Purpose of the course:

The senior colloquium is a capstone course designed to help you reflect on the written work you have done in your program and to revise the best of that written work for inclusion in a portfolio. The purpose of the portfolio is to document the range and quality of your reading and writing skills and experiences. The portfolio should illustrate that you have acquired strategies for interpreting texts, have developed skills which enable you to articulate those interpretations clearly and responsibly, and have acquired a knowledge and control of the language which enable you to compose an effective literary argument. You demonstrate these interpretive skills in at least one paper. In other portfolio entries you may demonstrate skills in creative genres, technical work, grammar and/or linguistics. In addition to helping you revise your own work, this course also provides an opportunity to gain experience discussing, evaluating, and editing work by your peers.

Requirements:

1. Compile and revise a portfolio of representative work.
2. Evaluate responsibly the work of your peers.
3. Edit at a proficient level (80 percent accuracy) a writing sample for basic errors in usage, spelling and mechanics.
4. Submit for evaluation your major program portfolio.
5. Complete a survey evaluating your major program to use by the department in planning and program review.
6. Participate with other class members in a course evaluation interview with the English Department chair and/or a member of the Undergraduate Committee.
7. Attend and participate in class sessions. Because we meet only two hours per week, your grade of “satisfactory” is seriously in danger if you miss class more than two class periods during the quarter. If you miss more than two class periods and/or you are behind in your work, remember that the uncontested withdrawal deadline is May 16.

Passing the course requires that you fulfill the above responsibilities. Your portfolio is printed and bound if I evaluate it as “acceptable,” a “4” according to criteria in the rubric. I may consult other professors in making this evaluation. Even if your portfolio is finally not accepted for printing and binding, you will still pass the course if you have fulfilled the requirements listed above.

Avoiding Plagiarism: Be sure that any direct quotes you use are enclosed in quotation marks and accurately cited. If you paraphrase other writers’ ideas, be careful to cite their work.
Contents of the Portfolio:

The portfolio requires three papers.

One of the papers must be an analytical/interpretive paper on literature. To fulfill this requirement, papers that are “thesis driven” have the best potential. Analytical summaries and take-home final essays will not be good choices unless they have strong theses.

The other two papers can be of the following types: 1) analytical/interpretive literary paper; 2) creative work (a short story, a collection of poems, a play, or creative nonfiction), or a piece of technical writing; 3) a paper on linguistics, grammar, or history of the language.

The papers must be appropriate to two different categories (strands) of the major and from three different courses taught by at least two different professors.

Literature and language students: For example, you could have two analytical papers (one from the literary forms category and one from the literature and culture category) and a collection of poems (electives). Another example: You could have one analytical paper (critical studies); a paper from linguistics (language and linguistics), and a piece of creative writing (electives). You have the option of including only analytical/interpretive papers in your portfolio as long as two of them relate to different categories.

Writing students: For example, in addition to one interpretive paper from a literature course, you could have a short story and a selection of poems (if the poems are short, six would be appropriate). You are allowed to have two pieces of creative nonfiction or two short stories, etc. Or for the second category you could have a proposal, feasibility report, or other genre of technical writing.

Option: If you have a minor, a fourth paper in the portfolio may be a paper written in your minor field of study. It must be endorsed by a professor in your minor program as an acceptable piece of undergraduate work. I will provide you with an endorsement form for the professor in your minor to fill out and sign.

Because the English Department uses the portfolios as an assessment tool, the three required papers must be work done in your English degree program at CWU.

The anonymous senior survey is a requirement of the course but not part of the portfolio. It asks you to evaluate your experience with each of the program categories and to answer some general questions about the program(s). Near the end of the quarter, the English Department chair and/or a member of the Undergraduate Committee will visit our class to have a conversation with you about your experiences with 489 and your program(s).

In preparation for the next class meeting, review the papers you have written for courses. Decide which papers you consider best (or consider to have the most potential). Check the
attached form to see whether you have at least one piece of work that fulfills each of the categories required for the portfolio. **Mon., April 7**, bring all the papers you are considering. If you have doubts about which papers to submit, have peers read your selections and help you decide which are the best. By the **end of class, hand in one paper or creative work with completed self-evaluation form.** By **Wed., April 9**, fill out the portfolio checklist form, make a copy for me, and bring both copies to class along with the **other two items** you want to hand in. Please **include the grade and all your instructors’ comments.** If your instructor wrote in pencil make sure the photocopy is dark enough to be legible. Keep in mind that your instructor was reading your paper in the **context of a course** and was grading you on your ability to respond within that context. Because you had been involved in the conversation the course offered, your instructor could fill in some gaps and follow lines of reasoning that a person outside of the conversation would not be able to do. Think of your portfolio papers as **having a wider audience.** You can assume that the audience is highly literate and well informed, but lacking the experience of your course and the conversations in which you engaged within the course. Your revised portfolio paper needs to “stand on its own” in a way that the course paper did not. For that reason, it’s very important to **record as precisely as you can what the original assignment was,** so that readers in 489 will have a good idea of how well the paper fulfilled the assignment and how you might be able to go beyond the assignment, if necessary.

When you have chosen which papers to revise, keep in mind that it may be necessary to discuss a revision with the person for whose course you originally wrote the paper since she or he is likely to be well-informed on matters of content. **I will refer you to the original professor if I think you need to consult with him or her.** If I make a referral, **contact the professor early in the quarter to find out whether and when she/he is available to help you.** Waiting until the last minute, especially with a high enrolment in the course, could mean that you will not finish your portfolio.

Please remember to **return the last draft I have commented on when you turn in a new draft.**

**Items to bring to class**

**Mon., April 7**

1) Copies of papers you are considering for revision (with instructors’ comments and grades);
2) One of those papers ready to hand in with a completed evaluation form by the end of class.

**Items to bring to class**

**Wed., April 9**

1) completed portfolio checklist forms and a copy for me
2) copies of the second and third papers you wish to revise for the portfolio (with instructors’ comments and grades)
3) completed self-evaluation forms attached to each paper
4) rubrics for portfolio ready papers and portfolio ready creative writing
Schedule

Due dates for papers are listed below to provide a tentative schedule. **Stay on or ahead of schedule.** You don’t need to wait for the due date to hand in a revision. If you have a revision finished on Thursday or Friday, for example, you can turn it in during my office hours. (It’s probably best not to leave drafts with comments in my mailbox; if they get lost, we have no way to replace the editorial work.)

If the class is large, I won’t be able to give you nearly as much individual attention as I would if the class were smaller.

**Be responsible for careful editing.** Do not hand in revisions that are full of typos, grammar errors, and misspellings. *Proofread carefully.* I will not allow a paper with more than three of these types of errors to go into the portfolio. **Do not hand in papers in which most of the necessary revisions have not been made. Remember to include the next to last draft when you hand in revisions.**

**Wed., April 2**

**Introduction**
For class **Mon., April 7**, bring papers you are considering for the portfolio to discuss; work on your portfolio form. If you wish to hand in papers early, please do.

**Mon., April 7**
Review portfolios, read for peers, and consult on decisions.
**At the end of class today, hand in at least one portfolio paper with self-evaluation.**

**Wed., April 9**
Consult on decisions, **finish and hand in portfolio checklist form, hand in portfolio papers with self-evaluations.**

**Mon., April 14**
Discuss sample papers and rubrics.
Some papers will be handed back.

**Wed., April 16**
Discuss sample papers and rubrics.
Some papers will be handed back.
**Everyone should have at least one paper back by this day.**

**Mon., April 21**
Workshop on paper #1
Bring draft revision to class.
Additional papers handed back

**Wed., April 23**
Workshop on paper #1
Additional papers handed back

**Mon., April 28**
Grammar and punctuation practice test
**Hand in revision of paper #1.**
Wed., April 30  Workshop on draft revision of paper #2

Mon., May 5   Workshop on draft revision of paper #2

Wed., May 7   Review grammar and punctuation test
              **Hand in revision paper #2.**

Mon., May 12  Workshop on draft revision of paper #3

Wed., May 14  Workshop on paper #3

Mon., May 19  Grammar and mechanics test
              **Hand in draft revision of paper #3.**

Wed., May 21  Consultations on paper #3
              Senior surveys handed out. Use the survey questions to review your course of study and think about what you want to discuss in the evaluation interview. (No one will see your survey comments until after you have received your grades; the secretary will check your name off a list, so I will know you have completed this assignment.) Turn surveys in to the English Department office by **Mon., June 2.**

Mon., May 26  Memorial Day

Wed., May 28  Consultations on paper #3

Mon., June 2  Interview with Department Chair
              Turn in senior surveys to English Department office.

Wed., June 4  Consultations

**At the latest, by Friday, June 6 at 4:00, your portfolio should be complete except for very minor editorial corrections. You do not have to wait for this deadline to finish final corrections. If you finish early, you can take care of other obligations. I will be in touch with you Monday of finals week to deal with minor final corrections, if necessary. As mentioned above, if there are no more than three small errors, I will accept portfolios.**