Course Description

The TAMU-CC graduate catalogue describes this course as “A seminar that connects English studies with the life of the professional scholar, introducing students to publication, conference work, academic-community activity, and involvement with culture and society.” If ENGL 5302 – the Bibliography & Research Methods course – can be seen as the gateway into our English MA Program, then the Capstone course is the portal through which you walk out at the other end.

The course this semester will be run very much as a studio/workshop, in which your participation and commitment are vital. You will generate many of the resources. You will share research. You will help each other with written work. You will be collaborators, colleagues, peer mentors, cheerleaders. I will act as guide, mentor, reader, encourager, and critic. Together, we’ll rock!

Course Objectives

The aim of a capstone course is to enable you to synthesize and evaluate your graduate experience thus far and to prepare you for what lies ahead of you professionally. It gives you an opportunity to examine and re-examine your learning and your goals.

An important objective of this course is to increase your understanding of what it means to join as a peer whichever facet of the English profession (or perhaps another profession) you choose, and to increase the skills and knowledge you will need to accomplish this.
To this end, you will spend time re-examining your own writing processes, re-assessing your and your colleagues’ seminar papers, rewriting and sometimes re-researching what you have written. You will explore, discuss, and share with each other just what it takes to produce a piece of work that is professional enough to submit to a journal in your field or to be considered by a regional or national conference.

You will spend time reflecting on your achievements in the program, reflecting on the program itself, and assessing where you think you are at this moment in your professional life.

Finally, you will carry out and share with your peers serious research into your future professional objectives and career agenda.

**Student Learning Outcomes**

By the end of this course, students will

- have identified what it means to be an active, successful professional in the discipline of English Studies (or in another, chosen field);
- developed personal goals and objectives;
- created a plan for implementing these;
- generated a manuscript for publication and/or conference presentation.

**Graduate Studies Standards**

From the English MA Handbook:

Faculty in the English MA Program assume that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

1. Students read weekly assignments on time, completely, to the last page, and they come to the seminar with serious responses and a willingness to discuss.
2. Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own sake.
3. Students expect that they will attend 100% of the time, and make home arrangements that this will happen. They don't assume that there are a certain number of allowable "skips."
4. Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everybody participates. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.
Course Requirements

There will be four, formally graded projects in the course:

- A reflection paper.
- A finished, polished paper to be sent out for publication or submitted to a conference.
- The graduate capstone portfolio.
- A portfolio of research into your future professional field, which must include a paper summing up your findings. You will make a presentation of these findings to the class.

We will also compile a body of useful materials throughout the semester. You will bring to class useful articles, websites, books, career resources, etc. and share these with your peers.

There will be handouts for each of the above assignments, clearly detailing what is expected in each one.

Plagiarism

Any form of plagiarism will result in an 'F' for the course and a recommendation for expulsion from the program.

Grading Policy

You will be graded as follows:

- Reflection Paper: 20%
- Manuscript for Submission: 20%
- Capstone Portfolio: 20%
- Career Portfolio: 20%
- Course Participation: 20%

Course grading scale (absolutely no exceptions whatsoever):

100-90 = A
89-80 = B
79-70 = C
69-60 = D
Below 60 = F
**Special Notices**

* **Notice to Students with Disabilities:** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in CCH 116 & 119, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

*** Academic Advising:*** You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.
**Syllabus**

**Week One**  
**Thurs 12 Jan**  
Introductions to course & to each other.  
Planning session.

**Week Two**  
**Thurs 19 Jan**  
Discussion on experiences in MA English program.  
Discussion on Reflection paper.

**Week Three**  
**Thurs 26 Jan**  
Draft of Reflection due.  
Workshop on Reflection paper.

**Week Four**  
**Thurs 2 Feb**  
Final draft of Reflection due.  
Discussion on researching journals, conferences, etc.

**Week Five**  
**Thurs 9 Feb**  
Discussion/workshop on revising for publication.

**Week Six**  
**Thurs 16 Feb**  
Draft of Polished Paper due.  
Workshop on polished paper.

**Week Seven**  
**Thurs 23 Feb**  
Final draft of Polished Paper due.  
Discussion on Capstone Portfolio.

**Week Eight**  
**Thurs 1 March**  
Bring Capstone Portfolio to class for workshop.

**Week Nine**  
**Thurs 8 March**  
Discussion on Career Portfolio.  
Sharing of career resources.

**Week Ten**  
**Thurs 15 March**  
**SPRING BREAK**

**Week Eleven**  
**Thurs 22 March**  
Jim Daniels Reading.  
Sharing of where everyone is with projects.
<table>
<thead>
<tr>
<th>Week Twelve</th>
<th>Capstone Portfolio due.</th>
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<tr>
<td>Thurs 29 March</td>
<td>Discussion/workshop on writing essays for exams.</td>
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<td>Week Thirteen</td>
<td>Individual conferences.</td>
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<td>Thurs 5 April</td>
<td>Comps weekend.</td>
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<td>Week Fourteen</td>
<td>Presentations on Career Portfolios.</td>
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<td>Thurs 12 April</td>
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<tr>
<td>Week Fifteen</td>
<td>Presentations on Career Portfolios.</td>
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<td>Thurs 19 April</td>
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<tr>
<td>Week Sixteen</td>
<td>Career Portfolios due.</td>
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<tr>
<td>Thurs 26 April</td>
<td>End-of-Everything Celebration.</td>
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