



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Letters and Sciences Department Interdisciplinary and Liberal Studies

Subject OGL Number 498 Title Senior Capstone Project Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) no

Is this a shared course? (choose one) If so, list all academic units offering this course no
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

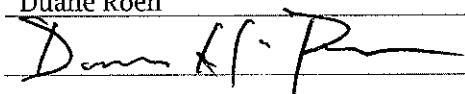
Contact information:

Name Dr. Duane Roen Phone 480-727-6513

Mail code 1901 E-mail: duane.roen@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Duane Roen Date: 3/26/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	OGL Sample Syllabus, p. 1
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	OGL Sample Syllabus, p. 2
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	OGL Sample Syllabus, p. 2
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that -are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	OGL Sample Syllabus, p. 2
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			
C-4			

OGL 498 Proseminar in Organizational Studies SAMPLE SYLLABUS

Course Description

This capstone course in Organizational Leadership provides a structured environment to draw together the skills and knowledge you acquired over the duration of the Bachelor of Organizational Leadership degree program, providing a critical, creative, and closing forum for extending your academic organizational leadership studies to applied contexts at personal and organizational levels, its goals are to:

- Produce core competent, inter-culturally sophisticated organizational leaders.
- Nurture effective cross-functional, continually enhanced organizational leaders prepared to meet the demands of strategic organizational success.

Required Materials

- *Journal of Leadership Studies*, 7 (Summer 2013)
- *Leadership & Organization Development*, 34.8 (2013)

Course Policies

Labeling Work: To avoid confusion, please label all of your work carefully. Include your name and date of submission.

Missing Work: Please note that if you don't submit written work, you will receive a zero for that work.

Late Work: If your applied project or portfolio assignment is late, we will reduce your grade by one-third of a letter for each weekday that it's late. For instance, if you earn a "B" on the assignment that was due on Wednesday but you turn it in on Friday, we will record "C+" in the grade book.

Grading

Major course activities are weighted in your overall course grade as follow.

Graded Activity	Percent	Due
Presence & Participation	20	
Portfolio (final)	30	Monday, November 15*
Applied Project (final)	50	Wednesday, December 11*
TOTAL	100	

*Part of the Portfolio and Applied Project are due earlier in the course. See below.

Graded Activity Explained

Presence & Participation

Your presence and participation in Writers Workshop Discussion Boards means you will compose 300-500 words (i.e., 1.5-2 pages) each week, primarily in response to calls from your peers seeking assistance with their portfolios and applied projects.

Instructor Information

Office Hours

Mondays, Wednesdays, and Thursdays from 11am-3pm or by appointment.

Location

000 Undergraduate Academic Services Building on the Tempe Campus.

Contact

000@asu.edu (my preference) & 000-000-0000

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Comment [1]:

C-1

Demonstrates that at least 50% of the grade in the course depends on effective writing.

Portfolio

The portfolio will include appendices (e.g., samples from your earlier course work) and a 15-page essay in which you make a case from evidence for what you learned in your degree program. Essentially, your assertion is this: "Here are the skills and knowledge that I have learned, and here's the evidence that I have acquired these skills and this knowledge."

Discussion Boards are the place to exchange ideas with your peers and me about what you've learned and test what you think is the evidence for an assertion.

This is a scaffolded exercise, which allows me to provide feedback along the way toward you finishing the Portfolio:

Step	Due
1. Career Summary and Goals	Monday, August 26 & Monday, November 8
2. CV or Resume	Monday, September 9
As you prepare to finish your degree, you may be looking ahead to graduate school or employment – or both. To help you with this important task, you will compose either a CV or resume.	
3. Personal Statement or Cover letter	Monday, September 16
Graduate school applications require a personal statement. Job applications often require cover letters. Here is your opportunity to craft one or the other and receive critical feedback.	
4. Skills, Abilities and Marketable Qualities	Monday, October 7
A detailed examination of your skills and experience. This section should include the name of the skill area; the performance or behavior, knowledge, or personal traits that contribute to your success in that skill area; and your background and specific experiences that demonstrate your application of the skill.	
5. Samples of Your Work	Monday, October 21
An annotated sampling of your best work, including reports, papers, studies, projects, presentations, etc.	
6. Final Portfolio	Monday, November 15

Applied Project

The applied project is the culminating project in Organizational Leadership. As a 25-30-page paper that is akin to a senior thesis in the humanities or social sciences, Your "thesis" must:

1. Reach a level of sophistication that is appropriate for a graduating senior.
2. Draw substantially upon your earlier coursework.
3. Integrate recent research from at least 2 peer-reviewed journals such as the *Journal of Leadership & Organizational Studies*. Required materials for this course provide opportunity to review how to integrate research into your applied project manuscript.

Your applied project may take 1 of 5 different directions or an alternative that you and I discuss before you move forward:

- Democratic, ethical, transactional & transformational leadership.
- Ethics.
- Organizational interface (e.g., work-school, community sector-public sector, and transnational).
- Program review (e.g., education).
- Project management.

Like the Portfolio, the Applied Project is a scaffolded exercise that unfolds in these steps with feedback along the way:

STEP	DUE
1. Topic	Wednesday, August 28
Should the topic you hope to explore falls outside those 3 identified above, schedule a meeting with me no later than Friday, August 30. Bring along a well-thought-out purpose and rationale for your proposed topic.	
2. Outline	Friday, September 13
3. Annotated Bibliography	Wednesday, September 25
4. Complete Draft	Wednesday, October 30
5. Peer Review	Wednesday, November 25
6. Final Manuscript	Wednesday, December 11

D. Anthony Clark 9/30/13 12:30 PM
Comment [2]:
 C-2
PORTFOLIO
 Evidences that the instructor calls students to gather, interpret, and evaluate evidence through a process of constructing a professional portfolio. For further verification for the second major composition component for this course see also the description for the Applied Project below.

D. Anthony Clark 9/30/13 12:42 PM
Comment [3]:
 C-3
 Demonstrates that the instructor provides a detailed description of 1 of 2 substantial writing assignments.
 C-4
 Evidences how the instructor plans to offer timely feedback on parts of this scaffolded composition.

D. Anthony Clark 9/30/13 12:40 PM
Comment [4]:
 C-2
APPLIED PROJECT
 Verifies that the instructor asks students to gather, interpret, and evaluate evidence through a the creative process of producing a 25-30-page senior thesis.
 C-3
 Demonstrates, as well, the detailed description of the second of 2 substantial compositions.

D. Anthony Clark 9/30/13 12:42 PM
Comment [5]:
 C-4
 Evidences both the sequencing of this scaffolded composition and the several points for feedback from the instructor.