Senior Colloquium - Eng. 489 - Fall 2014

MW 12:00-12:50                  Dr. Sutphin
L&L 236                        403 E, ext. 3433/sutphinc@cwu.edu
Office hours: M 3:45-4:45
                           W by appointment
                           Th 11:00-12:00
                           Fri. 12:00-1:00

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 a variety of 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 enables you to compose various forms of discourse effectively” (statement that appeared in the Department of English Handbook for Majors and Minors 26). 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, you may drop 489 without petitioning by Nov. 7.

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.

If you need disability related educational accommodations, contact Disability Support Services at 963-2171. Please let me know about any accommodations made through DSS.

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 (consult the English Department program handouts or the university catalog) and from three different courses taught by at least two different professors. For example, you could have two analytical papers (one from the Theory and Genre category and one from the Comparative/Cultural) and a collection of poems (Writing). Another example: You could have one analytical paper (Focused Studies); a paper from Linguistics (Required Courses), and a piece of technical writing (Writing). You have the option of including only analytical/interpretive papers in your portfolio as long as two of them relate to different categories.

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 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. For Mon., Sept. 29, consider which papers you wish to revise for the portfolio. Fill out a self-evaluation form for each and attach it to the paper. Fill out the portfolio checklist form, make a copy for me, and bring both copies to class along with the three papers you want to hand in. If you have doubts about which papers to include, fill out the forms in pencil and bring along all the papers you’re considering. 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., Sept. 29

1) one copy of each of the three papers you wish to revise for the portfolio (with instructors’ comments and grades)
2) completed portfolio forms and copies for me (in pencil if you’re undecided)
3) completed evaluation forms attached to each paper
4) rubrics for portfolio ready papers and portfolio ready creative writing

If some of the forms are not filled out because you’re undecided, we can consult and you can finish the forms in class or hand in some materials Wed., Sept. 26.
Due dates for papers are listed below to provide a tentative schedule. Keep in mind, however, that you don’t need to wait for the due date to hand in a revision.

**Wed., Sept. 24**
Introduction
For class **Mon., Sept. 29**, bring papers you are considering for the portfolio to discuss; work on your portfolio forms.

**Mon., Sept. 29**
Review portfolios, read for peers, and consult on decisions.
One or more papers may be handed in today if you have made your selection and filled out your forms.

**Wed., Oct. 1**
Review choices if necessary.
**Hand in portfolio papers.**

**Mon., Oct. 6**
Discuss sample papers and rubrics.
Some papers will be handed back. (Depending on the size of the class, I may be handing papers for some time. You will have at least one paper back before the first workshop.)

**Wed., Oct. 8**
Discuss sample papers and rubrics.
Some papers will be handed back.

**Mon., Oct. 13**
First workshop on revision of paper #1
Bring draft revision to class.

**Wed., Oct. 15**
Grammar and punctuation review

**Mon., Oct. 20**
Second workshop on paper #1

**Wed., Oct. 22**
Grammar and punctuation practice test
**Hand in paper #1**

**Mon., Oct. 27**
First workshop on revision of paper #2

**Wed., Oct. 29**
Second workshop on paper #2

**Mon., Nov. 3**
Review grammar and mechanics test
**Hand in paper #2**

**Wed., Nov. 5**
First workshop on revision of paper #3
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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Mon., Nov. 10</td>
<td>Second workshop on paper #3&lt;br&gt;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 with the department chair. (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 <strong>Mon., Nov. 24</strong>. The English Department is grateful for your feedback.</td>
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<td>Wed., Nov. 12</td>
<td>Grammar and mechanics test&lt;br&gt;<strong>Hand in paper #3</strong></td>
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<td>Mon., Nov. 17</td>
<td>Consultations</td>
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<td>Wed., Nov. 19</td>
<td>Interview with department chair&lt;br&gt;Because holidays and the interview mean that we will not be having regular class today and next Wed., I will e-mail you about revisions that I have not had a chance to return to you. I may need to meet with some class members in brief one-on-one appointments.&lt;br&gt;<strong>Check your campus e-mail.</strong></td>
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<tr>
<td>Mon., Nov. 24</td>
<td>Grammar and mechanics test handed back.&lt;br&gt;Consultations&lt;br&gt;<strong>Hand completed senior surveys in to English Dept. office.</strong> Thank you!</td>
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<tr>
<td>Wed., Nov. 26</td>
<td>Thanksgiving Holiday</td>
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<td>Mon., Dec. 1</td>
<td>Consultations</td>
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<tr>
<td>Wed., Dec. 3</td>
<td>Consultations</td>
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**By Friday, Dec. 5 papers should be finished and in the portfolio.** There may be minor editorial concerns to attend to finals week but no major revisions. I’ll be doing the very last editorial check over the weekend and contacting you through e-mail.