

Lincoln University
Department of History, Political Science, Philosophy, and Religion
Pan-Africana Studies Program
PAS412 - Pan-Africana Studies Capstone

COURSE TITLE:	Pan-Africana Studies Capstone	COURSE NUMBER:	PAS412
CREDIT HOURS	3	PREREQUISITE (S):	ENG101; ENG102; PAS411
TERM:		CO-REQUISITE (S)	None
COURSE METHOD	Standard lecture and Web assisted	MEETING DAY AND TIME:	
INSTRUCTOR:		CLASSROOM LOCATION:	
OFFICE LOCATION:		E-MAIL:	
OFFICE HOURS:		PHONE EXTENSION:	

COURSE DESCRIPTION:

This second part of the Pan-Africana Studies (PAS) senior seminar series is a practicum that assists PAS majors to produce capstone papers and presentations. These undergraduate terminal papers and presentations serve as academic products that critically summarize each student's knowledge obtained through her or his matriculation as a PAS major.

REQUIRED TEXT: None

REQUIRED MATERIALS:

1. *APA, MLA, or Chicago Style manual*
2. *PowerPoint software manual* by Microsoft
3. *Google, WordPress, or Prezi software manual*

ASSESSMENT CRITERIA & ALIGNMENT

Course SLO	PSLOs	ILOs	Direct Assessment Methods
CSLO 1:	PSLO_3 & 6	ILO_1 & 5	Rubric-evaluated written assignment, rubric evaluated website, and a rubric-evaluated slide-show.

COURSE STUDENT LEARNING OUTCOMES (CSLOs):

Upon successful completion of this course the student will:

1. • produce a capstone paper, website and presentation.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

PSLO_3 Demonstrate ability to apply the research methodologies, analytical approaches, and techniques of the humanities, social sciences, behavioral sciences, for the understanding, explanation and theorization of Pan-African, African, and Black experiences and initiatives.

PSLO_6 Demonstrate the ability to describe and evaluate the Afrocentric and non-hegemonic approaches to the investigation, interpretation and evaluation of human experiences and initiatives.

INSTITUTIONAL LEARNING OUTCOMES (ILO):

ILO #1: **Effective Communication:** Students will effectively communicate in oral, written and visual form.

ILO #5: **Critical Thinking:** Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

CALCULATION OF FINAL GRADES:

Attendance and participation	10%
Capstone Paper	50%
Capstone Website	20%
Capstone Presentation	20%
Total	100%

GRADING SCALE: (Should follow Department and/or College Template)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
GPA Points	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0
%	100-92	91-90	89-88	87-82	81-80	79-78	77-72	71-70	69-66	65-60	59 and under

SCHEDULE OF LEARNING TOPICS COVERED

CLASS MEETS:	
•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•	
Week 01:	Review and discussion of class expectations
Weeks 2-5:	Review materials related to website development and slide show development (weeks 2 – 5)
Weeks 6-7	Midterm – First Draft of Capstone Paper due
Weeks 8-9	First Draft of Capstone Website due, Second Draft of Capstone Paper due
Week 10-11	First Draft of Capstone Slide Show, Final Draft of Capstone Paper due
Week 12-13:	Student Capstone Presentations
Week 14-15:	Final Capstone Paper, Website and Slide Show

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

<http://www.lincoln.edu/registrar/2014Catalog.pdf>

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision

of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal.

Any student with a documented disability should contact the Office of Student Support Services.

<http://www.lincoln.edu/studentservices/index.html>

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

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POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

Electronic devices are only to be used when instructed by the Professor. Any violation of this instruction can lead to a reduction of the student's grade.

Pan-Africana Studies Program Student Learner Outcomes (PASP-SLOs):

1. Demonstrate ability to compare and contrast the history, scope, experiences, and initiatives of African peoples.
2. Demonstrate ability to articulate how economic, political, social, psychological and technical changes impact ideas, social relations and political organizations.
3. Demonstrate ability to apply the research methodologies, analytical approaches, and techniques of the humanities, social sciences, behavioral sciences, for the understanding, explanation and theorization of Pan-African, African, and Black experiences and initiatives.
4. Demonstrate the ability to analyze and discuss forms and traditions of thought or expression in relation to cultural, historical, economic, political, and social context.
5. Demonstrate the ability to describe and evaluate the Afrocentric and non-hegemonic approaches to the investigation, interpretation and evaluation of human experiences and initiatives.
6. Demonstrate critical reading and analytic skills used to formulate theses related to specific topics with supporting evidence and argumentation.