

Capstone I AY16 Program Review: Program Outcomes and Capstone Assignment Alignment ANTHROPOLOGY/SOCIOLOGY

Program Learning Outcomes (PLOs)

ANTHROPOLOGY/SOCIOLOGY PROGRAM OBJECTIVES

The Anthropology and Sociology Program offers an interdisciplinary program leading to a degree in Anthropology and Sociology with concentrations in Anthropology and Sociology-Social Welfare. The program prepares students desiring careers in a field requiring direct social involvement, wishing to enter anthropology, sociology or social work as a profession, or pursuing a broad liberal arts education designed to enhance their understanding of humans and their social and cultural environment. In all courses and program activities, faculty are firmly committed to the task of enhancing the learning and reasoning abilities of students and allowing them to see the problems and processes of contemporary America in the light of broader cross-cultural and social-comparative perspectives.

Students receiving a BS or BA degree in Anthropology/ Sociology will have:

- A solid foundation in the core academic disciplines of anthropology and sociology.
- A basic understanding of fundamental concepts in anthropology and sociology.
- A basic understanding of cross-cultural and intercultural perspectives.
- Ability to examine key issues affecting contemporary societies through the social science lenses of anthropology and sociology.
- Effective skills in critical thinking and discourse within the disciplines.
- Effective skills in analytical and reflective writing, and other types of appropriate writing.
- An ability to function effectively in small group work settings.
- Basic statistical literacy skills
- General computer literacy.

LEARNING OUTCOMES

Students receiving a BS or BA degree in Anthropology/ Sociology will be able to demonstrate the following:

- **Communication:** Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations.
- **Inquiry:** Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, economic, and political issues.
- **Critical Thinking:** Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
- **Civic Engagement:** Identify, analyze, and address real world problems through scholarly and structured civic engagement.
- **Integrated Learning:** Connect student experience in the curriculum and co-curriculum with larger communities

Capstone Assignment: Projects are individualized but All Meet Outcomes from the Capstone Course Syllabus

Eastern Oregon University Course Syllabus

Number of Course: SOC 403

Name of Course: Capstone in Applied Sociology

Catalog Description: Pre-professional placement with a social welfare/public services provider, or project-based research addressing identified community/regional needs. This course requires

developing a relationship with a community group or agency, and establishing placement/project goals prior to beginning the course. The supervised experience offers an option to explore areas that parallel student's career goals, or to design and conduct a research project based on collection of primary data or use of secondary data. Five credits required; course may be repeated for maximum of 10 credits. Prerequisites: SOC 315 and SOC 327 for all students enrolling; SOC 420 or SOC 455 depending on student's focus. Student must have senior standing to register for this course.

Credit Hours: 5 (may be repeated for up to 10 credits)

Instructor(s): Bill Grigsby, 204B Ackerman Hall, 541-962-3591. bgrigsby@eou.edu; Rosemary F. Powers, 116 Ackerman Hall, 541-962-3819. rpowers@eou.edu. Office hours vary by term.

Time and place of the course: On-campus. Varies with project focus; involves off-campus consultation with community partners.

Suggested Resources: (Specific sources will be recommended to students based on the focus of their capstone projects. The sources listed here suggest the types of materials students may find useful.

- Lofland, John, Lyn Lofland, David A. Snow, and Leon Anderson. (2006). *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* (4th ed). Belmont, CA: Wadsworth.
- Massengill, Rebekah P. *Writing Sociology: A Guide for Junior Papers and Senior Theses* http://sociology.princeton.edu/files/undergraduate/soc_ug_writing_guide.pdf (Download this document for use in the course --Up through page 48, as the rest is specific to Princeton's program).
- Robson, Colin. (2007). *How to do a research project: A guide for undergraduate students*
- Stoecker, Randy. (2013) *Research methods for community change: A project based approach*. (2nd Ed). Los Angeles, CA: Sage.
- Grobman, Linda M (editor). 2013. *Days in the Lives of Social Workers* (4th ed). Harrisburg, PA: White Hat Communications.
- Sheff, David. 2014. *Clean*. NY: Mariner Books.

Prerequisites: SOC 315 and SOC 327 for all students enrolling; SOC 420 or SOC 455 depending on student's focus. Student must have senior standing to register for this course.

Course Objectives and Learning Outcomes (keyed to following Program outcomes):

Anthropology/Sociology Program Outcomes:

1. *Communication:* Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations.
2. *Inquiry:* Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, economic, and political issues.
3. *Critical Thinking:* Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
4. *Civic Engagement:* Identify, analyze, and address real world problems through scholarly and structured civic engagement.
5. *Integrated Learning:* Learning involves making connections between one area or concept and another, or from one level to another.

Learning Outcomes: As evidence of successful completion of this course, students will:

1. establish a relationship with an agency or community group, identify needs, problems and potential activities, and develop initial goals and expectations for the internship or research placement (#s 1,2,3,4);
2. be able to discuss issues in community-based learning, including access and communication issues, pre-professional social welfare learning challenges, confidentiality and ethics, political implications, and the quality and presentation of evidence (#s1,2,3,5)
3. apply sociological concepts to understanding and analyzing agency or community problems and needs (#s 1,2,3,4,5);

4. demonstrate their ability to complete the social welfare placement goals or the applied research project with professional demeanor and competence (#s 1,2,3,5);
5. reflect critically on their experience in completing the capstone project (#s1,3,5);
6. demonstrate proficiency in producing a final practicum or research report and sharing the results in a university or public forum(#s 1,3,4,5)

Course Requirements:

1. Establishing collaborative partnership, preparing initial project question and goals: 10%
2. Participation in regular discussions with faculty and peers: 20%
3. Critical reflections and evidence of progress (2 times) 20%
4. Capstone project work: 50%
 - a. Research-based (data collection / analysis, final report and presentation)
 - b. Service-based (journal, completion of hours, final reflection paper and presentation)

Additional expectations

- In keeping with the Carnegie rule for college classes, students should devote a minimum of two hours per hour of credit to outside reading and research. Each credit hour for which student is enrolled represents 30 hours of work, distributed among the above requirements.
- As with all academic work, students should claim authorship only for their own work and give credit (with appropriate citations and acknowledgments) when using the work of others.
- Regarding written work, students are expected to follow the schedule of due dates provided in the calendar. Students who are unable to complete the work of this course in a timely manner will create difficulties in working with regional partners, and as such this capstone should be considered in part as a series of assignments within a professional workplace environment.

Grading Policies: This course will be graded on a plus/minus basis as follows:

98-100 = A+; 94-97= A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80 - 83 = B-; 77 - 79 = C+; 74-76 = C; 70-73 = C-; 67 - 69 = D+; 64-66 = D; 60-63 = D-; under 60 = F. All grades assume a "C" represents satisfactory work. A grade of C- is required for all course to be counted towards the major.

Means of Assessment:

Course Evaluation Matrix

Assignment	Program Outcomes	Learning Outcomes	% of course grade
Establish partnership	1,2,3,4	1,3,5	10
Discussion participation	1,2,3,5	2,3,5	20
Critical reflections and evidence of progress	All	2,3,5,	20
Project completion, documentation, presentation	All	2,3,4,5,6	50
			Total: 100%

Academic Writing Evaluation Rubric

Component	Unacceptable	Acceptable	Outstanding
Description of issues, connection to project goals and results and critical analysis	Connection to project goals and results not clearly defined. Lack of focus or sociological analysis.	Connection to project goals and results is clearly stated and adequately analyzed. Appropriate use of sociological concepts.	Critical analysis employs complex ideas and multiple perspectives. Excellent integration of sociological concepts in discussing project goals and results.

Style and Structure	Writing is unwieldy, imprecise or difficult to follow. Lacks clear structure.	Writing is clear. Sentences flow smoothly, and are varied in length and structure.	Clear, vivid writing flows. Writing demonstrates mastery of content and a unique, compelling style.
Scholarly sources and Citations	Scholarly source requirements are not met. Documentation is incomplete or in incorrect form.	Minimum source requirements are met. Documentation is complete and in correct form.	Exceeds number of sources required. Sources are used expertly to support arguments and are cited correctly.
Grammar & spelling	Many errors	Few errors	No errors

Brief Outline of Course: Capstone projects are designed on a case-by-case basis, and course outlines worked out between student, faculty and external supervisors.

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at:

<http://www.eou.edu/saffairs/handbook/honest.html>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone: 962-3081.

Revised Syllabus Prepared By: Drs. Rosemary Powers and Bill Grigsby

Date: September 18, 2014

Closing the Loop Statement

Communication: capstone activities require establishing a relationship with an agency or community group and/or developing a multicultural perspective that engages in discipline specific discourse with both content experts and non-specialists.

Inquiry: capstone activities require exploration of community-based and/or cross-cultural issues such as ethnocentrism, cultural relativism, race & ethnicity, social stratification, socio-economic disparities, and gender.

Critical Thinking: capstone activities require application of anthropological and/or sociological concepts to an understanding of community-based problems, cross-cultural competencies, and multiple perspectives.

Civic Engagement: capstone activities require establishing a relationship with an agency or community group and/or application of current local, regional, national, or global issues to socio-cultural groups that intersect those issues across each scale as appropriate.

Integrated Learning: capstone activities promote proficiency in producing research reports and presentations that can be shared in university and public forums that may transect traditional social and cultural boundaries.

The ANTH/SOC Capstone Assignment aligns perfectly with the program's PLOs. This is the result of careful planning among faculty across two related but distinct disciplines, among faculty with distinct subspecialties in each of the two disciplines. The ANTH/SOC faculty work hard to ensure all the program's graduates demonstrate the ability to meet all of its outcomes.

Action Plan: N/A