

ENG-L 495: Senior Seminar in English TR 11:30am to 12:45pm in KO 106 Fall 2018 paulcook@iu.edu	Dr. Paul Cook Office: KO 238-D Office Hours: Tuesdays, 1 to 3:00pm and anytime by appointment.
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Senior Seminar in English

What's the use of an English degree? Here's an even better question: how many times have you been asked this question? What was your response? Did you have one?

This course will provide you with both the tools and the space to construct your own response to this question. To that end, our semester will take a somewhat eclectic itinerary through several different sites. The first part of the semester (**Unit I**) will be devoted to exploring the relatively short history of English as a discipline and as a department/program on most (if not all) university campuses in the US. After studying the institutional foundations and historical roots of modern English departments, you will build on what you've learned in courses like Critical Practices and Literary Interpretation by examining the conceptual and theoretical underpinnings of much contemporary scholarship in English studies (**Unit II**).

The second half of the semester (**Unit III**) will rely on the insights we glean from this historical, institutional, and conceptual overview of English studies to help you develop a practical and strategic response to our semester's guiding question—*what am I going to do with this degree?* Working closely with me and a faculty advisor of your choice, the semester will culminate in your own creative or scholarly project.

Learning Outcomes

In this course, you will

- Learn about the institutional and social history of English studies in the US and discuss intelligently how cultural and societal forces have shaped what we now think of as the study of English in higher education;
- Critically reflect on your own undergraduate training and education in such a way that will make you more marketable and career-savvy, as well as better able to effectively articulate the skills and capacities you offer to prospective employers, organizations, graduate programs, etc.;
- Plan, develop, and execute a large-scale creative/research project that showcases your skills and what you've learned in your English degree;
- Further hone your ability to read, comprehend, and use scholarly articles to make arguments;
- Explore the conceptual and intellectual foundations of contemporary English studies, language, and literary studies; and
- Participate in some of the practical and professional activities of English studies, including completing a semester-long research project and participating in a Writers' Retreat at [IU's Bradford Woods](#).

Textbooks

There are no required textbooks for this course, but that doesn't mean you won't be reading. All of our course readings will be posted to Canvas in the Files tab where they are organized by unit, though some of our readings will be links to articles on the web. (For readings in Unit 1, check the Unit 1 folder and so on.) Print out all readings and *always* read actively with a pen or pencil in hand.

Assignments and Grading

History of English Studies Timeline Project (200 points)

Based on our readings in Unit I, you will develop a multimodal timeline of the history of English studies using a digital platform of your choice: Prezi, PowerPoint, blog, wiki page, or online program such as "Timeline" from [Knight Lab](#).

Senior Seminar Project (500 points)

The Senior Seminar Project consists of the following components (see below). We will start working on the Senior Seminar projects in Week 2. Full assignment sheets for each of these components can be found in the Files tab in Canvas and will also be handed out in class:

- Proposal (500-1,000 words = 100 points)
- Final Project (minimum of 4,000 words for an individual project or 5,000-6,000 words for a group project = 250 points)
- Presentation (8-10 minutes for individuals, 15-20 minutes for a group = 50 points)

Class Participation and Engagement (150 points)

You will receive two class participation grades, each worth 75 points: one at around midterm (Week 8) and the other at the end of the semester (Week 16). **Baseline (“C”-level or 70) participation requirements are that you come to class every time we meet, complete ICWs, take notes, and complete all assigned readings and in-class activities.** Contributing thoughtful comments and asking questions will raise your participation grade to a “B” (80) Consistently contributing interesting and insightful comments and ideas and providing leadership in class discussions will earn an “A” (90 or 100).

Writers’ Retreat (300 points)

Over the weekend of September 21-23, we will spend the weekend at IU’s beautiful Bradford Woods conference center near Bloomington. All expenses for this trip are provided by IU Kokomo. You are expected to participate in the weekend’s workshops and various activities to receive full credit in this category. Full details, activities, handouts, and an agenda for the weekend can be found in the Files tab in Canvas.

Reading Responses (165 points)

Each week during Units I and II you will post a summary and response to the article(s) or chapter(s) we’ve covered for that week. These brief posts should be between 250 and 350 words and they will be posted to a Discussions forum in Canvas by 11:59pm on most Sunday nights. Then you will have until Monday night at 11:59pm to read and respond to two colleagues’ posts. In our Tuesday meetings, we will use the discussion posts as a way to launch our conversations on the course material. For more details and assignment criteria/rubrics for each reading response, see the Discussions tab in Canvas, as well as the “Guidelines for Discussions” document in the Files tab. Each of these posts will be worth 15 points; we will have a total of 11 over the course of the semester on a variety of readings and prompts (11 x 15 = 165 total points).

Grades

This course uses a points-based system that corresponds to a standard letter grade scale (e.g., 90 = A-, 88 = B+, 73 = C-, and so forth.) To calculate your final grade based on the points system for this class, divide the total number of points (1300) by the number of points you have earned at the end of the semester. For example, if you finish the course with 934 points, your final grade would be 71.8% or a C-. (934/1300 = 71.82%.)

Readings and How to Read Actively

The weekly reading assignments in this course will be challenging and occasionally quite long. We will be reading texts ranging from contemporary academic scholarship to journalistic pieces and we’ll even listen to some podcasts. These readings are fun and exciting, but they will require you to practice a mode of patient, careful, *engaged* reading to which you may not yet be accustomed.

For instance, when you come across a word you don’t fully understand, look it up in an online dictionary (the *Oxford English Dictionary* is best and free for IU students at www.iuk.edu/library). When you find a concept or

reference with which you're unfamiliar, look it up on Wikipedia.org and read the entry until the passage you're wrestling with starts to make sense. (*Pro Tip: Wikipedia can be a useful active reading resource, but it is not [yet] considered a fully-credible research resource and is in no way a scholarly source.) Mark any and all passages in your books that you would like to discuss in class, that you think are particularly noteworthy, or that don't make sense to you. We will discuss these passages in class. In short, you will need to read closely, carefully, and *slowly*.

Attendance and Participation

While there will be some lecture in this course, this is definitely *not* a lecture-only course. Ongoing, stimulating class discussions and in-class group activities are vital to the success of this course and to your overall learning experience. In short, it's important that you come to class each time we meet, complete all assigned readings each week, take time to reflect on what you've read (and then go back and re-read), take careful notes on the readings (in your notebook and textbook), ask questions, and participate actively and enthusiastically in class discussions and in-class exercises.

When you miss class, you miss important information, activities, ideas, ICWs, instructions, videos, interactions, etc. that simply can't be "made up." (It's sort of like missing a birthday party or celebratory dinner and then asking everyone to reconstruct the experience for you in words or e-mails. Like other social phenomena, classroom learning just doesn't work that way.)

Furthermore, when you miss class, your classmates and I miss your input and ideas. ***If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day.*** I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes. If ever you do miss class, you should use the "Questions about the Course" Discussion in the "Discussions" tab in Canvas to find out what you missed. See "**Getting in touch with me...and each other**" below for more information.

Your course grade will drop by one letter grade (10%) if you miss more than 10% of our classes (**or 2 class meetings**); you will fail the course if you miss more than 25% of our classes (**3 class periods**). If a *bone fide* emergency forces you to miss several class periods, or if you have a nonrefundable vacation package or something, you need to speak with me as soon as possible. Excessive, annoying lateness will not be tolerated.

Smartphones and other distractions

There are important, practical advantages to be gained by "unplugging," by experiencing the passage of time as well as conversation and interaction the way previous generations did: face-to-face and in real-time. [Research suggests](#) that students who leave their mobile devices and laptops in their bags actually perform better academically. Opportunities to unplug from the matrix are increasingly rare; let's pledge to use our time together this summer for discussion, reflection, and exploration.

Late Assignments

Late work will not be accepted under most circumstances, and the highest grade a late assignment can receive is 70%/C- or the equivalent value in points. If a *bona fide* emergency forces you to miss class, please let me know as soon as is reasonable so that we can discuss your options.

Getting in touch with me...and each other

You will have several avenues of communication for this course:

- If you have **general questions about the course** (assignments, due dates, course policies, etc.), please post your questions on the “Questions about the Course” Discussion in the “Discussions” tab. I will check this Discussion regularly and answer any questions you may have. If you have a question that likely concerns the entire class, please use this space.
- “The Coffee House Lounge” site in the Discussions tab will be an **informal space for you to meet your fellow students** and get to know one another over the course of the semester. This is a **social gathering place**. I will not monitor this site on a regular basis.
- If you have questions of an **individual or personal nature** that you do not wish to share with the rest of the class, you can contact me by sending a message through the message center in Canvas (in the “Messages” tab). ***This is the best way to get in touch with me.*** You are also always welcome to visit me in my office (during and outside of office hours) or even call me in my office during office hours (765/455.9229).
- I want to discuss the class and your work with you, and using my office hours is an excellent way for us to address any concerns you might have about the class, your progress or performance, and/or any of your questions about the course material and your projects and interests.

Civility Statement

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

Accessibility Statement

Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as

possible if accommodations are needed. Click [here](#) or visit the following link for more information: <http://iuk.edu/academic-affairs/resources/Accessibility-Statement.php>.

Sexual Misconduct Statement

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

Counseling & Psychological Services (CAPS) 765/455.9364 (counseling services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Academic Honesty and Plagiarism

According to the [Indiana University Code of Student Ethics](#), "A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words, either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge." (Note that "intent" is not a factor here.)

"Double dipping," or submitting a writing project for two or more courses (whether they're IU Kokomo courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I'm more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply *submitting the same essay for multiple classes is not acceptable under any circumstances.*

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky sometimes, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

Writing Center (Student Success Center: Library/KA 128)

The mission of the IU Kokomo Writing Center is to enhance student academic success and, thereby, student retention. The staff of the Writing Center works to provide an assessment of and academic support for

student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. The Writing Center and its staff work in conjunction with the library staff to enhance students' understanding of writing and conducting research in an academic environment.

Additionally, the Writing Center provides:

- ESL Tutoring
- Spanish Tutoring
- One-on-one tutoring sessions
- Workshops
- Reference Materials

Course Schedule

I reserve the right to alter reading assignments and due dates depending on how quickly we're moving and other considerations. I will *always* give advance notice of any changes to the course schedule through a Canvas announcement and, wherever possible, during face-to-face class meetings. Click [here](#) for the IU Kokomo academic calendar for Fall 2018.

Unit I: The Historical Foundations of English Studies as a Discipline

*Please note that many of these are excerpts from larger works; I am not asking you to read all of Gerald Graff's *Professing Literature* in one weekend, for example. Most weeks the reading load will be 25-50 pages/week in Unit I, maybe a tad more (up to 75 pages/week) in Unit II. Much of this will be quite dense and nearly all of it will likely be unfamiliar to you. (In other words, you will have to practice engaged, active reading strategies throughout.) Unit III will be mostly devoted to your own Senior Seminar projects and the energy and time (i.e., reading/researching) required to sustain and complete them. Finally, remember that you are expected to be working on your Senior Seminar projects throughout the semester starting in Week 2, so you will be reading quite a bit on your own in addition to the required 25-75 pages/week in Units I and II.

T, 8/21: [Flaherty, "The Evolving English Major"](#) (2018) (*Be sure to read before the first day of class*), icebreakers/introductions, general course information (syllabus, schedule, etc.)

R, 8/23: Parker, "Where Do English Departments Come From?" (1967)

T, 8/28: Graff, *Professing Literature: An Institutional History*, discuss Senior Seminar Projects, goals for the course, reflect on your English degree and what you've learned (*Discussion01 due Sunday night, 8/26)

R, 8/30: Shumway and Dionne, "Introduction" to *Disciplining English: Alternative Histories, Critical Perspectives*; ADE, *A Changing Major* (July 2018 Report on the English Major); discuss Senior Seminar Projects, goals for the course, and reflect on your English degree and what you've learned

T, 9/04: Russell, "Institutionalizing English: Rhetoric on the Boundaries" (2002) (*Discussion02 due Sunday night, 9/02)

R, 9/06: Readings, *The University in Ruins* (1999)

T, 9/11: Bousquet, *How the University Works* (2008) (*Discussion03 due Sunday night, 9/09)

R, 9/13: Workshop Day, Discuss and Prepare for Writers' Retreat

T, 9/18: Pre-Retreat Workshop/Invention Session(s) (*Discussion04 due Sunday night, 9/16)
Senior Seminar project proposals due in Canvas before 11:59pm

R, 9/20: Discuss Senior Seminar project proposals, then spend the rest of the class period in the library

*F, 9/21 – S, 9/23: **Senior Seminar Writers' Retreat, Bradford Woods**

T, 9/25: Writers' Retreat debriefing/assessment, in-class workshop on timeline projects

R, 9/27: Unit I Review reflection and discussion (*Discussion05 due Wednesday night, 9/26)
History of English Studies Timeline Project due in Canvas before 11:59pm on Friday night, 9/28

Unit II: The Conceptual Foundations of English & Critical Theory (Interpretation, Literature, & Language)

T, 10/02: Spellmeyer, *Arts of Living: Reinventing the Humanities for the 21st Century* (2003) (*Discussion06 due Sunday night, 9/30)

R, 10/04: Miller, *As If Learning Mattered: Reforming Higher Education* (1998)

T, 10/09: Scholes, *The Rise and Fall of English* (1998) (*Discussion07 due Sunday night, 10/07)

R, 10/11: Readings TBA—we may also need to use this class period to catch up on our discussion of previous readings, but if we're caught up, we might go ahead and start on Nietzsche's "On Truth and Lies" (see below)

T, 10/16: **Fall Break (no classes)**

R, 10/18: [Nietzsche, "On Truth and Lies in a Nonmoral Sense" \(1883\)](#) (*Discussion08 due Wednesday night, 10/17)

T, 10/23: [Nietzsche, "On Truth and Lies in a Nonmoral Sense" \(1883\)](#)

R, 10/25: [Jameson, *Postmodernism; Or, The Cultural Logic of Late Capitalism* \(1991\)](#) (*Discussion09 due Wednesday night, 10/24)

T, 10/30: [Jameson, *Postmodernism; Or, The Cultural Logic of Late Capitalism* \(1991\)](#)

R, 11/01: [Derrida, *Of Grammatology* \(1967\)](#) (*Discussion10 due Wednesday night, 10/31)

Unit III: Senior Seminar Projects

T, 11/06: [Derrida, *Of Grammatology* \(1967\)](#)

R, 11/08: In-class workshop on Senior Seminar projects (you may also schedule a meeting with your faculty advisor during this time)

T, 11/13: In-class workshop on Senior Seminar projects (you may also schedule a meeting with your faculty advisor during this time)

R, 11/15: In-class workshop on Senior Seminar projects (you may also schedule a meeting with your faculty advisor during this time)

T, 11/20: **Study/Independent Work Day (no class)**

R, 11/22: **Thanksgiving Holiday (no class)**

T, 11/27: *Senior Seminar Project Presentations, Day 1

R, 11/29: *Senior Seminar Project Presentations, Day 2

T, 12/04: *Senior Seminar Project Presentations, Day 3

R, 12/06: Last day of class, semester reflection/discussion, tearful farewells. (*Discussion11 due Friday night, 12/07)

****There is no Final Exam in this course.***