

University of Arkansas – Fort Smith
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General Syllabus

ENGL 4993 Capstone

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisites: Senior Standing, ENGL 2113 Introduction to Literary and Cultural Studies, and RHET 3203 Textual Research Methods

Effective Catalog: 2019-2020

I. Course Information:

A. Catalog Description

Students will synthesize, integrate, and/or apply their previous knowledge and skills in the creation of a professional portfolio to include a sustained 20 page paper/project.

B. Additional Information - None

II. Student Learning Outcomes

A. Subject Matter

1. Investigate research methods, documentation, and presentation.
2. Complete a professional portfolio in the content areas to include a sustained 20 page paper/project.
3. Design a portfolio, thereby demonstrating mastery of the PLOs and the skills of independent study.
4. Employ critical abilities in successive drafts and peer reviews.
5. Prepare for graduate study, graduate school admissions, or other professional endeavors.
6. Exemplify written skills in presenting the results of their research papers/projects.

Further, the English BA candidate will be able to:

1. Design a portfolio that demonstrates they have developed short term and/or long term research projects in literary analysis, cultural studies, and/or digital humanities.
2. Illustrate via GRE prep, portfolio work, or some other measure that they are capable of identifying major literary authors, trends, periods, and issues relevant to the discipline.

3. Assemble in the portfolio evidence that they are skilled in analyzing literature via close reading.
4. Construct documents evidencing they acquired some mastery of cultural studies through the application of the various approaches to cultural studies.
5. Defend via the portfolio that they have an understanding of the skill sets acquired through the major and that they are able to shape a market profile based on those skill sets.

Further, the English with Teacher Licensure candidate will be able to:

1. Demonstrate knowledge of how theories and research about social justice, diversity, equality, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts. (NCTE 2012: 6.0)
2. Engage in and reflect on a variety of experiences related to ELA that demonstrates understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement. (NCTE 2012: 7.2)

B. University Learning Outcomes (ULOs)

Analytical Skills

Critical Thinking Skills: Students will use critical thinking skills to identify problems/issues and develop solutions/analysis. Students will analyze a variety of texts for their rhetorical and/or literary features, as well as analyze the rhetorical situation to which the texts they produce respond.

Communication Skills (written and oral)

Students will communicate proficiently. Students will practice communication skills through discussions, presentations, and a variety of required written assignments.

Ethical Decision Making

Students will model ethical decision-making processes. Students will practice critical response to the writing of others, responsible use of research materials and intellectual property, and the ethical use of persuasion.

Global & Cultural Perspectives

Students will reflect upon cultural differences and their implications for interacting with people from cultures other than their own. Students will analyze the rhetorical situation, produce texts for a variety of audiences, and avoid the use of biased language.

III. Major Course Topics

- A. Professional preparation in the fields of English Language Arts, English, and related fields
- B. Professional organizations
- C. Conference/symposium opportunities
- D. Preparation for internship (when applicable)

- E. Finding jobs relevant to the degree
- F. Learning to market the degree and skill sets in professional venues
- G. Participating in mock interview experiences
- H. Understanding graduate school expectations and admissions processes, deadlines, requirements
- I. Preparing for the GRE
- J. Development of professional portfolio, to include a philosophy of teaching (for teacher candidates) or a statement of purpose (for BA candidates)
- K. Development of resume/CV
- L. Completing an exemplary research/ writing sample
- M. Understanding current issues and trends in the field and related fields
- N. Candidate as a reflective learner