

English 193: Senior Seminar

San José State University

Section 1, Spring 2014, Code #22481

Instructor	Paul Douglass
Website	http://www.sjsu.edu/faculty/douglass/caro/paul_douglass.html
Office Hours	M 9:00 to 10:30 AM in Faculty Offices Room 108 and by appointment.
Email	Paul.Douglass@sjsu.edu
Telephone	(408) 924-4429
Class	M and W, 10:30 to 11:45 PM in Clark Hall Room 308
Prerequisites	Fulfillment of nearly all English major requirements.

Course Description

Culminating course for English majors, enabling them to reflect on their experiences and their progress toward meeting the Department Learning Goals (see below). Each student will participate in reading groups, workshops, and seminar sessions, and complete other activities and writing assignments described in detail below, including a final portfolio.

Course Texts

Hellman, Lillian. *The Children's Hour*.

Kindt, Matt. *Red Handed: The Fine Art of Strange Crimes*.

Steinbeck, John. *Cannery Row*.

Tolstoy, Leo. *The Death of Ivan Ilych*.

Also: A Picture Book (your choice).

Poetry Selections (poems chosen by the class).

Novel or Creative Nonfiction Book (Book Club, see assignment below).

A full-service Handbook with MLA guidelines included.

Texts may be purchased at Spartan Books or via internet sellers listed at <http://www.sjsu.edu/english/donations/> (buying here benefits the English Department).

Classroom Protocol

Please turn off cell phones. Turn off laptops unless they are being used in a class activity or presentation by prior arrangement with the instructor.

Department Learning Objectives:

Students shall:

- 1) demonstrate the ability to read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

Assignments: Weightings for Course Grade

Assignment	Learning Objectives	Weight
Participation	1, 2, 3, 5	20%
Autobiography	3	10%
Book that Changed My Life	1, 2	10%
Practicum/Service Learning	3, 4	10%
Book Group	1, 2, 5	10%
Original Essay	1, 3, 4, 5	20%
Portfolio	3, 4	20%
Totals	1, 2, 3, 4, 5	100%

Assignments: Descriptions

Me: An Expanding Autobiographical Exercise

Who are you—in 250 words? How about half that many words? In this twisty little exercise, you will write your autobiography thrice, each time more succinctly. *Grading criteria:* Submission of work by deadlines and within word limits.

A Book That Changed My Life

Write a short (3 pp.) personal essay on a book that made a difference in your life. *Grading criteria:* Knowledge of the text; clear writing; including examples and explanations of how the work made a difference in your life.

Book Group

You will join with other members of the class in selecting a book you have always wanted to read, and meeting to discuss it with your peers and the instructor. Book groups will meet during class time as shown on the calendar. *Grading criteria:* active participation in group, completion of the reading, contribution of background research on the text or author, and written self-evaluation (1 p.).

Original Essay:

Essay (8-10 pp.) dealing with a text that engages the seminar theme: Self-reflection. *Grading criteria:* one-page proposal submitted; draft of essay submitted; final draft includes at least eight "works cited," with quotations from the texts and specific citation of sources using MLA parenthetical system, showing knowledge and understanding of the texts discussed as evidenced by clear writing, logical paragraphing, and correctness of English usage. **Note well: You must give an oral report and turn in a draft of this essay for feedback.** The final draft will be due when you submit your portfolio. See calendar for due dates.

Practicum (Service Learning)

Take your experience and ability as an English major out there and do something. Volunteer to read poetry or fiction out loud in a school classroom or public library. Help create a brochure for a nonprofit or government organization. Offer to meet with a high school literary or drama club. Help to run or augment an event on campus with the department's Poets and Writers group or the Center for Literary Arts, volunteer in the Steinbeck Center, etc. ***Propose what you want to do. Then provide two written and oral progress reports and a written final comment on the experience, together with an independent observer's commentary on your activity (not a friend or relative).*** Grading criteria: Submitting proposal in writing (1 p.), performing activity, providing progress reports (1 p. each) and a final description (2 pp.) of what you did, along with comments (1 p.) by an objective third party.

Class Work and Participation

Come to class having read the day's assignment and (when assigned) bring a brief reader's response or comment in writing. Participate in small-group or full-class discussions and answer a question, interpret a passage, express an opinion, or make an observation. In-class work will include short writing assignments, memorizing a poem, and small group activities. *Grading criteria:*

- 1) knowledge of texts as demonstrated by oral and written comments and questions;
- 2) meeting course deadlines and requirements, including memorizing a poem and reciting it in class, completing in-class writings, sharing a picture book, and participating in book groups and at least one campus literary event;
- 3) participation in small-group discussions as observed by the instructor.

Portfolio:

The English 193 Portfolio should demonstrate the ways in which you have met the Department of English and Comparative Literature's Learning Goals. In hardcopy submissions, please remove all staples from portfolio examples and use *no* slipcovers. The portfolio should contain the following items:

- 1) Cover page.
- 2) List of courses taken in the major.
- 3) Table of Contents.
- 4) Introduction that comments on the portfolio's contents and reflects on your experiences within the major.
- 5) Examples of graded written work from at least five other courses taken in the major with professors' comments, if possible.
- 6) Any other work you want to include that shows your abilities or skills.
- 7) Original essay written for English 193.
- 8) Practicum Final Report: self-evaluation (2 pp.) and comments of an objective other person (1 p.).
- 9) Book Group Final Report: self-evaluation (1 p.).
- 10) Short introductions to each essay or section commenting on the assignments' challenges, how you met them, and what you learned.

Grading criteria: fulfillment of the above list of requirements, effective writing.

English 193: Spring 2014 Calendar—Draft

NOTE: This schedule will change depending on the needs of the class. Any changes will be announced in class and via email.

DATE	READINGS AND ASSIGNMENTS CALENDAR
Jan. 27	Introduction to the Course: Planning Session.
Jan. 29	Visit with Chair Candidate Miller. Autobiography in 250 Words Due.
Feb. 3	Picture Book readings, sharing, discussion, analysis. Practicum Proposal Due (1 p.).
Feb. 5	Picture Book readings, sharing, discussion, analysis. <i>Red-Handed.</i> (bring hard copy of reading response).
Feb. 10	A Book that Changed My Life: Discussion of your choice. <i>Red-Handed.</i> Autobiography in 125 Words Due.
Feb. 12	Visit with Chair Candidate Totten. Formation of Book Groups.
Feb. 17	"A Book That Changed My Life" Essay Due —bring hard copy for discussion and activity.
Feb. 19	Oral recitations of poems , with explications and discussion.
Feb. 24	Oral recitations of poems , with explications and discussion. Proposal for Original Essay Due.
Feb. 26	Oral recitations of poems , with explications and discussion.
March 3	Book Groups meet in class (bring hard copy of reading response). Autobiography in 25 Words Due.
March 5	TBD.
March 10	TBD. Practicum Progress Report #1 Due (1 p.) in class: hard copy.
March 12	TBD. Book Groups meet in class (bring hard copy of reading response).
March 17	TBD.
March 19	TBD.
March 24	SPRING BREAK.
March 26	SPRING BREAK.

DATE	READINGS AND ASSIGNMENTS CALENDAR
March 31	Cesar Chavez Day: No Class.
April 2	Oral Reports on Original Essays.
April 7	Oral Reports on Original Essays. Original Essay Draft Due (e-text by e-mail).
April 9	TBD. Book Groups meet in Class. Bring background research notes on criticism of the text or biography of the author.
April 14	Practicum Progress Report #2 Due (1 p.) in class: hard copy.
April 16	<i>The Children's Hour</i> (bring hard copy of reading response to class).
April 21	<i>The Children's Hour</i> .
April 23	Draft Intro., Table of Contents for Portfolio Due (in class): hard copy.
April 28	TBD. Book Groups: Final Meeting and Evaluation Session.
April 30	Appointments with instructor for portfolio consultation.
May 5	Appointments with instructor for portfolio consultation.
May 7	Appointments with instructor for portfolio consultation. Original Essay Due.
May 12	Last Class: Portfolio check-in and Final Words. Write-up (1 p.) of campus literary event due (in class): hard copy.
May 16	Final Portfolio Due by 5:00 PM. No Class session on this date. Electronic submission (as attachment) required.

Supplemental Policies and Information

University Policy: Academic Integrity

Check the University's policy on "[Academic Integrity](#)" is available online. Your commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Cheating on exams or plagiarism will result in a failing grade and sanctions by the University. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, note that SJSU's Academic Policy F06-1 requires approval of instructors.

University Policy: Americans With Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please see me. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Technology Resources

Computer labs for students exist in the Academic Success Center on the First floor of Clark Hall and on the Second floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

Writing Center

The [SJSU Writing Center](#) is in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges.

Library Liaison

Toby Matoush is the English Department's Library Liaison: Toby.Matoush@sjsu.edu, (408) 808-2096. Professor Matoush can help with library research questions outside of class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information about late drops: <http://www.sjsu.edu/aars/policies/latedrops/> Students should be aware of the current deadlines and penalties for adding and dropping classes.

Department Grading Policy

A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in the English major. The following statement has been adopted by the Department of English for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. In written assignments for this section of English 100W, this scale is based on the following criteria: