



From *Prospero's Books*, dir. Peter Greenaway (1991)

ENG 411 Senior Seminar

Class meets in VEL: 12:15-3. Exceptions noted on the schedule.

Prof. Katy Stavreva: 200 South Hall, x-4255
Office Hours: Monday & Wednesday 3 to 4 p.m.
and by appointment

Required Texts and Supplies:

Lemire, Tim. *I'm an English Major – Now What?*

Shakespeare, William, *Twelfth Night: Texts and Contexts*. Ed. Bruce R. Smith.

Richter, David. *Falling into Theory*.

Moodle readings.

A research journal.

Course Description

This is a course about taking stock and charting new paths. As the first part of the English capstone experience, the Senior Seminar gives you an opportunity to reflect on the big questions in the field. Why do we read literature? What literature do we read? How do we read and write? And importantly, what is the reading and writing about/creating literature good for? What can *you* do with the skills and knowledge developed through your literature and creative writing courses at Cornell? What has been your path through the major and what do you need to break into new territory after college?

We start the course with a reading of Shakespeare's *Twelfth Night* in its historical context – a play in which characters shadow and imitate others, bringing into question (for the audience, if not always for themselves) their stereotypes of themselves and the Other. Consider this block an opportunity to identify and question models in doing English, to shape and tell your own story. In the process, you will hone some serious professional tools for research and writing, prepare a strong foundation for your Senior Workshop Project, and contribute to public humanistic knowledge.

Goals

This capstone course advances the following Educational Priorities and Outcomes of Cornell College:

Knowledge.

- We engage with fundamental theoretical issues in the field of English.

- We integrate and apply knowledge from English Studies and interdisciplinary perspectives in humanities, arts, social sciences.
- We respond to literature, literary scholarship, and theory and articulate our own theories of literature and writing.
- We develop knowledge in new fields for the general public (the Map of Early Modern London project) and for personal expression and fulfillment (the Senior Project prospectus)

Ethical Inquiry

- We use information literacy tools in collaboration with the research team at the Map of Early Modern London (MoEML) project at the University of Victoria, B.C. and the Consulting Librarian for the Humanities.
- We practice high professional standards for evaluating, keeping track, and documenting research sources through the use of a source management system (Zotero).
- We use analysis and creative thinking in our papers exploring literary texts and contexts.

Communication

- We prepare for oral interviews with professionals in English-related fields.
- We collaborate with international research partners.
- Through class discussion, paper workshops and class presentations, we learn to speak and write clearly, listen and read actively, and engage in productive dialogue.

Vocation

- You will explore an English major career option of your choice through assigned reading and an interview with a professional in this career.
- You will develop a résumé showcasing relevant skills, knowledge, and experience for a career option of interest and will plan the next steps toward it.

Requirements

As senior seminar members, you are the prime engines of learning, so you are expected not only to come to class ready to articulate, examine, and negotiate responses to the reading assignments, but to set independent research and teaching agendas and generate knowledge. I take it for granted that you will participate. Although there is no participation grade for the seminar, consistently thoughtful participation and conversely, disruptive or apathetic behavior will affect your final grade.

My English Major: Past, Present, Future (20%, including 5% on process). This project will go through several rounds of development. **Start by mapping out the meaning of doing English studies for you in a 3-page essay.** How did you enter this field? How did you shape your English career? How did it shape you (think holistically, but supply specific examples)? What were your strengths and vulnerabilities (sometimes they may overlap)? What do you hope to get out of your major? As this is a personal essay, you should feel free to use the form that works best for you, provided that the essay:

- is reasonably complex, rather than simply chronological;

- is analytical (addressing both the “how” and the “why” of your experience);
- focuses on Cornell (you should feel free to bring up other formative factors, but don’t make them your focus; however, reflecting on the dimensions of your English experience that intersect with work on other majors, minors, or concentrations would be most welcome);
- is (at least predominantly) in prose;
- includes a chronologically arranged bibliography of major critical and creative work you have written as an English major (include paper titles and the course the paper was written for, including the professor’s name);
- displays your stellar editing skills and conforms to standard submission guidelines (12-point, Times New Roman font, one-inch margins, author, title, date, and documentation in MLA style, if necessary).

You will be asked to submit a **revised 5-6 page version** of the essay as part of your Senior portfolio. Revisions should include:

- a theoretical reflection informed by the course readings on *why* and *what* you have read as an English major, as well as what *reading and writing method/theories* you have the greatest affinity/respect for;
- a reflection on the interview/job shadow of a professional in an English related field and the ways in which your Cornell experience has prepared you for work in this field;
- a resume outlining 1) your career interests, 2) relevant knowledge, skills, and experience; 3) steps you’re planning to take to advance your preparation for the field (academic and experiential leaning).

Teaching Presentation (20%). For the critical writers among you, this is an opportunity to present on the text to which you will dedicate your Senior Workshop Project; for the creative writers, you will teach us about a writer or movement that your Senior Workshop project will have a strong connection to. By 3rd Monday, you will decide on the author you would like to teach, select an excerpt from this author and share it with the class. You will lead an hour-long class session to discuss this author with the seminar. This will be an opportunity to develop ideas about your prospectus, as well as explore the big questions about the role of literature (why we should read this author? what is literary/worthy about the work? how should we approach the reading?). For this occasion, you should **prepare and distribute a handout** with key concepts, quotations, observations, connections, and three or four formalized questions on the reading. Seminar members may, of course, bring their questions to the presentations.

Contribution to a MoEML encyclopedia article on the Middle Temple Hall, including an annotated bibliography and a short reflective and interpretative application essay (40%). Assignment on Moodle.

Journal toward a Senior Workshop Project culminating in a prospectus and a working bibliography (20%). Assignment on Moodle.

Grading: I will grade you holistically for the work done throughout the seminar, as demonstrated in your Senior Seminar portfolio. The portfolio should include:

1. A one-page letter that introduces your portfolio.
2. Two drafts of “My English Major Essay” with my comments, plus the final draft, including the resumé.
3. Handout for the teaching presentation and a brief reflection (1-2 pages) on how the teaching experience affected your understanding of the author.
4. Two sections toward an encyclopedia article on the Middle Temple for MoEML, including an annotated bibliography and a reflection-cum-interpretive application essay.
5. Senior Workshop Prospectus, working bibliography, and one-page of highlights from the research journal.

Policies

Out-of-class communication. You must check your **e-mail** at least once a day and respond promptly to your colleagues, including your professor. E-mail is my preferred mode of contact during the day. If you need to get in touch with me in the evening, or during weekends, please text me at 319/930 1687.

Late work is not acceptable. We depend on each other’s professionalism for the success of the class. **All late assignments (including drafts) will get a grade of F.** If you cannot meet a deadline, I may consider re-scheduling it only if the reason constitutes a true emergency and we had arranged an extension at least **36 hours in advance**.

Attendance: The seminar is a collective learning experience and it relies on regular class attendance and constructive participation. You are expected to attend all class sessions, to come prepared and participate fully in all activities. If you miss class, you are still responsible for information, assignments, and deadlines.

Academic integrity. You’ve hear this before: plagiarism, also known as intellectual theft, and cheating will result in a failing grade for the course. Please familiarize yourself carefully with Cornell’s Policy on Honesty in Academic Work. Research hygiene is crucial for our work.

Accommodation: Don’t hesitate to talk to me if you’re struggling with a reading or a deadline for written assignment. Also, if you have a documented disability that requires accommodation, please notify me during the first two days of classes.

Schedule

Never written in stone. Changes will be announced in class. Consider weeks 3-4 a work-in-progress.

TN=Twelfth Night: Texts and Contexts

FiT= Falling into Theory

IEM= I’m an English Major – Now What?

Week 1

Attend at least one of the events organized by Civic Engagement this week:

Monday, April 11th: representatives from the [PeaceCorps](#) and Janessa Weightman '15 with [Kids on Course](#) will be tabling from 11-1 outside the Commons.

3:30-5: panel of speakers from [PeaceCorps](#), [NCCC](#), [Kids on Course](#), and AmeriCorp Vista opportunities at [Shelter House](#)!

Tuesday, April 12th: Symposium boards will be on the OC throughout the day detailing Iowa College AmeriCorps Program opportunities and site projects. Learn how you can get involved!

Wednesday, April 13th: A representative from the AmeriCorp Vista Coordinator at [Shelter House](#) will be tabling from 11-1 outside the Commons.

Thursday, April 14th: A representative from [NCCC](#) will be tabling from 11-1 outside the Commons.

Friday, April 15th: Janessa Weightman '15 from [Kids on Course](#) will be tabling from 11-1 outside the Commons.

Mon, 4-11 Introduction to the course. Freewriting about Senior Project ideas.

Tue, 4-12 Bring to class 4 printed copies of a rough proposal (1-2 pages) of what you might do for the Senior Project. Discussion of *Twelfth Night*, acts 1-2.3; introduction to “Romance” and selection from Sir Benjamin Rudyerd, from *Le Prince d’Amour or The Prince of Love* (TN 115-25); Henry Bourne, from *Antiquitates Vulgares, or the Antiquities of the Common People* (TN 153-55).

Wed., 4-13 Peer feedback on rough proposals for the Senior Project. In a paragraph, bring up promising strengths, gaps, possible challenges. Be ready to ask questions, raise issues; be candid *and* supportive. Discuss *Twelfth Night*, acts 2.4-3.4; introduction and primary texts on music (TN 156-72). Assignment discussion: MoEML encyclopedia article.

Thur., 4-14 *Twelfth Night*, acts 4 and 5; Barnaby Rich, from *Barnaby Rich His Farewell to the Military Profession* (TN 133-49); primary texts on biological sex and homoeroticism (TN 195-207), primary texts on friendship (TN 218-25). **Due:** ranked preferences for MoEML encyclopedia sections.

Fri., 4-15 Introduction to Zotero (Brooke Bergantzel). In preparation for the Skype meeting with Janelle Jenstad, Project Director of MoEML, read 1) sample encyclopedia entry on “The Cockpit or Phoenix Playhouse” (<http://mapoflondon.uvic.ca/COCK5.htm>); 2) Guide for Student Researchers of the Streets, Sites, and Playhouses of Early Modern London: http://mapoflondon.uvic.ca/dev/research_guidelines.htm; 3) General Instructions for Preparing Your Contribution for Encoding (cross-referencing and dates): http://mapoflondon.uvic.ca/prepare_contribution.htm#prepare_contribution_general. Be ready to ask clarification questions. **Due:** first draft of “My English Major” essay. Make an appointment with Jen Rouse for Wednesday consultation.

Week 2

Mon, 4-18 Discussion of Stephano Guazzo, from *Civil Conversation* (TN 282-86) with a look at how the text looks in EEBO (access and use of the database). Why we read literature: David Richter and Helen Vendler (*FiT* 15-40).

Tue, 4-19 **9:30 to 2:30** Research day at the University of Iowa Libraries. Come prepared with a research plan of action to access texts unavailable at Cole for both the MoEML assignment and your Senior Project proposal.

Wed, 4-20 **Morning:** consultations with Jen Rouse on bibliographies for MoEML and Senior Project proposal (by appointment; bring up-to-date drafts of both bibliographies). Class discussion on why we read literature: Gerald Graff and Robert Scholes (*FiT* 41-48, 111-19).

Thur, 4-21 What literature do we read: David Richter, Lillian Robinson, Janice Radway (*FiT* 121-36, 153-66, 199-210). **Due:** annotated bibliography for MoEML assignment (at least five significant and relevant sources, two or three of which should be primary). Discussion of student models of the Senior Project prospectus.

Fri, 4-22 Review of the field: read William Carroll, “The State of the Art” (on Moodle). Individual appointments: bring a revised draft of the Senior Project proposal (2-3 pages) and a 10-item bibliography (not annotated, but organized by topic).

Over the weekend, read the section from *I’m an English Major – Now What* on a career path that is attractive or intriguing.

Week 3

Mon, 4-25 Class visit and career search workshop by Jason Napoli from the Career and Service Engagement Center. Then workshop of finished drafts of MoEML encyclopedia article sections: bring four copies to class. Discuss “How We Read: Interpretive Communities and Literary Meaning” (*FiT* 235-52). **Due:** declaration of teaching agendas for April 26-28: an essay from *FiT*, part 3 and an excerpt from an author (both must be related to your Senior Project). All teaching excerpts must be uploaded to Moodle **by 4 p.m.**

Tue, 4-26 Job shadowing/interviews with professionals in a career of interest.

Wed & Thu, 4-27, 28 Teaching presentations. Also, share job shadowing experience.

Fri, 4-29 **Due by 10 a.m.:** MoEML encyclopedia article sections. In class: project presentations (Skype-in with Janelle Jenstad). **Due by midnight:** reflection/application essay on MoEML project.

Week 4

Mon, 5-2 Workshop on review of the field and Senior Project prospectus.

Tue, 5-3 Work day on portfolio preparation.

Wed 5-4 Present to class your revised letter about your English major and the Senior Project Prospectus, including highlights of research journal.