English 5395.001 — Capstone
Spring 2016 (January 26-May 3), Tuesdays 7:00-9:30 PM
Room CCH 206

Instructor: Susan Wolff Murphy
Office: Faculty Center 127
Office Phone: 825-2640
Office Hours: Monday 10-12, Tuesday 6-7, Thursday 12-2, & other times by appt.
Email: susan.murphy@tamucc.edu
Faculty website: http://englishwiki.tamucc.edu/wiki/WolffMurphy/Home
Course materials also on Blackboard

Course Description
The TAMU-CC graduate catalog 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.” The course this semester will be run very much like a studio/workshop, in which your participation and commitment are vital. You will generate many of the resources, share research, and help each other as writers. This course is designed to complete your MA experience by meeting your needs/desires for the program and your own personal growth, and adding to your intellectual pool of knowledge through revision, reflection, and discussion.

An important facet of this experience will be reflection. You will work to refine your writing processes. You will engage in challenging work.

Student Learning Objectives
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.

Textbook-required
ISBN: 9780321846723

Grade Distribution
Please note that class participation and preparation are measured by the quality and timeliness of the assignments that are due almost every class period. Points will be deducted for poor quality and/or late work.

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<tr>
<th>Assignment</th>
<th>Course Grade Points</th>
<th>Point Breakdown</th>
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<tbody>
<tr>
<td>Learning and Teaching Craft</td>
<td>20 points</td>
<td>10 Points (1 each): 10 grammar/writing exercises, weeks 2-14.</td>
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answers are in your book, p. 274. *I recommend you do all the activities as you read the chapter, b/c they will aid understanding. But you are only required to do the ones assigned.*

You and a partner will teach a lesson based on a writing exercise from *RG* to your peers. A list is provided on the assignment sheet.

**Project Revised for Publication**

You will write a polished, well-researched article or conference presentation in your chosen emphasis, based on a previously written seminar project. This will be an extended process with several steps.

1. Graduate Symposium Proposal for (draft/final)
2. Research Plan, including targeted journal or conference, audience, and intended changes.
3. Research journal, documenting your activities, thinking, and new sources. (4 weekly “checks”)
4. Consultation: Notes from a consultation with appropriate expert in the field.
5. Serious, global revision
6. Close careful editing
7. Conference presentation (TBD)
8. Revised Project

**Career Portfolio**

Resume or CV
Teaching Philosophy

10 points

**Graduate Capstone Portfolio**

Provides evidence for the program that you have achieved our learning outcomes.

10 points

**Writer’s Portfolio**

A process portfolio includes a reflection on and evidence of your writing processes and your growth as a writer, based on the work in the course. It will start with your goals statement.

*You will use Google docs or One Drive as a repository for your work throughout the semester.*

*Due at the end of the Final Exam period (Tuesday 5/10)*

4 points:
Drafts (2 each)

6 points:
Career Portfolio (4/19)

5 points:
Draft (4/29)

5 Points:
Final (5/3)

2 Points
Goals Statement (2/2)

10 points
Reflection (5/10)

5 points
Evidence

**Graduate Studies Standards**

*The Texas A&M University–Corpus Christi Department of English has accepted these standards for graduate student behavior in our graduate-level courses. Please read these standards and be prepared to adhere to them in this practicum course.*

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

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<th>10 Points: Lesson (TBD)</th>
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| Resume or CV  
Teaching Philosophy |

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The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.
Students read weekly assignments on time, completely, to the last page, and they come to the seminar with serious response and a willingness to discuss.

Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own sake.

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."

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.

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 need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

Academic Advising
Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. 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.

Graduate Student Academic Integrity Statement
English graduate students are expected to "conduct themselves in accordance with the highest standards of academic honesty" (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Student Engagement and Success Office. Further information regarding the judicial process is available on the website of the Student Engagement and Success Office.

Grade Appeals Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the
College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Late Assignments**

In general, major assignments will lose a half a grade for each day late, unless you have made arrangements with me by email. Homework and in-class work, like drafting, peer review, and exercises, are heavily valued, due to the nature of the class, and therefore make-up work will only be allowed in the case of serious interference, like illness or family emergency.

### Class Schedule

<table>
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<tr>
<th>Unit/Week</th>
<th>Activities</th>
<th>Assignments Due</th>
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<tr>
<td><strong>Unit 1: Planning &amp; Proposal writing</strong></td>
<td>Introductions/Goal Statement Explanation of the course. Think of project for revision. Career documents discussion.</td>
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<tr>
<td><strong>Feb. 5 (Friday)</strong></td>
<td>Proposal workshop for Grad Symposium (Time/place TBD)</td>
<td>Draft proposal due. Proposals due to Grad Symposium (Feb. 10)</td>
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<tr>
<td>Week 3 Feb. 9</td>
<td>Peer review of proposals. Review of previous writing—bring MA work to class. Initial reflection on learning, looking back, looking forward. Talk/explore audience, research, journals. Student-facilitated writing practice #1</td>
<td></td>
</tr>
<tr>
<td>Week 6 Mar. 1</td>
<td>Writing Workshop: Revision project Student-facilitated writing practice #5.</td>
<td>Global revision due. Read: RG, Chapter 6 Do: Change the rhythm of</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>Spring Break</td>
<td>three sentences in your revision draft (using end focus, it-cleft, what-cleft or there-cleft).</td>
<td></td>
</tr>
<tr>
<td>Mar. 24-28</td>
<td><strong>MA Exam weekend. Good luck on exams!!</strong></td>
<td>Bring draft of CV/resume to class.</td>
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<tr>
<td>Week 9</td>
<td>Workshop: Career Documents Visiting Author?</td>
<td>Bring draft of career documents to class.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Workshop: Career Documents Student-facilitated writing practice #6. Visiting Author?</td>
<td>Bring draft of career documents to class.</td>
</tr>
<tr>
<td>Apr. 3</td>
<td><strong>Best Practices workshop for Grad Symposium (Time/place TBD)</strong></td>
<td>Bring final revised project /presentation.</td>
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<tr>
<td>Apr. 9-10</td>
<td><strong>Spaces, Places and In Between: 2015 Grad Symposium</strong></td>
<td>Read: RG, chapter 11</td>
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<tr>
<td>Apr. 12</td>
<td>Peer review: Revision Project-Final draft of presentation.</td>
<td>Do: Exercise 37</td>
</tr>
<tr>
<td>Apr. 19</td>
<td>Introduce Graduate Capstone Portfolio assignment.</td>
<td>Career Portfolio due</td>
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<tr>
<td>Apr. 26</td>
<td>Peer review: Graduate Capstone Portfolio, revision projects.</td>
<td>Graduate Capstone Portfolio draft due.</td>
</tr>
<tr>
<td>May 3</td>
<td>Conference Presentations (Invite guests)</td>
<td>Graduate Capstone Portfolio due.</td>
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<td>May 10 (Tues)</td>
<td>Final reflection in class.</td>
<td>Writer’s Portfolio due.</td>
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**Unit 3: Career Portfolio**

Week 8 Mar. 22

Writing Workshop: Revision project Career Document models

Bring draft of revision project to class.

**Unit 4: Revision & Editing**

Week 10 Apr. 5

Workshop: Career Documents Student-facilitated writing practice #6. Visiting Author?

Week 12 April 19

Introduce Graduate Capstone Portfolio assignment.

Career Portfolio due
Read: RG, chapter 12
Do: Exercise 41

Week 13 Apr. 26

Peer review: Graduate Capstone Portfolio, revision projects.

Graduate Capstone Portfolio draft due.
Read: Chapter 13
Do: GD, p. 248 (Frost poem)

Week 14 May 3 (last day)

Conference Presentations (Invite guests)

Graduate Capstone Portfolio due.
Revised Project for Publication due (or 5/10)