HUMN697

Course Summary

Course : HUMN697 **Title :**
Length of Course : 8
Prerequisites : N/A **Credit Hours :**

Description

Course Description:

Course Scope:

This course encompasses a variety of activities meant to help you move progressively towards the successful completion a professional portfolio comprised of carefully revised scholarly artifacts, and analytical and reflective writing that ties them all together. You'll also be situating that work, and the knowledge and understanding you've gained during the MA program, within the broader context of real-world goals and experience. A personal reflection on the portfolio process and on program gains, and a 3-minute video or multimedia presentation highlighting important points from each item in the portfolio as well as your own growth as a professional round out the portfolio. The capstone course at APUS is an 8-week format and an intensive process.

Objectives

CO-1: Analyze diverse representations of key concepts in Humanities as represented in your own work in the MA Program

CO-2: Synthesize interdisciplinary approaches to a range of literary genres in order to craft an analysis of your performance throughout the MA Program

CO-3: Extrapolate complex cultural issues and themes by analyzing your own writing samples and situating them within broader scholarly contexts

C0-4: Apply competent writing and revising skills to specially selected essays, and to new multi-modal compositions with an aim to present and/or publish related work.

Outline

Week 1: Reviewing Scholarly Groundwork and Accomplishments

Learning Objectives

  LO-1: Review MA course work that will contribute to the final portfolio

  LO-2: Organize the anticipated content of the final portfolio

Readings

  Cohn, Ellen and Hibbitts, Bernard (2004) *Beyond the Electronic Portfolio: A Lifetime Personal Web Space*. Educause Quarterly, 27 (4). pp. 7-10.

  Cambridge, Darren (2010). *Eportfolios for Lifelong Learning and Assessment* . San Francisco, CA: Jossey-Bass. (ebook)

  Farley, Kathryn.(2005). *Electronic Portfolio of Doctoral Research*. (MERLOT)

  Swanson, Dave*. (2010). Plain English: Rhetorical Theory*. (Video)

Assignments

Week 1 Forum

Week 2: Selecting Illustrative Artifacts

Learning Objectives

LO-1: Analyze diverse representations of key concepts in Humanities as represented in your own work in the MA Program

LO-2: Synthesize new ideas and bibliographic material into a working list of possible artifacts

Readings

  Educator.com. (2012). *AP English: The Rhetorical Analysis Essay*. (Video)

Assignments

Week 2 Forum

Week 2 Assignment: Representative Sampling

Week 3: Drafting the Professional Narrative - Contextualizing your Scholarship

Learning Objectives

  L0-1: Apply competent writing and revising skills to specially selected essays

  L0-2: Appraise strengths and weaknesses of individual scholarly perspective

Readings

  Ivanic, Roz. (2008). *Writing and Identity: The discoursal construction of identity in academic writing*. Studies in written language and literacy. Philadelphia, PA: John Benjamins. (ebook)

  Soha, Turfler (2014). The Rhetorical Situation – UNM English. (video)

Assignments

Week 3 Forum

Week 3 Assignment: Preliminary Narrative

Week 4: The Revision & Editing Process

Learning Outcomes

LO-1: Analyze diverse representations of key concepts in Humanities as represented uniquely in the artifacts planned for the final portfolio

LO-2: Extrapolate complex cultural issues and themes by analyzing your own writing samples and situating them within broader scholarly contexts

LO-3: Synthesize new ideas and bibliographic material into a critical narrative

Readings

Beyondutopia. *Revision Process.* Oct 3, 2009 (video)

Burroway, J. Burrello, J.M. Brown, R, et al. (2005). *So, is it done? Navigating the revision process.* Chicago, Ill: Elephant Rock Productions. (video)

Assignments

Week 4 Forum

Week 4 Assignment: Two Revised Artifacts

Week 5: Drafting the Personal Reflection - Contextualizing your Intellectual Growth

Learning Objectives

LO-1: Analyze diverse representations of key concepts in Humanities as represented uniquely in the artifacts planned for the final portfolio

LO-2: Identify intellectual growth as well as intellectual dissonance by analyzing your own writing samples and course experiences, situating them in relation to personal and academic goals

Readings

Blatnik, Bojan. *Howto Design a Multimedia PowerPoint Presentation*. Sept. 13, 2013 (Video)

Cutter, Martha J. "What Is a Scholarly Journal? Identity Issues in Our Digital Age: Disaggregation Disaggravation?" *Journal of*

Scholarly Publishing, vol. 42, no. 1, 2010, pp. 78–83.

McDonald, Denise, Cheryl Craig, et al. "Our Academic Sandbox: Scholarly Identities Shaped Through Play, Tantrums, Building

Castles, and Rebuffing Backyard Bullies." *The Qualitative Report*. Vol 21, no 6, pp. 1145

Assignments

Week 5 Forum

Week 5 Assignment: Final Portfolio Selections

Week 6: Planning a Multimodal Presentation - Introducing your Portfolio

Learning Objectives

L0-1: Apply competent writing and revising skills to selected essays and artifacts

LO-2: Apply generative and rhetorical skills to produce working draft of a multi-modal composition

Readings

> Rueger, Stefan. Multimodal Visual Resource Discovery. Knowledge Media Institute, Open University. The Open Education Consortium. Feb. 9, 2015

Assignments

Week 6 Forum

Week 6 Assignment: Narrative Analysis

Week 7: Rhetorical Construction of Professional/Scholarly Identity

Learning Objectives

LO-1: Synthesize interdisciplinary approaches to a range of literary genres in order to craft an analysis of your performance throughout the MA Program

LO-2:: Extrapolate complex cultural issues and themes by analyzing your own writing samples and situating them within broader scholarly contexts

Readings

 No additional reading this week

Assignments

Week 7 Forum

Week 7 Personal Reflection Essay

Week 8: Learning from the past and making suggestions for the future

Learning Objectives

LO-1: Synthesize interdisciplinary approaches to a range of literary genres in order to craft an analysis of your performance throughout the MA Program

LO-2: Extrapolate complex cultural issues and themes by analyzing your own writing samples and situating them within broader scholarly contexts

Readings

 No additional reading this week

Assignments

Week 8 Forum

Evaluation

Assignments: This course encompasses a variety of activities meant to help you move progressively towards the successful completion a professional portfolio comprised of carefully revised scholarly artifacts, and analytical and reflective writing that ties them all together. You'll also be situating that work, and the knowledge and understanding you've gained during the MA program, within the broader context of real-world goals and experience. A personal reflection on the portfolio process and on program gains, and a 3-minute video or multimedia presentation highlighting important points from each item in the portfolio as well as your own growth as a professional round out the portfoli

Forums: We have eight forums worth 100 points each. Forum prompts can be found in the lessons and under the forum tab. Main posts of 500 words are due by Thursday, 11.55 PM Eastern Time. Replies to the work of at least two colleagues - 250 or more words- Sunday, 11:55 PM Eastern Time.

Grading:

Name	Grade %
Forums	40.00 %
Introduction	4.44 %
Week 1 Forum	4.44 %
Week 2 Forum	4.44 %
Week 3 Forum	4.44 %
Week 4 Forum	4.44 %
Week 5 Forum	4.44 %
Week 6 Forum	4.44 %
Week 7 Forum	4.44 %
Week 8 Forum	4.44 %
Assignments	60.00 %
Week 2 : Representative Sampling	7.50 %
Week 3 : Preliminary Narrative	7.50 %
Week 4 : Two Revised Artifacts	7.50 %
Week 5: Final Portfolio Selections	7.50 %
Week 6: Narrative Analysis	7.50 %
Week 7: Personal Reflection Essay	7.50 %
Week 8: Media Presentation	7.50 %
Week 8: Course Checklist and Final Portfolio	7.50 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the

instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.