

English 4385: Senior Seminar

*“What, if anything, is a liberal education good for?
And why, if we have such a dynamite product, is it so hard to sell?”*

-Richard Lanham

Course Contact Information

Instructor: Dr. Kevin Garrison, Professor of English
E-Mail: kevin.garrison@angelo.edu
Telephone: (325) 486-6145
Office: 021C, Academic Building
Office hours: T/H, 1:00–3:00 PM
Section: 4385.010—T/H, 11:00 AM–12:15 PM, Room 205A, Academic Building

Course Description

A capstone course providing students with an integrated look at the discipline of English, including advanced study of theory, history, and the value of the degree. Students will develop a portfolio that is suitable for presentation in academic and/or professional settings. Prerequisite: Senior standing and departmental permission.

Course Objectives

- Objective 1: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Objective 2: Learning to apply course material (to improve thinking, problem solving, and decisions).
- Objective 3: Developing skills in expressing yourself orally and in writing.

Assignments and Grading

Assignment	Points	Purpose
Participation & Discussion Notes	20	Exploring viewpoints; improving thinking; presenting ideas.
Presentation	20	Presenting information (orally) about your field of study.
Application Materials	20	Applying course content for professional development.
Portfolio & Reflection	30	Reflecting (in written format) on your degree/career.
Final Exam	10	Reflecting (in written format) on the course.
Total	100	

Grades on Assignments

Points earned on assignments indicate the following:

A (89.5-100) **B** (79.5-89.4) **C** (69.5-79.4) **D** (59.5-69.4) **F** (0-59.4)

Reading Responses and Participation Grades

For each of the days that we have chapter(s) and article readings, you will write a 150-250 word response, formatted as an [MLA](#) document. Post each response to the discussion board on

Blackboard at least 2 hours prior to the class meeting time and print out your response before each class to bring it with you to turn in. Each response should contain three to five “discussion items” (with corroborating citations) that emerged from the reading(s), such as:

1. Responses to the reading (e.g. I was quite annoyed by X...”).
2. Questions about the reading (e.g. “Why is the author so against X?”).
3. Criticisms of the reading (e.g. “The author offers contradictory evidence on page...”).
4. Clarifications about the reading (e.g. “The figure on page X reminds me of a lecture...”).

Each discussion item should be relatively substantial. That is, “Did anyone else understand the reading?” is not a question, “I didn’t get the main point” is not a criticism, and “I liked the readings this week” is not a substantial response.

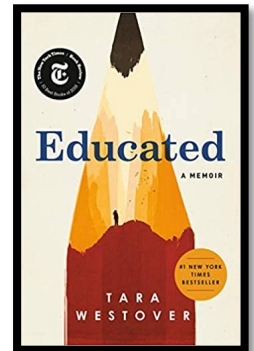
The responses will provide the foundation for class discussions. During these discussions, you will be required to participate by 1) verbally commenting on peer responses, and 2) sharing your own items. Students who consistently participate by offering their responses and responding to classmates will receive an “A” for participation.

Miscellaneous

Assignments will be assessed a penalty of 20% if turned in after the submission time and 20% more for each additional 24 hours. This includes weekends and holidays. Also, I will not give an “Incomplete” in this class, and I may use your work as examples for future classes.

Required Materials for this Class

- Tara Westover’s *Educated*, ISBN: 978-0399590504
- A computer with an Internet connection, MS Office, Adobe Acrobat Reader, email access, and access to Blackboard/Rampart.
- File storage (e.g. flash drive, external drive, J: drive, email)



Classroom Behaviors

- You will adhere to the standards set in the [ASU Student Handbook](#).
- You will adhere to standards of common courtesy (e.g. turn off and put away cell phones, no eating/drinking, no sleeping, no checking Facebook in class, no studying for tests during class time, etc...). If your actions are disruptive or disrespectful, then I will ask you to stop and/or leave.
- As I will demonstrate and discuss on the first day of class, I have a high-frequency hearing impairment. I read lips, so do three things when speaking to me:
 1. Get my attention.
 2. Speak at a volume that everyone in the class can hear.
 3. Don’t cover your mouth.

Email Policy

I check email 9:00 AM–4:00 PM Monday through Friday. I will not discuss your grades via email since this would violate the Family Educational Rights and Privacy Act.

Academic Misconduct

If you plagiarize, cheat, or participate in any activities described in the [Student Code of Conduct](#), then you will receive an automatic "0" on the assignment(s). For a second violation, you will fail the course. Egregious violations will be reported to appropriate officials via an [Incident Report](#).

Attendance Policy

You can miss five classes. After you miss six or more classes, you will receive an "F" for the course.

- *Excused*: The only excused absences are sickness/quarantine, a university-sanctioned event, or the observance of a religious holiday.
- *Sickness Policy*: Do NOT come to class if you suspect that you have a transmissible illness or if you've been exposed to one. All absences that are the result of actual illness, contact tracing, or quarantine will be waived. I may ask you to provide proof (emails, doctor's notes, text messages, etc...) if you have to miss several weeks.
- *Tardies*: Several minutes after class begins (approximately 3-5 minutes), I check attendance. If you arrive after I've checked attendance, then you will be counted absent. You have one "grace" tardy this semester.
- *Leaving Early*: If you leave class early for any reason, you will be counted absent.

Covid-19 Policy

Please adhere to the university policies, as outlined here: <https://www.angelo.edu/covid-19/> Any student who chooses to wear a face covering should wear a clear, plastic face shield/mask.

Accommodations

If you have a disability and would like to request reasonable accommodations, please contact: Dallas Swafford, the Director of Student Disability Services, in the University Center, Room 112. Her phone number is 325-942-2047, and her email is dallas.swafford@angelo.edu.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at: Michelle Boone, J.D., Director of Title IX Compliance/Title IX Coordinator, Mayer Administration Building, Room 210, 325-942-2022, mmichelle.boone@angelo.edu. You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at

325-486-6345. For more information about Title IX in general you may visit <https://www.angelo.edu/services/title-ix/>.

Course Support

- [Writing Center](#) for peer reviewed help of your writing
- [Information Technology \(IT\)](#) for help with email, Blackboard, and Ramport
- [Library](#) for help with conducting research
- [English Language Learners' Institute](#) for English as Second Language (ESL) students
- [Career Development](#) for students wanting help with resumes, job applications, etc...

Tentative Schedule

Week	Day	Section	Topic	Assignment Due	Reading Due
1	8/24	Introduction	Introducing the Course and the Professor		
	8/26		Introducing the Students' Professional/Personal Goals		
2	8/31	Theory: External	A Brief History of the University		Bok – “The Evolution of American Coll...”
	9/2		A Brief History of English Departments		Crowley – “The Invention of Freshmen...”
3	9/7		Quantitative Measurements of English Departments		See files on Blackboard
	9/9		The “Use” of English Degrees		Eaglestone – “Why study English?”
4	9/14		Humanism and Technical Writing?		Miller – “A Humanistic Rationale for...”
	9/16		Evolution of Technical Communication		Yeats & Thompson – “Mapping Tech...”
5	9/21		Technophobia and English		Kemp – “The Aesthetic Anvil”
	9/23		The Evolution of Text		Lanham – “The Electronic Word...”
6	9/28		Posthumanism		Barnett & Boyle – “Introduction: Rhetori...”
	9/30		Marginalization		Zdenek – “A Rhetorical View of Captioning”
7	10/5		Student Presentations of Books	Presentation Due	
	10/7		Student Presentations of Books	Presentation Due	
8	10/12	Practice: Internal	Introduction to Memoir		Westover – Prologue – Chapter 9
	10/14		Conspiracy Theories		Westover – Chapters 10 – 19
9	10/19		The Rhetoric of the Apocalypse		Westover – Chapters 20 – 29
	10/21		Discussion of Westover		Westover – Chapters 30-40
10	10/26		Assessment of Health and Aptitudes		See files on Blackboard
	10/28		Grad School and the Job Market		See files on Blackboard
11	11/2		Resume (or CV) Principles		See files on Blackboard
	11/4		Resume (or CV) Workshop	<i>Resume Draft</i>	
12	11/9		Letter Principles		See files on Blackboard
	11/11		Letter Workshop	<i>Letter Draft</i>	
13	11/16		Introduction to Portfolios and Reflections	Application Due	
	11/18		Sample Portfolios and Reflections		
14	11/23		Workshop on Portfolio		
	11/25		Thanksgiving Break		
15	11/30		Workshop on Portfolio	Portfolio Due	
	12/2	Final Exam	Review for Final Exam		
16	12/7		Final Exam	Final Exam Due	