

## Capstone I AY16 Program Review: Program Outcomes and Capstone Assignment Alignment ENGLISH/WRITING

### Program Learning Outcomes (PLOs)

LEARNING OUTCOMES Graduates with a degree in English/Writing will have demonstrated their mastery of textual analysis, interdisciplinary approaches to literacy, and creative expression. In each, students must demonstrate:

- **Content Knowledge:** Mastery of discipline-based content knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies.
- **Inquiry:** Enhanced use of discipline-based inquiry through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.
- **Communication:** Enhanced use of discipline-based communication in writing clearly, editing carefully, developing ideas fully, and taking into consideration subject, audience, occasion, purpose, and genre.
- **Critical Thinking:** Enhanced use of discipline-based critical thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshaling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.
- **Aesthetic Analysis:** Enhanced discipline-based appreciation of aesthetics and humanities, through textual analysis, inter-disciplinary approaches to literacy, and creative expression.
- **Civic Engagement:** Discipline-based civic engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research.
- **Integrated Learning:** Mastery of integrative learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.

### Capstone Assignment

Capstone Project (from WR 403 Canvas)

Students produce a self-directed scholarly critical or creative project, as approved in WR 402. Projects will be a unique contribution to existing scholarship employing generic conventions appropriate to the discipline and recognizing and building upon existing critical or creative scholarship. Analytical essays should make and support a claim; creative works should employ strategies appropriate to their genre.

Length:

- Analytical essays should be 25ish double-spaced pages (article length).
- Analytical essays associated with real-world projects should be 15 double-spaced pages minimum.
- Creative works should be 40 pages minimum.

Requirements of all capstone projects:

- Minimum three drafts
- Presentation of two drafts for peer response that meet the minimum halfway and full-length page requirements
- Revision based on peer and instructor feedback
- Ethical integration of source materials appropriate to genre

### Closing the Loop Statement

In approximation of scholarly effort, students produce a self-directed scholarly critical or creative project, as approved in WR 402 and individually assigned in 403. Projects will be a unique contribution to existing scholarship employing generic conventions appropriate to the discipline and recognizing and building upon existing critical or creative scholarship. Analytical essays should make and support a claim; creative works should employ techniques appropriate to their genre.

Length:

- Analytical essays should be 25ish double-spaced pages (article length).
- Analytical essays associated with real-world projects should be 15 double-spaced pages minimum.
- Creative works should be 40 pages minimum.
- Screenplays for features should aim for 120 pages, the industry standard with the 40-page minimum as a fall back.

Requirements of all capstone projects (without which students SHALL NOT pass):

- Presentation of two drafts for peer response
- Significant revision based on peer, instructor, and, if appropriate, faculty mentor feedback
- Ethical integration of source materials appropriate to genre

Program Learning Outcomes: All student projects will meet the following program outcomes:

- **Content Knowledge** - Mastery of discipline-based content knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies, particularly approaches to research.

All capstone projects demonstrate mastery of discipline-based content knowledge. In argumentative papers, discipline-specific terms will be used explicitly. In creative projects, demonstration of mastery will occur implicitly.

- **Inquiry** - Enhanced use of discipline-based inquiry through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.

All students develop their own inquiry projects. Some pursue projects employing multiple disciplinary approaches. For example, in 2016, two students interested in language-arts education blended knowledge and skills developed in Education courses with their own experiences and

research. Another student drew on her background in history to analyze the connection between episodes of the TV show *Twilight Zone* and their historical-cultural context.

- **Communication** - Enhanced use of discipline-based communication in writing clearly, editing carefully, developing ideas fully, taking into consideration subject, audience, occasion, purpose, and genre.

All students demonstrate discipline-based communication in writing and revising their capstone projects oriented toward audiences appropriate to their genres. For example, screenplays are oriented toward directors as a primary audience and agents as a secondary audience, while literary analyses are oriented toward scholars in the field of literature study.

- **Critical Thinking** - Enhanced use of discipline-based critical thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshalling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.

All students employ discipline-based critical thinking in framing inquiry questions, developing and executing research plans, honing their plans based on gaps in existing scholarship, collecting information and models associated with producing writing in their genres, synthesizing prior knowledge and research to produce drafts, drawing on information and models to provide peer feedback and evaluation their own drafts, drawing insights and conclusions in argumentative writing and/or in making revision decisions, and working within the boundaries of discipline expectations.

- **Aesthetic Analysis** - Enhanced discipline-based appreciation of aesthetics and humanities through textual analysis, interdisciplinary approaches to literacy, and creative expression.

All capstone students engage in enhanced discipline-based appreciation of aesthetics and humanities through analyzing primary sources like literature/film texts and/or evaluating their own creative expression and/or peer creative expression as part of the drafting and review process. Interdisciplinary approaches occur as students cross specialties in working with one another's projects and also through the projects like the education- and history-oriented projects referenced above that draw on disciplinary knowledge outside English/Writing. Additionally, many student projects rely on critical theory, which draws on theory from disciplines such as philosophy, psychology, history, sociology, etc.

- **Integrated Learning and Communication** - Mastery of integrative learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.

All capstone students connect their leaning in English Studies with relevant experience and academic knowledge, drawing on personal and career interests and experiences and on

coursework across disciplines to develop their inquiry projects. As the capstone project moves forward, students engage in reflection regarding the process and product.

- **Civic Engagement** - Discipline-based civic engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research.

All students demonstrate civic engagement in that sense that their projects are oriented toward a real-world audience and involve at least minimal primary research in the form of interviews or surveys. One capstone student in 2016 conducted school-based research and was hired by the partnering district before she even had her undergraduate degree to teach the following fall, during her master's coursework.

Some students also create projects that directly serve community groups. For example, in 2016, one English/Writing capstone student partnered with a nonprofit organization to write case-study documents regarding the organization's homeless target population that could be used on the organization's website and in future grant writing. Prior to 2016, students have also created projects like a summer-reading program for a rural library and a literacy curriculum for a summer program delivered at a rural school.

Some students also demonstrate community engagement by publishing and/or presenting their capstones. Roughly eight students presented capstones at Spring Symposium in 2016, including one student presenting at a distance. In prior years, students have presented at the Northwest Undergraduate Conference on Literature and have published their work in literary and scholarly journals.

**Action Plan:** N/A