

Spring 1-15-2018

## ENG 3300-001: Seminar in English Studies

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**English 3300:**  
**Seminar in English Studies**  
**Course Policy & Syllabus**  
Spring 2018 – TR – 12:30pm-1:45pm – 3120 Coleman Hall

**Instructor:** Dr. Melissa Ames

**Office:** 3821 Coleman Hall

**Office Hours:** T/R 11:00am-12:00pm

T/R 2:00pm-3:30pm

Or by Appointment

**Email:** [mames@eiu.edu](mailto:mames@eiu.edu) (please do not use the email provided by D2L)

**Catalog Description:** This seminar emphasizes research and writing skills and their applicability in academic and nonacademic contexts. Topics vary each semester but will cohere around considerations of the role of English studies in discourse (digital and print) and culture. Required of English majors (3-0-3, WC). Prerequisite: ENG 2205 (or equivalent).

**Course Description:**

**Course Objectives:** After the completion of this course, students will be able to:

1. Advance their critical reading skills in various genres and media within English studies.
2. Demonstrate research skills in one or more fields within English studies using scholarly databases and archives.
3. Demonstrate ability to analyze scholarly and/or public documents in various media with attention to literary, rhetorical and/or public contexts.
4. Develop critical writing skills and strategies by producing documents of various length and complexity for various audiences.
5. Design and carryout ethical research studies.
6. Hone their English studies skills in order to engage with regional, national and/or international issues.
7. Develop ability to present or otherwise disseminate their work in a public forum.

**Required Texts and Materials:**

Lanham, Richard. *Revising Prose*, 5<sup>th</sup> ed. Pearson, 2007.

Wardle, Elizabeth, and Doug Downs. *Writing about Writing*, 2<sup>nd</sup> ed. Bedford, 2014.

Note: All additional readings (unless otherwise noted) will be found on D2L

**Materials:** Writing instruments, papers, a storage system for returned work and supplementary materials (three-ring binders work well), USB-compatible device for saving documents (i.e. a thumb drive), Dropbox storage account, access to word processing and other design software, headphones (it is suggested that students bring these on all lab and/or workshop days), and other appropriate supplies.

**Course Requirements:** This course consists of in-class writing activities, discussion of assigned readings (in-class and online), individual and/or group presentations, peer review sessions, out-of-class projects of varying lengths, and possible pop quizzes. Your grade will be based on a point system that factors in all scores you earn on all assignments and in-class work/participation. Attendance is mandatory and will be factored into your in-class grade. Active and constructive class participation will make a positive impact on your overall grade. Detailed assignment instructions and scoring rubrics will accompany all major assignments as the course progresses.

**Daily Work/Participation (200pts):**

*Daily work* – Daily work includes in-class writing, peer response, informal group work, oral presentations, and individual activities.

*Quizzes* – Potential short assessments aimed to determine understanding of key concepts from the assigned readings and class discussions.

*Participation* – Includes attendance, participation in class activities, discussion board posts, writing workshops, peer review sessions, conferences, and overall course preparation. Points may be deducted due to tardiness/early departure, lack of participation, failure to bring texts and other needed materials to class, and/or behavior that distracts from class activities.

**Writing Assignments/Projects (800pts):****Letter to the Future Generation (100pts)**

Mirroring the online writing practices of contemporary public intellectuals, students will engage with a current cultural event/issue/debate/controversy and craft a position statement/personal narrative directed at a future reading audience (1-2 pages, 250-500 words)

**Database Project (100pts)**

Students will explore a primary sources database to learn about a particular time period and location. This study will result in an informative report (directed to peers) about the database in general and a mini-research paper (directed to a general scholarly audience) which utilizes select sources from the database. (5-7 pages, 1250-1750 words)

**Student Led Lecture (100pts)**

Students will research and follow the work of a contemporary figure that they feel serves as a public intellectual. They will lead a class discussion of this figure on an assigned date and design/assign any instructional materials needed for an engaged class period (e.g. reading/viewing/listening assignments, presentation materials, online discussion board posts, in-class activities). (4-6 pages, 1000-1500 words)

**Applied English Studies Research Study (Semester-Long Project) (500pts)**

Students will complete an applied research project showcasing their understanding of English Studies research practices. The result of this semester long inquiry into a topic of scholarly and/or personal interest will be a:

- *Formal (MLA) Academic Article*: this argument-based essay will synthesize research and conduct an applied research project in an area of English Studies aligned with the student's areas of expertise, study, and interest. (7-10pgs/1750-2500 words; 200pts)
- *English Studies Conference Presentation/Digital Presentation Materials*: this will reveal the final project, discuss the research methods, and potential future public audience. (length varies; 50pts)

Smaller assignments leading up to these cumulative projects include a:

- *Research Questions/Project Proposal* (25-100 words; completion grade)
- *Annotated Bibliography* (3-5pgs, 750-1500 words; 100pts)
- *Literature Review* (2-3pgs, 500-750 words; 50pts)
- *Methods & Results Section* (3-5pgs, 750-1250 words; 50pts)
- *Complete Essay Draft* (7-10pgs, 1750-2000 words; 50pts)

**Course Grade:** Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Writing Assignments/Projects:	800pts
<u>In-Class Work/Participation:</u>	<u>200pts</u>
Total Points Possible:	1000pts

A = 90%-100%	D = 60%- 69%
B = 80%- 89%	F = 0%- 59%
C = 70%- 79%	

**Instructor Class Policies:**

Submitted Assignments: All documents should be submitted on time and must have a professional appearance. Every assignment should be typed and formatted according to current MLA guidelines and standards when applicable. (For help with MLA, please utilize the section overviews in your textbooks or visit Purdue’s Online Writing Lab at: <http://owl.english.purdue.edu>). All assignments should be submitted to the appropriate D2L Dropbox Folder. For larger audio/visual files, follow instructions for submitting through the Online Dropbox Storage System. For your own protection, keep copies of all completed work and drafts.

Assignment Due Dates: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND WILL RESULT IN A GRADE OF ZERO (0).** Assignments, including drafts, are due at the beginning of class. Computer Classroom printers are for in-class activities only, so bring hard copies of your assignments to class (if needed). E-mail attachments will not be accepted as substitutes for hard copies or D2L submissions of your work. Computer and printer problems are not an excuse for turning in late work, so draft and print well in advance.

In-Class Work: In-class activities must be completed in the class period they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor in advance.

Class Readings: Assigned readings for this course are divided into different categories. **Prepared Reading** assignments denote instructional texts that will assist students in reading/writing processes (e.g. readings about writing a literature review when we are at that stage of the research report) or that will serve as required content knowledge for that particular class day (e.g. readings assigned by guest lecturers, readings engaging with our study of public intellectuals). Prepared reading (or viewing/listening) assignments must be completed prior to class and should be carefully studied. Also listed on the syllabus are **Sample Articles** and **Sample Student Projects**. This material should be reviewed prior to class. While prepared texts require close reading and attention to content/argument, the sample articles/projects should be read/skimmed for general content and even more so for structure, organization, style, and research/writing practices. We will NOT debate the arguments made in these sample essays/projects, rather we will discuss the structure of these pieces, the research methods involved in the studies, and so forth. For these pieces, students should be able to provide a general sketch/outline of the project/essay (e.g. thesis/research questions, notable main points, focus of literature review, findings/data, discussion/analysis, conclusions/recommendations for further research). Again, understanding the minutia of the arguments relayed in these pieces is not essential, however studying the writing moves that scholars make when relaying their research is.

Class Attendance: Because of the nature of a seminar course, active engagement and course preparation is necessary. Further, as this course emphasizes writing as process and as collaborative activity, attendance is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work cannot be made up and their lack of completion will negatively affect your in-class work/participation grade. **After three absences, each additional absence will also result in a penalty of one full letter grade subtracted from your final course grade.** For an absence to be excused it must be considered a legitimate and verifiable emergency and documentation must be provided. Legitimate and verifiable emergencies include those instances for which you can provide documentation for why you had to miss class. Acceptable documents include accident reports, doctors' notes, hospital forms, and employer notices. Although these documents will be accepted, any pattern of documented absences will be questioned and addressed. If it is an excused absence, attending a pre-approved workshop or lecture appropriate to the course description, you can make up the time but not the work missed. Perfect attendance merits the addition of 25 extra-credit points to the in-class work/participation category.

Proper Documentation of Emergency: Assignments may only be turned in late if the student provides documentation of an emergency that prevented him/her from attending class. Proper documentation must be an original document (no photocopies), containing the student's name, and cover the date(s) in question, and be signed by a professional (i.e. doctor). An email is not proper documentation.

Presentations: Please be present when you are scheduled to give a presentation. **If you miss class on the day of a scheduled presentation and your absence is undocumented you will receive a zero and will not be able to make up the presentation.**

Plagiarism: Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation as one's original work' (Random House Dictionary of the English Language)—has the right and responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignment of the grade of F for the assigned essay and a grade of F for the course." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft.

Instructor Access and Response Time: Students are encouraged to make use of office hours or make an appointment to discuss anything about the class, the profession, etc. Communication via email is also welcome. (Please always follow professional email etiquette and include some kind of address and a signature in your emails (i.e., Dear Dr./Professor X, This is Y from [course name] and I have a follow-up question about [purpose of email]. I look forward to hearing from you. Sincerely, Y). Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends, and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to return assignments the class period after they were submitted.] I will always email your school email addresses should school events, illness, emergencies, or other circumstances cause a change in class plans or a delay in feedback. Please wait 24 hours after receiving a grade to ask about that grade, and note that instructors are not allowed to discuss grades over email (make an appointment to talk to me in person).

*Students with Disabilities:* If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

*The Student Success Center & Writing Center:* Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302. The Writing Center is also a resource that students can utilize to improve their performance in this course. For more information visit their website (<http://castle.eiu.edu/writing/>). To schedule an appointment, call 217-581-5929, or stop by Coleman Hall, Room 3110 during open hours.

*Themes:* The English Department has recently identified a set of themes that students may choose to explore across multiple courses with the same theme. In each course, the theme may be explored differently. In this course, you will complete work that engages one of the following three themes: (1) *Genre, Form & Poetics*; (2) *Education & Society*; (3) *Media, Technology & Popular Culture*.

**English 3300 Course Schedule**  
*English Studies & the Public Intellectual in the Era of Anti-Intellectualism/Elitism*

**Unit I. Exploring English Studies Research Practices**

*Week #1*

**T 1/9**– Critical Thinking & Reading in the Post-Truth Era of Anti-Intellectualism/Elitism  
Prepared Reading: “Making Sense of the Readings,” *Writing* (p. 10-11) & “The Future of the Public Intellectual”

**R 1/11**– The Public Intellectual in the 21<sup>st</sup> Century / The Public Reception of Ta-Nehisi Coates  
Prepared Reading: *Between the World & Me* (p.1-33), “The Case for Reparations,” available at <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/> & “The First White President,” available at: <https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>

**Post-Class Reading & Discussion Board Post – Due by Friday 11:59pm**

*Week #2*

**T 1/16**– Research Practices in English Studies / Pedagogy & Professional Writing  
Prepared Reading: “Teachers’ Rhetorical Comments on Papers” (& TBD readings selected by guest lecturer)

*Sample Student Project:* Rhetorical Grammar & You

Guest Lecturer: Dr. Terri Fredrick

**Discussion Board Post Due Prior to Class**

**R 1/18**– Research Practices in English Studies / Popular Culture & Internet Studies  
Prepared Reading: “The Hispanic Race Debate” (& TBD readings selected by guest lecturer) <http://www.xchanges.org/the-hispanic-race-debate-limitations>  
*Sample Student Projects:* Citizens on Twitter; An Analysis of Facebook Comments Regarding NFL Protests; Body Shaming of K-Pop Celebrities on Twitter (Video Essay)  
Guest Lecturer: Dr. Kristi McDuffie  
**Discussion Board Post Due Prior to Class**

*Note: Optional Evening (Extra-Credit) Event: “The Remarkable Receptions of Ta-Nehisi Coates & Colson Whitehead,” lecture by Howard Ramsby II, Doudna Lecture Hall, 5pm – Reflection Due to D2L by Saturday 11:59pm for Extra Credit*

*Week #3*

**T 1/23**– Research Practices in English Studies / Translation & Database Research  
Prepared Reading: TBD (selected by guest lecturers)  
*Student Sample Project:* Good Read Comments & Cultural Values (Podcast)  
Guest Lecturers: Dr. C.C. Wharram & Dr. Dagni Bredesen  
**Cultural Commentary Letter Due**  
**Discussion Board Post Due Post-Class by 11:59pm Wednesday**

**R 1/25** – Research Practices in English Studies / Manuscript Studies, Digital Humanities, & Publishing Trends  
Prepared Reading: The Auchinleck Manuscript (About the Manuscript Section & Review one Annotated Selection from the Contents Tab): <https://auchinleck.nls.uk/>  
*Sample Student Projects*: Girls in Graphic Novels; Female Anti-Heroes  
Guest Lecturer: Dr. Tim Shonk  
Post-Class Viewing/Reading & **Discussion Board Post** (D2L) on Digital Humanities & Contemporary Publishing Trends **due by Friday 11:59pm**

## **Unit II. Understanding Academic Writing Practices**

### *Week #4*

**T 1/30** – Research Practices in English Studies / Cultural & Literacy Studies / Ethnography  
Qualitative vs. Quantitative Research / Forming Research Questions  
Prepared Reading: “Create a Research Space,” *Writing* (p. 12-14) & *Research Writing, Part I* (p. 6-48); “The Act of Reading the Romance”  
**Database Project Due (D2L Dropbox & Discussion Board Post)**

**R 2/1** – The Structure of an Academic Article / Research Ethics  
Prepared Reading: *Research Writing, Part I* (p.48-63) & “Considering Ethics and Responsibility in Research Writing”  
*Sample Article*: “Hashtag-Feminism as Consciousness Raising”  
**Proposal/Research Questions Due (if required, revisions/responses to feedback due by Saturday 11:59pm)**

### *Week #5*

**T 2/6** – Understanding Literature Reviews / The Cultural Critic as Public Intellectual  
Prepared Reading: “Reviewing the Related Literature (Writing the Lit Review),” p.150-163; “Making Sense of Readings”  
*Sample Article*: “Engaging Apolitical Adolescents,” (note literature review runs from p. 4-9)  
*Student Literature Review Samples*: available at <http://libguides.uwf.edu/c.php?g=215199&p=1420828>  
**Sources for Annotated Bibliography Due in Class**  
**CITI Research Training Program Complete**

**R 2/8** – Peer Editing Annotated Bibliography / Moving From Annotated Bibliography to Literature Review / Outlining Your Literature Review  
*Sample Article*: “How to Save a Nation: Televisual Fiction Post-9/11” (note literature review runs from p. 117-124)  
**Rough Draft of Annotated Bibliography Due**



### Unit III. Engaging in Applied Research Studies

#### *Week #6*

##### **T 2/13** – Sample Research Article / Data Collection / Workshop Day

Prepared Reading: *Research Writing*, Part II – student selected chapter (Note: this section is divided into chapters that focus on different research approaches – ethnography – discussing them and providing a student essay example. Select that chapter that aligns best with the research approach you have proposed for your study. As many of your peers will not be conducting the same type of research as you, prepare to discuss the highlights of your selected chapter and what it, and the model essay, made you consider in terms of your project. In order to assist you in this discussion please type out these thoughts/notes and prepare for them to be collected.)

*Sample Articles:* “The Absent Fathers & Damaged Dads on ABC’s *Lost*,” (note literature review runs from p. 430-435) & “The Trauma of (Post-Apocalyptic) Motherhood,” (note literature review runs from p. 2-4)

**Annotated Bibliography Due & IRB Draft Due (if applicable)**

**Outline for Literature Review Must be in Class**

##### **R 2/15** – Sample Research Studies / Data Collection / Workshop Day

*Sample Articles:* “A Country Still Divided” (note literature review runs from p. 4-6); “Fictionalizing Ferguson in Primetime Television Dramas” (note literature review runs from p. 2-3)

**Final IRB Formal Submission (if applicable, after instructor approval)**

#### *Week #7*

##### **T 2/20** – Data Collection & Analysis / The Scientist as Public Intellectual

*Sample Article:* “From Slut Shaming to Social Commentary: Analysis of *Bachelorette* Tweets” (note literature review & methods section run from p. 1-2)

**Literature Review Due**

##### **R 2/22** – Data Collection & Analysis

Prepared Reading: Bring *Revising Prose* to Class / The Celebrity as Public Intellectual

*Sample Article:* “Tweets as Social Commentary: *How to Get Away with Murder* Analysis” (note methods section runs from p.12-13)

#### *Week #8*

##### **T 2/27** – Data Collection & Analysis / Public Intellectualism, Public Policy, and Public Perception

Prepared Reading: Bring *Revising Prose* to Class

*Sample Article:* “I’m (not) With Her” (note findings & discussion run from p. 8-23)

##### **R 3/1** – Data Collection & Analysis

Prepared Reading: Bring *Revising Prose* to Class / The Comedian as Public Intellectual

*Sample Article:* “Escaping Reality by Watching Reality TV?” (note findings run from p. 6-10 and discussion from p.10-16)

*Week #9*

**T 3/6 – The English Studies Scholar as Public Intellectual? / Workshop Day**  
**Methods & Initial Findings Sections Due 11:59pm**

**R 3/8– Individual Conferences – No Class**

**[Spring Break]**

*Week #10*

**T 3/20 – Data Analysis (Implications & Future Research) / Workshop Day**  
Prepared Reading: “The Public Work of Rhetoric” & Bring *Revising Prose* to Class

**R 3/22 – Data Analysis (Implications & Future Research) / Workshop Day**  
Prepared Reading: “Media Intellectuals & the Public Sphere” & Bring *Revising Prose* to Class

*Week #11*

**S 3/24 – Complete Essay Draft due 11:59pm**

**T 3/27 – Individual Conferences – No Class**

**R 3/29 – Revision Workshop Day – No Class**  
**List of Preferred Public Intellectuals for Presentations Due to Drop Box**

*Week #12*

**T 4/3 – Peer Editing Session**  
Prepared Reading: “Responding – Really Responding – to Other Students’ Writing.” *Writing*  
(p.16-26)  
**Complete/Revised Essay Draft Due**

**R 4/5 – Craft Presentation Materials for English Studies Conference / Digital Poster Design**  
**Final Research Project Due**

**Unit IV. English Studies Scholars and/as Public Intellectuals**

*Week #13*

**T 4/10– ENGLISH STUDIES CONFERENCE – Required 1.5 Hour Attendance, Recommended Presentation – No Class**  
Prepared Reading: “The Blogger as Public Intellectual”  
**Digital Presentation Tool Due by Sunday 11:59pm**  
**Discussion Board Post Due by Tuesday 11:59pm**

**R 4/12 – Reading (across the aisle) as Public Intellectualism? / Constructing a Survey**  
Prepared Reading: “How to Escape Your Political Bubble”:  
<https://www.nytimes.com/2017/03/03/arts/the-battle-over-your-political-bubble.html>  
Suggested Reading: “Reading as Public Intellectual Activity”  
**Links/PDF files Due for Student Assigned Readings (due to Dropbox Folder by Wednesday, 4/11, 11:59pm)**

*Week #14*

**T 4/17** – Public Intellectuals / Student Led Discussions

Prepared Reading/Viewing/Listening: TBD by Student Presenters

**D2L Discussion/Approval of Survey (by Sunday 4/15, 11:59pm – Survey Distribution on Monday and follow-up as needed throughout the week)**

**R 4/19** – Public Intellectuals / Student Led Discussions

Prepared Reading/Viewing/Listening: TBD by Student Presenters

*Week #15*

**T 4/24** – Public Intellectuals / Student Led Discussions

Prepared Reading/Viewing/Listening: TBD by Student Presenters

**R 4/26** – Analyzing Survey Results/ Course Closure Activities

Prepared Reading/Viewing/Listening: TBD by Student Presenters

**Survey Results/Analysis Notes**

**Final Exam Week / End of Semester**

(Note: This Schedule is Subject to Change at the Instructor's Discretion & Reading Selections are Abbreviated by Title)