

October 11, 2011

Chris Anson  
2012 CCCC Chair  
NCTE  
1111 W. Kenyon Road  
Urbana, IL 61801-1096

Dear Mr. Anson:

The purpose of this letter is to propose a panel discussion for the 2012 Conference on College Composition and Communication. This proposal will discuss the panel's subject, possible limitations, and present a tentative outline, schedule, and bibliography.

The proposed title for our panel is "Senior Capstone Courses: Writing Gateways to Student Doing and Being." Yancey claims that "what we ask students to do is who we ask them to be" (2004). Carter additionally maintains that a discipline's ways of doing is evident through its ways of knowing and of writing (2007). Balzhiser and McLeod clarify that the capstone course should provide students with ways of pulling together all that they have learned and applying it in some demonstrable way ideally with experiential learning and with a portfolio of work that can be presented for a job (2010). Capstone courses allow students to "thin slice" (Gladwell 2005) and articulate their academic experiences into meaningful exhibits and expressions of self.

Senior capstone writing courses, then, promote student doing and being through demonstrated knowledge and writing.

***Student Doing.*** Senior capstone writing courses provide the culmination of theoretical approaches and applied work practice experiences into demonstrable experiential activities or formal portfolios—exhibiting what students do. Two overriding learning outcomes (Beyrelein 2004) evident in what students do are *competency* (snapshots of what learners can do at a specific point in time) and *achievement* (major work projects or performances within and outside the disciplinary field). These products or performances provide opportunities for students to integrate knowledge, capabilities, skills, and experiences into problem based learning, project based learning, program assessment, service learning, or virtual situated learning environments (Holdsworth 2009).

***Student Being.*** Capstone writing courses also allow students to explore, practice, and develop academic and professional identities. Cooper maintains that rhetorical acts make writers who they are, and these acts affect their identity and performance (2011). Two principal learning outcomes (Beyrelein 2004) evident in students' identities (being) are *movement* (awareness of improving skills and processes in different situations over time) and *experience* (changes in attitudes, values, and behaviors). Through senior capstone writing courses, students articulate and compose their identities "task by rhetorical task" (Yancey 2004).

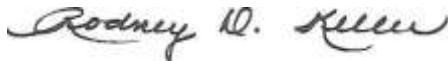
This panel examines three senior capstone writing courses (two English and one business) to articulate learning outcomes that reflect student doing (competency and achievement outcomes) and student being (experience or movement outcomes).

We anticipate time limitations because of our demanding schedules, but we're confident with a tentative working schedule, we'll be able to prepare for the presentation before February 28, 2012, a month prior to the conference. We also anticipate challenges of collecting student artifacts to include in our presentations; however, we each teach or have taught the courses and have access to meaningful samples.

We have included a tentative outline, schedule, and bibliography.

Thank you for considering our proposal. We look forward to receiving feedback from you.

Sincerely,

A handwritten signature in cursive script that reads "Rodney D. Keller".

Rodney D. Keller

Enclosures (3)

## Tentative Outline

### Senior Capstone Courses: Writing Gateways to Student Doing and Being

- I. Introduction
  - A. Writing is a way of being
  - B. Writing is a way of doing
  - C. Capstone courses demonstrate being and doing
  - D. Capstone portfolios demonstrate being and doing
  
- II. Student Doing
  - A. Capstones as competency
  - B. Capstones as achievement
  
- III. Student Being
  - A. Capstones as movement
  - B. Capstones as experience
  
- IV. Student Doing In and Outside the Discipline
  - A. Competency
  - B. Achievement
  - C. Movement
  - D. Experience
  
- V. Student Being and Ethical Judgments
  - A. Competency
  - B. Achievement
  - C. Movement
  - D. Experience
  
- VI. Student Doing and Being in Professional Discourse and Leadership
  - A. Competency
  - B. Achievement
  - C. Movement
  - D. Experience
  
- VII. Conclusion

### Tentative Bibliography

Activity	Date
Select Topic	September 29
Limit Topic	October 6
Preliminary Research	October 10
Submit Proposal	October 13
Take Research Notes	October 18
Summarize Research Notes	October 25
Revise Outline	November 1
Draft Pages 1-6	November 8
Draft Pages 7-12	November 15
Draft References Page	November 17
Draft #1	November 22
Draft #2	November 29
Prepare Front Material	December 1
Complete and Bind Final Draft	December 2
Submit Final Report	December 6

## Bibliography

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