

Cleveland State University  
Fall Semester, 2007  
Maxine Goodman Levin College of Urban Affairs  
Department of Urban Studies

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

**Instructor:** Dr. Michael Wells, Urban Building 216, 216.687.2106,  
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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 27, 2006 and Monday, December 3, 2006. 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 4, 2006 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 web site by giving the web address in parenthesis (<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 11 first paper due (Roman Paris)  
October 9 second paper due (Paris and the French Revolution)  
October 30 third paper due (Paris Metro)  
November 20 fourth paper due (Paris and Rioting)  
December 3 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.

### **WebCT**

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