



Professional Education Unit

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

***English 499C / Fall 2010: The English Capstone
Delivery method: face-to-face***

Dr. Sylvia Henneberg

Office: Combs 421B; Office Hours: T, Th, 8:30-9:00 a.m.; 12:40-1:40 p.m.

Classroom: CB 404; Class Period: T, Th 1:50-3:05 p.m.

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Prerequisites:

Senior standing, completion of at least 24 hours in English courses, including ENG 331, 332, 341 and 342.

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:

- 1. 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.
- 2. Students will demonstrate the ability to locate, select, organize, and present information efficiently.**
 - Students are required to complete 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.
- 3. 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.
- 4. Students will demonstrate the ability to develop life skills.**
 - In the course of conducting mock job interviews and presenting their research, students will develop knowledge, skills, and behaviors which prepare them for the future and orient them in the field of English studies.
- 5. Students will demonstrate 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:

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. 8th ed. Boston: Bedford/St. Martin's, 2010. ISBN: 978-0-312-38533-0.

Recommended Texts:

- Harmon, William and C. Hugh Holman. *A Handbook to Literature*. 11th ed. Upper Saddle River: Prentice Hall, 2008.
- Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: The Modern Language Association, 2009.

NCATE SPAS / EPSB Accreditation Alignment of SLOs and CFOs:

| Program: | English/Language Arts 8-12 | | ENG 499 | |
|---|---|---|--|--|
| Aligned with▶ Assessment▼ (point values) | Kentucky Teacher Standards (KYS) | Kentucky Education Reform Act (KERA) | Education Professional Standards Board (EPSB) | NCATE SPAS National Council for English Teachers (NCET) |
| Oral Participation (10%) CFO: 1, 3 SLO: 1, 3, 4 | 1 | na | Closing the achievement gap | 2, 3, 4 |
| Literary Knowledge Assessment (5%) CFO: 1 SLO: 5 | 1 | na | Closing the achievement gap | 2, 3 |
| Annotated Bibliography (20%) CFO: 1, 2 SLO: 1, 2, 3 | 1 | na | Literacy | 2,3 |
| Research Paper (10%+30%) CFO: 1, 2, 3 SLO: 1, 2, 3, 5 | 1 | na | Literacy | 1, 3 |

| | | | | |
|--|---|----|-----------------------------|---------|
| Mock Interview or Presentation CFO: 1, 3 SLO: 1,2,3,4,5 | 1 | na | Closing the achievement gap | 2, 3, 4 |
| Major Field Exam (5%) CFO: 1 SLO: 5 | 1 | na | Closing the achievement gap | 2, 3 |

Assignment Descriptions:

| Program: English Language Arts 8-12 | | ENG 499 |
|---|--|----------------|
| Assessment (point value) | Description | |
| Oral Participation (10%) | participation in the discussions we conduct. As a general rule, offering two high quality responses per period will lead to an A for this part of the final grade, offering one per period will result in a B, offering a comment every other meeting is a C, participating sporadically is a D, and never weighing in on our discussions is an E. | |
| Literary Knowledge Assessment (5% [completion grade]) | a factual quiz about literature and literary terms to help departmental faculty assess the effectiveness of their teaching over several years. | |
| Annotated Bibliography (20%) | 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 (10%+30%) | an academic paper (approximately ten pages, double-spaced) applying a theoretical angle to a piece of literature and informed by a combination of your own reasoning and your reading in scholarly publications. | |
| Mock Interview or Presentation (20%) | Option 1: simulation of a job interview situation during which students will be asked to present themselves and their training in the best possible light. Option 2: presentation of research project to the class. | |
| Major Field Test Exam (5% [completion grade]) | Student performance on this exam allows the department and the university to assess their educational effectiveness. | |

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>. 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: Introduction

- T 8-24 Introduction to the course, policies.
Th 8-26 Assessment of literary terms & theoretical concepts.

week 2: Psychoanalytic Approaches to Literature

- T 8-31 Overview. WI, 447: Plato, "Allegory"; WI, 475: Freud, "Oedipus."
Th 9-2 "Act V": *This American Life*.

week 3:

- T 9-7 WI, 487: Jung, "Personal"; WI, 553: Ramachandran, "Neuroscience."
Th 9-9 Application of psychoanalytic theory: Sylvia Plath, "Daddy." Bring a poem of your own. Review of terms.

week 4: Marxist Approaches to Literature

- T 9-14 Overview. WI, 347: Smith, "Natural Progress." WI, 359: Marx, "Communist."
Th 9-16 WI, 387: Carnegie, "Gospel." WI, 405: Galbraith, "Position."

week 5:

- T 9-21 WI, 419: Reich, "Why." WI, 713: Nietzsche, "Morality."
Th 9-23 Application of Marxist theory: Marita Bonner, "Drab Rambles." Bring a poem of your own. Review of terms.

week 6: Feminist Approaches to Literature

- T 9-28 Overview. WI, 77: Jefferson, "Declaration"; WI, 201: Stanton, "Declaration."
Th 9-30 WI, 799: Wollstonecraft, "Pernicious"; WI, 815: Mill, "Subjection."

week 7:

- T 10-5 WI, 855: Mead, "Sex"; WI, 837: Woolf, "Shakespeare's."
Th 10-7 WI, 889: Greer, "Masculinity." Database work, and interlibrary loan.

week 8:

- T 10-12 Review of MLA style.

week 9:

- T 10-19 **Literary Knowledge Assessment.**
Th 10-21 **Paper theses due.** Thesis workshop for research papers.

week 10:

- T 10-26 **Annotated Bibliography due.** Application of feminist theory: *Erin Brockovich*.
Th 10-28 *Erin Brockovich* cont. Review of terms.

week 11:

- T 11-2 Hands-on workshop for research paper.
Th 11-4 **First draft of research paper due. Peer-editing workshop.**

week 12: Ecocritical Approaches to Literature

T 11-9 Overview. WI, 597: Darwin, "Natural"; WI 579: Bacon, "Four Idols."
Th 11-11 **Second draft of research paper due.** Mock interviews/research reports (3).

week 13:

T 11-16 "WI, 745: "Land Ethic" WI, 767: Singer & Mason, "Ethics."
Th 11-18 Mock interviews/research reports (3).

week 14:

T 11-23 **Research paper due.** Mock interviews/research reports (3).

week 15:

T 11-30 WI 635: Gould, "Nonmoral." Application of ecocritical theory: Adrienne Rich,
"Atlas of the Difficut World."
Th 12-2 Mock interviews/research reports (3).

week 16:

T 12-7 Mock interviews/research reports (3).
Th 12-9 Mock interviews/research reports (3).

week 17:

F 12-17 **Major Field Exam Test, 12:45-2:45 p.m.**