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English 4905: Senior Seminar in Literature

Dr. Jenny Crisp
Department of English
Dalton State College
Spring 2018

CRN #: 20315 Section: 01

Class times and location: MW 9:25-10:40 LIA 101

My Office: LIA 217

My office phone number: 706-272-2513

My Google Voice number (calls or text during business hours): (706) 406-5856

Email: jcrisp@daltonstate.edu

Office Hours: Online: M&F 9:00-11:00 am; LIA 217: T 11:00-1:00 and W 10:---12:00

***It is your responsibility to check DSC email and GeorgiaVIEW regularly for class news and to keep up with the class work**

REQUIRED MATERIALS:

Access to GeorgiaVIEW

Access to Microsoft Word and PowerPoint (available on any campus computer and as free downloads from your)

TEXTS:

Bloom, Allan. *The Closing of the American Mind*. New York: Simon & Schuster, 1987.

ISBN: 9780671657154

Gaiman, Neil. *American Gods*. New York: HarperCollins, 2001.

ISBN: 9780062080233

Levine, Lawrence. *The Opening of the American Mind*. Boston: Beacon P, 1996.

ISBN: 9780807031193

Richter, David. *Falling into Theory*. 2nd ed. Boston: Bedford/St. Martin's, 2000.

ISBN: 9780312201562

You will also be downloading readings from GAView.

CATALOG DESCRIPTION:

Prerequisite: 42 hours of upper-level English courses; should be taken in the English major's last semester. (Effective Fall 2012)

Focuses on a problem, question, issue, or specialized subject. Topics vary. Required for English majors concentrating in literature.

Students must earn a *C* or better in order for an upper-level course to count towards a bachelor's degree.

COURSE DESCRIPTION:

The Senior Seminar is the capstone course for the BA English major at DSC that will help round out this major program of study. Its central focus is to allow each English major to explore personally, theoretically, and pedagogically a central question to being a student of and

professional in English. That fundamental question is: “What is English?” Up until this point, you may have considered that you had an understanding of what English is. Do you really? Is this understanding personal? Is it universal? Does everyone who believes English is important believe it is so for the same reasons? The overall thrust of ENGL 4905 will be to explore these questions under the larger umbrella question. In addition, the course will also allow the English major to enter into discussions and research activities that professionals in the discipline participate in in order that you may become a more well-informed, sophisticated researcher and scholar.

The course is designed to familiarize you with and allow you to enter into the fundamental discussions and debates participated in by the field’s professionals, allowing you to discover your own positions in these areas of study and discussion. This course will also allow you the opportunity to contextualize and analyze your own past experiences in English courses, reflecting back upon freshman composition, sophomore literature, literary criticism, and your upper-division collateral area and English courses, as we seek to answer this seminal question, “What is English?”

This course will be like other English course that you have taken at DSC in that we will be reading, discussing, researching, and analyzing many different texts. It will be unlike other English courses in that it will be *about* English. We will seek to understand the “discipline” as part of the larger institution of academe.

Even though we will be reading “theoretical texts,” this is not a theory course. We will also look at several works of literature, but it is not a course in literature. In looking at English as a discipline, your assumptions about types and categories will assuredly be challenged and possibly be changed. We will be reading theoretical works from some of foremost and most popular thinkers and philosophers, such as Newman, Foucault, hooks, Vendler, Bloom, Fetterley, Gates, and Morrison.

EVALUATION:

1. Dialogical Reading Logs and Responses 15%
2. Lead a Discussion: 5%
3. Senior Essay (60% of the total grade)
 - Version I of Senior Essay: 10%
 - Peer edit of Version 1: 5%
 - Version II of Senior Essay: 35%
 - Working Bibliography: 5%
 - Two Annotated Bibliographies: 5%
4. Final Exam/Oral Presentation/Multimedia Presentation 20%

STUDENT LEARNING OUTCOMES:

Outcome 1: Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts. (College-Level Competencies)

Outcome 2: Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material. (College-Level Competencies)

Outcome 3: Students will demonstrate an ability to use research and technology effectively in communication and scholarship. (College-Level Competencies)

Outcome 4: Students will demonstrate an advanced competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

ASSESSMENT OF STUDENT LEARNING OUTCOMES:

1. Eighty percent of students will earn 80% or better on the “Thesis,” “Content,” “Style,” and “Grammar” components of the rubric of the final version (of 2) of the argument-based Senior Essay.
2. Eighty percent of students will earn 80% or better on the “Research” and “M(odern) L(anguage) F(ormat)” components of the rubric of the final version (of 2) of the argument-based Senior Essay.
3. Eighty percent of students will earn 80% or better on the “Content: Depth and Breadth” and “Use of Language: Grammar, Word Choice, Voice” components of the rubric of the final oral presentation.
4. Eighty percent of students will earn 80% or better on their scores on their annotated bibliographies.

ATTENDANCE POLICY:

Students who miss two or more face-to-face classes or two or more online discussions risk failing the course. Any student at risk of failure due to absences can exercise the right to withdraw voluntarily from the course by midterm and receive a W or after the midterm and receive a WF.

Students must attend class for a minimum of fifty minutes to be considered present. Any student who needs to leave class early needs to notify me before class starts. Leaving class early should not become a habit. Any student who habitually leaves class early risks failing the class. Any student who sleeps during class will be marked absent regardless of amount of time physically present in class. *I reserve the right to handle each situation with extenuating circumstances on a case-by-case basis.

LATE WORK/MAKE-UP POLICY:

In general, I define late work as an assignment that a student turns in after the due date and time. If an assignment is late, then it earns a zero.

Reading Logs, Reading Responses, Lead a Discussion work, the Working Bibliography, and the Annotated Bibliographies are due in class at 9:25 a.m. or at the announced time online for online work on their respective due dates. Versions I and II of the Senior Essay are due by 5:00 p.m. on their respective due dates.

*Each student is responsible for getting his/her Reading Log to a classmate ON THE DUE DATE if he/she is absent. If he/she fails to do so, the grade on that Reading Log will be penalized one letter grade.

Any student who misses class on the day an assignment is due must call or email me on the due date to make arrangements to make up the assignment. If the student fails to notify me on the due date, he/she must provide a verifiable reason for his/her absence ASAP. (A verifiable reason means that a student can provide valid, written verification of the absence, such as a doctor's note, note from a law enforcement agency, etc.) The student must make up the assignment within one week of the absence. (I reserve the right to handle each situation with extenuating circumstances on a case-by-case basis.)

Emergency Instructional Plan:

If the college is closed for inclement weather or other conditions, please consult the course calendar that I gave you at the beginning of the semester and complete the assigned readings. Then, check the current unit in Georgia View for additional assignments, activities, and due dates. If it is not possible for me to upload additional assignments because of loss of power, please write a summary of the assigned reading, write a one-page analysis of some aspect of the reading that interests you, and bring them to the next class. If conditions allow, I will load an electronic version of the missed lecture in Georgia View, and I will be available to answer questions through email. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

OFFICIALLY APPROVED DSC GROUPS AND ACTIVITIES:

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
- contact information for the person or organization sponsoring/authorizing the student's participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the

instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

DISABILITY SUPPORT SERVICES:

Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the **student** should visit the Disability Access Library Guide at <http://libguides.daltonstate.edu/c.php?g=24716&p=149663> or contact the Disability Access office.

Contact information:

**Andrea Roberson, Associate Director of Disability Access and Student Support Services
Pope Student Center, upper level, Dean of Students Office
706-272-2524**

aroberson@daltonstate.edu

TITLE IX INFORMATION

Student Sexual Misconduct Policy

(Last Modified on August 9, 2017)

In accordance with Title IX of the Education Amendments of 1972 (“Title IX”), the University System of Georgia (USG) does not discriminate on the basis of sex in any of its education programs or activities or in employment. The USG is committed to ensuring a safe learning and working environment for all members of the USG community. To that end, this Policy prohibits sexual misconduct, as defined herein.

In order to reduce incidents of sexual misconduct, USG institutions are required to provide prevention tools and to conduct ongoing awareness and prevention programming and training for the campus community. Such programs will promote positive and healthy behaviors and educate the campus community on consent, sexual assault, alcohol use, dating violence, domestic violence, stalking, bystander intervention, and reporting.

When sexual misconduct does occur, all members of the USG community are strongly encouraged to report it promptly through the procedures outlined in this Policy. The purpose of this Policy is to ensure uniformity throughout the USG in reporting and addressing sexual misconduct.

How to Report

Please note that although you have the option to make a report anonymous, doing so may limit the College’s options for response.

Call 911 if you are in an emergency situation

If you would like to report to a Police Agency:

Dalton State Public Safety

Health Professions Building- Upper Level

706-272-4461

Online Sexual Assault Report [HERE](#)

If you would like to report to Dalton State Administration:

[DSC Online Reporting Form](#)

Title IX Coordinator

Lori McCarty

Director of Human Resources

Phone: 706-272-2034

Email: lmccarty@daltonstate.edu

DROP/WITHDRAWAL POLICY:

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office.

Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **This instructor will not withdraw students from the class. Withdrawal from any Dalton State College class is a student responsibility.** The last day to drop classes without penalty is **Friday, March 23, 2018.**

Complete Withdrawal Statement:

“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All students must meet with a staff member at the Dean of Students office in the upper level Pope Student Center to initiate the withdrawal process and complete an exit interview. After meeting with the staff member, students will then finalize the withdrawal process in the Enrollment Services Office.*”

ETHICAL CONDUCT:

Academic Dishonesty: Cheating and plagiarism are a part of the Dalton State Student Code of Conduct, which can be found in its most updated form at https://www.daltonstate.edu/campus_life/code-of-conduct.cms. ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. Borrowing another students' work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable. For more details on what Dalton State considers to be Academic Dishonesty, please review the Student Code of Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning

experience from the Student Conduct process.

If any student engages in cheating and/or plagiarism, that student will earn a score of 0 on the assignment. Should the student commit any act of academic dishonesty a second time, that student will fail the course, and I will report the incident to the Academic Conduct Committee, who will then meet with the student to discuss the case and consequences. **Be aware: I might report a first time offense to the Academic Conduct Committee. I will handle incidents on a case by case basis.**

Classroom Behavior: Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit https://www.daltonstate.edu/campus_life/respect-photo-gallery.cms.

“I pledge to show my fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.”

For information regarding HB 280 (campus carry), please visit the following website: <http://www.usg.edu/hb280>.

Classroom etiquette:

- Small snacks and drinks are permitted as long as eaten quietly. No large meals please.
- It should go without saying that students are expected to be in class on time and to silence their cell phones (and put them away if not being used for class). Laptops are permitted as long as they do not become distractions to the student using the laptop and/or those students around him/her. Disrupting the learning environment includes, but is not limited to, answering cell phones, text messaging, and having private conversations during class.
- Students should enter the classroom prepared to work and should be respectful of their peers. They might be required to exchange papers with their peers to work on editing skills. Common decency expects that criticism of classmates' work and ideas will be constructive and polite at all times.

*Any student who continually engages in disruptive behavior may be asked to leave the room. In such a case, I will notify the Student Conduct Committee.


COURSE CALENDAR:


*Deviations may be necessary to the calendar throughout the course of the semester.

Date	Discussion Topics	Reading Assignments	Assignments Due
<p><u>January</u> Tu (FtF) 9</p>	<p>Introduction to course Goals/Expectations/ Procedures:</p> <p>Reading Logs Scholarly Project: Specifications, Expectations Working Bibliography, Choosing a Research Topic and Advisor Plato, Aristotle and the role of art</p>		
<p>Th (online) 11</p>	<p>Discussion of Foucault</p>	<p>Foucault: “Practicing Criticism,” “The Functions of Literature,” “The Masked Philosopher,” and “An Aesthetics of Existence” (handout)</p>	
<p>Tu (FtF)16</p>	<p>Discussion of Newman and Foucault Group Discussion of Possible Research Project Topics Do some sort of invention writing to help you finalize your topic and Advisor. Decide upon your topic. Email me a typed description of your project to share with the librarian.</p>	<p>Cardinal Newman: <i>The Idea of a University</i>: “Discourse 6. Knowledge Viewed in Relation to Learning”</p>	<p>Set up meeting this week w/ your Advisor to discuss project’s timeline; sign contract.</p>

Date	Discussion Topics	Reading Assignments	Assignments Due
Th (online) 18	<p>Discussion of Richter, Vendler, Graff</p> <p>Sharing of Reading Logs</p> <p>Research Project: Finalizing a Research Topic and Advisor: Have your advisor selected.</p> <p>Discuss English Major/Senior Essay Advisor Relationship and Responsibilities</p>	<p>Richter, "Why We Read, p. 15ff"; Vendler, "What We Have Loved, Others Will Love," p. 31ff; Graff, "Disliking Books at an Early Age," p. 41ff.</p>	<p>Reading Log #1 due</p>
Tu (FtF) 23	<p>Class meets in Library</p> <p>Research Workshop: Working Bibliography, Bibliographic Tools, Electronic Research Resources, Inter-Library Loan</p> <p>Secondary Criticism: Collateral Area Research</p>		<p>Reading Response #1 due</p> <p>Remember to begin compiling 20-25-item Working Bibliography.</p>
Th (online) 25	<p>Discussion of Bloom</p>	<p>Bloom, <i>The Closing of the American Mind</i>, pages 11-81</p>	<p>Contract with Senior Essay Advisor due</p>
Tu (FtF) 30	<p>Discussion of Bloom</p> <p>Sharing of Reading Logs</p>	<p>Bloom pages 82-216</p>	<p>Reading Log #2 due</p>

Date	Discussion Topics	Reading Assignments	Assignments Due
Feb. Th (online) 1	Discussion of Bloom Begin investigating/ using/discarding sources in your Working Bibliography as you begin putting together your first 10-item annotated bibliography for your essay.	Bloom pages 217-312	20-25-item Working Bibliography due (typed with correct MLA format)
Tu (FtF)6	Finish discussion of Bloom	Bloom pages 313-393	Reading Response #2 due
Th (online) 8	Discussion of first ½ of Levine Sharing of Reading Logs	Levine, <i>The Opening of the American Mind</i> pages xi-101	Reading Log #3 due
Tu (FtF) 13	Discussion of second ½ of Levine	Levine, <i>The Opening of the American Mind</i> pages 103-174	10-item Annotated Bibliography due
Th (online) 15	Discussion of During, Menand	During “Teaching Culture” p. 96ff and Menand “The Demise of Disciplinary Authority” p. 103ff; and	Reading Response #3 due
Tu (FtF)20	Discussion of Scholes	Scholes “A Fortunate Fall?” p. 111ff.	

Date	Discussion Topics	Reading Assignments	Assignments Due
Th (online)22	Last day to drop with a W (tomorrow, Friday) Discussion of Freire	Freire “The ‘Banking Concept of Education” p. 68ff	
Tu (FtF)27	Discussion of Eagleton and Ohmann Sharing of Reading Logs	Eagleton “The Rise of English” p. 49ff; Ohmann “The Function of English at the Present Time” p. 89ff	Reading Log #4 due
March Th (online) 1	No class assignments other than thesis draft.		First Version of Seminar Essay due to me and to your advisor TODAY—no later than 5:00
Tu (FtF) 6	Discussion of Deneen, Klinkenborg and Strauss	Read: Deneen, Klinkenborg and Strauss (handout)	Reading Response #4 due
Th (online) 8	Discussion of Gates, Sedgewick	Read: Gates p. 175ff; Sedgewick p. 183ff.	Peer edit due
Tu (FtF)13 SPRING BREAK			

Date	Discussion Topics	Reading Assignments	Assignments Due
Th (online) 15 SPRING BREAK			
Tu (FtF)20	<p>Discussion of Said and Morrison</p> <p>Sharing of Reading Logs</p>	Said p. 189ff; Morrison p. 310ff.	Reading Log #5 due
Th (online)22	Discussion of Fetterley	Fetterley <i>The Resisting Reader</i> (handout)	
Tu (FtF) 27	<p>Intro to Gaiman and theories</p> <p>Discussion of <i>American Gods</i></p>	<i>American Gods</i> : all front matter and Chapters 1-3	Reading Response #5 due
Th (online) 29	Discussion of <i>American Gods</i>	<i>American Gods</i> : Chapters 4-6	

Date	Discussion Topics	Reading Assignments	Assignments Due
April Tu (FtF) 3	Discussion of <i>American Gods</i>	<i>American Gods</i> : Chapters 7-9	10-item Annotated Bibliography due
Th (online) 5	Discussion of <i>American Gods</i>	<i>American Gods</i> : Chapters 10-12	
Tu (FtF) 10	Discussion of <i>American Gods</i>	<i>American Gods</i> : Chapters 13-15	
Th (online) 12	Discussion of <i>American Gods</i>	<i>American Gods</i> : Chapters 16-18	
Tu (FtF) 17	No class.		FINAL Draft of Senior Essay due TODAY to me and to your Advisor by 5:00
Th (online) 19	Discussion of hooks	hooks (handout)	
Tu (FtF) 24	Discussion of Foucault	Foucault "What is an Author?" (handout) Course wrap-up	
Th (online) 26	Discussion of <i>American Gods</i>	<i>American Gods</i> : Chapters Chapters 19- 20 and end matter	
<u>May</u> Tu 1 9:40- 11:40 a.m.	Final Presentations	(DO NOT even think about asking to give the presentation early☺)	

SIGN-OFF SHEET

English 4905
Spring 2018
Dr. Jenny Crisp

Name: _____

I have received and read this syllabus; Dr. Crisp has explained it to me and has given me the opportunity to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions.

Furthermore, I understand that if I have questions about anything in this syllabus or about any aspect of the course, I should speak with Dr. Crisp as soon as possible to prevent misunderstandings.

Signature: _____

Date: _____