

**English 499 Senior Capstone Course
Chaminade University of Honolulu
Fall 2018 Online**



**Chaminade
University**
OF HONOLULU

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Suggested (not required) Texts:

Tyson, Lois *Critical Theory Today: A User Friendly Guide* (2nd edition)
Reynolds, Nedra & Rich Rice *Portfolio Keeping: A Guide for Students*

Handouts and Online References

Course Description:

This three unit Senior Seminar allows students the opportunity to actively review and reflect upon their writing projects undertaken throughout their course of study. The seminar is also designed as a primary means of outcome assessment for majors in the English program. Each student must demonstrate summative competence through the completion of a Senior Portfolio of papers that have been previously submitted to English courses at Chaminade University of Honolulu. Students are expected to complete all reading and writing assignments on the assigned dates, participate in revision workshops, and to offer thoughtful contributions during discussions with your academic mentor.

The overall goal of the Portfolio is to allow the student to evaluate, revise, and edit her or his own work. The portfolio project will include a representative sample of writing genres, which may include fiction, poetry, critical, and literary essays. The course requirements include weekly meeting with mentor, discussions, independent research and revisions, and submission and presentation of a Senior Capstone portfolio.

English 499 Outcomes and Assessment

The program assessment of English Discipline Outcomes, are linked to student coursework (student course learning outcomes) and will be implemented and compiled in the Senior Seminar capstone course (EN 499).

Each student will submit a portfolio that contains the following:

1. An introduction letter
2. A CV or resume
3. An analytical literary research paper with a critical approach to a text
4. An original work of poetry, fiction, or non-fiction
5. An essay that demonstrates student knowledge of one or several periods in British literature. The student must cite specific authors and texts.
6. An essay that demonstrates student knowledge of one or several periods in American literature. The student must cite specific authors and texts.

Assessed Assignments

- Participation includes weekly discussions and postings with Instructor, research, writing and revisions (15pts)

Senior Portfolio

- Presentation (15 pts) of the following:
- Introductory letter (5 pts)
- Resume or CV (5pts)
- Analytical, literary research paper with a critical approach (20 pts)
- Original creative work (10pts)
- British literature essay (15pts)
- American literature essay (15pts)

Students should access the discipline rubric created for EN 499 Senior Seminar Portfolio Requirements and Grading Criteria. **(Please see Appendix A)**

Sample Eportfolio sites:

<http://wp.auburn.edu/writing/eportfolio-project/eportfolio-examples/>
<https://sites.google.com/site/eportfolioapps/overview>

Sample eportfolio cover letters:

http://bcs.bedfordstmartins.com/everyday_writer/addresources/1.html
<http://users.humboldt.edu/tduckart/CoverLetterGuidelinesHandoutV030109.pdf>
http://moodle.sfai.edu/pluginfile.php/28043/mod_resource/content/0/Writing%20Portfolio%20Cover%20Letters.pdf
<http://users.humboldt.edu/tduckart/SampleCoverLetter1.htm>

English Program Learning Outcomes

Students who complete this program will demonstrate

1. a proficiency in writing through an analytical literary research paper.
2. a proficiency in creative writing through an original production of poetry, fiction, or non-fiction.
3. the ability to define various literary critical approaches and apply them to given texts.
4. the ability to define, identify, and articulate major movements/periods in British and American literature.
5. the ability to critically analyze significant authors, texts, and issues in British and American literature.

Paper Submission Guidelines:

Your research papers must follow MLA guidelines and format style for all citations and formatting. Remember to use 12-point font and double-space your writing using correct margins. A cover page is not required. Each essay and research paper should have a unique, creative and appropriate title.

You must complete and submit a final, revised portfolio to pass this course.

Please do not attempt to submit work that is not your own. Cheating/plagiarism will result in a grade "F" for the entire course; instances of cheating will be reported to the University's Dean of Humanities. Please review the Academic Honesty and Plagiarism policies in Chaminade University's 2015-16 General Catalogue.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Note: It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive ADA or other accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling, Dr. June Yasuhara, at (808) 735-4845 or email: jyasuhar@chaminade.edu.

For technical questions: contact the Chaminade eCollege helpdesk:

helpdesk@chaminade.ecollege.com, or call toll free at: (866) 647-0654; **Sullivan Family Library** (www.chaminade.edu/library).

Reading and Assignment Schedule (Subject to changes)

Week 1: August 20

Mandatory Meet and Greet Your Professor During Office Hours (206E Henry Hall) of Week 1: MWF 9:30-11:00AM. Or, use email or call for an appointment. Every student must meet with me briefly (3-5 minutes) to ensure you have online access and understand the guidelines.

Orientation; review and selection of student's papers from English courses

Week 2: August 27

Continued review and selection of student's papers from English courses

Read *Critical Theory Today*, Chapter 1-overview of critical approaches

Week 3: September 3

Organize selected papers and review MLA guidelines

Week 4: September 10

Portfolio—Read chapters and criticism; American Literature Essay Due

Week 5: September 17

Portfolio—Read chapters and criticism; British Literature Essay Due

Week 6: September 24

Extended Revision: American Literature Paper

Extended Revision: British Literature Paper

Week 7: October 1

Revision Workshop: Final American Literature Paper Due

Revision Workshop: Final British Literature Paper Due

Week 8: October 8

Submission of Analytical Research Paper with a Critical Approach

Week 9: October 15

Revision Workshop: Analytical Research Paper with a Critical Approach

Week 10: October 22

Read *Portfolio* handouts; Original work of poetry, fiction or creative non-fiction due

Week 11: October 29

Revision Workshop: Original poetry and/or fiction

Week 12: November 5

Draft and Finalize CV/Resume and Introductory letter

Week 13: November 12

Collate and compile portfolio—efile and/or hard copy

Week 14: November 19

Portfolio Final Due November 23rd

Week 15: November 26

Final Portfolio presented last week of course

Characteristics of Marianist Education: Our Marianist Values at Chaminade

- educate for formation in faith
- provide an integral, quality education
- educate in family spirit
- educate for service, justice, and peace
- educate for adaptation and change.

Appendix A.

Portfolio Rubric for Senior Seminar (EN 499)

Points	Summary and Application of Researched Literary Sources and Critical Theory to a text	Clarity and Rhetoric	Organizational Development	Grammar and Mechanics
A	Accurate assessment (summary and paraphrase) of critical theory and the correct application of that theory to a given text OR the correct integration of that theory in a literary research paper	The goal of the paper is clear. The language and rhetorical techniques used in the paper are clear and effective for the audience provided.	The paper displays a clear organizational structure which includes an introduction, thesis, topic sentences, examples, transitions, and a conclusion.	The paper uses correct MLA documentation and contains few (1-3) errors in grammar, punctuation, and sentence structure.
B	Same as above, however the summary introduction of the text is accurate but not as concise.	Same as above.	Same as above.	The paper may contain (4-7) errors in grammar, punctuation, and sentence structure.
C	The summary of the theory may be correct; however, the application of the theory is not clear or correct for the selected text OR the integration of the theory does not fit the literary research paper.	The rhetorical techniques may present less than a logical application. Or additional techniques should have been used in the paper.	Same as above.	The paper contains grammar and punctuation errors (4-7) and a few minor documentation errors (1-3).
D	The summary of the critical theory is incorrect.	Same as above.	The paper lacks a clear organizational structure (topic sentences and transitions).	The "works cited" page is not in MLA format.
F	It is unclear That any critical theory is being presented in the paper.	It is unclear what techniques are in use.	The purpose of the paper/thesis is unclear.	No "works cited" page was included in the paper.

ENGLISH Research Paper
Dr. Paynter
Chaminade University of Honolulu

Portfolio Review Worksheet: Research Papers

Writer: _____

Paper Title: _____

Title is clear	Title has no topic	Thesis is clear	Thesis has no focus or unifying idea
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ORGANIZATION	Excellent Flow	Good, but proofread	Barely Adequate
Paragraph Structure			
Opening			
Conclusion			
Clear Transitions			

CONTENT	Excellent	Good, but proofread	Barely Adequate
Sentence structure			
Good use of themes & analysis			
Quotes cited & framed			
Statements supported w/evidence MLA format			

STYLE & GRAMMAR	Excellent	Good, but proofread	Barely Adequate
Apostrophe			
Punctuation: i.e commas			
Spelling			
Word choice			