

[Course Learning Outcomes]

This capstone provides learning opportunities addressing both the course and University Studies goals of **communication**, **critical thinking**, **appreciation of diversity** and **social responsibility** (please see the [University Studies Goals](#) (link)).

By the end of the course, Capstone students will be able to demonstrate their understanding of Language Community Context (B) through the Grant Proposal Writing (A). (*Note 1)

A. Grant writing skills

- aligning project goals with language community needs [**communication**]
- developing fundable project ideas through research and communication [**critical thinking**]
- develop a budget through the budget planning [**critical thinking**]
- editing & modifying a proposal [**communication**]
- working collaboratively with classmates and community partners [**communication**]

B. Language community context

- learning Native American Languages Act (National Language policy to protect Native American languages) [**appreciation of diversity**]
- learning Individual & social factors which promote/inhibit minority languages [**critical thinking**]
- learning various factors related to language choice and language use among social groups [**appreciation of diversity**]
- reflecting on one's own heritage as a vehicle for engaging in language maintenance [**critical thinking**]
- learning how to contribute to a community (a Native community, for example, even as a person who may not be from the community) [**social responsibility**]

(*Note 2: UNST goals associated with a given course goal are given in brackets after each course goal. The goals assigned here represent the initial UNST goal each component covers, but as students' knowledge deepen multiple UNST goals will be addressed.)

C. All of the students in this capstone will create and positively participate in our online community as a class goal all through the class process and activities.

[Course Requirements]

This capstone course is based on the expectations that individual students will share their own knowledge with each other to contribute to the class community and partnering community. Under the service-learning philosophy, students will work individually, collaboratively as a team, and as an entire class community towards this mutually beneficial goal: to learn from doing work that is beneficial to the partner community. Mutual respect is expected to be given to classmates, to faculty, and to our partners in the community. Based on these components, there will be two categories of required assignments below:
(NOTE: You will find more detailed assignments/project descriptions in D2L)

Individual Assignments

- (a) Reflective Journals** due each Wednesday starting from the second week of class, with the final entry to be completed during finals week. Reflective journal entries should respond to assigned readings. They are constructively aligned with the capstone spirit. Journal entries should be: about one page each, well-organized, and free of grammatical and spelling errors. You are highly encouraged to demonstrate critical thinking processes and synthesis with other components (things you learned from the class and beyond).
- (b) Participation in D2L discussions each week.** Posted discussion points should be thoughtful, proof-read, respectful, and about 100 words in length. The ideas shared here are vital contributions to the spirit of a classroom community and are tools to help each other learn.
- (c) Peer Response to the D2L discussions each week.** After you have read your classmates' comments, select the responses that haven't received any comment first and provide peer feedback. Your peer feedback should be constructive and supportive. Posted responses demonstrate respect for the class community by being: proof-read (before being posted), considerate of classmates, and about 50 - 100 words in length.
- (d) Two video reflection papers** due the end of the first week. Like any other writing assignment, your one-page reflection papers written in response to the assigned video clip (the video information is within D2L) should be well-organized and proof-read before you turn it into the D2L Dropbox assignment folder.
- (e) Heritage Language Interview Project** (2 pages - about 1,000 words). This could be entirely reflections of your own heritage language(s) history including your brief interview of your family members. OR you can select another person (with their permission) and write up the paper after you interview this person about her/his heritage language(s).
- (f) Peer review of your team member's Heritage language(s) project** (your total comments up to 200 words). Your comments will be constructive and supportive, including some questions that might help your team members to think further and encourage critical thinking processes.

Team Assignments

(a) Grant Proposal Portfolio

The final Grant Proposal Portfolio includes (more detailed information in D2L):

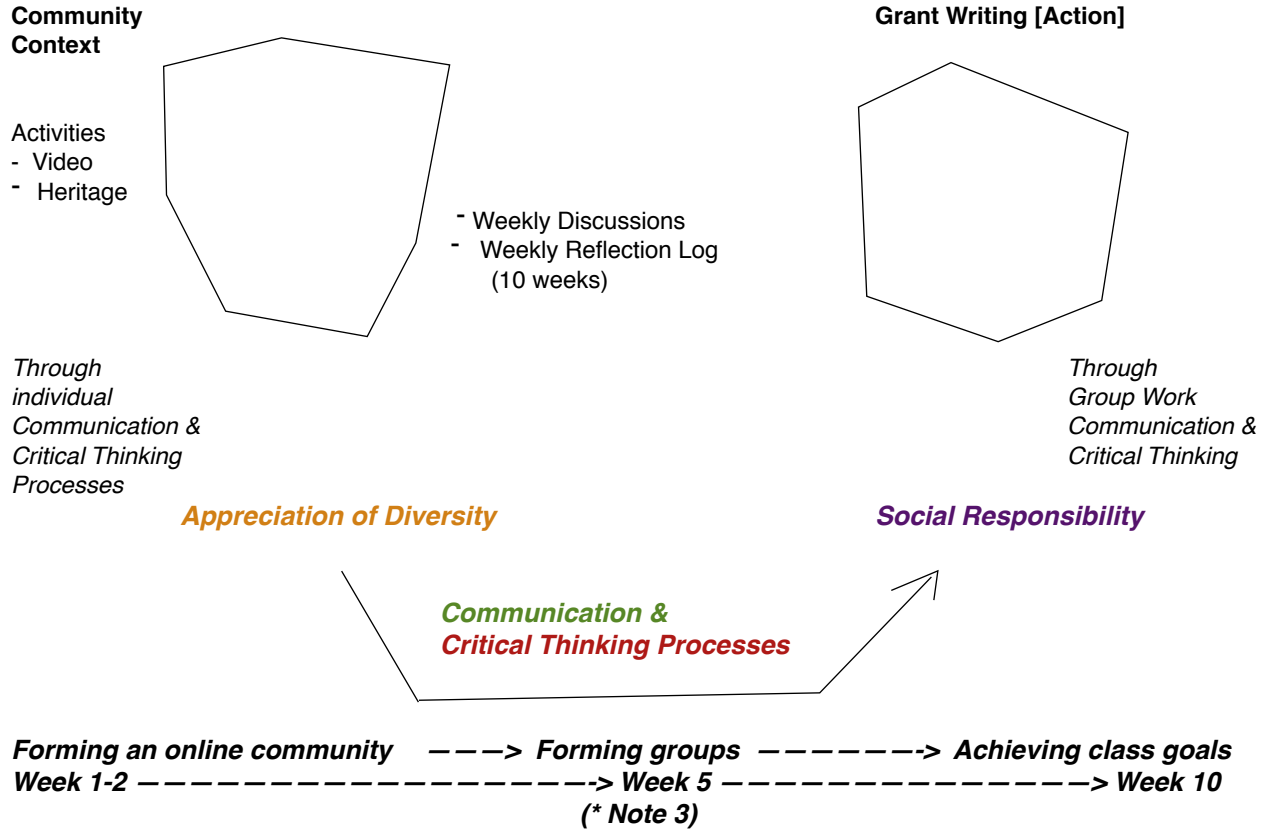
- (i) A list of possible funding sources with a brief scope of project, deadlines and funding limit to get feedback from the partner
- (ii) Letter of Inquiry
- (iii) Proposal (Project Narrative)
- (iv) Budget Draft

Small groups will be formed to research and prepare a grant proposal to a specific funder aimed at supporting the long-term sustainability of the Warm Springs language program. They will assist us in brainstorming a list of funding priorities at the beginning of the term. Each team will read all of the other teams' proposal drafts and provide peer feedback in the process.

At the end of the term, each group will present our community partners with an electronic copy of their final proposal, a Letter of Inquiry and a full budget.

- (b) Team-chosen article and small group discussion facilitation** online, each team will select a useful article for the class, share with the class and facilitate discussions online.

Visual Representation of Learning Process



Weekly Activities Plan

M	T	W	T	F	Weekends
M: Homepage open [D2L]					
T1: Discussion - self response - dues [D2L]					
T2: Reflection log dues [D2L] (the following weeks)					
TR2: Discussion - peer feedback dues [D2L]					
TR2: Assignments dues (the following weeks) [D2L, Google Documents, etc.]					

Notes

Note 1) *I changed this part to show the connection between the two components (A & B).*

Note 2) *I added another sentence to make it clear that this is not a linear learning process.*

Note 3) *This model describes how the students' learning progresses over the term: 1) The first half of the course focuses on individual communication (with feedback) to understand language diversity issues (Community Content); and then 2) The second half will evolve it into group communication/work to develop a grant proposal which will demonstrate their understanding of the language context. Weekly discussions and reflection logs will continue all through the term.*