

GUIDELINES FOR THE SOCIAL SCIENCE PORTFOLIO

Social Sciences Department Programs

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TABLE OF CONTENTS

Rationale	4	
Developing Your Social Science Portfolio	4	
Goals for the Social Science Portfolio		
Goals for Social Science Disciplines	5	
Anthropology	5	
Economics	5	
Geography	5	
History	6	
Political Science	6	
Psychology	7	
Sociology	7	
Additional Program Goals	8	
Communication Skills	8	
Professionalism	8	
Technology	8	
Social Science Portfolio Components		
Portfolio Component 1: Professional Commitment	10	
Portfolio Component 2: Practicum Project	11	
Portfolio Component 3: Social Science Seminar Project	12	
Portfolio Component 4: Communication Skills/ Technology	13	
Portfolio Component 5: Projects from Social Science Courses	14	
Appendices	15	
Appendix A	Departmental Syllabus: Social Science Practicum	16
Appendix B	Social Science Practicum Application	19
Appendix C	Social Science Practicum Timesheet	20
Appendix D	Mentor Evaluation of Student at Site	22
Appendix E	Social Science Practicum Student Evaluation of Practicum Experience	24
Appendix F	Social Science Practicum Supervisor's Evaluation of Student	26

Appendix G	Social Science Practicum Paper Evaluation Form	29
Appendix H	Departmental Syllabus: Social Science Seminar	30
Appendix I	Social Science Seminar Research Paper Format	34
Appendix J	Social Science Seminar Research Paper Evaluation Form	35
Appendix K	Social Science Seminar Oral Presentation Evaluation Form	36
Appendix L	List of Social Science Professional Associations	37
Appendix M	Sample Caption and Reflection Page for Component 5- History	38
Appendix N	Portfolio Evaluation	39

SOCIAL SCIENCE STUDENT PORTFOLIO

Rationale

The development of a professional portfolio has been an accepted practice for many years in diverse professions. Portfolios provide students with an opportunity to organize and effectively display evidence of their learning and professional growth.

In order to achieve success in any of the social sciences, students must be able to demonstrate the ability to communicate effectively with a wide variety of audiences. Through the development of a professional portfolio, students will be required to utilize the communication skills of reading, listening, speaking, writing, and collaboration. By developing a portfolio that demonstrates communication skills, students will be able to recognize that professional success in any social science field is a life-long process of communicating. The process of creating an initial portfolio will provide evidence to both the academic and professional communities of the students' abilities and allow the students to gain insight into the learning which they have experienced throughout their education at Robert Morris University.

Developing Your Social Science Portfolio

A portfolio is basically a collection of information that serves to demonstrate students' professional growth and abilities. Many benefits occur from developing a portfolio. For example, it reinforces instruction and learning; it makes evaluation more meaningful; it encourages creative thinking and reflection; it enhances organizational skills; it showcases students' talents; and it encourages critical thinking.

Students should include a variety of documents in their portfolio, which will be evaluated according to the criteria outlined on the Portfolio Evaluation Form (Appendix M). This booklet serves as a guide in creating a portfolio which fulfills the RMU Department of Social Sciences requirements, as well as personal career goals. It may also prove to be a valuable resource in the application process for admission to graduate schools and/or for professional employment.

Students should arrange their portfolio in a loose-leaf binder. Materials should be indexed and organized logically. A title page, which includes the student's name, address, telephone number, and email address, and a table of contents should be included. Portfolio components should be identified by labeling each component with the appropriate title. At the beginning of each component, you must include a page with the component title and the following:

- A. Caption--a brief statement that identifies the component, describes its contents, and describes the context in which the component (or pieces included) were developed; for example, the course for which the work was completed. A caption can be written in as few as two or three short sentences.
- B. Reflection--in addition to describing the portfolio contents, the reflection discusses how and why the document or experience was initiated or included and indicates the learning which took place as a result of it. A reflection can be written in one or two short paragraphs. The reflection should specify the goal for each discipline (please see Goals for the Social Sciences) which is being addressed by each artifact.

GOALS FOR THE SOCIAL SCIENCES

ANTHROPOLOGY

1. To demonstrate knowledge of the concepts of culture, social organization, cultural change, kinship, rituals, and social organization.
2. To demonstrate knowledge of the theory of evolution and the origins of human culture.
3. To demonstrate knowledge of cultural diversity, including ethnicity; language and communication; political systems; marriage, families, kinship, and descent; and gender.

ECONOMICS

1. To demonstrate knowledge of economic systems, including traditional, command, and market economies.
2. To demonstrate knowledge of markets and the functions of governments, including an analysis of progressive, proportional, and regressive tax systems.
3. To demonstrate knowledge of scarcity issues in the regional, national, and international economies.
4. To demonstrate knowledge of economic interdependence, including the characteristics and distribution of primary, secondary, and tertiary economic activities.
5. To demonstrate knowledge of work and earnings, including the risks and returns of various investments, the characteristics of the three types of businesses (sole proprietorship, partnership, and corporation), and the distribution of wealth across nations.

GEOGRAPHY

1. To demonstrate knowledge of the "Five Fundamental Themes of Geography," including location, place, human-environment interaction, movement, and regions.
2. To demonstrate basic geographic literacy, including analyzing data and issues from a spatial perspective using the appropriate geographic tools and analyzing the location of places and regions.
3. To demonstrate knowledge of the physical characteristics of places and regions, including the interrelationships among the components of the Earth's physical systems and the fundamental processes that underlie the operation of the Earth's physical systems.

4. To demonstrate knowledge of the human characteristics of places and regions, including the significance of human activity in shaping places and regions by their population characteristics, cultures, settlement patterns, economies, and political characteristics.
5. To demonstrate knowledge of the interactions between people and places.

HISTORY

1. To demonstrate knowledge of individuals and groups, including political leaders, military leaders, innovators and reformers, cultural and community leaders, cultures, and subcultures.
2. To demonstrate an understanding of and an ability to effectively use historical evidence, including documents, writings and oral traditions, artifacts, architecture and historical places, and the arts and culture.
3. To demonstrate knowledge of continuity and change in commerce and industry, education, politics, transportation, settlement patterns and expansion, social organization, the Women's Movement, and innovations.
4. To demonstrate knowledge of conflict and cooperation, including domestic instability; immigration and migration, labor relations, racial and ethnic relations, and military conflicts.

POLITICAL SCIENCE

1. To demonstrate knowledge of the principles and ideals of civic life and the documents of government.
2. To demonstrate knowledge of the rights and responsibilities of citizenship and how individual rights are related to the common good.
3. To demonstrate knowledge of how government works on the federal, state, and local levels.
4. To demonstrate knowledge of the strengths and weaknesses of various forms of government.
5. To demonstrate knowledge of how international relationships function.

PSYCHOLOGY

1. To demonstrate knowledge of sensation and perception, and states of consciousness.
2. To demonstrate knowledge of learning, memory, thinking, language, and intelligence.
3. To demonstrate knowledge of human growth and development across the lifespan.
4. To demonstrate knowledge of personality, human adjustment, psychological disorders, and health psychology.
5. To demonstrate knowledge of the relationships among biology, the mind, and behavior.

SOCIOLOGY

1. To demonstrate knowledge of social groups and social control, including social structure and social interaction, bureaucracy and formal organizations, and deviance.
2. To demonstrate knowledge of social inequality, including global stratification, social class in the United States, sex and gender, race and ethnicity, and ageism.
3. To demonstrate knowledge of social institutions, including the economy, political systems, families, education, religion, and medicine.
4. To demonstrate knowledge of social change, including demography, immigration trends, collective behavior, and the social responses to the environment.

ADDITIONAL PROGRAM GOALS

COMMUNICATION SKILLS

1. To demonstrate the ability to effectively utilize reference works in the social science disciplines.
 2. To demonstrate the ability to collect and evaluate data, both electronic and print, for an approved research project appropriate to the students' major areas of interest.
 3. To demonstrate the ability to evaluate existing work in the social science disciplines and prepare effective written summaries and analyses of those works.
- * **Students must complete a minimum of four (12 credits) 3000 or 4000 level Communication Skills courses after Communication Skills V (COSK2230) has been completed. These courses are noted in the Class Schedule with a C1-C9 section letter designation. These courses include the Social Science Seminar (SOSC4800) and the Social Sciences Practicum (SOSC4803), which are required courses.**

PROFESSIONALISM

1. To demonstrate social science content knowledge to members of the academic and professional communities.
2. To demonstrate the ability to interact effectively with professionals beyond those at Robert Morris University.
3. To demonstrate a commitment to various social science disciplines as evidenced by associations with professional organizations, especially presentation to or attendance at state and local seminars and annual conferences.

TECHNOLOGY

1. To demonstrate knowledge of the ability to search the internet, to download a graphic/image, to import it into Microsoft Office Applications and utilize it appropriately in a document.
2. To demonstrate the ability to use Microsoft Publisher to design appropriate portfolio artifacts.
3. To demonstrate the ability to create a PowerPoint presentation on a social science topic.

PORTFOLIO COMPONENTS

Portfolio Component 1

PROFESSIONAL COMMITMENT

Portfolio Objectives:

1. To demonstrate social science content knowledge to members of the academic and professional communities.
2. To demonstrate the ability to interact effectively with professionals beyond those at Robert Morris University.
3. To demonstrate a commitment to various social science disciplines as evidenced by associations with professional organizations, especially presentation to or attendance at state and local seminars and annual conferences.

Suggested Artifacts:

1. Students will prepare a professional resume, which identifies their education, work experience, extracurricular activities, and other pertinent information. Students will utilize an appropriate word processing program to create this document.
2. Students will include copies of all collegiate transcripts.
3. Students are encouraged to create and include a brochure which highlights their abilities and experiences.
4. Students may include information about awards, honors, or special recognitions which were earned.
5. Students are encouraged to include professional letters of recommendation.
6. Students are encouraged to become a member of appropriate professional organizations, including the American Anthropological Association, the American Economics Association (AEA), the Association of American Geographers (AAG), American Historical Association (AHA), the American Political Science Association (APSA), the American Psychological Association (APA), the American Sociological Association (ASA). Students may include information about memberships in such organizations. Please see the List of Social Science Professional Associations provided in this booklet (Appendix K).
7. Students are encouraged to become members of the RMU Psychology Club. Members should include information about professional activities attended and specifics about any role they may have played in planning the activity.
8. Students may include information about presentations to or attendance at annual meetings of professional associations.
9. Students may include information about submissions to conferences and/or publications.

Portfolio Component 2

PRACTICUM PROJECT

Portfolio Objectives:

1. To demonstrate social science content knowledge to members of the academic and professional communities.
2. To demonstrate the ability to interact effectively with professionals beyond those at Robert Morris University.

Suggested Artifacts:

- I. Students should include a copy of the final paper (approximately 12 pages) which they completed for the course. This paper should compare and contrast their experiences in the Practicum with the theories and information presented in the social sciences coursework which was completed at RMU. The paper should also explain why the site was selected for the practicum and give recommendations for future social science students about selecting and completing their required Practicum experience. The Social Science Practicum Paper Evaluation form is found in Appendix F.
2. Students should include a copy of the journal which they maintained during the Practicum, including both daily entries and weekly reflections. These reflections should identify ways in which the Practicum experiences are consistent with or different from the content learned in Social Sciences courses at RMU. They should also discuss how their understanding of the social sciences evolved during the Practicum.
3. Students should include a copy of the signed timesheet which was completed during the Practicum. The timesheet is found in Appendix B.
4. Students should include a copy of the evaluation/recommendation completed by their supervisor during the Practicum, which is found in Appendix E.

Portfolio Component 3

SOCIAL SCIENCE SEMINAR PROJECT

Portfolio Objectives:

1. To demonstrate social science content knowledge to members of the academic and professional communities.
2. To demonstrate the ability to effectively utilize reference works in the social science disciplines.
3. To demonstrate the ability to collect and evaluate data, both electronic and print, for an approved research project appropriate to the student's major areas of interest.
4. To demonstrate the ability to evaluate existing work in the social science disciplines and prepare effective written summaries and analyses of those works.

Suggested Artifacts:

1. Students will include a copy of their completed research paper.
2. Students will include the completed Social Science Seminar Research Paper Evaluation Form., found in Appendix I.
3. Students will include a handout of the PowerPoint slides that were created and used for their oral presentation.
4. Students will include several completed Social Science Seminar Oral Presentation Evaluation Forms, found in Appendix J.

Portfolio Component 4

COMMUNICATION SKILLS/TECHNOLOGY

Portfolio Objectives:

1. To demonstrate the ability to effectively utilize reference works in the social science disciplines.
2. To demonstrate the ability to collect and evaluate data, both electronic and print, for an approved research project appropriate to the student's major areas of interest.
3. To demonstrate the ability to evaluate existing work in the social science disciplines and prepare effective written summaries and analyses of those works.
4. To demonstrate knowledge of the ability to search the internet, download a graphic/image, import it into Microsoft Office Applications and utilize it appropriately in a document.
5. To demonstrate the ability to use Microsoft Publisher to design appropriate portfolio artifacts.
6. To demonstrate the ability to create a PowerPoint presentation on a social science topic.

Suggested Artifacts:

1. Students will include a copy of PowerPoint slides which they created for a presentation other than that for the Social Science Seminar.
2. Students will include a sample of their writing, which exemplifies their ability to communicate effectively about a social science topic.
3. Students may include other samples of their communication skills and ability to effectively use technology. These items may include electronic versions of their portfolio, videotapes and/or photographs of relevant activities, etc.

Portfolio Component 5

PROJECTS FROM SOCIAL SCIENCE COURSES

Portfolio Objectives:

1. To demonstrate social science content knowledge to members of the academic and professional communities.
2. Students will select relevant objectives from EACH of three disciplines (minimum) which they selected for inclusion in this component.

Suggested Artifacts:

1. Each student will select a MINIMUM of three social science disciplines and display relevant coursework/projects. Each section of the component must be labeled with the discipline, and have a caption and reflection; and the appropriate goal(s) must be referenced in the reflection. Not all goals must be demonstrated for each discipline.

2. Selected artifacts can include the following:

Research papers

Examinations

A handout of slides from a Social Science PowerPoint presentation

Map projects

A summary of volunteer and/or working experiences with a discussion of their relevance to social science (e.g. participation in America's Promise; volunteering at the Heinz Regional History Center or the Soldiers and Sailors National Military Museum and Memorial; working at a daycare center, senior citizen center, or mental health facility; working with a political candidate or elected official).

NOTE: Artifacts which are utilized in other portions of the portfolio cannot be used again.

APPENDICES A-M

**DEPARTMENTAL SYLLABUS
SOCIAL SCIENCE PRACTICUM
SOSC4803**

COURSE DESCRIPTION

This internship consists of 120 hours of documented work experience in a university-approved volunteer or paid position that is directly related to the student's field of study. Participation in professional activities allows students to experience the work environment in their chosen field, make informed career choices, and enhance their employment credentials. These experiences reinforce the connection between professional and liberal learning through the application of classroom theories to actual occupational problems. This course requires 120 hours on site, as well as the completion of the academic requirements established by the Department of Social Sciences.

3 credits

Prerequisites: 90 credits

COURSE OBJECTIVES/GOALS

Upon successful completion of this course, each student will have the ability to:

1. demonstrate an ability to effectively interact with professionals beyond RMU.
2. acquire specialized information, both theoretical and practical, about topics of particular interest to social scientists.
3. apply knowledge gained in the classroom to diverse social responsibilities and situations.
4. develop an awareness of the diverse and multiple employment opportunities provided by a Social Science major.
5. develop a professional network.

COURSE POLICIES:

Attendance Policy:

Students are required to complete 120 hours of documented work experience in a university-approved volunteer or paid position. Students are required to establish a schedule with their site supervisor and report to the site on EVERY agreed-upon day. Students are to maintain a daily record of all completed hours by completing the Social Science Practicum Timesheet(s). In the event of illness or emergency, it is the responsibility of the student to notify the Site Supervisor and the faculty advisor. It is also the responsibility of the student, in consultation with the Site Supervisor, to schedule additional visits to fulfill the 120 hours required for the Practicum.

Special Learning or Physical Accommodations Policy:

Students who may be eligible to receive learning support or physical accommodations must contact the Center for Student Success at 412-262-8349 to schedule an appointment with a counselor and to learn more about accommodation procedures. To receive accommodations in this course, arrangements must be made through the Center for Student Success.

Academic Integrity Policy:

Academic Integrity is valued at Robert Morris University. All students are expected to understand and adhere to the standards of Academic Integrity as stated in the RMU Academic Integrity Policy, which can be found on the RMU website at www.rmu.edu/academicintegrity. Any student who violates the Academic Integrity Policy is subject to possible judicial proceedings which may result in sanctions as outlined in the Policy. Depending upon the severity of the violation, sanctions may range from receiving a zero on an assignment to being dismissed from the university. If you have any questions about the policy, please consult your course instructor.

Departmental Plagiarism Policy:

Students are expected to do their own work. Plagiarism is defined as using someone else's work, ideas, or words without giving the author credit. This can mean anything from downloading papers from the Internet, to using a friend's paper, to inaccurately quoting or paraphrasing ideas or words from a text. In the academic community, people earn their living through the use of their work, ideas, and words. Their reputation is built, in part, by others using their ideas and giving credit to the author. Therefore, you have the responsibility, both legal and ethical, to cite their work properly. Plagiarism is a major offense in the academic community. Students who commit blatant acts of plagiarism will fail the course and may be required to present a defense to be allowed to continue in the Social Science program.

METHODS OF ASSESSMENT

1. Faculty-Student Conferences

At least three times during the semester, the student will confer with his or her faculty advisor to discuss topics including, but not limited to, the following:

- a. review of journal entries to date
- b. review of pre-planning and drafts for final paper

Faculty advisors typically visit the site at least once, and meet with both the site supervisor and student. This provides an opportunity for the advisor to assess the progress of the student prior to the end of the experience and make recommendations for improvement.

2. Journal Requirements

a. Daily Entries

For each day, list the number of hours worked, a description of daily responsibilities and duties, and a brief paragraph of reflection on each day's experiences

b. Weekly Reflections

How are your experiences consistent with or different from the content you learned in your course work?

How has your understanding of the social sciences evolved/changed/been supported by your experiences?

How have you grown professionally through this experience?

Do you believe that you would enjoy doing this type of work as a career? Why or why not?

3. Final Evaluation Paper/Project

Compare and contrast your experience in the Practicum with the theories and information that you learned in relevant course work. Topics will be chosen in consultation with the faculty advisor and will be appropriate to the student's area of concentration.

The paper should also include an explanation of why the student selected this site for the Practicum and provide recommendations for future students about selecting and completing their required Practicum experience.

Requirements: The paper must be a minimum of 12 pages and utilize grammatically correct, professional, standard English.

If appropriate, the student may be invited to make an oral presentation to a class in a specific social discipline (economics, history, political science, psychology, or sociology). The presentation will be arranged and evaluated by the faculty advisor.

4. Student Evaluation of Practicum Experience

The student will complete in detail the Student Evaluation of Practicum Experience form, found in Appendix D. The student will make recommendations for future students who might consider completing a Practicum at the same site.

GRADE DETERMINATION

15%	Required Conferences with Faculty Supervisor
15%	Site Supervisor's Evaluation
30%	Completed Journal
40%	Final Evaluation Paper/Project

A grade will not be assigned for the Practicum if students have not completed the Student Evaluation of Practicum Experience form.

RMU Department of Social Science Practicum Application

The purpose of the Social Science Practicum (SOSC4803) is to provide Social Science majors with a relevant career learning experience and enable them to combine academic study and practical experience for academic credit. Students interested in registering for the Practicum must submit a completed application and a current resume to the Department Head.

Please print or type clearly.

Date: _____

Name: _____
(Last) (First) (Middle Initial)

Student ID: _____ Email Address: _____

Address: _____

Telephone: _____

Cumulative Grade Point Average: _____ Number of Credits Completed: _____

Anticipated Graduation Date: _____

Term in which you plan to do the Practicum: _____

Please summarize your career plans and describe the Practicum placement that you believe would benefit you the most.

I understand my responsibilities for the Practicum as described in the Social Science Practicum Syllabus and agree to comply with them.

Student Signature Date

.....
 Approve Disapprove

Comments _____

Academic Department Head Signature Date

Practicum Placement Information

Approved Site

Robert Morris University
Department of Social Sciences
Social Science Practicum Timesheet

Student: _____

Site: _____

Supervisor: _____

Site Supervisor: This form is intended to provide documentation about the dates and times which the Robert Morris University student spent at the Practicum site. Please sign or initial after each entry which the student makes.

DATE	TIME	HOURS	SIGNATURE

TOTAL HOURS:

RMU DEPARTMENT OF SOCIAL SCIENCES
MENTOR EVALUATION OF STUDENT AT SITE FORM

STUDENT _____

SUPERVISOR _____

SITE _____

ADDRESS _____

ADVISOR/MENTOR _____

DATE _____

Briefly summarize the activities expected of the student.

Briefly summarize the quality of the student's performance at the site.

Are there any skills required which are not demonstrated by the student? How do you think the deficiency could be eliminated?

Additional Comments:

Robert Morris University
Department of Social Sciences
Student Evaluation of Practicum Experience

Date: _____

Student: _____

Site: _____

Division/Department: _____

Internship Position Title: _____

This questionnaire provides you with an opportunity to evaluate the effectiveness of your Practicum experience at this organization. We believe that students who participate in the Practicum are the most qualified to provide us with feedback about the value of the experience. We appreciate your candid responses to these questions.

Please rate the program based on the following criteria and check one under each category.

RELATIONSHIP WITH SUPERVISOR

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

OPPORTUNITY TO LEARN NEW SKILLS

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

INTERACTIONS WITH COLLEAGUES

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

LEARNING ENVIRONMENT (SETTING)

- Greatly exceeded expectations
- Exceeded expectations
- Met expectations
- Below expectations

ACADEMIC INTERNSHIP PROGRAM – OVERALL RATING

- Very Satisfied Satisfied Somewhat Satisfied Not Satisfied
-

What advice would you give a student who is considering doing a Practicum with this organization?

Would you recommend this Practicum position to other students? Yes No

**Robert Morris University
Social Science Practicum
Supervisor's Evaluation of Student**

Student: _____

Site: _____

Supervisor/Title: _____

Telephone: _____ E-mail: _____

Site Supervisor: Please evaluate the participation of our student in your organization. Because the evaluation is an essential component in our assessment of the student, we would appreciate your completion and return of this form no later than December 1 (Fall term), April 1 (Spring term), or July 15 (Summer term). Any exceptions to the date must be discussed with and approved by the university mentor.

ATTITUDE/APPLICATION TO LEARNING

- Outstanding and extremely enthusiastic
- Interested and industrious
- Average
- Indifferent

QUALITY OF WORK CONTRIBUTIONS

- Excellent
- Very Good
- Average
- Below Average

ABILITY TO LEARN

- Learns very quickly
- Above average in learning
- Average
- Below average

RELATIONS WITH OTHERS

- Gets along with others exceptionally well
- Works well with others
- Gets along satisfactorily
- Some difficulty working with others

DEPENDABILITY

- Completely dependable
- Above average in dependability
- Usually dependable
- Lacks dependability

JUDGMENT/DECISION-MAKING

- Exceptionally mature/makes good decisions
- Above average in maturity/decision-making
- Usually makes good decisions
- Often demonstrates poor judgment

WRITING ABILITY

- Consistently clear, organized, uses standard English
- Reasonably clear, organized, usually uses standard English
- Has some gaps in writing ability
- Lacks clarity in writing skills

COMMUNICATIONS ABILITY

- Consistently articulate, coherent, confident
- Reasonably articulate, coherent, confident
- Has some gaps in speaking ability
- Lacks clarity in communication skills

ATTENDANCE: Regular Sporadic

PUNCTUALITY: Regular Sporadic

OVERALL PERFORMANCE RATING:

- Exceptional Very Good Average Marginal Unsatisfactory

STUDENT’S STRENGTHS:

RECOMMENDATIONS FOR IMPROVEMENT:

ADDITIONAL COMMENTS/ASSESSMENT OF THE RMU PRACTICUM:

This report has been discussed with the student. Yes No

Supervisor's Signature: _____

DATE: _____

SOCIAL SCIENCE PRACTICUM PAPER EVALUATION FORM

STUDENT: _____

GRADE: _____

EVALUATOR: _____

					VALUE	SCORE
Content	1 Inadequate; important concepts missing	2 Adequate; some concepts missing	3 Good	4 Excellent	X4	
Quality and development of ideas	1 Some ideas stated, but mostly unsupported	2 Few ideas; weak support	3 Good ideas; adequate support	4 Good ideas; strong support	X4	
Organization	1 Unorganized	2 Some organizational problems	3 Acceptable; not outstanding	4 Excellent; ideas flow well	X3	
Style	0 No logical flow of ideas	1 Ambiguous or vague	2 Awkward	3 Generally good	X1	
Grammar, punctuation, spelling	0 Unacceptable	1 Poor	2 Adequate	3 Good	X1	

Maximum Points = 50

Departmental Syllabus Social Science Seminar SOSC4800

COURSE DESCRIPTION

This is the capstone course for Social Science majors. Building upon the content knowledge achieved in prior coursework, this course provides students with an opportunity to work with a faculty mentor and the seminar director to complete and present a research project. Topics to be explored include the evaluation of existing research, selecting and refining a research topic, utilizing databases in the social sciences, research methods, and writing a research report. Students will conduct an approved research project, write a report, create PowerPoint slides and present their project to the class.

3 credits

Prerequisites: 90 credits

SOSC4803 Social Science Practicum (may be taken concurrently with the Social Science Seminar)

COURSE OBJECTIVES/GOALS

Upon successful completion of this course, each student will:

1. Demonstrate knowledge of the research process
2. Demonstrate knowledge of appropriate databases and other research resources for the social sciences.
3. Evaluate existing research accurately.
4. Demonstrate an understanding of diverse research methods used by social scientists.
5. Evaluate existing work in a discipline of study and prepare an effective written analysis of that work.
6. Write a detailed summary of their research, in a clear, lucid and professional style.
7. Prepare and deliver an effective oral presentation of individual research to faculty members and students. The students' presentations will utilize appropriate computer software and other media to create effective support materials for the presentation and will show command of professional spoken and written English.
8. Submit a Social Science Portfolio, which is organized in compliance with the *Guidelines for the Social Science Portfolio* booklet.

COURSE POLICIES

Special Learning or Physical Accommodations Policy:

Students who may be eligible to receive learning support or physical accommodations must contact the Center for Student Success at 412-262-8349 to schedule an appointment with a counselor and to learn more about accommodation procedures. To receive accommodations in this course, arrangements must be made through the Center for Student Success.

Academic Integrity Policy:

Academic Integrity is valued at Robert Morris University. All students are expected to understand and adhere to the standards of Academic Integrity as stated in the RMU Academic Integrity Policy, which can be found on the RMU website at www.rmu.edu/academicintegrity. Any student who violates the Academic Integrity Policy is subject to possible judicial proceedings which may result in sanctions as outlined in the Policy. Depending upon the severity of the violation, sanctions may range from receiving a zero on an assignment to being dismissed from the university. If you have any questions about the policy, please consult your course instructor.

Departmental Plagiarism Policy:

Students are expected to do their own work. Plagiarism is defined as using someone else's work, ideas, or words without giving the author credit. This can mean anything from downloading papers from the Internet, to using a friend's paper, and/or to inaccurately quoting or paraphrasing ideas or words from a text. In the academic community, people earn their living through the use of their work, ideas, and words. Their reputation is built, in part, by others using their ideas and giving credit to the author. Therefore, students have the responsibility, both legal and ethical, to cite their work properly. Plagiarism is a major offense in the academic community. Students who commit blatant acts of plagiarism will fail the course and may be required to present a defense to be allowed to continue in the Social Science Program.

Attendance Policy:

In compliance with the Department of Social Sciences, each instructor has the right to establish an attendance policy which is appropriate for each course s/he is teaching. It is the responsibility of the faculty member to notify students early in the semester concerning the attendance requirements and to inform students of the importance of regular attendance in class and meetings with their mentor to successful completion of the course.

Class Preparation:

Students are expected to come to class fully prepared, having completed all assigned readings and work. Students must also be prepared to participate in all discussions.

ORGANIZATION AND PROCEDURES

1. A seminar director will be appointed by the Department Head. This position will equal one three-credit equivalency during the semester the seminar is offered.
2. During the Fall and Spring semesters, the director will meet with all social science majors at the Mandatory Majors Meeting.

At this meeting, the director will:

- A. Outline the expectations and process of the seminar and discuss the selected integrative themes for the following two semesters.
 - B. Encourage students to start planning and thinking about a possible research topic.
 - C. Encourage students to contact a professor in their discipline concerning possible topics and working together as student and research mentor. Mentors will be compensated according to the scale for directed studies on a per student basis.
3. During the seminar semester, the director will conduct the seminar during the first four weeks. This in-class experience will be scheduled weekly for three-hour periods late in the afternoon and all students must attend. During these sessions, the director will:
 - A. Present and lead discussions on research methodology in the social sciences.
 - B. Assist students to identify a topic and select a faculty mentor. The director will attempt to assign students to mentors so that no social science professor will be overburdened with research projects.
 - C. Meet with research mentors and students to verify research topics and resolve any outstanding seminar/research issues.
 - D. During weeks 5 through 11, the students will work with their mentor on a research topic.
 - 1) The research paper will be prepared on a word processor following the APA, MLA, or Chicago Manual of Style. The selection of a style will be made by the student, the seminar director, and the mentor.
 - 2) The research paper will be evaluated according to the criteria established by the Department of Social Sciences. (Please see Social Science Seminar Paper Evaluation Form.)
 - 3) At the request of the director and with the approval of the Department Head, an extension of up to six weeks will be granted to students to complete the written assignments.

- E. During weeks 12 through 14, the students will deliver an oral presentation of their research project.
- 1) Students are required to deliver the presentation even if they have been granted an extension to complete their final document.
 - 2) Each student will deliver his/her presentation at the reconvened class sessions of the seminar. Class sessions in weeks 12 through 14 will be attended by all students registered for the seminar, the seminar director, all faculty mentors working with the seminar during the semester, whenever possible, any guest lecturers associated with the seminar, and other faculty and students who wish to attend. Each presentation will be graded on the basis of content, presentation methods, and adherence to conventions of standard spoken and written American English.
 - 3) Each presentation will be graded according to criteria established by the Department of Social Sciences. (Please see Social Science Seminar Oral Presentation Evaluation Form.)
- F. In week 15, students will submit their completed Social Science Portfolio to the seminar director.

ASSESSMENT

Social science majors:

Classwork	10% of final course grade
Research Paper:	50% of final course grade
Presentation of the Research Paper:	25% of final course grade
Social Science Portfolio:	15% of final course grade

Social science majors who are seeking certification in Secondary Social Studies and non-Social Science majors:

Classwork	10% of final course grade
Research Paper	60% of final course grade
Presentation of Research Paper	30% of final course grade

Robert Morris University Department of Social Sciences

Social Science Seminar Research Paper Format

Research papers will have the following components:

Introduction: 3-5 pages, explaining the thesis and why it is important

Literature Review: 5-10 pages, covering what previous research has found

Description of Methods (if relevant): 3-5 pages

Results and Analysis: 5-10 pages

Discussion and Conclusion: 3-5 pages

Bibliography: 3-5 pages listing all the sources consulted

SOCIAL SCIENCE SEMINAR RESEARCH PAPER EVALUATION FORM

STUDENT: _____

GRADE: _____

EVALUATOR: _____

					VALUE	SCORE
Content	1 Inadequate; important concepts missing	2 Adequate; some concepts missing	3 Good	4 Excellent	X4	
Quality and development of ideas	1 Some ideas stated, but mostly unsupported	2 Few ideas; weak support	3 Good ideas; adequate support	4 Good ideas; strong support	X3	
Organization	1 Unorganized	2 Some organizational problems	3 Acceptable; not outstanding	4 Excellent; ideas flow well	X3	
Proper citations/ Referencing	0 No attempt to use accepted referencing standards	1 Quotation marks omitted, pages missing, misquotes, poor paraphrasing	2 Less serious omissions	3 Properly cited	X1	
Style	0 No logical flow of ideas	1 Ambiguous or vague	2 Awkward	3 Generally good	X1	
Bibliography	0 No bibliography	1 More than one-third of entries incorrect	2 Some errors	3 Follows APA or MLA style with minor exception	X2	
Grammar, Punctuation, spelling	0 Unacceptable	1 Poor	2 Adequate	3 Good	X1	
TOTAL					POINTS	

Maximum points = 55

SOCIAL SCIENCE SEMINAR ORAL PRESENTATION EVALUATION FORM

STUDENT: _____

REVIEWER: _____

CRITERIA	EXEMPLARY 4	PROFICIENT 3	MARGINAL 2	UNACCEPTABLE 1		
CONTENT/ SUBJECT KNOWLEDGE	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaborations.	Student answers all questions, but fails to elaborate.	Student is not well-prepared and is able to answer only rudimentary questions.	Student does not understand the material and cannot answer questions about the subject.		X2
DELIVERY	Student consistently enunciates clearly and uses effective volume and pacing.	Student generally enunciates clearly and uses effective volume and pacing.	Student is sometimes difficult to hear and/or understand.	Student pauses frequently and is difficult to follow.		X2
ORGANIZATION OF PRESENTATION	Student presents information in a logical, interesting sequence which the audience can follow.	Student presents information in a logical sequence which the audience can follow.	Audience has difficulty following the presentation because the student does not sequence logically.	Audience cannot understand the presentation because there is no sequence of information.		
USE OF TECHNOLOGY	Technology is used in a professional manner and enhances the presentation.	Technology relates to the text and presentation.	Technology is poorly or inappropriately used. Technology rarely supports the text and presentation. Listeners may be confused.	No technology is used or the technology detracts from the presentation.		
LANGUAGE SKILLS	Sentences are complete and grammatically correct. Words are chosen for their precise meaning.	For the most part, sentences are complete and grammatically correct. With few exceptions, words are chosen for their precise meaning.	Listeners can follow the presentation, but some grammatical errors/slang use are evident. The vocabulary used is somewhat limited/inappropriate.	Listeners have difficulty focusing on the ideas presented by the presenter's apparent difficulty with grammar and appropriate vocabulary.		

MAXIMUM POINTS = 28

TOTAL POINTS _____

SOCIAL SCIENCES PROFESSIONAL ASSOCIATIONS

Anthropology:

American Anthropological Association (www.aaanet.org)

Economics:

American Economic Association (www.vanderbilt.edu/AEA)

Geography:

Association of American Geographers (www.aag.org)

History:

American Historical Association (www.theaha.org)

Organization of American Historians (www.oah.org)

Political Science:

American Political Science Association (www.apsanet.org)

Psychology:

American Psychological Association (www.apa.org)

American Psychological Society (www.psychologicalscience.org)

Sociology:

American Society of Criminology (www.asc41.com)

American Sociological Association (www.asanet.org)

SAMPLE

CAPTION AND REFLECTION PAGE

COMPONENT 5 -- HISTORY

Caption: In Section 1 of Component 5, I have included samples of my work in history courses. Specifically, I have included an oral history project which I completed for HIST2200 Twentieth Century America; a video review which I completed in HIST3120 The Civil War; and an examination, with both objective and essay questions, which I completed in HIST1700 Western Civilizations Since 1715.

Reflection: I selected these examples of my learning because I believe they demonstrate my ability to successfully complete diverse assignments in history courses. I enjoyed the oral history project because it gave me the opportunity to interview my grandfather, and I learned about his job working in a steel mill. This project was relevant to one of the Goals for History (To demonstrate an understanding of and an ability to effectively use historical evidence, including documents, writings and oral traditions, artifacts, architecture and historical places, and the arts and culture). I enjoyed the content of The Civil War and believe that reviewing the video series which we watched helped me to understand the information better. These reviews were relevant to one of the Goals for History (To demonstrate knowledge of individuals and groups, including political leaders, innovators and reformers, cultural and community leaders, cultures, and subcultures). The examination that I included shows that I understand more than American History. Since the examination covered a substantial historical period and a broad range of topics, it is relevant to one of the Goals for History. (To demonstrate knowledge of conflict and cooperation, including domestic instability, immigration and migration, labor relations, racial and ethnic relations, and military conflicts). I believe that this collection of my work shows that I can do well on examinations as well as diverse projects in history courses.

PORTFOLIO EVALUATION

PORTFOLIO OF: _____

	5 EXEMPLARY	3 ADEQUATE	1 FAIR	0 UNACCEPTABLE
COMPONENT 1 Professional Commitment				
Reflection/Caption				
COMPONENT 2 Practicum Project				
Reflection/Caption				
COMPONENT 3 Social Science Seminar Project				
Reflection/Caption				
COMPONENT 4 Communication Skills/Technology				
Reflection/Caption				
COMPONENT 5 Projects from Social Science Courses				
Reflection/Caption				
OVERALL APPEARANCE				
OVERALL ORGANIZATION				

TOTAL: _____ POINTS (60 POSSIBLE POINTS)