

Policies

English 4300



Instructor: Dr. Laura Rebecca Payne

E-mail: lbutler@sulross.edu

Phone: 432.837.8744/8151

Office: MAB 114

Office Hours: M-Th 1-3:30

Course Text:

A Writer's Reference. Diana Hacker and Nancy Sommers (Eighth Edition) ISBN 978-1-4576-8625-2

Portfolio Capstone Seminar Spring 2017

Objectives:

The objectives of the English senior portfolio capstone course is to prepare graduating seniors for their professional pursuits beyond graduation and to synthesize and analyze their educational experience. The course will encourage more intense development of language and critical-thinking skills as befitting graduates of a program in English studies. Finally, the course hopes to build further appreciation of multiple perspectives that reflect intellectual and cultural diversity within and beyond college.

Course Description:

Portfolio Capstone is designed to help students develop strategies and skills necessary for successful beyond their college careers. Topics include professionalization, further academic goals, career paths, networking, and self-assessments. Students will learn about vast array of opportunities post-graduation while compiling and assessing their growth as academics during their college career at Sul Ross. Throughout the course, students will use critical thinking skills to make informed choices, to understand their responsibilities for academic and professional success, and to further become independent, motivated learners and professionals. Students will learn to evidence their assessments and growth via documents such as a professional resume or curriculum vitae and a course portfolio.

Program Learning Objectives:

1. Involve students in applying personal and academic success strategies and evidentiary documents that advance intellectual and professional intellectual development.
2. Engage students in critical analysis and creative thinking.

Student Learning Outcomes:

1. Implement personal academic assessment.
2. Understand available post-graduate professional and academic opportunities.
3. Discuss the academic experience, personal aspirations, and professional goals in comprehensive expository writings.
4. Exhibit critical analyses via the presentations of professional documents.
5. Exhibit financial literacy in relation to college and beyond.
6. Discuss the importance of and English degree from SRSU in the larger community.

Attendance & Class Participation

Your attendance and participation in this course are reflected in your grade. Please be proactive in informing the professor of any expected absences in advance in order to meet class requirements. If work is turned in late, ten points will be deducted from the grade, regardless of how late the work is. I do not take late work of any kind beyond the Wednesday of final examinations at twelve noon. If you fail to attend course meetings without prior consent of me, the instructor, I reserve the right to fail you.

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Assignments

The course will consist of three major assignment areas, which are described briefly below. More detailed assignments may be found online under the assignment link where appropriate (i.e. the portfolio and the introductory essay). The due dates and times are listed at the calendar view in Blackboard.

Journal Elements: The journal elements will be brief essays (500-700 words) on topics associated with the course progression. They will work toward your professionalization and self-analysis of academic development and professional aspirations. They will also help develop your expository writing skills.

Introductory Essay: See the full assignment attached.

Portfolio: See the full assignment attached.

Academic Honesty

“The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.”
--Excerpt from the Student Handbook

Special Needs

It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning challenge, please contact the ADA Coordinator, Mary Schwartz, in the Counseling office in Ferguson Hall, Room 112. All requests for special accommodations must be related in writing to the professor. If you are uncomfortable with an online academic environment, please make an appointment with me. I am happy to “walk” you through the course.

Late Work

Late work is accepted with a ten-point deduction for being late unless arrangements have made prior to the due-date and documentation is provided for explained absences. These include illness for which a doctor prohibits class attendance, a death of an immediate member of your family, and a school sanctioned event, such as debate, student government conference, athletics, etc.

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Grade Breakdown:

Journal Essays	40%
Portfolio Introduction Essay	20%
Final Portfolio	40%

Grading Scale:

90-100 =A

80-89 =B

70-79 =C

60-69 =D

Below 60=F

Syllabus



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Weekly Schedule

Week 1 (January 17th)

- *Read the course policies and syllabus.
- *Contact Dr. Payne to arrange a physical meeting time.

Week 2 (January 23th)

Journal Element 1: Write a personal essay of introduction.

Week 3 (January 30th)

A Writer's Reference: Read "Academic Reading, Writing, and Speaking" and "Composing and Revising"

Journal Element 2: Interview a faculty member or a professional regarding their graduate program. Write an essay in which you discuss what you learned, profiling the subject of the interview.

Week 4 (February 6th)

A Writer's Reference: Read "Sentence Style"

Journal Element 3: Interview (or, indeed, shadow) at least one professional in a professional positions you might pursue. Write an essay in which you discuss what this professional actually does in his or her career/work day.

Week 5 (February 13th)

A Writer's Reference: Read "Word Choice"

Journal Element 4: Write an essay in which you profile a mentor—or someone you admire but whom you may not know (even someone famous!). How did they achieve in their field?

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Week 6 (February 20th)

A Writer's Reference: Read "Grammatical Sentences"

Journal Element 5: Write a resume or curriculum vitae (an educational resume)

Week 7 (February 27th)

A Writer's Reference: Read "Multilingual Writers and ESL Challenges"

Journal Element 6: Write a cover letter for a job, either fictitious or real. Then, write a thank you for an interview for the same position.

Week 8 (March 6th)

A Writer's Reference: Read "Punctuation and Mechanics"

Journal Element 7: Write an essay in which you describe the writing center and profile one or more of the graduate assistants' methodologies who work there based on watching tutorials. Interview the tutor(s) and add their thoughts of their work into the essay.

Week 9 (March 20th)

A Writer's Reference: Read "Basic Grammar"

Journal Element 8: Read the assignment for the portfolio and begin planning the compiling of the writing examples. Discuss which documents you plan to use for the portfolio and why each is the most appropriate choice. Write an assessment of the paper choices, clearly indicating the instructor or record for the essay and the scope of the course for which each was written.

Week 10 (March 27th)

A Writer's Reference: Read "Researching"

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Journal Element 9: Write a plan for revising each of the writing examples for the portfolio—make a schedule for meeting with each professor for revising the pieces. Draft the introduction to the portfolio.

Week 11 (April 3rd)

A Writer's Reference: Read “MLA”

Journal Element 8: Revise at least two portfolio documents and write an essay in which you discuss the process of revision and how and why your revision is successful. Draft the table of contents.

Week 12 (April 10th)

A Writer's Reference: Read “APA/CMS”

Journal Element 11: Revise at least two portfolio documents and write an essay in which you discuss the process of revision and how and why your revision is successful. Redraft introduction.

Week 13 (April 17th)

A Writer's Reference: Read “Index” (i.e. get a notion of how one cross references—note also the other areas of content referencing in the text).

Journal Element 12: After compiling the portfolio, write an essay in which you discuss your feelings regarding the progression of your work, as well as the process of compiling, revising, and presenting a portfolio. Redraft Table of Contents.

Week 14 (April 24th)

*Introduction Due for grading

Journal Element 13: Pull the course together into a comprehensive discussion of the experience. What did you learn/accomplish in the course? What do you wish we had covered?

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Week 15 (May 1st)

*Portfolio Due for grading

