

ENG 192: Senior Capstone Seminar

Class Time: Tuesdays 6-8 PM

Location: Reynolds 109

Instructor: Anna Jordan, MFA

Email: ajordan@westmont.edu

Office Hours: MWF by Appointment

I have intentional writing hours on T/Th mornings, so I'm only offering office hours on MWF this semester. Please refer to my Google calendar schedule in my email signature. If the available times do not work for you, please let me know.

Course Overview: This course provides an opportunity to develop a self-designed project in sustained collaboration with a mentor and peers. It also provides a venue to celebrate all you have learned as Westmont English majors and to anticipate and plan how that learning may carry into post-graduate life. This seminar allows you to name and strengthen the capacities that you have cultivated as English majors, preparing you to engage in various communities with humble eloquence and courageous imagination.

This course has two guiding principles: Stewardship and Formation

Together we will work out the definitions of these principles and explore how we can embrace and embody them during our time together. While I have some idea of what *I* think these words mean and how I can imagine we might define them, I want for all of us to work together to find meaningful definitions and applications. Perhaps our definitions will grow and change over the next few months, and that's appropriate.

Required Texts

- Hooten Wilson, Jessica. *Reading for the Love of God: How to Read as a Spiritual Practice*. Brazos Press. 2023.
- Additional Readings posted on Canvas and printed in hard copy for the group.
- Additional devotional/inspirational readings selected by Capstone students.

Course Learning Outcomes

- Plan and complete a self-designed project related to the English major and relevant to your post-graduation goals.

- Give a public oral presentation of your capstone project at semester's end and effectively communicate as informed by rhetorical situation, audience, genre, and purpose
- Create and revise a résumé or curriculum vitae (CV) that reflects your most current work, including your capstone project.
- Participate in mock interviewing appropriate to your vocational goals.
- Integrate faith into reflective writing about ambition and vocation. In addition, integrate faith into classroom discussions, liturgies, and more, whether at the prompting of instructors or in pursuit of your own goals.

Other Goals/Aspirations

- Collaborate energetically and generously with capstone peers.
- Engage with English department faculty as well as Career Development and Calling staff to develop professional documents and identify professional networks, pathways, etc.
- Reflectively connect your English major experience to faith and vocation in addition to employment options.

Program Learning Outcomes

Graduates of the English major will . . .

1. Demonstrate critical discernment in their examination of literary texts in ways that expand their affections and sympathies—by assessing their own cultural and theological assumptions, engaging in research, and evaluating evidence. (Thinking Critically PLO) **assessed in final Capstone projects that analyze literary texts*
2. Read literary texts carefully, analyzing both the contexts and the techniques (e.g., literary devices and genre characteristics) that shape their meaning. (Reading Carefully PLO) **assessed in final Capstone projects that analyze literary texts and assessed in book talk presentations*
3. Identify how literary writers have alluded to the Bible and other religious texts in order to achieve particular rhetorical effects—for example, in addressing issues of justice. (Identifying Religious Rhetoric PLO) **assessed in reflection on faith-learning readings*
4. Engage various audiences in writing with sensitivity to rhetorical situations and scholarly standards. (Writing with Rhetorical Sensitivity PLO) **assessed in all final Capstone projects, coursework, and in final résumés.*

Course Requirements and Expectations

- **Capstone project.** Your capstone work centers on a **self-designed project**. A menu of project options is in our Course Materials folder.
- ◆ You will craft a **project proposal** of approx. 500-750 words that accounts for your project's goals, audience, scope, feasibility, and more (see final pages of syllabus).
 - ◆ To record your best thinking and stay accountable to your goals, you will keep a **daybook (writing process journal)** that includes at least **2 dated entries per week on project development**. Each entry should note that day's work on your project (research/reading/reflection, writing, revision, etc.) and also Tomorrow's Task [TT], the next task you intend to do. *You will receive a handout for more on daybooks.*
- **Disciplined and lively participation.** Your faithful participation is vital to the success of our capstone seminar. At this point in your academic journey, you know that faithful participation is not merely showing up on time and talking in class. Such participation includes careful preparation for class and sincere engagement with ideas and people. It is not enough to just show up; we must show up with alacrity.
- **Devotional/Inspirational Readings (Creative Liturgies).** Routinely, we will open class with a spoken reading, with each of us leading in turn (or sometimes in pairs). Aiming to inspire/instruct/encourage our group, select reading excerpts of no more than 250 words; consider devotional poetry and prose (including the Bible), well crafted prayers (e.g., a globally minded [Common Prayer resource](https://commonprayer.net/) – <https://commonprayer.net/> – or Doyle's *Book of Uncommon Prayer*, available in the bookstore or to borrow from Prof. Jordan), or literary readings that inspire (e.g., a reflection on creativity/faith/truth/beauty within your favorite work of fiction/nonfiction/poetry).
- ◆ **Typically**, you should spend no more than 5 minutes: distributing the reading, introducing the reading, offering the reading aloud (with polished interpretation), and then inviting the group to read aloud together. Please get your reading approved 24 hours in advance. **This leadership role will help you practice oral communication relevant to other presentations, and these readings will help us build community while we share and interpret language that matters to us.**
- **Reflection essays (3 required):** typically centered on *Reading for the Love of God* readings, essays should reflect on the assigned readings (more to come on this). Essays will be no more than 500 words each, and you will share them with peers (sometimes online, sometimes by reading aloud). Together, these reflections will help clarify your understanding of the traits,

aptitudes, and virtues you have developed as an English major; moreover, these essays will help you plan how to put such gifts to good use.

→ **Book Talk Presentation (5-7 minute oral presentation):** This is an oral presentation on a text that has been significant to you during your time as an English major. This is not a book report or review, but a reflective presentation on your *relationship* with the text and how it has shaped you as a reader/writer/thinker/learner. Students will present during class time throughout the semester.

Grading*

Project Proposal	10%
Reflection Essays	10%
Book Talk	10%
Resume/ Mock Job Interview/Exit Survey	10%
Project Presentation	10%
Final Project w/Daybook	40%
Participation	10%

*All requirements listed must be completed in order to pass this course.

Additional Notes and Valuable Information

Responsibility and Trust: The format of this course places the onus of responsibility on you, the learner. I'm trusting you to dedicate yourself to the work at hand and to diligently commit to your craft and your reading. You will have multiple opportunities to share work that you find inspirational and meaningful, in addition to sharing your reflections on the course content. I am confident that together we can build a rich and supportive creative community.

Academic Accommodations: Students who have been diagnosed with a condition that meets the criteria of a disability are strongly encouraged to contact the Office of Disability Services (ODS) as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by ODS. These accommodations may be necessary to ensure your full participation and the successful completion of this course. Please contact the website for more information http://www.westmont.edu/_offices/disability/

Academic Integrity and Artificial Intelligence (AI) Tools

Westmont's [academic integrity policy](#) prohibits us from "present[ing] another's work as our own." Generative AI tools such as ChatGPT attempt to do the work of writing and other creation for their users. Therefore, **students should NOT substitute AI-generated content or ideas for original academic work**. Westmont faculty members design assignments for students' incremental and active learning through methods such as reading, summarizing, discussion, and an authentic generative process in which a student does the work of critical thinking and message construction.

It is possible for original academic work (e.g., a student-authored essay) that has been grammar-checked or proofread by AI editing tools (including ChatGPT and Grammarly) to be flagged by AI detection tools on Turnitin.com, etc. Our [academic integrity policy](#) does not prohibit students from using AI editing tools unless the extent of usage meets the threshold for plagiarism. However, **a student should seek permission from an instructor PRIOR to an assignment submission if considering using an AI tool for editing or another assignment-related task**. Failing to do so may result in that student's work being flagged for disciplinary action.

TLDR:

1. A student should NOT substitute AI-generated text for original academic work.
2. A student should seek permission from an instructor PRIOR to an assignment submission if considering using an AI tool for editing or another assignment-related task.

NOTE: If you have questions pertaining to academic honesty, please make an appointment to see me.

Student Welfare

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive in college. For other situations contact counseling center – CAPS – or a member of the student life team (such as your RA or RD). <https://www.westmont.edu/counseling-and-psychological-services>

Honor and Respect

Westmont's Community Life Statement calls us to treat each other according to two commands from Jesus: "Love one another as I have loved you," and "Love your neighbor as yourself." Further, our Diversity Matters document indicates that as we abide by these commandments, we learn to honor and respect one another. In this class, we will embody these commitments as we interact with one another and with the class material. You may also find it helpful to access the College's policy on Bias, Harassment, and Discrimination. If you experience or witness something that does not honor these commitments, please speak with me as soon as possible.

SCHEDULE*

This is the vision for the semester, but the schedule may change in response to class needs or outside scheduling factors (guest speakers, field trips, etc). Readings are due on the date listed on the schedule.

Week 1

Jan 13 Introduction to the course; Proposal brainstorming;
In class reading *Reading for the Love of God (RLG)*

Week 2

Jan 20 Week 1 Daybook entries due by 6PM -- Please email photo update to Prof. Jordan
NO CLASS - Observe Monday Schedule

Week 3

Jan 27 Week 2 Daybook entries due by 6PM -- Please bring to class
RLG Ch 2 and Bookmark 1
Bring resume rough draft to class
Plan CRC Interview Prep with Big Interview AND schedule Skills Exercise OR
Interest Assessment to be completed *before* Spring Break.

Week 4

Feb 3: Week 3 Daybook entries due by 6PM -- Please bring to class
Proposal Drafts due to Student Folders before class
RLG Ch 3; Peer review cohort gatherings

Week 5

Feb 10: **Asynchronous Reading/Writing Day – No Class Session**
Week 4 Daybook entries due by 6PM -- Please email photo update to Prof. Jordan
RLG Ch 4 and Bookmark 2 – Reflection Essay 1 Due by 8PM

Final Proposals Due February 13th by 11:59 PM.

Week 6

Feb 17: Week 5 Daybook entries due by 6PM -- Please bring to class
President's Day Weekend - No Class

Please post the final draft of your resume to your Student Folder by February 21st at 11:59PM.

Week 7

Feb 24: Week 6 Daybook entries due by 6PM -- Bring to class
RLG Ch 5. and Bookmark 3 – Reflection Essay 2 Due

Week 8

Mar 3: Week 7 Daybook entries due by 6PM -- Bring to class

MARCH 3rd at 6PM:

Midterm project drafts due. Approximately 2000+ words (or the equivalent of half of your final project) due to mentor, peer review group, and Prof. Jordan **by 6PM** (post to Student Folders). Please include a **2-3 paragraph midterm project memo** that summarizes your drafts strengths and weaknesses and specifies how your mentor might be helpful at this point.

Cohort meeting #1 for first revisions of drafts

Week 9

Mar 10: Week 8 Daybook entries due by 6PM -- Please bring to class
RLG Ch. 6 - Reflection Essay 3 Due

Submit summary of feedback from each cohort member to Student Folder by end of class

Complete EITHER a **Personality and Interest Assessment** OR the **Values and Skills Exercise** at CRC before Spring Break.

– Spring Break–**Week 10**

Mar 24: **Asynchronous Reading/Writing Day – No Class Session**
Week 9 Daybook entries due by 6PM -- Please email photos to Prof. Jordan
Work toward a complete draft (not a perfect draft!) of your Capstone project.

March 27th: Complete a full draft of your Capstone project due to mentor, peer review group, and Prof. Jordan **by today at 11:59PM** (post to Student Folders). Please include a **2-3 paragraph mature project memo** that summarizes your drafts strengths and weaknesses, articulates feedback you've already received and plan on applying or have applied, and any additional support you need to bring the draft to a shining finish.

Week 11

Mar 31 Week 10 Daybook entries due by 6PM -- Please bring to class
CH 7 and Bookmark 4
Read Conclusion and Written Reflection in Class
Discuss revision strategies for projects

Week 12

Apr 7: Week 11 Daybook entries due by 6PM -- Please bring to class.
Peer Review

If you haven't received a response from your mentor, send a kind and tactful reminder. *Mentor responses expected by April 10*

Week 13

Apr 14:

Asynchronous Reading/Writing Day – No Class Session

Week 12 Daybook entries due by 6PM -- Please email photos to Prof. Jordan

Week 14

April 21:

Week 13 Daybook entries due by 6PM -- Please bring to class

Final Project DUE by 6PM

Celebration Dinner

Plus, presentation preparation: technology troubleshooting; rehearsal strategies, audience awareness, framing comments, etc.

Apr 28:

Presentations

Additional presentation opportunities will be announced once we have information about the student research symposium. This semester we are encouraging English Capstone students to participate in that symposium. In addition to the symposium, we will have two - three presentation dates.