

Sul Ross State University

ENGL/ENG 4300 Portfolio Capstone Seminar

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 Hours of availability: By appt

Course Description

The Portfolio Capstone is designed to help students develop strategies and skills necessary for success beyond their college careers. Topics include professionalization, further academic goals, career paths, networking, and self-assessments. Students will learn about the array of opportunities post-graduation while compiling and assessing their growth as academics during their college

career at Sul Ross State University. 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 demonstrate their assessments and growth via documents such as a professional resume or curriculum vitae and a course portfolio.

Course 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.

BA English Program Marketable Skills

1. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

SRSU English Program Student Learning Outcomes

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

English 4300 Student Learning Objectives

1. Implement personal academic assessment.
2. Understand post-graduate professional and academic opportunities.
3. Discuss 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 an English degree from SRSU in the larger community.

Course Texts

All readings will be found in Blackboard including the course textbook below:

The Word on College Reading and Writing edited by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear. Open Oregon Educational Resources. No date.

Assignments and Grades

Assignment	Points	Due Date
Participation in Discussions (Bb & Zoom if possible)	20%	as arranged
Journal Elements	20%	each week
Portfolio Introduction Essay	20%	Nov 15 in Journal Element 11 link
Final Portfolio	40%	Nov 22 in Portfolio link (see Bb course menu)

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

Course Grade is calculated as a percentage of your cumulative points. So if you earn 79 points out of 100 points, then your grade is 79% or a C.

Assignments

The course will consist of three major assignment areas, which are described briefly below. More detailed assignments will be made available to you (i.e. the portfolio and the introductory essay).

Journal Elements

The journal elements will be brief essays (500-700 words) on topics associated with the course progression and are listed in the syllabus. They will work toward your professionalization and self-analysis of academic development and professional aspirations. They will also help develop your expository writing skills. Each entry will be turned in at the assignments link in Blackboard.

Introductory Essay

Please see assignment handout

Portfolio

See the full assignment attached. It will be turned in to the Blackboard Portfolio link in Blackboard.



Course Policies

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented. Quotations, paraphrases, or summaries that are not documented and the use of papers written by others constitute plagiarism.

Three different acts are considered plagiarism:

- (1) failing to cite quotations and borrowed ideas,
- (2) failing to enclose borrowed language in quotation marks, and
- (3) failing to put summaries and paraphrases in your own words.

A grade of "F" for the course is earned if the work exhibits any of these kinds of scholastic dishonesty.

Turning in Papers/Assignments

All assignments must be submitted to Blackboard unless otherwise notified.

Turning in Assignments on Time

If you do not submit assignments to Blackboard, they will be considered late. If you fail to turn in any assignments, even one, you may earn an F for the course.

If life gets in the way, please email me so that we can make a plan for your success.

Americans with Disabilities Act

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

RGC Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Sul Ross State University-Rio Grande College, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

Schedule

Reading assignments are from *The Word on College Reading and Writing* and abbreviated as *The Word*

Week 1 Aug 24-28

Read the course policies and syllabus.

Week 2 Aug 31-Sep 4

Read *The Word* Part 2 Why Write? (Self Exploration, Creativity, Professional Opportunities, Effective Communication and Persuasion)

Journal Element 1: Write a personal essay of introduction. Describe your scholarly, civic, and professional self. Describe your goals, challenges and strategies or insights for addressing those challenges. Describe what you have learned as a Sul Ross English major and how you will use that learning to achieve your goals.

Week 3 Sep 8-11

Read the Assignment handout for the portfolio in the Week 3 folder in Blackboard.

Read *The Word*, *Revising* (185-189), and *Grammar and Style* (199ff)

Journal Element 2: Read the assignment for the portfolio and begin planning how you will collect your writing examples and present them in the portfolio. 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 of record for the work and the scope of the course for which each was written. Outline the ideas for the portfolio—this includes which works you may plan to use for each of the items in the rubric.

Week 4 Sep 14-18

Read *Finding the Thesis* (113) and use the advise on this page to help you revise thesis statements in your portfolio essays.

Journal Element 3: Interview a faculty member or a professional regarding their careers and their academic background, experience (including their experience of graduate studies). Write an essay in which you create a profile of the subject, the professor, and report what you discovered about a career after graduation.

Week 5 Sep 21-25

Read *Writing Paragraphs* and advise about topic sentences on pages 119-124 and use the information to raise your awareness of paragraphing in your portfolio essays.

Journal Element 4: Research potential graduate programs or professions you are interested in and write an expository essay that informs senior English majors about the programs or professions.

Week 6 Sep 28-Oct 2

Read about supporting ideas on pages 125-126. Also read about relationships between ideas on pages 128-132 and revise your transitions.

Journal Element 5: Find examples of resumes or curricula vitae (CVs) of professionals in the field you are interested in pursuing. Include copies in your journal entry. Write an essay outlining what is successful in the examples and what you would do differently. (Look at two or more documents).

Week 7 Oct 5-9

Read about quoting sources on page 153 – 154. Assess your use of quotations in your portfolio essays.

Journal Element 6: Write a resume or curriculum vitae (an educational resume) of your own.

Week 8 Oct 12-16

Read about writing introductions on pages 139-141 and revise the introductions of your portfolio essays.

Journal Element 7: Research schools you wish to apply to or organizations for which you aspire to work. Write a profile of the competencies, qualities, skills, and experiences the schools or organizations look for. Write a cover letter for a job or for a graduate application, either fictitious or real. Then, write a thank you for an interview for the same position or school.

Week 9 Oct 19-23

Journal Element 8: Outline and discovery draft the introduction for the portfolio.

Week 10 Oct 26-30

Journal Element 9: Write a plan for completing the portfolio—make a schedule for meeting with each professor in order to establish your copies. Draft the introduction to the portfolio.

Week 11 Nov 2-6

Journal Element 10: Write an essay in which you discuss the process of revision and how and why revision and multiple drafting is important as a writing process. Discuss your own writing and revision processes as they have developed in your academic experience. Draft the table of contents for your portfolio.

Week 12 Nov 9-13

Introduction Essay due (see Journal Element 11)

Journal Element 11: Revise and edit your Introduction Essay and paste it in the Journal Element 11 link. This will be where you turn it in.

You will also insert this Introduction Essay in your portfolio immediately after your Table of Contents.

Week 13 Nov 16-20

Portfolio due

Week 14

Thanksgiving

Week 15 Nov 30-Dec 4

Journal Element 12: 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?