

ENG 413: Senior Workshop (aka Relax: You can do this)

Block 6 2014-15

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Classroom
Lytle 200

Course Format

The primary goal of this course is to help you produce a substantial paper, one that demonstrates what you can do with language and writing and text now, very nearly at the end of your college career. To meet that goal, we will work together to create a format that works for us as individuals and as a group. Some days we will meet as a class and we will have discussion or writing exercises. Some days you will meet one on one with Laura Farmer, Jennifer Rouse, or me. Some days we will meet in workshop groups. In addition, we will use three online tools: Moodle, annotationstudio.org, and 750words.com.

Because you need to spend the bulk of your time this block with your butt in a seat and your fingers wrapped around a pen or pencil, or poised above a keyboard, we will likely not meet together, as a class, for 15 hours per week.

Description

The catalogue copy:

This course serves as the second half of the capstone experience for students completing the English major's concentrations in Film and Literary Studies. Students will work independently to develop a project proposed in ENG 411 into a theoretically informed research thesis of substantial length. The goal is to produce work for public presentation or for publication in an undergraduate journal or comparable venue. The course will also include professional training in the processes of conference and publication submission and review. The Senior Project Workshop will be conducted as a combination of workshop with other course members, independent study, and one-on-one mentoring. My take:

This class offers you the opportunity to work independently and with other advanced English majors to find out who you are as a thinker, as a writer, and as a person who is both a consumer and producer of knowledge.

Goals and Expectations

This course fulfills the following Educational Priorities:

Knowledge: The paper you produce in ENG 413 asks you to apply your knowledge about literature--historical periods, genres, literary terminology and methodologies--to a substantial paper topic.

Inquiry: The paper in ENG 413 invites you to identify an interesting problem or question and investigate it using research, creative thinking, and analysis

Communication: All of the projects and papers in ENG 413 call for you to demonstrate and further cultivate effective reading, writing, and speaking skills.

Ethical behavior: The paper and projects in this course also ask you demonstrate and further cultivate academic honesty, especially in treating sources fully and fairly.

My Expectations:

for me	for you
Show up for class and appointments on time and prepared to work	
spend sufficient time and planning to create assignments that are clear and meaningful	spend sufficient time writing and revising to create work that is clear and meaningful
Prepare for discussion and workshop by devoting time to read carefully, prepare notes and questions	
Be available for appointments and conversations; respond to email within 24 hours	communicate with Laura, Jennifer, and me, especially when you have questions, something isn't clear, or you're uncertain about how to proceed
work together to create meaningful, challenging, and fair evaluation criteria	
Be responsive to class needs	Be willing to try new writing, revising, researching, and editing strategies and techniques (even if you think it won't work)
have fun playing with ideas, language, style, and writing	

General Guidelines for Coursework

Weeks 1-3

Informal Writing Assignments: Most of these will range from 100-250 words. They are strategies to help you focus and articulate your ideas for the final project. They will also help Laura, Jen, and me know how things are going for you and how to prepare for individual meetings. This section also includes regular trips to 750words.com.

Schedules, maps, reading logs, outlines, and annotations. These assignments ask you to plan and think about the pacing of your research, reading, and writing, connections among ideas, and strategies for revision.

Style exercises. We will frequently do these in class, though sometimes we will work on these in annotationstudio.org. The exercises ask you to experiment with diction, sentence length, sentence construction, paragraphing, etc.

Week 2

Teaching an Article. This assignment asks you to select one reading that is essential to your project, assign it to the class, and then teach it. The article might articulate a position you're arguing against; it might lay out a theory or methodology that you're using; it might provide essential background; or it might do something else. When you assign the reading, tell the class how you're using the article, so we can all experiment with reading articles for different purposes. Then, you will have one hour to teach (present and lead discussion) on the article. This assignment asks you to understand the article more fully. It also gives us a better grounding in your project before we begin workshops.

Research and decide on an appropriate publication venue.

Week 3

Workshops. We will do two workshops for each paper:

1 will focus on big stuff: development, argument, organization, use of sources &c.

1 will focus on style: effective introduction, sentence & paragraph construction, diction, transitions.

Week 4

The final project.

The English department developed this course and assignment to give you the opportunity to engage in sustained work on a major project--something the block plan does not often allow. Whether you intend to pursue graduate work or employment, this final project encourages you and gives you the space to develop as an independent thinker.

In addition, the final project demonstrates your culmination in the major and should reflect:

accurate and sufficient knowledge of literary periods, terms, methodology, and criticism

ability to identify an interesting question or problem in literary studies--one that would be of interest to other scholars

use research skills and strategies as well as other methods of analysis to propose an answer, solution, or further inquiry.

an ability to write clearly, persuasively, and effectively.

College Policies:

Academic Honesty:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Students with Disabilities:

Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see <http://cornellcollege.edu/disabilities/documentation/index.shtml>

Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.

At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.

Tentative Schedule (seriously)

Week 1

Day 1: Intro. Getting the willies out.

Goals for paper (post to Moodle tonight)

Goals for project (post to Moodle tonight)

Day 2: Individual meetings with Jen (8 am -11 am or after 3) and Shannon (see Google calendar link)

Day 3: Introduction to 750words.com and annotationstudio.org. Bring a laptop or other internet-connected device (iPad, smartphone, etc.) if you have one.

Diagnosing writing style. Bring your prospectus or some other piece of writing that you'd like to play with. Hard copy. Triple-spaced.

Day 4 & 5: Let's decide this together as a class.

Week 2

Day 2.1 Revision Strategies. Laura and Jen visit ENG 413

Day 2.2-2.5 individual appointments in the AM, Teach an article in the PM

Week 3

Day 3.1-3.5 Workshops

Week 4

Final decisions about publication.

Final project due no later than noon on Wednesday.