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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>School of Letters and Sciences</th>
<th>Department</th>
<th>Interdisciplinary and Liberal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>OGL</td>
<td>Number</td>
<td>498</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title</td>
<td>Senior Capstone Project</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>(Choose one)</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>(choose one)</td>
<td>If so, list all academic units offering this course no</td>
<td></td>
</tr>
</tbody>
</table>

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 (NS/SC)
- 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
Chair/Director (Signature): [Signature]
Date: 3/26/13

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
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:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

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:

   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".

| 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. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. | OGL Sample Syllabus, p. 1 |

1. Please describe the way(s) in which this criterion is addressed in the course design.

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-2".

| CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence | 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:

   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".

| 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 describe the way(s) in which this criterion is addressed in the course design.

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".

| CRITERION 4: The course must include a minimum of 12 hours of instructional time per week, which includes discussion, class or recitation sections, laboratory work, and individual or group work. | OGL Sample Syllabus, p. 2 |
| 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. Intervention at earlier stages in the writing process is especially welcomed. | 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, 34.9 (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 a “C+” in the grade book.

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

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Percent</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence &amp; Participation</td>
<td>20</td>
<td>Monday, November 15th</td>
</tr>
<tr>
<td>Portfolio (final)</td>
<td>30</td>
<td>Wednesday, December 1st</td>
</tr>
<tr>
<td>Applied Project (final)</td>
<td>50</td>
<td>Wednesday, December 1st</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*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 11 am-3 pm or by appointment.

Location
000 Undergraduate Academic Services Building on the Tempe Campus.

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

1. Career Summary and Goals

   Monday, August 28 & Monday, November 9

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 experiences. This section should include the name of the skill area, the performance of 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 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 3 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:

**| DUE |
---|---|
1 Topic | Wednesday, August 28 |
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 |