DIVISION COURSE SYLLABUS

Division  Humanities  Course Prefix and Number  ENGL 2503

Course Title  English Capstone

Semester and Year Submitted  (Revised) Spring 2015  Credit Hours  3

Prepared by  Kristin Hahn

Hours Per Week: Class 3  Lab 0

Course Description (as it appears in Catalog)

The English Capstone course evaluates and strengthens literary, written, and oral presentation skills for students seeking an associate’s degree in English and/or intending to transfer to a four-year English program. Course delivery methods include discussion board writings, individual study with English professors, small group study, and some lectures. This is a required course for an associate degree in English. Prerequisite: A minimum of three Program Requirement survey courses.

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Text(s):

Title

Author

Publisher

Copyright Date

ISBN#

Reading Level

Supplemental Materials: (other books, audio visual aids, etc.)


Rationale:

The English Capstone course is designed to enable students to make a successful transition from the study of English language and literature in a two-year institution to a four-year English program.

Expected Outcomes:

1. Read texts critically from a variety of literary genres.
2. Recognize and explain various literary elements of texts.
3. Display a basic knowledge of British and American key authors, works, and literary periods.
4. Relate texts to the cultural, historical, and social contexts in which they were produced.
5. Analyze texts based on both original ideas and literary theory.
7. Support ideas with explicit reasoning and textual evidence.
8. Conduct research, evaluate secondary sources, and cite literary evidence using accurate MLA conventions.
9. Use complex language in a variety of contexts, both written and spoken.
10. Examine how language and literature shapes one’s worldview and deepens one’ personal insights.

**Methods of instruction:**
Online instruction, discussion board postings, lectures, small group discussion, and individual conferences with professors.

**Assessment (including Critical Thinking measurements):**
- Online Pre- and Post-Assessment Exam: 10%
- Online Discussion Component: 20%
- Participation (including conferences): 10%
- Final Student Portfolio: 60%

The student will receive a letter grade on the portfolio based on the Capstone Committee’s evaluation of the student’s portfolio of writing samples from required English courses, oral presentations of his/her work, and quality of assigned literary analysis papers. Merit will also be determined by the individual student’s commitment to academic growth and attention to detail.

**Learning Objectives**

**Unit One: Assessment of Student Knowledge**
1. Evaluate individual strengths and weaknesses in the student’s overall writing and literary skills through the initial student portfolio of past work.
2. Evaluate student knowledge of literary terms and theory through an online pre-test.

**Unit Two: Literary Theory**
1. **Literary Theory Introduction:** Begin the process of understanding literary theory and schools of criticism; explore how they are used in academics.
2. **Cultural Studies:** Analyze literature within larger cultural, social and political contexts.
3. **Feminism, Gender, and Sexuality Studies:** Examine how societies organize gender roles, relations, and identities, and well as how these intersect with other hierarchies of power, such as class, race, nationality, ethnicity, sexuality, disability and age.
4. **Textual Studies:** Examine textual production and dissemination, and the various meanings elucidated by examining the socio-textual history of literary works.

**Unit Three: Genre Studies**
1. Work with a particular member of the committee as mentoring instructor for the semester.
2. Confer with the mentoring professors at least every other week during the semester on the progress and quality of the student’s work.
3. Produce and present a literary argument paper for each of the following genres:
   1. The Short Story
2. Poetry
3. The Novel

Unit Four: Portfolio
1. Assess the student portfolio for individual strengths and weaknesses in the student’s overall writing and literary skills.
2. Evaluate student knowledge of literary terms and theory through a post-test.