Cleveland State University
Fall Semester, 2008
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

Course Syllabus
UST/ENV 489, Advanced Senior Seminar
Topic: Evolution of Paris, France

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Course Description: This is the College’s capstone course. It is designed to allow students to showcase the skills and knowledge gained through the fulfillment of the requirements to complete a major in urban studies.

Course Objective: Demonstrate proficiency in the following areas: 1) Search the relevant literature; 2) Ask strategic questions; 3) Formulate working hypotheses; 4) Record data; 5) Critically interpret data; 6) Present research results.

Course Methodology: Library research, scholarly literature review, writing, public presentation, and conferencing with the instructor will be the student foci for this course as we look at the evolution of Paris, France, one of the foremost urban centers in the world. Lecture and exams will not be on the course agenda. Using the Internet and Blackboard will be part of the course.

Course Meeting: Monday, August 25, 2008 and Monday, December 1, 2008. This last meeting will be your poster presentation at 6:00 pm in the Levin College Atrium.

Student Projects: In four 10-page (at least) research aspects of the evolution of Paris. Papers will focus on the following topics about Paris:

Roman Paris;
Paris and the French Revolution;
The Paris metro system (history and planning);
Paris and rioting (2 very recent different groups of rioters).

Public Presentation: You will prepare a poster describing one of your essays for a poster session on Monday, December 1, 2008 in the College’s atrium. To start thinking about the poster check out http://set.lanl.gov/programs/cif/Resource/Presentation/Poster.htm or go to a search engine and type in poster presentation.

Grades: Each paper and the poster will be worth 20% of the grade.

Paper Evaluation: When looking at your papers and poster, I will be thinking of higher order and lower order concerns:
**Higher Order Concerns**

*Focus*
A focus is the thesis or main point of your writing. Is it clear? Is the whole paper on the focus? Write your focus before you start the paper.

*Development*
Development refers to the amount of support you give to your focus. Are there enough quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts? Have you done enough research?

*Organization*
Has the writer organized or structured the paper in a way that the discipline suggests (We use APA style)? Is the paper organized so that the paragraphs proceed from one to another in a logical style using transitions? Is the paper well organized?

**Lower Order Concerns**

*Style*
Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety produces more interesting reading. Is the diction appropriate (wording, choice of words) for a senior-college level assignment? Is the diction appropriate for the discipline?

*Mechanics*
Mechanics refer to punctuation, spelling, and grammar. Could the writer benefit from a brush up on some grammatical points? Could the writer use new punctuation strategies? DID THE WRITER PROOFREAD?

**APA Style**

Your papers must contain documentation of your source material from at least 5 scholarly periodicals. You can add to this documentation from the Internet and other sources, but the base for your documentation is in the scholarly literature. Document all of your research statements.

The APA style uses in-text citations that refer the readers to a list of sources. The following are a few examples of this:

*Quotations*-As Davis (1978) noted, “Direct Quotation.” Or, As Hart and Linden (1980) point out, “Direct Quotation.”

*A summary or paraphrase*-For a summary or paraphrase include the author(s) last name and the date either in a single phrase or in a parenthesis at the end of the sentence. Patterson and Linden (2001) agree that SUMMARY or SUMMARY (Patterson and Linden, 2001).
Web Site—Cite material from a website by giving the web address in parentheses. (http://frenchhistory.org). If you are referring to the entire site you do not need an entry in your list of sources. If you are referring to a specific document from the web site, provide an entry in your list of sources. For example, SPECIFIC DOCUMENT. Retrieved June 17, 2006 from Electric Library database on the World Wide Web: http://www.elibrary.com.

Additional Information: Go to the CSU Library Home Page Virtual Reference Site and click on the drop down list to Citation Guides http://ulib.csuohio.edu/vrd/citations.shtml. Go to the CSU Library Home Page Journal Finder, and click on Subject and pick History & Archaeology and scroll down to France.

Course Calendar

September 15 first paper due (Roman Paris)
October 8 second paper due (Paris and the French Revolution)
November 3 third paper due (Paris Metro)
November 24 fourth paper due (Paris and Rioting)
December 1 poster session

Idea Discussions/Research Notes/Paper Drafts
I am available to discuss all aspects of your work either in person or via email. I will also view drafts, if you wish.

A Word of Warning
A class taught this way means you need to put together a schedule and stick to it. Stay on task. Papers are expected on time; tardy papers will be penalized. Use the time available to do research and writing. If there is a situation, talk to me.

Blackboard
Get on the course’s Blackboard site and use this to submit papers and communicate with me and others.

Plagiarism Statement
Plagiarism is using someone else’s writing without attribution, giving the reader the impression that the writing is your own work. This is a serious academic offense and will result in a failure for any writing assignment that is plagiarized.
General Education Statement
As an approved capstone experience, this course fulfills three general education skill areas:
- Writing
- Information Literacy
- Critical Thinking

Writing
To qualify in the skill area of writing a course must:
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 writing-to-learn and/or writing-to-communicate. 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’s conventions.
4. require that students write a total of 2,000 words (eight pages double-spaced in 12-point font, with 1” margins) in multiple assignments.
5. assign writing throughout the semester.

Information Literacy
To qualify in the skill area of information literacy a course must:
1. designate that 15% of the student’s grade in the course is based on an evaluation of information literacy
2. require students to evaluate the accuracy, authority, currency, objectivity, and reliability

Critical Thinking
To qualify in the skill area of critical thinking a course must:
1. designate that at least 15% of the student’s grade in the course is based on an evaluation of critical thinking
2. require students to attain skills beyond lower-level knowledge, thereby requiring:
   a. higher-order thinking (analysis, synthesis, evaluation); OR
   b. skills that involve the use of content knowledge (e.g. finding information to solve a problem); OR
   c. the recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).

Evaluation of Papers
Your papers will be evaluated on their writing effectiveness (70%) as well as critical thinking (15%) and information literacy (15%). The evaluation of critical thinking and information will be based on your source material selection (at least five scholarly periodicals) and your evaluation of this source material embedded in your papers. Part of this evaluation will be an annotated bibliography, which in addition to the standard bibliography description, will tell the
reader briefly what the source is saying about the subject and give an evaluation about the reliability of the source and information. The annotation should be no longer than five lines for each source and written as a mini-essay under the standard bibliography entry. This will be an important part of my evaluation of the papers.