

## SENIOR COLLOQUIUM (Eng 489-001 (31618)). SPRING 2015.

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*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*

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**Instructor** Lisa Norris  
**Office** L and L 404  
**Hours** 3-4pm T, Th (except when visiting writers are in town) and by appointment  
**Phone** 509-963-1745 (Note: email is much better, as I don't check the phone except during office hours.)  
**email** [NorrisL@cwu.edu](mailto:NorrisL@cwu.edu) (Note: don't expect instant answers to email.)

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### **Texts**

- Your work and other samples provided online.
  - A good dictionary and grammar handbook.
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### **Course Description**

This **hybrid online/face-to-face** 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.

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### **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 and individual consultations.

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**Grading**

ASSIGNMENT	PERCENTAGE OF TOTAL
Attendance/Participation in physical class & individual consults	3% percent
Homework Responses to Sample Papers	5% percent
Peer Reviews (3 X 3 each = 9 total)	15% percent (2 percent each)
Pre-Portfolio Paper Drafts, Assignments & Instructor Commentary  Papers 1, 2, and 3 in separate drafts (may be revised since pre-portfolio submission).	Required. These have already been done in other classes, so no credit is given, but they <b>MUST</b> be provided in order for you to pass the class.
Paper Finals (3 total) and self-assessment statements (for all 3)	60% <b>NOTE: IF you don't turn in all 3, you don't pass</b>
Final Portfolio	Required for you to pass.
Grammar Practice Quizzes (4 total)	4%
Grammar Tests (2 total)	9% (lowest is dropped)
Attendance at meeting with Dr. Drake	4%
<b>TOTAL</b>	<b>100%</b>

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**Announcements**

Careful scheduling and organization will be essential to our class's success, and it will be easy to lose track because you aren't coming to class regularly. PLEASE keep an eye on Canvas Announcements, where I'll post weekly updates and reminders to help keep you up to date on your assignments and/or schedule changes.

**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.

Because all 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**, everyone will likely also include a paper from a writing course (e.g., professional or creative writing).

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), or a short story, a technical report, and a technical proposal. You are allowed to have two pieces of creative nonfiction or two short stories, etc. Or for the second (non-literature) 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.

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### **What to Bring to the First Individual Consultation**

In preparation for the first individual consultation, review the papers you have written for your courses. Decide which papers you consider best (or consider to have the most potential). **Bring all the papers you are considering to your individual consultation.** Be sure you have at least three papers in three different genres in hand. I will help you decide which are the best. Please also bring INSTRUCTOR COMMENTARY on the papers you are considering as well as THE ASSIGNMENT to which the paper responded.

What Goes Into the Choice? Where Does the Paper Go from Here?

Keep in mind that your instructor for the original work 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.

### Professorial Consultations

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 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.**

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### Pre-Portfolio Canvas Uploads

After our initial consultation, you should drop all of the following into the "pre-portfolio" Assignment on Canvas so that we both can find copies. Your "pre-portfolio" should include the following:

1. Original copy of each paper you wish to use--3 total, labeled as analytical, creative (specify genre), professional (specify genre), or linguistic.
2. The assignment to which each paper responded, also labeled as above (analytical, creative (specify genre), professional (specify genre), linguistic).
3. Instructor comments on all of the above.
4. Name the document with your name and genre, plus Paper number and revision number--e.g., Norris.analytical.Paper1.1.docx, Norris.poetry.Paper 2.1.docx, Norris.linguistics.Paper3.1.docx
5. Use MS Word docs only.

*If you need help scanning old papers for digital upload, let me know.*

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### **Papers for Peer Review**

In addition to the pre-portfolio papers, you will upload paper drafts for each of the three assignments intended for peer review. In that case, you may, if you have time, revise the original paper before you upload, but you may also simply upload the original paper for commentary.

Each paper should be uploaded to the appropriate Discussion on Canvas, where peers will use "track changes" in MS Word to make comments and return the paper to you digitally. You will use peer and instructor comments to revise for a final draft.

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### **Paper Draft and Finals--Editing**

*For each draft of your portfolio papers please 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. Also please remember that you are required to write a self-assessment for each, aligned with the associated rubric.*

Formatting:

1. Double space, Times New Roman, 12-point font
  2. Name and genre in the upper left corner
  3. Name the document with your name and genre, plus Paper number and revision number--e.g., Norris.analytical.Paper1.1.docx, Norris.poetry.Paper 2.1.docx, Norris.linguistics.Paper3.1.docx
  4. Microsoft Word docs only
  5. Self-Assessment Statement for each version in a separate document, labeled accordingly (e.g., Self-Assess1.1, Self-Assess1.2)
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### **Peer Review**

Peer reviews will be scored according to thoroughness and adherence to the appropriate rubrics given online. Please take your responsibilities as peer reviewers seriously. Your peers will depend on them in order to improve their papers and pass the class. Use the rubrics and the workshop guides by genre to offer informed responses. I expect you to use "track changes" to edit the documents thoroughly and to offer an end comment that informs the writer how well the paper meets the criteria in the workshops, guides and rubrics.

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### **Grammar Quizzes and Tests**

You will have the opportunity to take grammar quizzes online to help prepare you for the two online grammar tests. You may use grammar handbooks, and you will have two timed opportunities online to complete the quizzes and tests.

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### **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).

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### **"On Time" Policy**

Since this class is a graduation requirement, it is *vital* that you stay on schedule and complete the work. For you to stay on schedule, I also must stay on schedule--and I have to plan carefully in order to get papers graded on time. It's especially important to get your paper drafts uploaded on time so that your peers can do their work and you can get feedback before the final draft is due.

In case of illness and/or personal emergency, please email me asap. Collect whatever documentation you can--the Student Success office may be able to assist you with other professors--contact them at Phone: 509-963-1515  
[deanstudentsuccess@cwu.edu](mailto:deanstudentsuccess@cwu.edu).

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### **Learning Commons**

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

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### **Revision Policy**

Revision is already built into the class plan. You will receive feedback as you go, rework, revise, and turn in a finished, polished product at the end of the quarter. Due to time constraints, no other revisions are allowed.

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### **Diversity**

In my classroom, diversity is celebrated. I welcome people of any age, color, ability, 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:

[www.cwu.edu/diversity](http://www.cwu.edu/diversity)

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### **Disability Policy**

Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Services (DS), please use the Disability Services Portal to notify me of your approved accommodations and contact me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DS at (509) 963-2149 [ds@cwu.edu](mailto:ds@cwu.edu). DS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DS. It is the policy and practice of the Central Washington University to create inclusive and accessible learning environments consistent with federal and state law.

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### **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.

*Integrity is doing the right thing, even if no one is watching.—C.S. Lewis*

## Week One

### **W Mar 30: PHYSICAL CLASS √**

Introduction & scheduling individual consultations. Goal setting.

*Consultations Thursday March 31-Tuesday March 5. Please bring at least THREE papers you might use for the portfolio.*

## Week Two

### **M Apr 4: NO PHYSICAL CLASS DUE TO INDIVIDUAL MEETINGS**

**Last day to drop without penalty.** *Individual consultations. . Please bring at least THREE papers you might use for the portfolio.*

### **W Apr 6: PHYSICAL CLASS √**

**Paper 1 Literary analysis (PAPER 1 DRAFT) due** on Canvas.

**READ/WRITE/BRING:** Sample lit. analysis paper (handout) & **BRING (homework)** response to **analytic workshop guide.**

**BRING:** Grammar/usage handbook of choice

Discussion of rubric with sample lit. analysis paper.

**Grammar practice quiz 1** & discussion of online quizzes

## Week Three

### **M Apr 11: NO PHYSICAL CLASS--ONLINE CLASS & INDIVIDUAL MEETINGS**

**Peer Response due to Paper 1 on Canvas (by class time).**

*Individual consultations with Paper 1 T Apr 12-Th April 14*

*T April 12: LION ROCK VISITING WRITER AVA CHIN; CRAFT TALK "WHY I WRITE,"  
NOON IN BLACK 151; READING IN SURC THEATRE AT 7:30 PM*

### **W Apr 13: NO PHYSICAL CLASS--ONLINE CLASS & INDIVIDUAL MEETINGS**

**Grammar practice quiz 2** online

**Pre-Portfolio uploads due on Canvas online**

*Individual consultations with Paper 1 T April 12-Th April 14*

## Week Four

### **M Apr 18: PHYSICAL CLASS √**

**Paper 1 FINAL due on Canvas**

Sample writing genre papers (handouts for fiction & poetry) & **BRING (homework)** responses to **creative writing workshop guide**

Discussion of rubric with sample papers

*T APRIL 19: VISTING WRITER FRED D'AGUIAR CRAFT TALK "WRITING ACROSS GENRES" AT 1 PM IN BLACK 151; READING AT 7:30 PM IN SURC THEATRE*

***W Apr 20: PHYSICAL CLASS*** ✓

**READ/WRITE/BRING:** Sample writing genre papers (handouts for creative nonfiction & professional writing) & **BRING (homework)** responses to **creative writing workshop guide and prof. writing workshop guide**

Discussion of rubric with sample papers

**Paper 2 draft for peer review due on Canvas**

**Week Five**

***M Apr 25: NO PHYSICAL CLASS-- ONLINE CLASS & INDIVIDUAL MEETINGS***

**Paper 2 peer reviews due on Canvas**

*Individual consultations with Paper 2 T April 26-Th April 28*

***W Apr 27: NO PHYSICAL CLASS-- ONLINE CLASS & INDIVIDUAL MEETINGS***

**Grammar Quiz 3 online**

*Individual consultations with Paper 2 T April 26-Th April 28*

**Week Six**

***M May 2: PAPER 2 FINAL DUE***

***W May 4: NO PHYSICAL CLASS--ONLINE CLASS***

**Grammar Quiz 4 online**

**Paper 3 Draft (Writing (Professional or Creative) OR Scholarly Analysis paper) due on Canvas**

**Week Seven**

***M May 9: NO PHYSICAL CLASS--ONLINE CLASS & INDIVIDUAL MEETINGS***

**PAPER 3 Peer Reviews due on Canvas**

*Individual consultations with Paper 3 T May 3-May 5*

***W May 11: NO PHYSICAL CLASS-- ONLINE CLASS & INDIVIDUAL MEETINGS***

*Individual consultations with Paper 3 T May 3-May 5*

**Grammar TEST 1**

**Week Eight**

***M May 16: NO PHYSICAL CLASS-- ONLINE CLASS & INDIVIDUAL MEETINGS***

*Individual consultations with those whose papers need further revision*

**Grammar TEST 2**

**PAPER 3 FINAL due**

*T MAY 17: VISITING WRITER NATALIE DIAZ; CRAFT TALK AT NOON IN BLACK HALL;  
READING AT 7:30 PM IN WELLINGTON EVENT CENTER*

***W May 18: NO PHYSICAL CLASS--SOURCE: PLEASE ATTEND CAREER PANEL,  
TIME AND PLACE TBA***

**Week Nine**

***M May 23: NO PHYSICAL CLASS ONLINE CLASS & INDIVIDUAL MEETINGS  
Individual consultations with those whose papers need further revision***

***W May 25: NO PHYSICAL CLASS--ONLINE ONLY  
ONLINE FINAL PORTFOLIO DUE IN ONE DOCUMENT***

**Week Ten**

***M May 30: MEMORIAL DAY HOLIDAY. NO CLASS.***

***W June 1: NO PHYSICAL CLASS. Online meeting with George Drake.  
ATTENDANCE REQUIRED. Access details TBA.***

**COMMENCEMENT June 11!!**