

SENIOR SEMINAR

writing, rhetoric, and communication ~~4444~~

Dr. Kerri Hauman

email: khauman@transy.edu

office: 109 mfa

office hours: m 1-4, w 10:30-1:30, & th 3-5

COURSE DESCRIPTION

One of the final WRC courses you'll take is Senior Seminar, where you will plan, carry out, & defend a major, independent writing project (what some might refer to as a "Senior Thesis"). Like many other WRC classes, Senior Seminar involves lots of reading & writing, in-class discussions & workshops, & scaffolded assignments that will help to guide you to your final products. You will be given space & time to reflect on what you have learned while in the WRC program/at Transy & to thoughtfully consider yourselves as writers, scholars, community members, & human beings. Likewise, Senior Seminar allows you time & space to gather & organize past work as well as to create new work that demonstrates your critical & creative reading, thinking, & writing skills—all of which can be of great future use.

LEARNING OUTCOMES

- Plan, produce, & present a major research/writing project (building upon research skills & critical & creative reading, thinking, & writing skills learned in previous coursework)
- Reflect on how WRC & your time at Transy have shaped your development (e.g., as a writer, scholar, local & global community member) & might shape future goals
- Develop & model behaviors & habits that enable you to function effectively as a member of a diverse world, & to support & empower your colleagues as members of that world
- Recommend useful feedback to others on their major research/writing project

REQUIRED MATERIALS

- Wordpress account: You will create a blog to compose shorter writing assignments throughout the semester. I will link your blog to our main course blog (www.seniorsem2017.wordpress.com) so it's easy for us to view each other's progress. The shared course blog is where I will post readings, samples, resources, etc. I recommend you bookmark this page so it's easy to locate.
- Google Drive: For each major assignment, I'll share a Google folder with you, & you will upload/share your assignment to that folder. I recommend you create a folder of your own in Google Drive (or use another app/program you find useful) to save documents for this class.

ASSIGNMENTS

10%	5%	15%	15%	30%	25%
participation	notecards	prospectus	annotated bib	final project	defense

Participation: For this class to be effective, it is important we all view ourselves as part of a supportive writing community. At several points, we will hold Writing Groups (WGs) to help one another develop ideas (as Karen Burke Lefevre argues, invention is a social act) & to offer feedback on one another's work. I ask that you listen carefully & read & respond to your peers' work in an honest, engaged, serious manner. I will grade WG participation based on your preparedness & your interaction with your peers/their texts.

Prospectus: After spending the first few weeks viewing sample projects & discussing ideas, you will prepare a 5-7-page Prospectus that explains your project, argues for its significance to others & to you, outlines a plan for moving forward, identifies potential committee members, & provides a working bibliography.

Annotated Bibliography: After your prospectus is approved, you will create an Annotated Bibliography of at least 10 sources you plan to use in/toward your final project.

Final Project: You will choose & develop your topic with guidance from Dr. H, peers, & at least 2 committee members. Committee members will include a "second reader" within the WRC program (i.e., Scott Whiddon, Gary Deaton, or Tim Soulis) & an "outside reader" from any other program on campus (or perhaps from outside campus). You are responsible for contacting potential committee members early in the term to request their participation & to negotiate dates of deadlines & meetings. Your second reader will likely be more involved than your outside reader, but this can vary depending on people & projects. You are expected to communicate with all committee members throughout the semester, & it will be up to you to find an appropriate balance between expecting too much from them & not keeping them informed well enough. The key is to talk with committee members early & clearly establish expectations.

Final projects may take a variety of forms, including various genres & modes of delivery. As you shape your project, you should consider what you'd like to do with this project (e.g., Do you want this to be a writing sample for a grad program? Do you want to publish or present this work?) Possibilities include (but are not limited to) thesis-driven academic research or rhetorical analysis (e.g., study of a rhetorical period, theory, or term; rhetorical analysis of a text/set of texts or an event), a research-based professional document (e.g., a topic-driven blog or podcast; a business report or proposal; a journalistic piece; a video); & well-informed creative &/or nonfiction prose (e.g., mini-ethnography, travel writing, memoir, poetry). A few caveats:

1. Because this is not a course in creative writing theory or methods, you may not choose the creative/nonfiction prose option unless you have already taken courses in those areas.
2. Students who choose to write a research essay are expected to support their ideas with substantial research in primary & secondary sources & to document those sources in MLA standards (or another standard as appropriate). Students who choose to create professional documents, nonfiction prose, or creative prose are required to include a well-developed, research-supported accompanying document to situate their writing in a rhetorical tradition, school, or genre.

EXPECTATIONS

- Attend & participate actively in every class session.
- Complete all assigned reading & writing assignments prior to class time. Take time to carefully read texts at least once fully, to look up unfamiliar terms/references, & to compose annotations. Bring annotated texts to class on days they will be discussed. If you choose to access texts electronically (i.e., on a computer or tablet), you are responsible for having an app or program with which you can annotate.
- Create & submit original, thoughtful, creative assignments on time.
- Take yourself seriously as a writer/scholar, but remember this also means allowing yourself time & permission to play & to make mistakes & learn from them.
- Be respectful: Treat others' experiences as valid, ask questions to understand what a person means before disagreeing, & do your best to avoid behaviors that make others feel excluded or devalued (e.g., interrupting, talking over, not paying attention, not reading work carefully, dominating conversation, rolling eyes, not using stated names & pronouns. I will not tolerate hateful, discriminatory language. No one is expected to be perfect, but if you mess up (& we all will because we're human), own it, & apologize.

SAFE, PRODUCTIVE CLASS SPACES

- We all have different learning preferences, styles, & abilities. If you are having any trouble with course delivery methods or expectations, please let me know so we can determine how to best address the situation.
- Any students needing academic adjustments may request accommodations or discuss accessibility at Transylvania by contacting Amber Morgan, disability services coordinator, at (859) 233-8502 or admorgan@transy.edu.
- Title IX makes it clear that violence & harassment based on sex & gender are Civil Rights offenses. Students on a university campus have the right to study & live in a campus environment free of sexual harassment, sexual violence, & gender discrimination. If you or someone you know is harassing or assaulting others, you &/or your friend need to STOP DOING THOSE THINGS. If you or someone you know has been harassed or assaulted, you can talk with our Title IX coordinator, Ashley Hinton-Moncer (ahinton@transy.edu), with someone at Counseling Services (859.281.3682), &/or with Public Safety (859.233.8118). Anonymous support can be accessed through RAINN at www.rainn.org & through other online resources. If you need help accessing resources or support, please feel free to come see me if you are comfortable doing so. Please also know that I am a mandated reporter & am legally required to report any Title IX violations communicated to me. Exceptions are situations where the students are unlikely to expect that a disclosure would trigger reporting options (i.e. required class writing assignment, University-approved research project, &/or class discussions).

ATTENDANCE & LATE WORK

I expect you to be present & prepared for all classes. Missing class, arriving unprepared, or engaging in non-class related activities during class time may lower your grade. If you will be out of town for a university-related event, are sick, or if an extenuating circumstance arises, contact me in advance/as soon as possible so we can make arrangements for your work. If you miss class, you are responsible for learning what you missed. Generally, missing more than 4 classes will mean you cannot pass this course.

Unless we have discussed it ahead of time, I do not accept late work.

ACADEMIC INTEGRITY

Academic integrity is central to the mission of this institution, & all students at Transylvania University are expected to adhere to the highest standards of academic integrity. Students who are found guilty of academic dishonesty will be sanctioned in a manner that is appropriate to the infraction. Sanctions may include receiving a failing grade on the assignment or being assigned a failing grade in the course. For more information, see the academic integrity policy, which you can access from the President's page on Inside Transy.

WRITING CENTER

For personal, one-on-one assistance with writing assignments, visit the Writing Center located in the ACE. Please schedule an appointment by visiting <https://transy.mywconline.com>, by contacting Becky Mills at bmills@transy.edu, or by visiting the WC to schedule your appointment. You may arrive without an appointment for a walk-in session, but remember that the WC is a busy place, so it is best to schedule an appointment to secure time with a consultant. If you have any questions, please call (859) 281-3594, visit Becky, or see the Writing Center's webpage: <http://transy.edu/academics/writing.htm>