ENG 597:
Capstone Course for Online English Studies Master's Degree

Course Goals:
In this course, students critically reflect on their learning in their English M.A. degree in order to determine how they will use these skills and experiences in their future careers and lives. They hen draw on that prior learning to propose and create a research-based project focused on an English M. A. topic of their choice. The project draws on one area of the degree or it may combine more than one area.

Course Objectives:
In this course, students are asked to achieve the following goals:
- Critically reflect on what students have learned as a result of completing an English Master's degree.
- Research future career options by interviewing experts in an area of English or by analyzing a significant genre in the field.
- Identify and integrate prior learning into a new research project in order to examine an issue of significance for the field of English.
- Critically analyze and synthesize sources to identify patterns of argument on a significant issue taken up by scholars in the field of English.
- Develop and compose a research project on a topic related to their future professional goals.
- Demonstrate the ability to plan, select, and locate information that helps them develop their own argument.
- Effectively research academic databases to locate information about topics currently being discussed and/or debated in English.
- Generate new meaning/relevant arguments that contribute to current professional conversations about their research topics.
- Evaluate their peers' work and provide useful feedback to them revise their own projects.
- Assess the effectiveness of their own writing in communicating a key argument to a specific audience.
- Revise their ideas based on feedback from others and their own assessments of their work.
- Create a multi-modal presentation of their research and findings that will then be distributed to their classmates and the instructor.
- Create a portfolio of their work that reflects on and represents their ongoing learning and engagement with the skills they have learned throughout their degree.

Requirement for the English Master's Degree:
This course is a required course for the English Master's Degree. It serves as a culminating experience for students, who are asked to reflect on what they have learned in the discrete

courses they have taken. Students draw on that knowledge to create a final project tied to their future career goals, and to create a portfolio that they can use as they move forward with using the degree they have earned at ASU. In this Capstone experience, students synthesize prior knowledge and advance that knowledge toward preparing for future career goals.

Overview of Major Projects:

Assignment #1: Reflection Assignment:
Specifics:
- Students critically reflect on the courses they have taken toward completing the English Master's Degree; students explore connections and patterns across those courses with a focus on how course material, interactions with their peers and instructors, and writing projects have advanced their understanding of distinct areas/specialties in English.
- Students analyze specific writing assignments they have completed and reflect on what they have learned about technological affordances from the online degree program.
- Students engage a series of questions or prompts for their reflections, and are also encouraged to explore other issues relevant to their experiences.
- The assignment developed will be a structured essay with a main argument consisting of approximately 5-7, double-spaced pages, 12 point font, one-inch margins all around.

Assignment Objectives:
- Reflect on learning at micro (courses) and macro (program) levels.
- Reflect on experiences with the technologies used throughout the program.
- Analysis of each of the following: 1.) their interactions with peers and instructors, 2.) insights gained through their engagement with course material, and 3.) writing completed throughout their various courses throughout the program.
- Synthesize patterns and connections and identify divergences across the courses they have taken.
- Compose a structured argument which is built and supported through drawing on specific details of their experiences.

Evaluation Criteria:
The instructor will evaluate the finished essays using the following criteria:
- Essay presents a clearly stated argument that ties together the individual points made in the essay.
- Essay uses significant support for their argument, drawn directly from the interactions, course material and writing.
- Essay provides reflection on the multiple courses completed, rather than on one course primarily or one type of engagement across courses.
- Page length requirements are met.

Assignment #2: Research on Future Career Goals:
Specifics:
- Students choose one of two projects:
  - **Option #1:** Research and write a critical analysis of a genre relevant to their future career goals, analyzing a specific kind of writing that is routine in the

profession they envision for themselves (which could include a new profession or advance within their current profession), OR

- o **Option #2:** Interview an expert working in the profession/area of English in which they plan engage after graduating from the English Master's program. Following the interview, summarize in writing both the key points of the interview and develop an analysis and synthesis of what they learned about the profession as a result of the interview.

- For Option #1, students write an essay of approximately 5-7 double-spaced pages that includes a sample of the genre that they are critically analyzing in the essay. The 5-7 pages do *not* include the sample.
- For Option #2, students write an essay of approximately 5-7 double-spaced pages that includes the set of questions they used to conduct the interview. The 5-7 pages do *not* include the set of questions.

Assignment Objectives:

For Option #1:

- Analyze the genre through the lens of key principles learned in the English M.A. program.
- Compose a coherent, argument-based essay that discussed key features of the genre and argues what these key features indicate about the profession's priorities and expectations.

For Option #2:

- Create interview questions that demonstrate a critical reflection on what they have learned throughout the English Master's program.
- Compose a coherent, argument-based essay in which they discuss the key points of the interview and analyze what these points indicate about the English field's priorities and expectations.

Evaluation Criteria:

For Option #1:

- Essay clearly provides a thorough analysis of the genre, its audience, its purpose, and its characteristic features.
- Essay includes a coherent argument about what was learned from analyzing the genre.
- Essay supports claims made by citing directly from specific and real examples from the genre analyzed.
- Essay includes at least one sample of the genre analyzed.

For Option #2:

- Essay clearly provides a thorough argument about what can be learned about the field of English, based on the interview.
- Essay builds and supports claims made by citing directly from the interview.
- Essay includes an overview of the key points made in the interview.

- Essay includes a copy of the interview questions.

Assignment #3: Topic Proposal for Final Project:
Specifics:
- Students write a Topic Proposal that outlines the work they will complete for their Final Project for the course.
- Students use a Topic Proposal template (provided by the instructor) to compose the Topic Proposal. The Proposal will be approximately 3-5, single-spaced pages written in memo format.
- Students research the proposed topic to find at least 5 sources that could be used in the Final Project; they will provide a brief analysis of each of the sources (4-6 sentences each).
- Students incorporate feedback they receive on the Topic Proposal into their future plans for their Final Project.

Assignment Objectives:
- Use academic databases to research a topic of significance to English that relates to students' specific interests and/or future career goals.
- Identify a gap in current research that the students' original research could fill.
- Create a key research question that will guide students' project along with at least three sub-questions that must be addressed for the main question to be answered.
- Plan the necessary steps to be taken throughout the process of creating the Final Project.
- Compose a written Topic Proposal using the assignment sheet provided by the instructor.

Evaluation Criteria:
- Proposal includes a main research question and at least three sub-questions that need to be addressed in order to explore a particular aspect relevant to the field of English.
- Proposal outlines what the students already know about the topic and identifies what additional steps (e.g., writing, research, interviews) students need to take in order to complete the proposed project.
- Proposal includes at least five sources with short analyses of the sources (4-6 sentences each) for use in completing the research proposed.

Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay
Specifics:
- Students continue to research their proposed topic which they presented in their Topic Proposals. They will use academic databases available to identify a range of sources and select from these at least 10 significant sources that are related to their topic and research question; students write annotations for each of these sources that would be informative to an audience who may not have read the sources.

- Each annotation will be approximately 1/2 to 3/4 pages and will present the following information:
    - An overview of the main argument,
    - A summary of the key points that support the main argument, and
    - An analysis of how the sources tie together or diverge from each other.
    - A discussion of how the students expect or propose to use the sources in their papers.
- Students will then compose a 5-7 page, double spaced Critical Synthesis Essay that highlights connections and disconnections between the sources and that builds an argument about what is learned from bringing or revealing how these particular sources are in conversation with each other.

Assignment Objectives:
- Research a topic related to English using academic databases to determine the current scope of the field's arguments about/studies on the topic.
- Analyze the argument-based sources to determine the key stance taken and the support provided for it.
- Synthesize sources by identifying patterns across sources, illustrating the conversations occurring in the field about the topic.
- Compose succinct annotations that present the key arguments of each source and the connections between each source.

Evaluation Criteria:
- Annotations balance the thorough with the succinct; key points in each source are presented in an informative way, intelligible to an interested reader who has not read the sources who seeks a deeper understanding of the topic.
- Sources selected are significant, drawn from academic databases, and advance understanding of the topic being researched.
- Critical Synthesis Essay creates an argument about the connections and disconnections between the sources for an audience interested in learning more about this topic.

Assignment #5: Final Research Project
Specifics:
- Students create one of the following Final Projects:
    - Curriculum design for a K-16 course in English,
    - Research-based essay (print or online) on a topic of relevance to English,
    - Detailed proposal for an empirical research project related to a topic in English, or
    - Alternative format project (e.g., academic/professional blog).

Assignment Objectives:
- Apply learning from students' prior classes in the English program to the new project.

- Implement the plan they proposed in the Topic Proposal and researched in the Annotated Bibliography.
- Build and support an argument for their particular stance toward/perspectives on that research.
- Synthesize sources and prior experiences and incorporate them into the project in order to support the argument upon which the project is based.
- Compose a final project that is coherent, cohesive, and thorough and would advance the knowledge of members of the field of English .
- Address a specific audience through the rhetorical choices made in the project.

Evaluation Criteria:
Although each project will have specific, project-related criteria to be applied, the general criteria used for all projects are as follows:
- Project illustrates how the application of prior learning to a new project contributes to the current conversations in the field of English.
- Project is a thorough, cohesive, and coherent representation of the knowledge that students gained throughout the completion of the project.
- Project uses appropriate technologies to present the information so that it's fully accessible to the specific audience.
- Project utilizes rhetorical choices appropriate to the specific project and for the specific audience for the project.
- Project is the correct length (as stated in the Final Project assignment sheet) for the particular project chosen by the student.

Assignment #6: Peer Response
Specifics:
- Students read and evaluate a first draft of one of their peer's Final Projects.
- Students write responses to a list of instructor-provided Peer Response Questions and they provide in-text commentary using either MS Word's "Comment" feature or GoogleDocs.

Assignment Objectives:
- Evaluate a peer's work, using specific evaluation criteria appropriate to the type of project their peer has created.
- Provide written feedback to peers that articulates existing strengths in their work and identifies significant areas that could be further strengthened in their peer's work.

Evaluation Criteria:
- Peer Response provides specific and detailed comments so that student writers understand their paper's current strengths and the areas to be revised.
- Peer Response includes complete answers to all Peer Response Questions and extensive, significant (10 or more) in-text comments using MS Word's "Comment" feature or GoogleDocs.

Assignment #7: Mediated Presentation on Final Project
Specifics:
- After completing their Final Project, students create a presentation about their Project for their classmates, using an original Power Point or Prezi and/or a video about the Project.
- The Presentation will be mediated and able to stand on its own, meaning that the audience will have a strong understanding of the key points of the Final Project purely by engaging with the Presentation.

Assignment Objectives:
- Create a presentation for a specific audience to demonstrate what was learned through completing the Final Project for the course.
- Elucidate key points of the Final Project to an audience who has not read the Final Project.

Evaluation Criteria:
- Findings from the Final Project are presented clearly and succinctly to an audience who has not read the complete project.
- All main areas of the Final Project are covered effectively in the presentation.
- Presentation effectively and skillfully uses selected technology to make the information accessible to the students' specific audience.

Assignment #8: E-portfolio:
Specifics:
- After finishing the course projects, students create an e-portfolio using Digication or other online software to showcase the work they have completed in the Capstone class and in other classes they have taken in pursuit of their English Master's degree.
- Students include at least 4 writing samples or projects that they have completed during their coursework at ASU; they may also include additional original writing that they have completed for other situations, if they believe that these materials highlight key parts of their skill set in direct relation to their future career goals and opportunities.
- Students also create and present a resume *or* curriculum vita, depending on which is most appropriate for their future career goals.
- The audience for the e-portfolio includes future and/or current employers, like-minded researchers, and/or writers actually or potentially engaged in areas relevant to the students' completed work.

Assignment Objectives:
- Critically reflect on their work throughout their program to identify, refine, and showcase the most salient pieces of work.
- Create a resume or curriculum vita that presents their current skills and experiences in a way that effectively addresses a particular audience.

- Effectively use appropriate technologies to represent themselves and their accomplishments to diverse audiences.

Evaluation Criteria:
- Portfolio includes all required materials in a format that is easily accessible to diverse audiences.
- Portfolio evidences effective use of the selected technologies to highlight the outcomes that students have achieved throughout their Master's Program.

Weekly Syllabus:

Week 1: Introductions and Reflections

Overview of this Week's Projects:
For this week, we will begin reflecting on what you have learned throughout your pursuit of your English Master's Degree. The assignments ask you to synthesize the individual courses in order to begin to create a coherent and cohesive map of the program as a whole and your experiences of it. You will also be working to connect that learning to your future career goals.

Outcomes for Week 1:
- Demonstrate understanding of the purposes and goals of Capstone Courses like this one.
- Reflect on what you have learned across the courses you have taken.
- Analyze the various experiences you have had in your English Master's Degree program.
- Synthesize the various experiences into a coherent map of commonalities that exist between the courses you have taken.

Wednesday, October 11:
Discussion Board Posts: Introductions
By 11:59 p.m. on Wednesday, October 11, please post an introduction to yourself in the Blackboard Discussion Board entitled "Introductions." You can either create a video introduction of yourself or write an introduction to yourself (although I encourage you to try the video option).

In your post, please include the following information:
- Your name
- An overview of the most memorable experiences you have had while working on your English Master's Degree.
- Previous work you've completed in the English Master's Degree.
- The area/areas of English that you are most interested in and why.
- Your future career goals (i.e. how you plan on using your English degree).
- Something "fun" about yourself—something non-academic that you would like your peers to know about you.

I have posted a video introduction to myself as well. (LINK TO IT HERE.)

Video:
By 11:59 p.m. on Wednesday, October 11, please watch the following video that explains the Major Assignments you are going to be asked to complete in this course. The purpose of this

video is to provide you with an overview of the assignments along with a sense of how the assignments build on each other and achieve the Outcomes of the Capstone Course.

Thursday October 12:
Discussion Board Responses: Introductions
By 11:59 p.m. on Thursday, October 12, respond to at least FOUR of your peers' posts in the "Introductions" Discussion Board. If you notice that a post has no responses to it while others have three or more responses, please respond to the post that has no responses so that everyone gets feedback on/engagement with their posts.

Discussion Board Posts: Reflections on Capstone Courses
By 11:59 p.m. on Thursday, October, complete the following tasks:

1. Read the following articles:
   - Wagenaar, Theodore. "The Capstone Course." Teaching Sociology. July 1993. 21.3: 209-214.

It may seem odd to feature an article about Capstone Courses in undergraduate sociology courses, but Wagenaar clearly and succinctly lays out the goals for many types of capstone courses. The principles outlined in the article apply to English graduate courses as well.

2. Post answers to the following questions about the importance of and goals of Capstone Courses:
   - One goal of a Capstone Course as outlined by Wagenaar is for the course to be "interdisciplinary such that students can link the sociological inquiry process with that of other disciplines" (p. X).

     This Capstone Course asks you to collect what you have learned across your courses, which have offered you various perspectives of what is valued in the diverse field of English. To begin that process, I would like you to explore the following information:
     - Connections and differences between the various areas of English (e.g., Linguistics, Literature, XXXXXX) in terms of the methods they use, the kinds of research questions they ask, and the types of evidence that appear to be most valued in each area that you explored.
     - What general principles guide the various areas of English: emphasize which ones overlap across areas and which are distinctive.

   - Wagenaar argues that key factors of a Capstone Course include: asking students to participate in synthesis; to build connections, and to apply theories and practices about which they learned in their various, discrete courses. What, in your opinion, is the value of each of these factors? What do you hope to learn about these factors as a result of taking this course?

Please post your answers to these questions in the Discussion Board entitled "Reflections on Capstone Courses." You may access this area by clicking on the link provided in the heading for this section (i.e. "Discussion Board Posts: Reflections on Capstone Courses").

Discussion Board Responses: Reflections on Capstone Courses

By 11:59 p.m. on Friday, October 13, respond to TWO of your peers' Reflections on Capstone Courses. For each post, make sure your response is at least four to six sentences and that it advances/adds to the conversation started by your peers' initial posts, moving well beyond stating "I agree" or "I disagree," although that sort of evaluation can be a part of your response.

Homework: Guided Reflection Assignment

By 11:59 p.m. on Friday, October 13, please complete the following assignment and post it using the assignment link provided in the heading of this section (i.e. "Homework: Guided Reflection Assignment)

Write thorough reflections about each of the areas listed below. Your reflections should be at least 4 to 6 sentences for each area. You can always write more if you want. This homework prepares you to write Assignment #1: Reflection Essay. Please read through it before writing answers to these questions so that you know what you will be asked to do with your answers.

Reflection exercise/guided reflection:
- Range of projects you have completed throughout your English Master's program and the learning you gained from completing each of those projects.
- Core principles of English as evidenced across the courses completed (i.e. a macro view of the field rather than a micro analysis of the individual courses)
- Common research methodologies used in the various areas/authors/texts that you engaged with throughout your English Master's program.
- Common research questions asked by experts/scholars that you encountered in the various courses along with any unique questions that are specific to each of the area, emphasizing similarities and differences across areas.
- Experiences with taking courses online and the impact that the online framework and digital media has had on your learning.

Homework: Topic for Assignment #2: Research on Future Career Goals

By 11:59 p.m. on Friday, October 13, please complete the following tasks:

1. Identify a person working in an area of English that you find interesting and whom you would like to interview in order to learn more about the profession, **OR** identify a genre prevalent in English you would like to analyze (e.g., an academic article, a technical writing document that would have likely been written by someone with an English degree, a proposal, etc.).

This homework assignment is preparing you to write Assignment #2: Research on Future Career Goals. (LINK TO THE ASSIGNMENT). Please read through it before you select which of the two projects you would like to undertake.

2. Write a MS Word document in which you include the following information:

- A brief discussion (4-6 sentences) of the project you are going to undertake for Assignment #2. You will include this no matter which of the two options you are selecting.
- A list of 5-7 interview questions that you will ask the expert—if you have selected the first option, **OR**
- A sample written in the genre you are going to analyze **and** four or five criteria you will use to evaluate the genre (i.e. expectations that readers have of the genre, characteristics that make the genre "work," and criteria used to determine whether or not the sample of the genre is effective in achieving its purposes and goals).

3. Submit the assignment via the link that you can find in the heading of this section (i.e. "Homework: Topic for Assignment #2, Research on Future Career Goals").

Week 2: Reflection on Learning and on Future Career Practices
Overview of this Week's Projects:
For this week, we will move from reflecting on your past learning and towards considering and developing the project you would like to pursue for the major assignment in this Capstone Course.

Outcomes for Week 2:
- Reflect on past learning and apply it to future goals.
- Learn the criteria used for creating and evaluating particular genres in English .
- Explore possible projects for the Final Project.
- Provide responsive and effective feedback on peers' proposed project ideas.
- Plan Final Research Project.
- Identify, explore and develop techniques for using Databases available through ASU in order to use them effectively to complete research for the Final Projects.

Monday, October 16:
Assignment #1: Reflection Assignment
By 11:59 p.m. on Monday, October 16, please submit your completed Assignment #1: Reflection Assignment, using the link in the heading for this section (i.e. Assignment #1: Reflection Assignment). The full assignment description can be found here: Assignment #1: Reflection Assignment. (LINK ASSIGNMENT SHEET HERE)

Tuesday, October 17:
Discussion Board: Mini Topic Proposals for Final Project
In an effort to help you prepare for the Final Project which you will be completing in the course, you will write two Mini Topic Proposals for two possible ideas that you might explore for the Final Project. Please complete the following tasks:

1. After reading through the assignment sheet for the Final Project (Assignment #5: Final Research Project (LINK TO THE ASSIGNMENT HERE), select two possible projects that you might

complete for the Final Project assignment. If possible, it would be best to select two projects that fit into two different categories (i.e. a curriculum design and a research paper, for instance) rather than proposing two projects that fit in the same category (i.e. two curriculum designs). This is not a hard-and-fast rule, though; you have some flexibility in the projects that you select as possible options.

2. For each of the topics, write responses to the following questions:
- The project you would like to explore.
- The importance of the project to the particular audience for which you would create the project.
- The key parts of the project.
- What you already know about the material in the project.
- What you would need to research in order to complete the project.

3. By 11:59 p.m. on Tuesday, October 17, submit this writing to the Discussion Board entitled "Mini Topic Proposals for Final Project" using the link found in the heading for this section.

Homework: Criteria for Genres in English
By 11:59 p.m. on Tuesday, October 17, complete the following tasks:

1. Research the criteria used to evaluate the genres that you proposed in your Mini Topic Proposals assignment. Determine what makes an effective curriculum design. For instance, investigate how academic articles in a particular area are evaluated and on what basis they are selected for publication.

2. Write a summary of the criteria for the genres you selected to research. Make sure that you emphasize what they contain, what their purpose is, and how they are evaluated.

Wednesday, October 18:
Discussion Board Responses: Mini Topic Proposals for Final Project
By 11:59 p.m. on Wednesday, October 18, return to this Discussion Board and write responses to TWO of the Mini Topic Proposals. **Respond to the two Posts that were posted immediately before yours.**

In your responses, provide detailed feedback on the following items:
- What is valuable in **each** proposed project;
- What could be problematic about each proposed project (if there are potential problems/limitations that you see);
- What suggestions you have for your peer to help him/her make this projects stronger; and
- Which project you would recommend your peer pursue and why.

Thursday, October 19:

Homework: List of Sources for the Topic Proposal
Now that you have determined which project you are going to work on for Assignment #5: Final
Research Project, you will develop a thorough Topic Proposal for that single project.
Assignment #3: Topic Proposal for Final Project (LINK ASSIGNMENT SHEET HERE). Part of the
Topic Proposal is a short list of research-based sources that you will consult in the development
of your project. This homework assignment helps you move toward completing the Topic
Proposal.

By 11:59 p.m. on Thursday, October 19, complete the following tasks:
1. Using academic databases available through the ASU Library's website, research the project
you are going to complete for Assignment #5: Final Research Project. Find at least **four**
significant sources that will directly apply to your project.

2. In an MS Word document, write short annotations (4-6 sentences) for the sources, including
the following information:
- A citation of the source, using MLA or APA Citation formats.
- A summary of the key argument of the sources.
- A brief overview of the main points used to develop that key argument.
- A description of why this source is useful to your project.

3. Submit this assignment via the link included in the heading for this section (i.e. "Homework:
List of Sources for the Topic Proposal").

Homework: Progress report on Interview/Genre Analysis assignment
By 11:59 p.m. on Thursday, October 19, write a short report (2-3 paragraphs) that explains the
progress you have made on Assignment #2: Interview/Genre Analysis. The purpose of this
homework assignment is for you to update me on where you are in the process, what key
themes you are noticing through the work you are completing, what work you still need to
complete before you turn in the project, and what questions (if any) you have for me about
your work on Assignment #2.

Friday, October 20:
Discussion Board: Assignment #4: Topic Proposal for Final Project
By 11:59 p.m. on Friday, October 20, write the Topic Proposal for the Final Project and post it in
the Discussion Board entitled "Assignment #4: Topic Proposal for Final Project." The assignment
sheet for the Topic Proposal for the Final Project can be accessed here. (LINK ASSIGNMENT
SHEET) Submit this assignment as an attached MS Word document via the heading for this
section (i.e. "Discussion Board: Assignment #4: Topic Proposal for Final Project").

Week 3: Future Career Goals/Annotated Bibliography
Overview of this Week's Projects:
Throughout this week, we will be finishing up the exploration of your future career goals which
you have been doing through the process of either analyzing an English genre or interviewing

an expert in the area you would like to be a part of when you finish your degree. The majority of the work for this week, though, will focus on creating the Annotated Bibliography in which you analyze research-based sources that will enable you to map out the conversations in the field of English around the topic of your Final Research Project.

Please let me know if you have any questions. I'm happy to help!

Outcomes for Week 3:
- Develop a clear understanding of the aspect of the English field that you would like to be a part of when you finish your Master's degree.
- Write an essay in which you
- Respond in writing to peers' Topic Proposals
- Research using academic databases.
- Analyze sources that tie into your Final Research Project
- Synthesize sources to show connections and differences between them in a coherent way.

Monday, October 23:
Assignment #2: Research on Future Career Goals
By 11:59 p.m. on Monday, October 23, submit your completed Assignment #2: Research on Future Career Goals via the heading here (i.e. "Assignment #2: Research on Future Career Goals"). Remember that the assignment description can be found here: Assignment #2: Research on Future Career Goals. (LINK TO ASSIGNMENT SHEET)

Submit your assignment via the link included in the heading for this section (i.e. "Assignment #2: Research on Future Career Goals").

Discussion Board: Assignment #4: Topic Proposal for Final Project
By 11:59 p.m. on Monday, October 23, respond to TWO of your peers' Topic Proposals which you will find in the Discussion Board entitled "Assignment #4: Topic Proposal for Final Project." Respond to the two peers who posted directly before you. In your response to them, please write answers to the following questions:
- After reading the Topic Proposal: what is your understanding of the key purpose of the Final Project? Please summarize here what you think the author is trying to achieve through the creation of the project for a specific audience.
- Describe the current relevance of the topic within the field of English.
- What apects of the proposal seem sufficiently developed and detailed? Which points does your peer clearly explains so that you have a good sense of her/his plan? Articulate that plan in a few short sentences.
- What unresolved questions do you have for the author, after you have completed the above? What should be included that isn't currently included in your peer's ideas about her/his report? What areas/questions/issues would you like the final project to address?

Please be thorough: this is an important time for your peers to receive feedback on their work. Concrete, specific comments about what is working and what could be strengthened in their proposed idea can be very useful as your peers continue to develop their Final Research Projects.

Tuesday, October 24:
Discussion Board: Sample Annotations
By 11:59 p.m. on Tuesday, October 24, complete the following tasks:

1. Read through Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay. (LINK ASSIGNMENT SHEET HERE).

2. Research academic sources found in ASU Library's academic databases that will help you complete the Final Research Project. Your goal is to find sources that provide a range of distinct perspectives about the topic on which you are focusing. You will collect these sources and put them into conversation with each other in the Critical Synthesis Essay. For right now, your task is to identify, select and collect sources that represent the current research on the topic and that would help someone interested in the topic learn more about it.

3. Create a list of at least 7-10 sources (in addition to the ones you listed on the Topic Proposal). Use MLA or APA Citation format to list the sources. You might also consider organizing the sources into categories, thus illustrating the sources that are discussing similar parts of the topic. Creating categories, however, is not a requirement.

4. Write Annotations for TWO of the sources, using the guidelines for the annotations listed in the Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay description. (LINK TO ASSIGNMENT SHEET HERE).

5. Post the annotations in the Discussion Board entitled "Sample Annotations."

Wednesday, October 25:
Discussion Board Response: Sample Annotations
By 11:59 p.m. on Wednesday, October 25, respond to TWO of your peers' Sample Annotations. Respond to the two peers who posted immediately before you. In your response, provide answers to the following questions:
- Does the annotation include a summary of the key argument of the source in an effective manner? Please explain why or why not.
- Has the annotation included enough specific details about the source so that you, as someone who probably has not read the source, would have a good sense of what the source covers and focuses on? Please explain your answer.
- Is the appropriate material included in the annotation? Is the annotation concise enough? Are there details that you think could be cut? Are there details/points/areas that you would like them to expand upon?
- Is the annotation organized clearly?

Nothing Officially Due This Day/Work on Annotations for Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay.

Friday, October 27:
Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay
By 11:59 p.m. on Friday, October 27, complete the Annotated Bibliography part of Assignment #4. Submit it via the link in the heading for this section (i.e. "Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay").

Week 4:
Overview of this Week's Projects:
Welcome to Week Four! By now, you have a clear sense of what you are going to be working on for Assignment # 5: Final Research Project and have found and analyzed some of the sources that you will use to guide your completion of that project. You have identified evidence that will be persuasive to your specific readers and have begun to map out the connections between those sources.

For this week, you will synthesize the sources that you analyzed for your Annotated Bibliography (which you turned in on Friday, October 27). Last week, you examined your sources to determine what their arguments are and how they built those arguments (i.e. what rhetorical strategies they used in order to effectively reach their audience). Now, you will look for patterns across the sources and emphasize the key issues that are addressed by several of/all of the sources in order to provide a map through those issues for your specific readers.

Then, you will begin to plan and write your Final Research Project, providing me with an outline as well as a progress report. You will have several days where there is no assigned homework so that you can solely concentrate on developing your Final Research Project, the first draft of which is due next Monday in Week 5. This week, though, asks you to lay the foundation for your project. The more thorough your First Draft can be, the better because your peers and I will able to provide you with more thorough feedback then.

As always, please let me know if you have any questions about this week's work. I'm happy to help!

Outcomes for Week 4:
- Synthesize sources that you analyzed in your Annotated Bibliography, making an evidence-supported argument about the significance of the discussions present in those sources.
- Outline a plan for creating your Final Research Project.
- Report on the progress you are making toward completing the Final Research Project.
- Use sources to develop and support your argument in the Final Research Project.

Monday, October 30:

Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay

By 11:59 p.m. on Monday, October 30, complete the Critical Synthesis Essay part of Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay. Submit it via the link included in the heading for this section (i.e. "Assignment #4: Annotated Bibliography/Short Critical Synthesis Essay.

Tuesday, October 31:

Homework: Outline of your Final Research Project

By 11:59 p.m. on Tuesday, October 31, in an MS Word document, create an outline of your Final Research Project. This document does not have to a formal, Roman-numeral sort of outline, unless that is the format you would like to use. Any format that is helpful to you will be acceptable to me.

I would like you to include is the following information:
- The purpose of your project: Summarize this in a couple of sentences.
- The key argument your project is making: State the underlying argument of your project; note: even a Curriculum Design has an underlying persuasive element, i.e. there's an implied argument that this is the necessary material that students need to be exposed to in order to achieve a particular set of outcomes that you outline.
- The key components/parts of your project: Include a list of the major parts that you will be in your project, whether you are writing a Curriculum Design or Research Proposal or Alternative Project. Include an outline of the major sections of your paper and, if you are writing a Research Paper, the key points that you will address within each major section.
- The larger "so what?" or "contribution" of your project: Describe what you want readers to take away from your project.

Wednesday, November 1:

Nothing Officially Due/Work on First Draft of your Final Research Project

Thursday, November 2:

Nothing Officially Due/Work on First Draft of your Final Research Project

Friday, November 3:

Homework: Progress Report on First Draft of your Final Research Project

By 11:59 p.m. on Friday, November 3, submit a progress report about what you have completed in terms of the Final Research Project. This need not be a lengthy report; rather, in 4-6 sentences (or a brief outline) explain what you have worked on for your project and what work you still need to complete before you finish the first draft.

Submit it via the link provided in the heading for this section (i.e. "Homework: Progress Report on First Draft of Your Final Research Project").

Week 5: First Drafts of Final Project

Overview of this Week's Projects:

Welcome to Week Five! The goal for this week is for you to receive and give feedback on the First Draft of your Final Research Project in order to help you revise it into the Final Draft that will effectively reach your specific audience. Toward this end, you will provide feedback to one of your peers, highlighting what works in their project as well as what they could revise to make the project stronger.

Then, you will evaluate your own project, taking a step back and approaching it as a reader rather than as a writer. This kind of self-reflexive awareness is an important part of developing strong and effective writing skills and practices.

Finally, you will be given time to revise your First Draft, preparing it for the final submission of your Final Research Project, which is during Week Six on Monday, November 13.

Please let me know if you have any questions about this week's projects.

Outcomes for Week 5:
- Write an argument-based Research Project that presents a particular topic to a specific audience, that addresses their needs through sound rhetorical choices.
- Evaluate a peer's First Draft in order to provide feedback helpful to them as they revise their First Draft.
- Evaluate your own work from the perspective of a reader. As you do so, identify the apsects of the work that can be strengthened in the revisions you will be completing.
- Revise your First Draft, based on a careful consideration of the feedback you will have received from your peers and from me as well as through your own evaluation.
- Build meta-cognitive awareness of your own writing through feedback from others and from yourself.

Monday, November 6:

Discussion Board Posts: First Drafts of Final Research Projects

By 11:59 p.m. on Monday, November 6, post your first draft of your Final Research Project to the Discussion Board entitled "First Drafts of Final Research Projects."

Post your draft in MS Word format by clicking on the link in the heading for this section (i.e. "Discussion Board Posts: First Drafts of Final Research Projects") and writing a post in that Discussion Board.

Tuesday, November 7:

Discussion Board Responses: First Drafts of Final Projects

By 11:59 p.m. on Tuesday, November 7, complete the following activities:

1. Read your peer's First Draft of the Final Research Project. Your assigned peer is the person who posted their project directly before yours, timewise.

2. Complete the Assignment #6: Peer Response work. As the assignment sheet describes (LINK TO ASSIGNMENT SHEET HERE), you will insert comments throughout the essay as you read. In addition, <u>you will</u> answer summative questions that focus on the overall aspects of the project. You will write the summative comments at the end of your peer's paper.

3. Save your comments in your peer's MS Word document and post it as a response to your peer's original post in the Discussion Board entitled "First Drafts of Final Projects." You can access this Discussion Board through the link that is provided in the heading to this section (i.e. "Discussion Board Responses: First Drafts of Final Projects").

Wednesday, November 8:
Homework: Self-Evaluation of First Draft of the Final Research Project
By 11:59 p.m. on Wednesday, November 8, complete the following tasks:

1. Write a Self-Evaluation of your First Draft of your Final Research Project. In an MS Word document, please answer the following questions:
- What, at present, is your project's overall purpose? In what ways do you feel you have accomplished this purpose? In what ways do you feel you could strengthen the statement of and enactment of the purpose? Address more general ideas here (e.g., "use more academic jargon as short-hand because the audience will be expecting it"); you'll be asked to address specific parts of the project in a later question here.
- What parts of your project are presently major strengths of the project? Why do you think so? Please be as specific as you can be.
- How might you capitalize on those strengths by extending them to other parts of the project (if applicable)?
- What three aspects of the material in the project do you need to strengthen/develop? Why? What will be added to the project's effectiveness if you attended to these three aspects?
- What do you think your audience's reaction will be to your work? How might you address them in a more specific and direct way?

2. Submit your MS Word document through the link in the heading for this section (i.e. "Homework: Self-Evaluation of First Draft of the Final Research Project").

Thursday, November 9:
Nothing officially due/Work on Final Research Project

Friday, November 10:
Nothing officially due/Work on Final Research Project

Week 6: Final Project
Overview of this Week's Projects:

Welcome to Week Six! In this week, all the work that you've been doing throughout the semester comes to fruition. Throughout this week, you will complete your Final Research Project, which will represent its key ideas to a specific audience of readers who may not have read your project in its entirety.

When you have finished that project, you will combine it with some of your previous work along with a Curriculum Vitae or Resumé that summarizes your skills and experiences for multiple audiences. You will continue to work on synthesizing your projects next week, but during this week you will begin to create a plan for the key parts of that portfolio.

Outcomes for Week 6:
- Write a cohesive, research-based Final Research Project that synthesizes your previous learning, your current research, and your future career plans.
- Identify a specific audience and select rhetorical strategies for your Final Research Project that will effectively reach that audience and help them understand the goals of your project.
- Create a mediated presentation of your Final Research Project for a specific audience who has not read your full research-based project.
- Write a Curriculum Vitae or Resume, effectively highlighting your skills for a specific audience of a future employer in an area of English that you would like to explore a potential career in.
- Outline an e-portfolio through synthesizing material you will include in your e-portfolio that you will direct at multiple future and current audiences.

Monday, November 13
Assignment # 5: Final Research Project
By 11:59 p.m. on Monday, November 13, complete your Final Research Project and submit it to me via the link included in the heading for this assignment (i.e. "Assignment #5: Final Research Project"). The evaluation criteria are listed on the handout entitled Assignment #5: Final Research Project (LINK ASSIGNMENT SHEET HERE).

I encourage you to draw on your peers' and my comments, along with your self-reflection on your writing as you revise and further develop the project.

Homework: Reflection on Final Research Project
As you conclude your Final Research Project, write answers to the following questions in which you reflect on your process as you completed the project:
- What did you learn about the topic as a result of researching it for this course? List at least two or three new ideas that you learned.
- What did you learn about the process of research itself? What strategies were most effective for you? What did you wish you had known about the research process/ASU Library's databases at the beginning of the process?
- What do you think are three strengths of your project? List them, and describe.

- If you had had more time, what would you have done with this project? List one or two things you might have added, changed, etc., to what end.
- What advice would you extend to students who are about to start a project such as the one you have just completed for the Final Research Project in this course?

At the end of your Final Research Project, insert a Page Break and then include your full answers to those questions. Please ask me if you have questions about how I would like you to submit this Homework assignment.

Tuesday, November 14:
Nothing Officially Due/Work on Mediated Presentation

Wednesday, November 15:
Discussion Board: Assignment #7: Mediated Presentation of Final Project
By 11:59 p.m. on Wednesday, November 15, create a Mediated Presentation that represents the key points of the Final Research Project that you completed for Monday, November 13. The assignment is described fully on the formal assignment sheet (Assignment #7: Mediated Presentation on Final Research Project—LINK ASSIGNMENT SHEET HERE).

Post your Mediated Presentation to the Discussion Board entitled "Assignment #7: Mediated Presentation of Final Project" which you find a link to in the heading for this section (i.e. "Discussion Board: Assignment #7: Mediated Presentation of Final Project").

Thursday, November 16:
Discussion Board: Assignment #7: Mediated Presentation of Final Project
By 11:59 p.m. on Thursday, November 16, please read through and provide a response to TWO of your peers' Mediated Presentations (the two that posted directly before you). Provide them with feedback on the following items:
- What you learned from the presentation. (This will probably be the category or area that you spend the most time on when you are commenting.)
- What the strengths of the presentation are.
- What questions you have for them about the topic, after having read through the Presentation.

Homework: Curriculum Vitae or Resume
By 11:59 p.m. on Thursday, November 16, create a Curriculum Vitae or Resumé in a MS Word document. If you have already have one of these documents completed, please re-visit it and make any necessary revisions. The goal is to thoroughly and yet concisely represent the range of experiences you have had and the skills that you would offer a future employer (or your current employer, if you want to change jobs at the same agency or institution).

Instead of catering it to one particular audience (i.e. only one job), I would like you to create a general Curriculum Vitae or Resumé that you may then tailor to fit various positions. As this Curriculum Vitae or Resume will become part of your e-portfolio, be aware that your audience

will have access to additional information—more information than you can possibly cover in a Curriculum Vitae or Resume.

Here are some links that will help you determine whether you want to create a Curriculum Vitae or a resume. They outline the key features of each of the documents and explain the differences in terms of the document's audience, purpose, and the experiences you have to represent.
- Elements of a Curriculum Vitae: https://careercenter.georgetown.edu/resumes-cover-letters/cv
- Curriculum Vitae vs. a Resume: https://www.thebalance.com/cv-vs-resume-2058495
- Resume vs. Curriculum Vitae: What's the Difference? https://icc.ucdavis.edu/materials/resume/resumecv.htm
- CV vs. Resume: What Is the Difference? When to Use Which (Examples): https://uptowork.com/blog/cv-vs-resume-difference

<mark>Friday, November 17:</mark>
Homework: Outline for the E-portfolio
By 11:59 p.m. on <mark>Friday, November 17,</mark> submit an outline for the E-portfolio, including the following information:
- A list of what material you will include, i.e., a table of contents
- An explanation of why this material is important to include in order to represent yourself to a diverse audience.
- A personal "brand" you would like to create by selecting and including particular material. Write a short personal brand statement for yourself. See the following links for information about writing a personal brand statement:
  o How to Craft Your Personal Brand Statement: http://theundercoverrecruiter.com/how-craft-your-personal-brand-statement/
  o 3 Steps to an Outstanding Personal Branding Statement: https://www.workitdaily.com/personal-branding-statement-steps/
  o Personal Branding for Dummies Cheat Sheet: http://www.dummies.com/careers/find-a-job/personal-branding/personal-branding-for-dummies-cheat-sheet/

A full description of the E-Portfolio assignment can be found in the formal assignment sheet: Assignment #8: E-portfolio <mark>(Link ASSIGNMENT HERE).</mark>

Post this information using the link included in the heading for this section (i.e. "Homework: Outlie for the E-portfolio").

Week 7:
Overview of this Week's Projects
In this last week, which is a partial week, we will finish up the course material. The main project is finishing Assignment #8: E-portfolio in which you will represent your experiences and skills to

a diverse audience. The formal description for this assignment can be found in the assignment sheet entitled "Assignment #8: E-portfolio." (LINK ASSIGNMENT HERE).

You will end the week with a reflection on what you have learned in the course and an offering of any suggestions you might have for me about how to revise the course in order to more effectively meet the needs/goals for students in this course and for the English program as a whole—as well as how I could help you better prepare for your future career goals.

Outcomes for Week 7:
- Reflect on your progress in the course as well as in your program as a whole.
- Create an e-portfolio that presents your skills and experiences to a diverse audience.

Monday, November 20:
Homework: Introduction to E-portfolio
By 11:59 p.m. on Monday, November 20, post an overall introduction to your E-portfolio. This introduction should be a one-page, single-spaced summary about what makes you a unique candidate for a future position/career that you might want to explore after having completed the English Master's degree. In your introduction, you might consider including the following information, but feel free to diverge from this list. I would like you to write whatever it is (and whatever format it is) that you feel best represents you and your experiences and skills.

Ideas to Consider Include:
- The purpose of the Introduction is not to present you in your entirety; rather, it is to introduce the reader to the material in the E-portfolio and to provide them with a map through the key themes about you that range across the material.
- Consider your Personal Branding Statement. You don't have to include the actual statement, but it may be a good idea to start the Introduction with this. Even if you don't want to include that statement, using the guidelines for evaluating yourself that are listed in the websites about personal branding that are listed under Friday, November 17's homework can be useful to help you decide what kind of information you would like to include about yourself. I encourage you to revisit those guide sheets.
- You can repeat material you've included in other documents (e.g., your resume), but realize that this is a space for you to paint a detailed picture of yourself, rather than just presenting the facts.
- See the Introduction as primarily a persuasive document in which you are working to create a particular image of yourself that will be persuasive to a potential employer—rather than seeing it only as an informative document.
- Some specific ideas to consider including are as follows:
  - Your education and what makes it unique from other people's.
  - Your work experiences and what makes them unique from other people's.
  - Your community experiences and what makes them unique from other people's.
  - How these experiences add up to create an overall snapshot of who you are/would be as an employee.

Assignment #8: E-portfolio

By 11:59 p.m. on Tuesday, November 21, complete Assignment #8: E-portfolio. Submit a link to the portfolio using the link in the heading to this section (i.e. "Assignment #8: E-portfolio").

Homework: Course Evaluation

By 11:59 p.m. on Tuesday, November 21, post answers to the questions listed below that ask you to evaluate the Course overall. Please put your answers in an MS Word document and post it to the link provided in the heading to this section (i.e. "Homework: Course Evaluation).

Evaluation Questions:
- Overall, how would you define the field of English ? What are its key features? Why is an English M.A. an important degree to pursue, based on your experiences in this course and in this program?
- What are three key ideas that you will take from this course? In other words, what are three significant things you learned from this course that you think will transfer to other situations in which you find yourself? What do you know now that you value, that you didn't know when the course began?
- What parts of the course were most useful to you and why? Please discuss at least three (if there were three parts that were helpful to you).
- What parts of the course were less useful to you and why? What other kinds of activities/projects/interactions would you have liked to have seen or seen more of?
- After now having completed the Capstone Course, which serves as a culminating experience for the English Master of Arts degree, what advice would you give to someone just entering the program?
- What are your future career goals?
- What are any other suggestions/recommendations/comments you would like to make?