English 4893 (21578)
English Capstone
Mondays, 5:45-8:30 p.m.
135 Liberal Arts Building

Spring Semester 2012

J. David Macey, Jr., Ph.D., Professor & Chairperson, Department of English
http://www.uco.edu/la/english/index.asp

Office: 105-D Liberal Arts Building
Office Hours: Mon., 1:00-3:00 p.m.,
             Tues., 2:00-4:00 p.m.,
             Wed., 1:00-3:00 p.m.,
             Thurs., 3:00-5:00 p.m.,
             Fri., 2:00-4:00 p.m.
             & by appointment

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REQUIRED TEXTS:


Bruce McComiskey, ed., *English Studies: An Introduction to the Discipline(s)* (NCTE, 2006)

PREREQUISITES:

ENG 2303 (English Cornerstone) & 24 Credit-Hours of 4000-Level ENG Coursework

CATALOG DESCRIPTION:

This course provides senior students with a capstone experience to help them make the transition into the workforce or graduate school.

LEARNING OBJECTIVES:

Upon completion of this course, students will be able to

- describe the techniques, conventions, and expectations of advanced scholarship in the field of English Studies.

- produce a publication-length and publication-quality essay in a subfield of English Studies.
• identify the major areas of academic and professional opportunity for individuals trained in the field of English Studies.

• articulate and enact strategies to secure employment or admission to graduate study in fields related to English Studies.

TRANSFORMATIVE LEARNING OUTCOMES:

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at the University of Central Oklahoma will have transformative learning experiences in six core areas: discipline knowledge; leadership; research, creative, and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

Students enrolled in this course will

• acquire discipline knowledge by studying the history and development of English Studies as well as advanced techniques appropriate to the different genres of writing in which professionals in the discipline engage.

• demonstrate leadership by defining, developing and presenting major independent projects demonstrating their mastery of the intellectual content, the conventions of discourse, and the professional applications of specific subfields within the discipline of English Studies.

• engage in research and scholarly and creative activities as they review existing research, scholarship, and creative work within a chosen subfield of English Studies, synthesize the insights of scholars, artists, and working professionals within these fields, and produce new data, original scholarship, and innovative creative work that contributes in a substantive way to the ongoing scholarly and creative dialog within these subfields.

• participate in service learning and civic engagement as they work with practicing scholars and working professionals in various subfields within the discipline of English Studies and explore the applications, within the communities that the university serves, of the skills that they have acquired as English majors.

COURSE REQUIREMENTS AND MODE OF INSTRUCTION:

The following factors will determine your final grade in this course:

Letters of Application (2 @ 1-2 pp. each) 5%
Résumé (1-2 pp.) 5%
Statement of Purpose (1-2 pp.) 5%
Response Papers (4 @ 3-4 pp. each) 40%
Capstone Project (12-15 pp.) 45%

A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 0-59%
English Capstone has two major goals: to offer students majoring in English a culminating experience in the discipline and to provide information about postgraduate opportunities in fields related to English Studies. In order to achieve these goals, we shall devote a significant amount of time both to the production of major, “Capstone” project and to an ongoing discussion of the academic and career opportunities available to students graduating with a bachelor’s degree in English.

To this end, each student enrolled in English Capstone will complete a major project, of publication length and quality, on a topic of his or her choice within the field of English Studies. The experience of completing this project, which should demonstrate the author’s mastery both of advanced scholarship and of the creative techniques and professional conventions of writing within the discipline, will provide a transformative experience by allowing undergraduate students to engage, independently and in their own areas of interest, in the work of practicing scholars and artists in the field. The project itself, in turn, will function as an artifact demonstrating the student’s mastery both of discipline knowledge and of the techniques and methodologies of advanced scholarship and creative activity.

Each student enrolled in this course will also prepare a series of documents, including a résumé, professional application letters, and a statement of purpose suitable for use as part of an application for admission to graduate study in the discipline. In addition, students will attend special presentations by working professionals who will share their insights and experiences in shaping careers in fields related to English Studies. Finally, each student will submit four short response papers designed to focus our thinking about and discussion of opportunities for professional development within our field.

POLICIES ON ATTENDANCE, LATE WORK, AND PLAGIARISM:

Because this is a discussion-oriented class and because we shall cover a great deal of material each week, it is imperative that you attend class regularly. Any absence has the potential to affect your final grade adversely. No student who misses more than three class meetings (the equivalent of three full weeks of class) will receive a passing grade for the semester.

Written work will be due in class on the dates indicated on this syllabus. Written assignments submitted after the indicated due date will be penalized by one letter grade for each calendar day that they are late (thus, a "B" paper submitted one calendar day late will receive a grade of "C"). If you are unable to attend class due to illness or another emergency on the day on which a written assignment is due, please contact Dr. Macey as soon as is practicable to arrange an alternate date, time, and/or medium (e.g., e-mail attachment) by which to submit your assignment.

Instances of plagiarism and other acts of academic dishonesty will be penalized according to the policies described in the university’s Code of Student Conduct.

SPECIAL ACCOMMODATIONS:

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their
requests by contacting the Office of Disability Support Services at 974-2516. The Disability Support Services Office is located in room 309 of the Nigh University Center. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

DIVERSITY STATEMENT:

The University of Central Oklahoma (UCO)’s explicit commitment to diversity is essential in fulfilling the university’s mission to provide transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving the global community.

Diversity encompasses a range of values, personal experiences, and worldviews that arise from differences of culture and circumstance, including differences of race, ethnicity, geography, gender, age, religion, socio-economic status, language, ability/disability, sexual orientation, status as a veteran, learning style and immigration status, among other forms of diversity.

Diverse backgrounds broaden and deepen the educational experience and scholarly environment that are essential to achieving academic excellence. UCO promotes academic excellence and enhances the scholarly and creative environment by systematically pursuing the following goals:

• to promote diversity by encouraging students from diverse and underrepresented backgrounds to enroll at and to graduate from UCO.
• to recruit and retain faculty and staff from diverse and underrepresented backgrounds.
• to foster an institutional culture that values a diverse community and that invites authentic interaction among the members of that community.

UCO recognizes that enhancing diversity in service to the university’s mission and goals requires leadership, commitment and consistency. Leaders at all levels have an obligation as they build upon this commitment to embrace and sustain diversity in every area of the university.

UCO vigorously fosters diversity on its campus and in the communities it serves. By valuing and promoting diversity, the university acknowledges uniqueness, similarities, and differences among its stakeholders while providing transformative learning experiences for its students.

UCO celebrates its tradition of inclusion and recognizes that strengthening and expanding diversity on its campus is essential to the university’s continued success.

NON-DISCRIMINATION POLICY:

The President and Staff of the University of Central Oklahoma reaffirm the policy as set forth in the previous Statements of Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973, that no discrimination on the grounds of race, color, religion, sex, age, national origin, handicap, disability, or status as a veteran will exist in any area of the university.
ADDITIONAL POLICIES AND PROCEDURES:

Please consult the attached “Student Information Sheet and Syllabus Attachment” for information about additional policies and procedures applicable to this class.

SCHEDULE OF ASSIGNMENTS:

WHAT WE DO, AND WHY WE DO IT: A (RE)VIEW OF ENGLISH STUDIES

Jan. 9 (M) Introduction and Course Overview
McComiskey, Introduction to English Studies (pp. 1-52)

Jan. 16 (M) MARTIN LUTHER KING, JR. DAY – NO CLASS MEETING

Jan. 23 (M) FIRST RESPONSE PAPER DUE IN CLASS
Taylor, “Literature and Literary Criticism” (English Studies, pp. 199-222)
Elias, “Critical Theory and Cultural Studies” (English Studies, pp. 223-74)
Presentation and Discussion of Capstone Paper Assignment
Educational Testing Service “Proficiency Profile” (ETS-PP)
University-level Assessment Activity

Jan. 30 (M) PROPOSAL FOR CAPSTONE PAPER DUE IN CLASS
Lemire, “I’m an English Major” (I’m an English Major, pp. 3-11)
Lemire, “Higher Ed.: Nobody Goes Back to School” (I’m an English Major, pp. 43-65)
Lemire, “Avoiding a Major Mistake” (I’m an English Major, pp. 207-26)
Lemire, “What to Do If You’re Still an Undergraduate” (I’m an English Major, pp. 232-34)

APPLYING OUR KNOWLEDGE: PUTTING AN ENGLISH DEGREE TO WORK

Feb. 6 (M) SECOND RESPONSE PAPER DUE IN CLASS
Lauer, “Rhetoric and Composition” (English Studies, pp. 106-52)

Feb. 13 (M) LETTERS OF APPLICATION (2) DUE IN CLASS
Lemire, “The Best Job-Hunting Advice I Ever Got” (I’m an English Major, pp. 227-29)
Lemire, “Writing Your Résumé” (I’m an English Major, pp. 230-31)
Lemire, “Recommended Reading and Other Resources” (I’m an English Major, pp. 135-37)

Feb. 20 (M) RÉSUMÉ DUE IN CLASS
Haake, “Creative Writing” (English Studies, pp. 153-98)
Lemire, “A Word to Aspiring Creative Writers” (I’m an English Major, pp. 238-47)
Feb. 27 (M)  THIRD RESPONSE PAPER DUE IN CLASS
Lemire, “Books (As Opposed to Literature)” (*I'm an English Major*, pp. 115-37)
Lemire, “Magazines” (*I'm an English Major*, pp. 96-114)
Lemire, “Freelancing for a Living” (*I'm an English Major*, pp. 138-54)

Mar. 5 (M)  STATEMENT OF PURPOSE DUE IN CLASS
Lemire, “Breaking (into) the News” (*I'm an English Major*, pp. 66-95)
Lemire, “Going Corporate” (*I'm an English Major*, pp. 155-82)
Lemire, “Other Options” (*I'm an English Major*, pp. 183-206)

Mar. 12 (M)  DRAFT OF CAPSTONE PROJECT DUE IN CLASS
Barton, “Linguistics and Discourse Analysis” (*English Studies*, pp. 67-97)

Mar. 19 (M)  SPRING BREAK – NO CLASS MEETING

SUMMING UP AN UNDERGRADUATE CAREER: THE “CAPSTONE” PROJECT

Mar. 26 (M)  CONFERENCES – NO CLASS MEETING

Apr. 2 (M)  FOURTH RESPONSE PAPER DUE IN CLASS
Calls for Papers (call-for-papers.sas.upenn.edu)
Selected Conference Abstracts (Handout)
Writing Workshop: Producing an Abstract

Apr. 9 (M)  ABSTRACT OF CAPSTONE PROJECT DUE IN CLASS
Discussion of Professional Associations in English Studies
Discussion of Scholarly and Professional Journals in English Studies
Capstone Focus Group

Apr. 16 (M)  CAPSTONE PROJECT PRESENTATIONS

Apr. 23 (M)  CAPSTONE PROJECT PRESENTATIONS

Apr. 30 (M)  CAPSTONE PROJECT DUE BY 7:20 P.M.