Assets Inventory

<u>Week Eight: March 4 – March 10. Assignments due March 10 by midnight</u>
- Google My Map CPL Neighborhood Branch Asset Map

SPRING BREAK: March 11-March 17.

<u>Week Nine: March 18-March 24. Assignments due March 24 by midnight</u>
- Cleveland Neighborhood Development Projects Research

<u>Week Ten: March 25-March 31. Assignments due March 31 by midnight</u>
- Update CPL Neighborhood Branch Google My Map with area development projects

<u>Week Eleven: April 1-April 7. Assignments due April 7 by midnight</u>
- Innovative Ideas for public libraries

<u>Week Twelve: April 8 – April 14. Assignments due April 14 by midnight</u>
- CPL Neighborhood Branch ideas/recommendations

Week Thirteen: April 15-April 21. Assignments due April 21 by midnight
- Report Draft

Week Fourteen: April 22 – April 28. Assignments due April 28 by midnight
- StoryMap Draft

Week Fifteen: April 29-May 5. Assignments due May 5
- Edits, Revisions and Practice Presentation

Exam Week: May 6-May 12. (In-person) Presentations
- TBD

Grades submitted to the registrar by May 14 at midnight.