SENIOR COLLOQUIUM (Eng 489). SPRING 2015.

_Half my life is an act of revision.—John Irving_

_In working on a poem, I love to revise. Lots of younger poets don’t enjoy this, but in the process of revision I discover things.—Rita Dove_

**Instructor**  Lisa Norris  
**Office**  L and L 404  
**Hours**  T, Th 2:45-3:45pm; MW 2-3pm  
**Phone**  509-963-1745 (Note: email is much better, as I don’t check the phone except during office hours.)  
**email**  NorrisL@cwu.edu (Note: don’t expect instant answers to email.)

**Texts**

- Your work and other samples provided online. Be prepared to spend some money making copies.  
- A good dictionary and grammar handbook.

**Course Description**

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 can interpret texts and can 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, professional writing, grammar and/or linguistics. In addition to helping you revise your own work, this course also provides an opportunity for you 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 last day to drop the class without penalty is April 6.

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**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 writing, but they must be in different genres (e.g., you cannot have two pieces of short fiction, but you can have one piece of short fiction and a piece of creative nonfiction or fiction and six poems or creative nonfiction and six poems. Or for the second category you could have a proposal, feasibility report, or other genre of technical writing—e.g., a webpage, a set of instructions, etc.

**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.

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**What to Bring to the Second Class**
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 6**, 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 8**, 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 6**
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 8**
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

Editing

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.

Senior Survey

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).

Learning Commons

Tutors are available to help people at any level—even faculty. For more info, go to: http://www.cwu.edu/learning-commons/

Disability

If you need disability related educational accommodations, contact Disability Services at 963-1202 or DS@cwu.edu. Please let me know about any accommodations made through DS.

Diversity

In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

We all live with the objective of being happy; our lives are all different and yet the same.—Anne Frank

To find out more about diversity, contact the Diversity Education Center at X1685 or see the website at:
**Integrity**

**Academic Integrity** is expected of you. See the Student Code of Conduct if you are uncertain about what behaviors are considered unethical. Your work in this class should be original, unless I give you permission to work with others. Plagiarism—presenting the words of others as if they’re your own—is unethical. I may assign an F to any test, quiz or paper you turn in as your own work that is, in fact, *not* your own work.

Avoiding Plagiarism is easy if you are certain 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. Please use MLA style.

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**Schedule**

W April 1: Introduction (no April Fool’s about that!)

**THURSDAY APRIL 2--4 PM ADVISING MEETING AND MEET N GREET FOR PCW MAJORS IN L AND L FIRST FLOOR LOUNGE**

M April 6: Bring the work you’re considering for the portfolio. We will consult about which items will work best. Also bring the forms so that we can discuss how to fill them out. **Last day to drop without penalty**

W April 8: **Portfolio materials due** (three entries, portfolio checklist form and self-eval. forms). Discuss sample poetry and rubric.

M April 13: Discuss sample fiction/creative nonfiction and rubric.

W April 15: Discuss sample analytical paper and rubric.

M April 20: Workshop on paper #1. **Bring copies of draft revision to class.**

**TUESDAY APRIL 21--POET THOMAS SAYERS ELLIS READS 7:30 PM SURC THEATRE**

W April 22: Workshop on paper #1. **Bring copies of draft revision to class.**

M April 27: Grammar and punctuation practice test. **Revision of paper #1 is due.**
W April 29: Workshop on draft revision of paper #2. **Bring copies of draft revision to class.**

**THURSDAY APRIL 30--CAREER DAY PANEL FOR PCW MAJORS**

M May 4: Workshop on draft revision of paper #2. **Bring copies of draft revision to class.**

W May 6: Revision of paper #2 is due. Second grammar/punctuation practice test.

M May 11: Workshop on draft revision of paper #3. **Bring copies of draft revision to class.**

**TUESDAY MAY 12--POET ALLISON JOSEPH READS AT 7:30 PM IN SURC THEATRE**

W May 13: Workshop on draft revision of paper #3. **Bring copies of draft revision to class.**

May 15 Uncontested withdrawal deadline

M MAY 18: **Revision of Paper #3 is due.** Seniors 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 grades are turned in. The secretary checks your name off a list, so I will know you completed the assignment.) Turn surveys in to Eng. Dept office by 5 pm on May 20. **Be sure also that the department has a good snail mail address for mailing your bound portfolio to you.**

**TUESDAY MAY 19--POET TIM SIEBLES READS AT 7:30 PM IN SURC THEATRE**

W May 20 Consultations

**THURSDAY MAY 21 SOURCE**

M MAY 25 MEMORIAL DAY HOLIDAY

W May 27: Dr. George Drake visits class

M June 1 Consultations

W June 3 Consultations

June 13: Commencement
June 16: Grades Due