Course Description
Capstone course that guides student in development of an integrative project that demonstrates achievement of the learning outcomes in the English major. Course is organized around the major trends in critical thought and application of literary criticism theories within and across periods and genres.

This is a fully online, eight-week course. We will not meet face-to-face at any time. Coursework for accelerated courses requires 12-15 hours of independent work each week. Some students may complete coursework in fewer hours and some students may require additional hours beyond the estimate. Careful consideration should be given to this estimate when planning your personal schedule.

Course role in the program/major:
This course is part of the Bachelor of Arts in English

Prerequisites
No prerequisites for this course

Course Objectives

Cognitive Learning Outcomes:
To demonstrate Intellectual Growth and Competence through the English major, students will:
Acquire, comprehend, organize, and apply knowledge within the major area.
- Contextualize literature within periods, genres, and traditions.
- Comprehend the relationships between literature and its cultural contexts.
- Acquire, comprehend, and apply principles of literary theory to literature.
Analyze and evaluate knowledge within the major area.
- Analyze literature to discover structure, craft, themes, questions, and purpose.
- Develop restraint in judgment through analysis and critique of literature.
Solve problems presented by the major field.
- Interrogate the presumed authority of a received literary canon and a perceived dominant aesthetic.
Demonstrate oral and written competence in the major field.

Affective Learning Outcomes:
To demonstrate **Personal Growth** through the English major, students will:

**Describe the significance and value of the major in meeting the needs of global community.**
- Evince an understanding of the major in relation to its potential for service to the individual, community, and society.
- Develop sensitivity to cultural and ethnic variations of language, especially in relation to questions of perception, persuasion, and audience.

**Exhibit behaviors indicative of continued learning in the field.**
- Formulate spontaneous connection between one’s own reading life and one’s lived life.
- Develop a deeper aesthetic appreciation of literary texts as manifestations of imagination.

**Required Text and Other Materials:**
- None

**Course Assignment Descriptions:**
You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the **Course Materials** section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion Participation:** Each week you must submit (post) a response to the weekly discussion topic(s). Then, after reading the postings made by other students, you must reply to a minimum of two of your coursemates.

- **Initial Substantive Posts:** Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the **spell-check** function.

- **Required Replies:** You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

- **Posting Guidelines:** Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.
Please refer to the Policies section in Blackboard for further Discussion Participation details.

Assignments

Learning Outcomes Reflection Essays
During this course, you will be asked to reflect on your course of study. During weeks 1, 3 and 5, you will compose a 2-3 page reflective essay, addressing the learning outcomes as they pertain to what you have learned throughout your degree program. In your essay:

- Identify the course related to your achievement of the outcome elements listed in the weekly materials. (Some elements may be covered in more than one course).
- List assignments, projects, group activities that helped you in your learning. If possible, upload a copy of the actual document you submitted for the class. Please see the course materials for further clarification.

Your reflections should be submitted in the following order:

Week 1: Compose a 2-3 page essay based on the following learning outcomes:
- Contextualize literature within periods, genres, and traditions.
- Comprehend the relationships between literature and its cultural contexts.

Week 3: Compose a 2-3 page essay based on the following learning outcomes:
- Analyze literature to discover structure, craft, themes, questions, and purpose.
- Develop a restraint in judgment through analysis and critique of literature.

Week 5: Compose a 2-3 page essay based on the following learning outcomes:
- Evince an understanding of the major in relation to its potential for service to the individual, community, and society.
- Develop sensitivity to cultural and ethnic variations of language, especially in relation to questions of perception, persuasion, and audience.

Professional Philosophy
Compose a professional philosophy, summarizing your personal beliefs, attitudes, and values in the context of your major field of study. This assignment demands reflection on basic principles in the major and your response to these principles. The Professional Philosophy assignment is intended to provide a forum for putting into practice the values segment of the breadth area requirements. The objective is to address key components of personal beliefs, attitude and values as they pertain to your degree in English studies. This assignment is about issues of morality and conviction applied to practice. You are encouraged to clearly delineate what you value in your current and upcoming professional life and to identify key religious, educational, ethical, family, relationship, and life underpinnings contributing to these values. In your paper, please address the following issues:

1. How does your choice of major and a profession reflect upon you as a person? How does it reflect upon your personal and family history? Relationships? Religious views?
2. Why do you believe that you are a "fit" for your profession? What is it about your personal qualities, beliefs and values that can help you serve and advance this profession?
3. Cite five (5) firm principles, axioms or postulates (values, ethics, and beliefs) that will guide you in your work in your chosen profession. (Be personal; do not just reiterate values, ethics or beliefs that you have heard about during your major.)
4. Comment upon the current state of principles and values illustrated by professionals in your chosen field. Are high moral and ethical values being practiced? Include examples of individuals or practices of highest moral and ethical character in your profession.
5. How will you personally address moral and ethical shortcomings or failures in your chosen profession?

Discuss the above general and specific issues in a 2-3 page paper. Use the specific affective learning outcomes for the program (listed in the course materials) to guide your thoughts. If applicable, reference specific coursework that has shaped your views today.

Final Project
For this capstone course, you will be completing a final cumulative project that showcases your course of study and your career ambitions. Projects should be academically based in research and applicable to your personal career, situation or experience. Your project should:
- involve research
- demonstrate your knowledge of the topic
- demonstrate your ability to think and write critically
- apply your knowledge of history and your course of study to make a scholarly contribution to the discipline of English and literature

What kinds of projects are acceptable?
The goal of this capstone project is to address your personal situation and your course of study. Therefore, you will be able to choose the focus of your project. Potential projects include, but are not limited to:

**Option 1- Curriculum Guide:** A curriculum guide is a practical guide designed to aid teachers in planning and developing a teaching unit for specific subject areas. This type of project would be applicable if you plan on teaching English. A curriculum guide should contain:
- 7-10 units/lessons on a specific subject or theme in English, literature, writing, etc. Each unit should be written in lesson plan format with listed materials, student centered objectives, activities and assessment procedures. To view a sample curriculum guide click the following link: http://www.njstatelibrary.org/NJ_Information/Digital_Collections/AAHCG/unit1.htm
- The following document lists several lesson planning resources. Log into the course, and click the link to download to your computer. Lesson Planning Resources

**Option 2- Interactive Portfolio:** A portfolio is a portable sampling of your expertise and an overall presentation of your accomplishments. For the capstone purposes, you may create a web based portfolio via a free web building site such as Google Sites or Wix.com.
- Your portfolio should include an overview of who you are, your goals and experience, 10-15 written samplings of your work, with detailed explanations of the knowledge gained from the assignment, interactivity and images, and an overall reflection of your course of study.
- Your portfolio should contain detailed projections of future goals and reflections of past accomplishments as they relate to your studies in English.
• View the following website for Portfolio Samples:
  - http://sunconference.utep.edu/CETaL/resources/portfolios/samples.htm#liberalarts
  - http://ischool.uw.edu/mlis/Portfoliosamples.aspx

Option 3- Research Paper or analysis: A research paper for this capstone course would consist of a focused topic, time period or subject in English and literature that interests you. You may choose to unify themes or values in a English focused research paper. You would then compose a 10-12 page research paper (not including title page) in APA format that addresses the following:
  • Topic/Introduction and Thesis Statement: State the purpose of your research paper clearly. What is the main reason you are writing the paper? Is this a factual report, a comparison, or an analysis of a topic or event in English Literature? Explain briefly the major points and/or arguments you plan to cover in your paper and why readers should be interested in your topic.
  • Body: Present your evidence that supports your topic and or argument.
  • Literature Review: 10-15 scholarly references in annotated bibliography format that supports your topic and leads you to further research.
  • Conclusion: Summarize your topic and argument. Explain why you have come to this particular conclusion.

NOTE: You are not allowed to submit papers that you have previously submitted for other classes. This research paper must be original. Failure to abide by this will result in a zero for the assignment.

Option 4- An Interactive Web Site that showcases facts and ideas to account for periods, genres, and traditions in literature.
An interactive web site consists of a website or blog dedicated to one specific topic in your course of study- English, English Literature, writing, etc. The web site should contain all pertinent information related to the topic, written in detail with images and interactivity. Some ideas for a website may include:
  • An Author Study or biography
  • A Writing Guide
  • An Overview of American, Multicultural or British literature
  • A Genre Study
  • A Study Guide ( e.g. Shakespeare interpretation)

The site should be multiple pages or sections that specifically address key points of your topic. Some items you may want to include are:
  • Image gallery and/or video of the subject with detailed definitions
  • A central theme or style
  • Resources and links to similar topics
  • Time line of key events
  • Ideas for teaching the subject to children or students, with resources
  • Trivia questions
  • Maps or Google Earth Tour
  • Authors and characters related to the topic

For the capstone purposes, you may create a web based tour via a free web building site such as Google Sites or Wix.com.
Example of interactive tours are found at the following websites:

- Converse: The Literature Website
  http://aspirations.english.cam.ac.uk/converse/home.acds
- Shakespeare Analysis http://www.shakespeare-online.com/playanalysis/
- Chaucer Guide http://geoffreychaucer.org/

Alternate ideas must be approved by your instructor. Visit the next page for a synopsis of how your final project will be submitted.

**Course Schedule At-A-Glance**

Please refer to the Term Calendar in our cyberclassroom for specifics regarding dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Activities</th>
<th>Assignments Due</th>
<th>Date/Time Due**</th>
</tr>
</thead>
</table>
| 1    | • Week 1 Lesson       | • Discussion Forum  
  • Learning Outcomes Reflection Essay 1 | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 2    | • Week 2 Lesson       | • Discussion Forum  
  • Project Topic Proposal | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 3    | • Week 3 Lesson       | • Learning Outcomes Reflection Essay 2 | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 4    | • Week 4 Lesson       | • Discussion Forum  
  • Literature and Resource Review | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 5    | • Week 5 Lesson       | • Discussion Forum  
  • Learning Outcomes Reflection Essay 3  
  • Project Draft (week 5 or 6) | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 6    | • Week 6 Lesson       | • Project Draft (week 5 or 6) Program Completion Survey | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 7    | • Week 7 Lesson       | • Discussion Forum  
  • Professional Philosophy | • Wed/Sun, midnight CT  
  • Sunday, midnight CT |
| 8    | • Week 8 Lesson       | • Discussion Forum  
  • Final Project | • Wed/Sun, midnight CT  
  • **Saturday**, midnight CT |
* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

### Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Learning Outcomes Reflection Essay 1</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 2: Project Topic Proposal</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 3: Learning Outcomes Reflection Essay 2</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 4: Literature and Resource Review</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Week 5: Learning Outcomes Reflection Essay 3</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 5 or 6: Project Draft</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Week 6: Program Completion Survey</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Week 7: Professional Philosophy</td>
<td>1</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Week 8: Final Project</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Forum Participation</td>
<td>6</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td><strong>565</strong></td>
</tr>
</tbody>
</table>

*Please refer to the Policies menu for more information about our Course Discussions.

***It is highly recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>508-565</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>450-507</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>392-449</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>334-391</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 333</td>
</tr>
</tbody>
</table>

To access your scores, click on Grades in the My Tools area in Blackboard.

### Important Policies

All course-specific policies for this course are spelled out in this syllabus. However, additional university policies are located in the Policies folder in the Info & Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

### Ottawa Online Late Policy

With instructor approval, assignments may be accepted for up to one week after the due
date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and "approved" by the instructor at least one week in advance.

**Editorial Format for Written Papers**

All written assignments in English courses are to follow the MLA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the MLA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

**Academic Honesty**

Academic Honesty means, at the minimum, that work submitted by a student or the taking of examinations by the student is the original work of that student. Ottawa University does not condone any form of dishonesty. Academic dishonesty includes cheating on examinations or assignments (including any attempt to give or obtain assistance in a formal academic exercise without prior authorization and due acknowledgment), using student’s original work for more than one course without prior approval from the instructor; representing the work of another as one’s own; plagiarism; the falsification of data, information, or citations in any formal academic exercise; providing false information to an instructor concerning a formal academic exercise, and/or supplying false information pertaining to the student’s academic program. Penalties for cheating on examinations and plagiarism can be failure in the course in which the dishonesty has occurred and/or dismissal from the University.

If academic dishonesty is suspected, the instructor of the course will make recommendation to the local Dean of Instruction for action. The local Dean of Instruction will work with the instructor to seek resolution of the incident, including conference with the student to review evidence and related materials. The local Dean of Instruction will make the decision concerning penalties for the student accused of academic dishonest, which may include failure in the course, withdrawal of semester credits, and/or dismissal from the University.

Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.
Blackboard Technical Support
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.

Ottawa University Mission Statement
The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.