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# Sociology Career Capstone Section 80

Spring 2025 Fully Online 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

## Contact Information

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Instructor:	Dr. DuCros (pronouns: she/her/hers)
Office Location:	Zoom Meetings Only
Telephone:	(408) 924-5325 (working remotely so use email instead)
Email:	<a href="mailto:faustina.ducros@sjsu.edu">faustina.ducros@sjsu.edu</a> (preferred, quickest and best option)
Office Hours:	Tuesday 11:30 AM-1:00 PM via Zoom (see Canvas home page for link)

## Course Information

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### Asynchronous Course

Fully Online via Canvas Learning Management System

## Course Description and Requisites

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Capstone course to expand undergraduate senior opportunities and options. Analyzes trends in sociology; explores employment and careers, reflection and assessment of learning in the major.

Prerequisite(s): SOCI 1, SOCI 100W, SOCI 101, and SOCI 104 or SOCI 105.

Note(s): Students must have taken at least one of the required research method courses before enrolling in the capstone course.

Letter Graded

## \* Classroom Protoco

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# Drops

This class is in high demand due to it being a requirement for graduation and its online asynchronous format. Thus, it is imperative that you establish a presence in the course and demonstrate your intent to participate by logging into Canvas on the first scheduled day of instruction or informing me of your intent to continue the class within 48 hours after the first day of instruction. If student presence is not established via these steps, I may use the instructor drop policy (S20-9) to drop you from the course and give your spot to another student waiting to enroll. I will notify you if this is the case via email.

## Participation and Netiquette

Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
  - Read and annotate texts and actively watch or listen to other multimedia materials before the dates for which they are assigned on the syllabus. Research shows that reading and annotating hard-copy texts is the most effective method for increasing learning for most people. All of the readings on the syllabus are required unless otherwise noted. There may be suggested readings that are not required.
  - Actively take notes on your class materials. Research also shows that handwritten note-taking is the most effective method for most people (vs. typing and reviewing posted notes). I encourage you to exchange notes and study with classmates for additional engagement. If you need assistance with note-taking strategies, please see me and/or contact the Accessible Education Center (

a waste of time and resources that can be better spent honing your skills for long-term success. Thus, please exercise academic integrity in all work that you turn in. This includes not submitting other people's or AI/computer-generated



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## Course Materia

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practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

The final exam period is on Thursday, 5/15/25 at 7:45 PM to 9:45 PM. There is no in-class or live final but you will turn in your final portfolio assignment by the end of the finals period via Canvas.

## Participation, Class Engagement, and Professionalization Category (24 points)

Students are expected to be engaged learners, just as you will likely be expected to be engaged employees. Credit for this category is earned for regular class engagement exercises embedded in the modules.

Most modules will have class engagement exercises that will be posted on the discussion boards or other discussion platform to facilitate sharing information, resources, and feedback. These assignments will often be about engaging with classmates, your instructor, campus resources, a learning activity, a reaction to a reading or video, or sharing findings that you have come across about a specific aspect of sociology or the job search. These smaller assignments will be building blocks for many of the larger products that you will create in the course. These discussions will take place in small groups or the entire class depending on the assignment topic. Some assignments will be uploaded individually.

The quality of online discussions rests in large part on your commitment to be prepared, have an open mind, and share your ideas, knowledge, and resources with your classmates! If you don't read, watch, and participate actively, the discussion activities will not be engaging for you.

The assignments are worth 3 points each and are assessed on a good-faith effort to meet the assignment criteria, which usually will include responding to classmates. More details and instructions are found in Canvas.

In addition, there may also be ungraded/unweighted activities and assignments in some of the modules that contribute to your professional development.

NOTE ON FREEBIES: You can choose to complete 8 out of 11 assignments in this category. I will automatically drop 3 of the 3-point online discussion participation/class engagement assignments in this category to account for times you cannot participate. However, keep in mind the more you miss, the less you'll learn and prepare for latksou oce

3 points    *Introduc*





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Thanks to Dr. Liz Koslov for this material. For more on ungrading, see Stommel, "[Ungrading: An Introduction](#)" and "[How to Ungrade](#)," as well as this recent article in the *Los Angeles Review of Books*, "[Toward a Non-Dogmatic Pedagogy: On Susan D. Blum's 'Ungrading.'](#)"

## University Policies

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Per [University Policy S16-9 \(PDF\)](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) webpage. Make sure to vi

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6	2/24	Module 5. Researching Jobs and Labor Markets (continued)
7	3/3	Module 6. Creating Your Job Search/Grad School Assets  Ferrante, "Building a Resume While Pursuing a Degree in Sociology"  -SJSU Career Center, "Resume/Cover Letter Guide"
8	3/10	Module 6. Creating Your Job Search/Grad School Assets (continued)
9	3/17	Module 6. Creating Your Job Search/Grad School Assets (continued)
10	3/24	Module 7. Applying Sociological Thinking and Skills: Diversity, Equity, Inclusion, and Belonging in the Workplace  -Tulshyan book, <i>Inclusion on Purpose</i>





17	5/12	Module 8. Putting it All Together: Creating a Portfolio (continued)

Special thanks to Professor Preston Rudy, Professor Chris Cox, Dr. Noriko Milman, Professor Mary Scheuer Senter, and the SJSU Career Center for guidance and resources used in designing this class.

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