

WRC 4444: Senior Seminar

TR 9:30-10:45//Haupt 223

Instructor: Dr. Kerri Hauman**Contact:** 109 Mitchell Fine Arts // khauman@transy.edu**Office hours:** If you'd like to meet with me at a time outside of the hours below, please email me or talk to me in class. Alternatively, you may request a time to meet virtually via Google Hangouts.

Monday	Tuesday	Wednesday	Thursday	Friday
10am-1pm (my office)	11am-noon (writing center)	10am-1pm (my office)	11am-noon (writing center)	by appointment

Email is the best way to contact me. I regularly check email throughout the day until about 6 pm (less frequently on weekends). If you do not receive a response within 24 hours on weekdays or 48 hours on weekends, send a follow-up email or approach me in class about the issue. Please do not email about grades. Because of privacy issues, we are discouraged from corresponding with students about grades over email; all grade concerns should be addressed during office hours or by appointment.

Course Description: One of the final Writing, Rhetoric, and Communication courses you'll take is Senior Seminar, where you will plan, carry out, and 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 and writing, in-class discussions and workshops, and scaffolded assignments that will help to guide you to your final products. You will be given space and time to reflect on what you have learned while in the WRC program/at Transy and to thoughtfully consider yourselves as writers, scholars, community members, and human beings. Likewise, Senior Seminar allows you time and space to gather and organize past work as well as to create new work that demonstrates your critical reading, thinking and writing skills—all of which can be of great future use.

Student Learning Outcomes

- Plan, produce, and present a major research/writing project (building upon research skills and critical reading, thinking and writing skills learned in previous coursework)
- Reflect on how WRC specifically and your time at Transylvania more generally have shaped your recent development (e.g., as a writer, scholar, local and global community member) and might shape your future goals
- Recommend useful feedback to others on their major research/writing project
- Demonstrate ability to receive feedback and determine if/how to integrate to reach goals

Required Materials

- Wordpress account: You will create/use an individual Wordpress blog to compose several shorter writing assignments throughout the semester. I will link these blogs to our main course blog (www.seniorsem2016.wordpress.com) so it is easy for us to view each other's progress. 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, and 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 and Evaluation

	Weight
• Participation (incl. writing groups, blog, & in-class activities)	10%
• Writerly Portfolio Presentation	5%
• Prospectus	15%
• Annotated Bibliography	15%
• Final Project	30%
• Defense	25%

Brief Project Descriptions

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

Prospectus: After spending the first few weeks viewing sample projects and discussing ideas, you will prepare a 5-7-page Prospectus that explains your project, argues for its significance to others and to you, outlines a plan for moving forward, identifies potential committee members, and 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 and develop your topic with guidance from Dr. Hauman, peers, and at least two committee members. Committee members will include one "second reader" within the WRC program (i.e., Scott Whiddon, Gary Deaton, or Tim Soulis) and at least one "outside reader" from any other program on campus (or perhaps a reader from outside campus). You are responsible for contacting potential committee members early in the term to request their participation and to negotiate dates of deadlines and meetings. Your second reader will likely be more involved than your outside reader, but this can vary depending on individual people and projects. You are expected to communicate with all committee members throughout the semester, and it will be up to you to find an appropriate balance between expecting too much from them and not keeping them informed well enough throughout the process. The key here is talking with committee members early and clearly establishing reasonable expectations.

Final projects may take a variety of forms, including various genres and modes of delivery. As you are shaping your project, you should keep in mind what you'd like to *do* with this project (e.g., Do you want this to be a writing sample for a graduate program? Do you want to publish or present this work somewhere?) 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); and well-informed creative and/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, I ask you not to 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 and secondary sources and to document those sources in accordance with 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: I look forward to us all learning from each other this semester, and to help ensure a productive work environment, I have some general expectations:

- Attend and participate actively in (without monopolizing conversation) every class session.

- Make time to read and understand all readings. Please complete all assigned reading and writing assignments *prior* to class time. Take time to carefully read assigned texts at least once fully, to look up any unfamiliar terms or references, and to compose annotations so you are prepared to discuss the text. Be sure to bring annotated copies of texts to class on days they will be discussed. If you have trouble understanding anything, communicate with classmates and/or me. I'm here to help, but I can't read minds (yet).
- Create and submit original, thoughtful, creative assignments on time.
- Take yourself seriously as a writer/scholar, but remember this also means allowing yourself time and permission to play and to make mistakes and learn from them.
- Be respectful. This includes paying attention when others are speaking, reading others' work carefully and thoughtfully, being considerate of other students' feelings, using appropriate language (including preferred names and pronouns), and making your points without being combative or confrontational. I will not tolerate hateful or discriminatory language, period.

Attendance: I expect you to be present and 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 or are sick, or if an extenuating circumstance arises, contact me in advance/as soon as possible so we can make alternative 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.

Late Work: 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, and 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 university catalogue: <http://www.transy.edu/academics/catalog>

Safe, Productive Class Spaces

- We all have different learning preferences, styles, and 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 with disabilities may request accommodations or discuss accessibility at Transylvania by contacting Amber Morgan, disability services coordinator, at (859) 281-8502 or admorgan@transy.edu.
- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Students on a university campus have the right to study and live in a campus environment free of sexual harassment, sexual violence, and gender discrimination. If you or someone you know is harassing or assaulting others, you and/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), and/or with Public Safety (859.233.8118). Anonymous support can be accessed through RAINN at www.rainn.org, as well as 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.

Writing Center Services: For personal, one-on-one assistance with writing assignments, visit the Writing Center located in Haupt Humanities 12 and 15. Please schedule an appointment by visiting

<https://transy.mywconline.com>, by contacting Becky Mills by email at bmills@transy.edu, or by visiting the Center to schedule your appointment. You may arrive without an appointment for a walk-in session, but remember that the Center 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>.