

**English 499 Senior Capstone Seminar
Chaminade University of Honolulu
Fall 2020 Online**



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by appointment (face-to-face, or on Zoom)
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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 Capstone Seminar allows English Majors 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. Majors 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 at least two meetings with your mentor (via Zoom or face-to-face), discussions, independent research and revisions, and submission and final presentation of a Senior Capstone portfolio.

English 499 Outcomes and Assessment

The program assessment for the 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).

English Program Learning Outcomes

Students who complete this program will demonstrate

1. Identify, define and apply literary critical approaches to analyse texts.
2. Define, analyse and interpret texts and their cultural and historical contexts.
3. Read, research, and write as a dialogic process of inquiry that includes reflection, collaboration and engagement with others.
4. Formulate and construct interpretive and creative applications of texts in workshops, literary performances, and other collaborative events in local communities.
5. Explain and interpret how literature and writing are vehicles for service, justice and peace.

Each student will submit and present a portfolio that contains the following:

1. CV or resume
2. Introduction Letter (PLO 3, 5)
3. Analytical literary research paper with a critical approach to a text (PLO 1, 5)
4. An original work of poetry, fiction, or non-fiction (PLO 4)
5. An essay that demonstrates student knowledge of one or several periods in World, Modern Pacific, or British literature. The student must cite specific authors and texts. (PLO 2, 3)
6. An essay that demonstrates student knowledge of one or several periods in Climate Fiction, Literature & Film, Multicultural or American literature. The student must cite specific authors and texts. (PLO 2, 3)

Breakdown of Assessed Assignments (100pts Total)

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

Senior Portfolio (reflects Marianist Values #2-5)

- Presentation of Portfolio (15 pts)
- Resume or CV (5pts)
- Introductory letter (5 pts)
- Analytical, literary research paper with a critical approach (20 pts)
- Original creative work (10pts)
- World, British literature, or Modern Pacific essay (15pts)
- American literature, Film, or Multicultural 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>

Paper Submission Guidelines:

Your research papers must follow current 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.

Plagiarism is presenting the work of another as your own. The guidelines for plagiarism are in the General Catalog (online). They include, but are not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment (citation) of the source is always mandatory.
2. Paraphrasing the work of another without proper acknowledgment.
3. Submitting as one's own original work an original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual, no matter if the documents were freely given, or purchased.

ADA Accommodations

Pursuant to federal and state laws, including the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973, all qualified students with disabilities are protected from discrimination on the basis of disability and are eligible for reasonable accommodations or modifications in the academic environment to enable them to equal access to academic programs, services, or activities. If a student would like to determine if they meet the criteria for

accommodations, they should contact the Counseling Center by email: counselingcenter@chaminade.edu for further information.

Title IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following: Chaminade Counseling Center: (808) 735-4545. And, any priest serving as a sacramental confessor, or any ordained religious leader serving in the sacred confidence role.

Diversity Statement

Chaminade's Core belief statement states: "Students, both traditional and non-traditional, bring a variety of talents, traditions, cultures and abilities. This diversity brings a special opportunity to the Chaminade community, which can then nurture and guide each student to the fullest realization of potential." Consequently, this course encompasses readings that reflect and examine the diversity of our literary, cultural and environmental heritage. Additionally, the course puts special attention on the problems faces by authors seeking to write from unique personal or cultural perspectives to readers who may not share the same perspectives or cultural background.

Marianist Characteristics

Chaminade University of Honolulu is a Marianist Institution and uses the following characteristics and values as a guide:

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

Sullivan Family Library (www.chaminade.edu/library).

For technical questions, contact **Chaminade's Helpdesk**.

EN 499: Reading and Assignment Schedule
(Subject to changes)

Week 1: Aug 24

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

Week 2: Aug 31

Continued review and selection of student's papers from English courses;
Read *Critical Theory Today*, Chapter 1-overview of critical approaches

Week 3: Sept 7

Organize selected student papers and review current MLA guidelines

Week 4: Sept 14

Portfolio—Read chapters and criticism; American Literature Essay Due

Week 5: Sept 21

Portfolio—Read chapters and criticism; British Literature Essay Due

Week 6: Sept 28

Extended Revision: American Literature & British Literature Papers

Week 7: Oct 5

Revision Workshop: Final American Literature & British Literature Papers Due

Week 8: Oct 12

Read *Portfolio* handouts; Original work of Poetry, Fiction or Creative Non-fiction
Due

Week 9: Oct 19

Revision Workshop: Final Original Poetry and/or Fiction Due

Week 10: Oct 26

Submission of Analytical Research Paper with a Critical Approach

Week 11: Nov 2

Revision Workshop: Analytical Research Paper with a Critical Approach Due

Week 12: Nov 9

Draft and Finalize CV/Resume and Introductory letter

Week 13: Nov 16

Collate and compile portfolio (e-file and/or hard copy); Final Portfolio presented
on Zoom

Week 14: Nov 23

Portfolio Due (e-file or traditional hard copy)

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			