



Professional Education Unit

*Department of English, Caudill College of Arts, Humanities, and Social Sciences
Morehead State University*

English 499C / Fall 2009: The English Capstone
delivery method: face-to-face

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Prerequisites:

Senior standing, completion of at least 24 hours in English courses, including ENG 331, 332, 341 and 34.

Course Description:

Examination, in a seminar setting, of issues and opportunities for English majors. ENG 499C offers students opportunities to reflect on their academic experiences and look forward to future career options and goals, all within the larger context of the history of English studies. This course satisfies the integrative component for general education.

For Area of Concentration Students: Mission and Conceptual Framework of the College of Education:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship,

plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

For Area of Concentration Students: Conceptual Framework Outcomes:

- 1. Students will demonstrate mastery of content knowledge and of professional and the twenty-first century skills** needed to make an optimal contribution to “whole” student learning in education settings.
- 2. Students will demonstrate competence in the collection and use of data** to inform decision-making and to demonstrate accountability for student learning.
- 3. Students will demonstrate professional dispositions.**
- 4. Students will demonstrate cultural competence and an understanding of the regions** from which they have come by utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic), ensuring optimal learning for all students.
- 5. Students will engage in authentic field experiences** in collaboration with committed school-based partners and will be empowered to improve the quality of education throughout this region and beyond.

For all Students: General Education and English Program Student Learner Outcomes:

- A. Students will demonstrate the ability to communicate accurately and effectively.**
 - Measure: Students are required to contribute to discussions on a regular basis, undergo a mock-interview or presentation, and complete a variety of assignments that demonstrate their proficiency in written English.
- B. Students will demonstrate the ability to locate, select, organize, and present information efficiently.**
 - Students are required to complete a job application package, an annotated bibliography and a research paper, prerequisites for which are the successful retrieval and organization of information and the appropriate use of computer technologies.
- C. Students will demonstrate the ability to think and reason analytically.**
 - All written and oral assignments, particularly the research paper, require students to reason logically by evaluating, analyzing, and synthesizing information.
- D. Students will demonstrate the ability to develop life skills.**
 - In the course of assembling a job application package, discussing the job market, and conducting mock job interviews, students will develop knowledge, skills, and behaviors which prepare them for the future and orient them in the field of English studies.

E. Students will develop knowledge of various linguistic, rhetorical, and/or critical approaches to literary texts.

- Measure: Various readings and discussions will sensitize students to such approaches and prompt them to choose one for their final research paper.

Required Textbook:

Rob Pope, *The English Studies Book: An Introduction to Language, Literature and Culture*. 2nd ed. New York: Routledge, 2006 (ISBN: 0-415-25709-3).

NCATE SPAS / EPSB Accreditation Alignment of SLOs and CFOs:

Program:		English/Language Arts 9-12		ENG 499	
Aligned with▶	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE SPAS National Council for English Teachers (NCET)	
Assessment▼ (point values)					
Job Application (15%) CFO: 3 SLO: n/a	3	na	Closing the achievement gap	2, 4	
MFAT Application (5%) CFO: 1 SLO: 2,4	1	na	Closing the achievement gap	2, 3	
Diagnostic Assignment (15%) CFO: 1 SLO: 2, 3, 4	1	na	Literacy	2, 3	
Annotated Bibliography (10%) CFO: 1 SLO: 1, 2	1	na	Literacy	2,3	
Research Paper (30%) CFO:1 SLO: 1, 2	1	na	Literacy	1, 3	
Mock Interview or presentation CFO: 1 SLO: 1, 3, 4	1	na	Closing the achievement gap	2, 3, 4	

Final Exams (10%) CFO: 1 SLO:	1	na	na	1
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Assignment Descriptions:

Program:	English Language Arts 9-12	ENG 499
Assessment (point value)	Description	
Job Application Package (15%)	Job Application, curriculum vita/resume	
Package MFAT Exam (5%)	your performance on this exam allows the department and the university to assess their educational effectiveness.	
Diagnostic assignment (15%)	a bibliographic exercise and an essay written in response to a departmental prompt (again, to help departmental faculty assess the effectiveness of their teaching).	
Annotated bibliography (15%)	a bibliography of sources you have consulted for your research project, with a brief critical summary of each source (ten or more secondary sources).	
Research project (30%)	an academic paper (approximately ten pages, double-spaced) arguing for your position on a professional issue, informed by a combination of your own reasoning and your reading in scholarly publications.	
Mock interview or presentation (10%)	Option 1: We will simulate a job interview situation during which you will be asked to present yourself and your training in the best possible light. Option 2: You will present your research project to the class as you would present it at a professional conference.	
Final exam/Objective Exam (5%, 5%)	in-class writing about the growth in your understanding of English Studies.	

<u>Assignments</u>	<u>Percentages</u>
Job Application Package	15%
Major Field Test Exam	5% (completion grade)
Diagnostic Assignment	15%
Annotated Bibliography	15%
Research Paper	30%
Mock Interview /Presentation	10%
Objective Test	5% (completion grade)
Final Exam	<u>5%</u>
Total	100%

You must complete all assignments in order to pass the course. Late work will be penalized one-half of a letter grade for each day it is late.

Attendance and Classroom Policies

1. Regular class attendance is mandatory. You may miss three class meetings without impairing your course grade. However, after three absences, your final course grade will be lowered one half grade for each additional absence. Please note that I recognize no distinctions between “excused” and “unexcused” absences, except for university-sponsored activities. Also, to minimize interruptions, you will be assessed one absence for every two late arrivals; be on time, please.
2. Handing in late papers is strongly discouraged, and any essay turned in after the assigned class time will be docked one-half of a letter grade for each day it is late. Your essays are due on the assigned dates at the beginning of the class period.
3. When papers are due, I will not accept diskettes or USB flash drives, nor will I download your papers from e-mail and print them. Only submit a “hard copy” of your work. Anything else will not be counted as a submission.
4. No cell phones in class. Turn off ringers, do not answer calls, and do not read or send text messages. I’ll ask you to leave class if disruptions occur.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at:

<http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf>

[pgs.11 & 39]. For example: Copying information from the Internet is plagiarism if appropriate credit is not given.

Policy for Accommodating Students with Disabilities (ADA):

Professional staff from MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students taking departmental courses.

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>.

Class Schedule (tentative)

week 1:

T 8-18 Introduction to the course, policies.
Th 8-20 Diagnostic assignment.

week 2:

T 8-25 Pope 1-29 (to 1.5).
Th 8-27 Pope 29-50, (to 1.8); activity p. 48.
F 8-28 Pope 50-71.

week 3:

T 9-1 Pope 73-87, activity a) p. 87.
Th 9-3 Pope 88-95, activity a) p. 95.

week 4:

T 9-8 The application package: the cover letter.
Th 9-10 The application package: the teaching philosophy.
F 9-11 The teaching philosophy cont.

week 5:

T 9-15 The c.v.
Th 9-17 The resume.

week 6:

T 9-22 Pope 96-105, activity a) p. 104.
Th 9-24 Pope 105-114, activity a) p. 113.
F 9-25 Pope 114-27, activity a) p. 125.

week 7:

T 9-29 **Application package due.** Pope 127-38, activity a) p.
137.
Th 10-1 Pope 139-155.

week 8:

T 10-6 Assignment for research project & annotated bib.;
review of MLA style.
Th 10-8 FALL BREAK
F 10-9 FALL BREAK

week 9:

T 10-13 Library work.
Th 10-15 Technology trends in the profession.
F 10-16 **Diagnostic essay due.** Objective Test.

week 10:

T 10-20 Pope 155-66.
Th 10-22 Mini-presentations on Pope 167-264.

week 11:

T 10-27 Annotated bibliography due. Thesis work.
Th 10-29 Mini-presentations on Pope 167-264 cont.
F 10-30 Mini-presentations on Pope 167-264 cont.

week 12:

T 11-3 The job market: Teaching K- 12 (guest speaker Dr. Kathy
Mincey).
Th 11-5 Mock interviews (3).

week 13:

T 11-10 Mock interviews (3).
Th 11-12 Mock interviews (3).
F 11-13 Student presentations (3).

week 14:

T 11-17 Student presentations (3).
Th 11-19 Research project due.

week 15:

T 11-24 Student presentations (3).
Th 11-26 **THANKSGIVING BREAK**
F 11-27 **THANKSGIVING BREAK**

week 16:

T 12-1 Major Field Exam Test.
Th 12-3 Major Field Exam Test.
F 12-4 Exam review.

