

Eng. 380
Senior Seminar, Spring 2008
“Our revels now are ended”

Dr. Jennifer Forsyth
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Office: Lytle 249, x34348
Office Hours: T/H 1:30-2:50; W 3-5; and by arrangement
Class: T 3-5:50, LY 212

Reading Assignments

Note: I reserve the right to alter this schedule during the course of the class

- Week 1: Jan. 15 Welcome!
Portfolio Assignment
Colloquium Sequence
- Week 2: Jan. 22 *Falling into Theory*: 15-30; Vendler 31-40; Graff 40-48
Jane Eyre Preface-Ch. 19
- Week 3: Jan. 29 *Falling into Theory*: Freire 68-78; hooks 78-84; Scholes 111-120
Jane Eyre Ch. 20-end
- Week 4: Feb. 5 *Falling into Theory*: 121-36; Tompkins 137-47; Radway 198-210
Colloquium paper proposal/summary due
- Week 5: Feb. 12 *Falling into Theory* Purves 210-18; Guillory 218-24; Bloom 224-33
The Eyre Affair 1-192
- Week 6: Feb. 19 **No class—Calendar Adjustment Day**
- Week 7: Feb. 26 *Falling into Theory*: Fish 268-78; Gilbert and Gubar 289-95; Booth 349-55
The Eyre Affair 193-end
- Week 8: March 4 **Draft of reflection essay and portfolio due**
March 11 **SPRING BREAK—NO CLASS**
- Week 9: March 18 Conferences
- Week 10: March 25 **Draft of colloquium essay due**; Portfolio workshopping: creating PDFs
- Week 11: April 1 **Polished portfolio due**
- Week 12: April 8 **Cover letter and résumé due**
- Week 13: April 15 Senior Seminar Colloquium
- Week 14: April 22 Senior Seminar Colloquium
- Week 15: April 30 Senior Seminar Colloquium
- FINALS:** May 6 **2-3:50 p.m.**

Required Materials:

Falling into Theory

Jane Eyre—any edition is fine; it's also available online at <http://www.literature.org/authors/bronte-charlotte/jane-eyre/>

The Eyre Affair by Jasper Fforde (see also his website at <http://www.jasperfforde.com/>)

Packets available on eReserves

Reliable access to an email account and the Internet

**POLICIES****COMMUNICATION**

My office hours (except during vacations or finals week) are times when I am always available to talk to you. If my regular office hours don't work with your schedule, let me know and we'll try to work out an alternative. If I am already talking with somebody during my office hours, please stick your head in the door to let me know you're waiting.

Our ability to work together depend a great deal on communicating clearly. If you feel lost or confused by a particular lesson or discussion, for instance, let me know as soon as possible—preferably in class, but outside of class if necessary. I want to help facilitate your learning, and I can be much more effective if you let me know how I can help.

I generally check my email daily and check my voice mail a few times a week. If you do not receive a response within a reasonable time frame—either by email or phone—there may be a technical difficulty, so please tell me before or after class or leave a note in my mailbox.

DISABILITIES

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Additionally, contact Disability Resources and Services at 610-683-4108 or in Stratton Administration Center 215 to coordinate reasonable accommodations for students with documented disabilities.

PARTICIPATION

You must come to class prepared, having read and completed all assignments to the best of your ability. Please hand in all assignments at the beginning of class. You will get as much out of the class as you put into it: if you treat the readings and assignments like busywork, you are unlikely to enjoy or profit from them. On the other hand, if you came to college in order to have all kinds of new experiences and to exercise your mind, you'll invest your time and energy into these assignments and may discover that study returns that effort with interest. Not only that, but it is impossible to get the most out of classroom activities and discussions if you are not prepared, and your participation grade will suffer dramatically. Please bring the appropriate book or books every day.

The rest of the class depends on your insightful comments, probing questions, and inimitable sense of humor. Disagreements and discussions are also welcome within the bounds of politeness, coinciding with the Kutztown Code of Civility, of which the most pertinent points for our class will be your

promise to “. . . respect the rights, feelings, and property of others . . . appreciate diversity and encourage its acceptance by others [and] . . . nourish the development of a society in which bigotry, harassment, prejudice, and hatred of any kind is not tolerated.”

ATTENDANCE

Because it is difficult to participate when you are not present, you will be responsible for initialing the roll sheet next to your name every day before class and being in your seat and prepared to start at the beginning of each class. If you are late, you may be marked absent for the entire day. Initialing next to your name signifies that you are not only present but fully prepared. Being unprepared may count as an absence. Most students find it difficult to excel in my classes when they miss more than 10% of classes.

If you know in advance that you must miss a day, please let me know as soon as possible to make arrangements. If you miss a day unexpectedly due to illness, family problems, an emergency, or any other reason, you will need to find out as soon as possible what we discussed and whether any changes to the schedule were announced. I *strongly* suggest that you share contact information with a few of your classmates to form a support system. Unexcused late work will be docked one partial grade (A to A-, C+ to C) per calendar day, including weekends and other days class is not in session.

All major assignments must be completed in order to pass the class.

PLAGIARISM

Academic dishonesty (i.e., plagiarism) has been a growing problem in academia recently. **Plagiarism is the failure to give credit to another author, through quotation marks and parenthetical citation, for the use of his or her words or ideas.** *I report all cases of plagiarism.* If you have any questions about how to cite sources correctly, I would be delighted to help you, and the Library web page has many helpful links on the topic. It is *your* responsibility to make sure that you understand proper citation before it becomes an issue. “But I’ve never gotten in trouble for this before!” is *not* an appropriate defense. If you ignore these warnings, you should be aware that the *minimum* penalty is a zero (not 50%, which I give for a mere F) for the assignment, without possibility of revision; failure for the course is also a real possibility. Repeat offenders will receive more serious penalties.

ESSAYS

You will be writing a substantial reflective essay for your portfolio and developing a colloquium paper, which may include significant revisions to a paper you wrote for a different course or may be an entirely new paper. Please expect there to be multiple steps to each of these assignments. You will also be writing two short response papers to class readings during the semester; there will be a separate sign-up sheet for scheduling those.

All assigned essays for this class **MUST** be computer printed (or typed, of course) in 12 pt. font (preferably Times New Roman or a similar serif font), double-spaced, with 1” margins. Please use black ink and staple or paper-clip the pages together. (This format represents MLA style, which is the predominant style in the English discipline and fairly consistent with other disciplines’ styles.) Papers not conforming to this standard may be rejected.

PORTFOLIO

The portfolio will be one of the major assignments for this class and will be evaluated by anonymous members of the department. A passing score on your portfolio is required to pass this class, and I will also grade the portfolio, including the process of exploration and growth. More instructions are provided separately.

GRADING

- 10% In-class participation
- 30% Homework assignments (incl. response papers)
- 30% Colloquium paper sequence
- 30% Reflective essay and portfolio preparation

Final grades will be calculated according to the following percentages:

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-60%

A: Paper is excellent, with a tight focus, no significant logical fallacies, no inappropriate generalizations, and few if any errors in usage, mechanics, or spelling of any kind. All claims will be supported by nuanced, specific, and appropriate evidence, presented with sophistication. Its language is not simply competent but compelling, the organization and development are logical with smooth transitions, and conveys the sense that the writer understands the rhetorical situation and has the skills to respond appropriately.

B: Paper is very good, but may be slightly broader than appropriate, contain minor logical fallacies, present a few generalizations, make a few notable errors in usage, mechanics, or spelling, and/or stop short of making breakthroughs. All claims will be supported by clear and relevant evidence, presented correctly. The paper is well organized and developed with mostly good transitions, and the language usage is clearly appropriate for college writing.

C: Paper may be too general, contain major logical fallacies, rely on generalizations, make substantial or major errors in usage, mechanics, or spelling, and/or not adequately draw conclusions or present a detailed thesis. Some claims may not be fully supported, evidence presented may not be appropriate enough, or evidence may not be presented according to MLA format or other standards. Transitions may be missing or awkward. However, the paper contains real promise of making a unique contribution to the subject with revision.

D: Paper fails to respond meaningfully to the assignment; the paper may be short, underdeveloped, inappropriate, or contain numerous major errors. Evidence is missing, flawed, or presented incorrectly. Writer fails to achieve college-level competence.

F: Paper was not satisfactory in any way.

R (Revise): Paper did not, usually through an honest misunderstanding of the author, complete the assignment in a satisfactory manner.

NGR: If you receive an NGR (No Grade Recorded) on your report card at the end of the semester, this is usually because there is a question of academic dishonesty, such as plagiarism, that has not been resolved at the time grades are due.

Homework grades include +, ✓+, ✓, and ✓-, which do not correspond to exact letter grades, but signify, respectively, full credit, satisfactory credit, unimpressive, and unsatisfactory. (If I respond on email, I'll probably replace the ✓ with an x.)