

<p>ENG-L 495: Senior Seminar in English (#30617) MW 11:30am to 12:45pm in KO 106 Fall 2019 paulcook@iu.edu</p>	<p>Dr. Paul Cook <u>Office: KO 223</u> Office Hours: Mondays and Wednesdays, 1 to 2:30pm and anytime by appointment in person or via Zoom.</p>
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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 conceptual 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. The purpose of this historical overview is to give you a sense of the history of your discipline, but also to help you identify the skills and capacities that the study of literary texts, language, writing, and culture have instilled in you.

The next three weeks (**Unit II**) 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?* This unit is also devoted to learning some basics of resume-building and career preparation; we will have several visitors and guest speakers in Unit II, including from Career Services and Ascend Indiana.

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 III**). In Critical Practices, you may have explored psychoanalysis, feminist theory, or some other critical literary theory in significant detail—in this unit of the seminar, we will review and expand your understanding of these conceptual sites by taking a “zoomed-out” view of the discourse known as *critical theory*. This perspective will allow us to see how the intellectual tools of critical theory have fueled important work in literary theory, cultural studies, writing studies, linguistics, and beyond.

Finally, working closely with me and a faculty advisor from the ELS department, the semester will culminate in your own creative or scholarly project (**Unit IV**). Did I mention we’re also going to spend a weekend in the woods in mid-October with some colleagues from IU Northwest? Yes, there is much to do. Let’s get started!

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 is a single required textbook for this course:

Jeffrey Nealon and Susan Searls Giroux. *The Theory Toolbox: Critical Concepts for the Humanities, Arts, and Social Sciences*. 2nd ed. Rowman and Littlefield, 2012.

All of our other 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 II, check the Unit II folder and so on.) Please print out all readings and *always* read actively with a pen or pencil in hand.

Assignments and Grading

Senior Seminar Project (600 points)

The Senior Seminar Project consists of the following components (see below). We will start discussing the Senior Seminar projects in earnest as early as Week 2 or 3 of the semester. 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 = 200 points)
- Final Project (minimum of 4,000 words for an individual project or 5,000-6,000 words for a group project = 350 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 October 11 -13, 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.

Reading Responses (200 points)

Most weeks you will post a summary and response to the article(s) or chapter(s) we’ve covered for that week. These posts should be between 350 and 500 words and they will be posted to a Discussions forum in Canvas by 11:59pm EDT/EST. In most cases, 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 10 over the course of the semester on a variety of readings and prompts (10 x 20 = 200 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 (1250) 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 74.7% or a C. ($934/1250 = 74.78\%$.)

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 *bona 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 semester 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.
- 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. Follow this link for more info: <https://www.iuk.edu/career-services/accessibility-services/>

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 2019. *Please note that Fall Break occurs one week later this year: October 21-22, 2019. The Writers' Retreat is scheduled for October 11-13, 2019.*

Most weeks the reading load will be 25-50 pages/week, maybe a tad more (up to 75 pages/week) in Unit III. Much of this will be quite dense and maybe unfamiliar to you, so you should practice engaged, active reading strategies throughout the term. Unit IV 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 III. The reading load in Unit II will be fairly light.

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

M, 8/26: Introductions and icebreakers; What is English studies?

W, 8/28: [Flaherty, "The Evolving English Major"](#) (2018); assign and discuss Senior Seminar Projects; (*Discussion01 due Wednesday night, 8/28 in Canvas)

M, 9/02: Labor Day (no class)

W, 9/04: Shumway and Dionne, "Introduction" to *Disciplining English: Alternative Histories, Critical Perspectives* (*Dr. Keener will guest teach this class session in my absence.)

M, 9/09: Russell, "Institutionalizing English: Rhetoric on the Boundaries" (2002) (*Discussion02 due Sunday night, 9/08 in Canvas); discuss goals for the course, reflect on your English degree and what you've learned; English—the "umbrella" discipline

W, 9/11: excerpt from Graff, *Professing Literature: An Institutional History*

M, 9/16: Reading TBD; (*Discussion03 due Sunday night, 9/15)

W, 9/18: Unit I wrap up and reflection/discussion; Presentation by Career Services on resumes

Unit II: "What Are You Going to Do with *That*?" Career Prep 101

M, 9/23: "The Myth, The Legend, The Resume"; (*Discussion04 due Sunday night, 9/22)

W, 9/25: Presentation by Ascend Indiana (see <https://ascendindiana.com/> for details)

M, 9/30: Career Panel with IU Kokomo (English) Alums and Faculty

**Senior Seminar project proposals due to your faculty mentor and in Canvas before 11:59pm EDT on M, 9/30*

W, 10/02: One-on-one resume/CV interviews with Ascend Indiana (sign-ups: 11:00am to 1:00pm)

M, 10/07: Interviewing skills: one-on-ones with IU Kokomo faculty and staff; (*Discussion05 due Sunday night, 10/06)

W, 10/09: Unit II wrap up and reflection/discussion

Unit III: Writers' Retreat & The Intellectual Foundations of English Studies

******Writers' Retreat, Bradford Woods (F, 10/11 – S, 10/13)******

M, 10/14: "What is an author(ity)?" Read Ch. 1 and 2 in TT (*The Theory Toolbox*); (*Discussion06 due Sunday night, 10/13)

W, 10/16: "Reading, identity, and culture"; Read Ch. 3 in TT

M, 10/21: Fall Break (no class)

W, 10/23: "Reading, identity, and culture," continued; Read Ch. 4 and 5 in TT

M, 10/28: "Ideology and history"; Read Ch. 6 and 7 in TT; (*Discussion07 due Sunday night, 10/27)

W, 10/30: "Space/time and posts"; Read Ch. 8 and 9 in TT; (**Prof. Blackwell will guest teach this class session in my absence while I am attending the IU Online Conference*)

M, 11/04: "Differences and life"; Read Ch. 10 and 11 in TT; (*Discussion08 due Sunday night, 11/03)

W, 11/06: "Nature"; Read Ch. 12 in TT

M, 11/11: "Agency"; Read Ch. 13 in TT; (*Discussion09 due Sunday night, 11/10)

W, 11/13: Unit III wrap up and reflection/discussion

Unit IV: Senior Seminar Projects

M, 11/18: In-class workshop on Senior Seminar projects (you may also schedule a meeting with your faculty advisor during this time)

W, 11/20: In-class workshop on Senior Seminar projects (you may also schedule a meeting with your faculty advisor during this time)

M, 11/25: In-class workshop on Senior Seminar projects (you may also schedule a meeting with your faculty advisor during this time); (*Discussion10 due Sunday night, 11/24)

W, 11/27: Thanksgiving Holiday (no class)

**Senior Seminar Projects due (final drafts) to your faculty mentor and in Canvas before 11:59pm EST on W, 11/27*

M, 12/02: *Senior Seminar Project Presentations, Day 1

W, 12/04: *Senior Seminar Project Presentations, Day 2

M, 12/09: Senior Seminar Project Presentations, Day 3 (**only if needed, otherwise TBD*)

W, 12/11: Last day of class, pizza party, Unit IV wrap-up and reflection/discussion.

****There is no Final Exam in this course. Happy Holidays!***