

ENGL 4384-02 (Senior Seminar)
TR 2:00 am – 3:15 pm / TLC 1204
Fall Semester 2016

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Office Hours:
TR 9:00 - 11:00 am; 12:30 – 2:00 pm;
& by appointment

Course Description: This capstone course—structured as an advanced seminar—represents the culmination of study in the English major. It invites students to examine a critical or theoretical topic within the discipline and design a research project that will become part of an anthology of essays that seminar participants will collaboratively design, edit, and publish. The topic of this seminar—*Violence and the Sacred*—will examine Rene Girard’s seminal study of sacrificial violence in myth and literature. Girard describes violence as the “heart and secret soul” of the sacred and provides a theoretical lens through which we can examine how different forms of violence—violence as contagion, containment, or sacrifice, for example—have been understood and represented across different cultures and historical moments. We will use Girard to guide our reading of different literary and filmic works and learn how to apply critical theory to textual analysis, research, and writing. For the research project—students will be able to write on literary or visual works beyond the ones assigned for the seminar. This will allow students to draw upon the diversity of works they have studied in their major courses and upon their own emerging professional interests as scholars, writers, and/or teachers.

ENGL 4384 is required for the English major (all tracks). It cannot be taken until ENGL 1101, 1102 and core area F have been completed, all with a minimum passing grade of C. It cannot be taken until a minimum of 18 hours of upper level (3000/4000) ENGL courses. If you do not yet meet these criteria, please see me immediately.

Course Learning Outcomes: 1) understand and apply specific theoretical and practical issues in the discipline of literary studies; 2) become conversant with representative texts and a selected issue in literary history that allows for integration of the aims of the discipline; 3) develop the ability to work both independently and collaboratively toward the publication of an anthology of essays by class members; 4) propose, research, and execute a substantive literary argument appropriate to the seminar topic; 5) make effective oral presentations, both individual and collaborative; 6) demonstrate in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of related material; 7) demonstrate command of academic English and the tenets of sound composition by means of thesis-driven analytical prose; and 8) participate in an end-of-semester exit interview to assess how the course and the major have served the professional goals of majors.

Relationship to Program Goals: 1) this course fulfills one of the departmental requirements for the completion of the English major (all tracks); 2) students will demonstrate proficiency in the analytical, oral and written skills that are necessary to pursue graduate study or careers in teaching, writing, business and a variety of other fields; 3) students will be able to define and pursue independent research agendas; 4) this course contributes to the program goal of equipping students with a foundation in literary history and the issues surrounding literary study in contemporary culture.

Discipline Specific Writing (DSW) Requirement: This is writing intensive course. If you complete this course with a grade of C or higher, you will receive DSW credit toward graduation. All students in the College of Arts and Humanities are required to satisfy the DSW requirements to graduate. These requirements include at least two 3000/4000 level courses marked “W” for a total of 6 hours with at least 3 of these hours in the major (see the UWG catalog for details).

Required Texts

Rene Girard, *Violence and the Sacred*. Trans. Patrick Gregory. Baltimore: Johns Hopkins UP, 1972.

China Achebe, *Things Fall Apart*. New York: Anchor Books, 1959.

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*. New York: MLA. Recent edition.

Other reading assignments will be available electronically on CourseDen. You will be required to print these out and bring them with you to class or have access to them electronically on the dates listed in the syllabus.

Grading Scale: Students are assigned a letter grade for each assignment ranging from A+ to F based on the numerical scale below. This grade will be used when calculating the final average at the end of the semester.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	below 60 = F
94-96 = A	84-86 = B	74- 76 = C	64-66 = D	
90-93 = A-	80-83 = B-	70- 73 = C-	60-63 = D-	

Course Evaluation

10%	Participation: Frequent, Constructive Contributions in Class and on Collaborative Assignments	15%	Homework, Presentation Assignments, and Response (WIT) Assignments
15%	Analytical Essay	10%	Research Essay Prospectus
10%	Research Drafts	05%	Annotated Bibliography
05%	Draft Workshops	30%	Seminar Essay (Final Copy for Publication)

Grades and Educational Privacy Rights (FERPA): All of the information that you need to calculate your grade is on this syllabus. It is your responsibility to keep up with your grades and average. If you need help calculating your grade, please schedule an appointment so that we can discuss it in person. I do not discuss grades during class sessions or in front of other students. UWG policy prohibits discussion or transmission of grades via email. The Family Educational Rights and Privacy Act (FERPA) prohibits discussion or disclosure of a student's grades or performance in a class with any outside party (including parents or legal guardians) without the student's written permission. Information about FERPA and forms granting permission are available at the UWG Registrar's website (<https://www.westga.edu/student-services/registrar/>).

Seminar Expectations: The senior seminar represents the culmination of your study in the English major. It is structured like a graduate seminar instead of a typical undergraduate class. Since we will be working collaboratively to design, write, edit, and publish an anthology of critical essays, the seminar will also function like a professional writing and editing staff, similar to one that publishes academic journals. For these reasons, you need to approach this seminar in the same way that you would approach a job or a professional internship, rather than as just another class. Much of the work we will do in the seminar is collaborative, including making decisions about the design of the anthology. Your contributions (or lack of them) will affect this process and the work of other participants. You must be actively committed to and engaged in this process consistently throughout the semester. If you believe that there are outside factors that will keep you from being committed to and engaged in this work, I strongly recommend that you consider taking the seminar at another time when you can fulfill these responsibilities. A portion of your final grade will be based on your constructive contributions to the seminar. Participants who show evidence of not fulfilling these responsibilities satisfactorily through absences, tardies, or failure to have readings, written work, or other assignments prepared on time will be removed from the seminar and will receive a failing grade.

Attendance Requirements I expect you to be present and on time for all class meetings. Readings and homework assignments should be completed in advance of each class. You should be prepared to participate actively in class discussions and in our collaborative work. If you are going to be absent from class, you should let me know, preferably in advance. If you find it unavoidable to miss class, be aware of the following guidelines: 1) Two (2) absences are allowed during the semester. Every absence thereafter will result in a 3 point grade reduction of your final grade in the course, regardless of the nature of the absence. After six absences, you will have two options: withdraw from the class, which will generate a W if done before the withdrawal deadline—or a WF if after that deadline; or remain on the roll (still attending classes, if so desired) and receive an F for the course/semester. If you suspect that outside responsibilities might cause you to miss more than six classes, then you should consider taking the course at another time. I do not make distinctions between excused and unexcused absences, so you should use your allotted absences wisely. Unplanned or unexpected occurrences are likely to occur, so be prepared to use absences for these events only; 2) Tardies will be counted as part of the attendance requirements. Three late arrivals (after the roll has been taken) will equal one absence. Class roll will be taken at the beginning of every class. If you arrive late, it is your responsibility to let me know immediately after class or you will be counted absent. It is your responsibility to keep up with your absences and tardies. Reasons related to

outside employment or work in other classes are not legitimate excuses for missing class, leaving class early or arriving late; 3) Sleeping at any time during the class period will be counted as an absence; 4) Disruptive behavior at any time during the class period will be counted as an absence.

Homework, Presentation, and Written Response Assignments: Beyond your weekly, active participation in seminar discussions, each participant will be responsible facilitating discussion of assigned readings and other professional work in the seminar. These presentations and peer facilitation assignments will often include preparation of a written work for distribution to others. Participants will also prepare one-page WIT (“What I’m Thinking”) response papers to be read/presented to the seminar based on class reading assignments. You can expect to prepare approximately several these responses over the course of the seminar. WIT Responses should be tightly focused on a single idea or critical question. They can focus on any aspect of the seminar reading assignments for that date. WIT Responses will be turned in after class on the due date and receive a grade. Additional guidelines for all of these assignments and the dates that they are due will be posted on CourseDen.

Analytical Essay: You will write one analytical essay (approximately 4 pages). Your essay should analyze a literary work assigned in this course utilizing Girard’s *Violence and the Sacred* as a theoretical framework. Guidelines will be posted on CourseDen in advance. Essays will be assessed on the basis of an argumentative thesis, organizational structure, interpretive content, use of supporting evidence from the literary work, appropriate college-level grammar, MLA paper format, and writing style as outlined in the grading rubric. I will be available to meet with you prior to the essay deadline to discuss topics, possible ideas for a thesis, and other questions you may have about the writing process. While I will not proof-read drafts of your essays, I will answer specific questions about drafts of any of your essays, *if* you arrange to meet with me in advance. Please note that I probably will not be able to offer any substantial assistance if you wait until the last minute to write your draft/essay or request to meet with me the day the essay is due. Advance planning on your part is essential.

Revision Policy for the Analytical Essay: Students who make a grade of D or lower on the essay may choose to revise the essay for a higher grade, *if the essay has been turned in on time*. The maximum a grade can be increased through revisions is one letter grade (for example, a grade of D can be revised to a C if all the revision criteria are met). Revisions for a higher grade are only allowed on the first essay. You must notify me within one week of receiving your graded essay if you want to revise it for a higher grade.

Seminar Research Essay: The seminar research essay (minimum of ten typewritten pages) will represent the culmination of your study in this seminar. Your essay should analyze a literary or visual work using some aspect of Girard’s *Violence and the Sacred* as a theoretical framework. You can select any work (literary, film, television show, etc.) that you believe will result in a successful final product, pending my approval, including works that you have read in other classes. However, you cannot select a work that you have written on previously in another class. I encourage you to use your research and writing to focus on texts that may be more central to your own emerging professional areas of interest in textual studies. You will need to begin thinking about the research essay early in the semester since there will be a number of deadlines associated with it (prospectus, abstract, multiple drafts) leading up to your submission of the final essay for publication in the seminar anthology. Guidelines and dates for each of these assignments will be posted on CourseDen in advance. Final essays that are submitted late or that do not meet the minimum criteria for publication will not be published.

Late Assignment Policies: Students are responsible for knowing when assignments are due. Assignments that are submitted late will be subject to the following grade deductions:

Submitted late on due date: 1/2 of letter grade or 5 points (e.g., A+ to A)

Submitted one day (within 24 hours) after due date: letter grade or 10 points (e.g., A to B)

Submitted two days (within 48 hours) after due date: two letter grades or 20 points (e.g., A to C)

Submitted three days after due date: three letter grades or 30 points (e.g., A to D)

Submitted more than a week after due date: F or 50 points

Submitted more than two weeks after the due date: Zero (not accepted for grading after this deadline).

NOTE: Assignments associated with work we are doing in class and that are part of our collaborative work together (critical response presentations, editing workshops, etc.) typically cannot be submitted late since these

affect our class schedule and meeting our deadlines. These assignments will receive a greater grade reduction than those listed above or in other instances, depending on the circumstances, a grade of zero. Communicating with me well in advance of these deadlines is essential if you think you cannot meet a deadline.

Writing Format and MLA Documentation Style: All writing assignments in this course must be typed and follow Modern Language Association (MLA) format. Assignments (unless instructed otherwise) should be typed and use Times New Roman typeface and 12 point font. Essay rubrics and guidelines for all writing, grammar, and MLA format requirements can be found on CourseDen. I will use these guidelines when I assess your writing.

Extra Credit and Previous Work: I do not give extra credit for additional work beyond the assignments listed here. Please focus on completing the above assignments successfully. Any work completed for another course here at UWG or elsewhere cannot be submitted for a grade in this course.

NOTE: Please make a paper and/or electronic copy of all written work you turn in to me, in case it is misplaced or lost. I will not give you credit for work you claim to turn in that I do not have in my possession.

Office Consultations & Assistance Outside of Class: I am available to meet with you outside of class to discuss your work in this course or other academic and advising questions you may have related to your studies here at UWG. You can stop by during my office hours or schedule an appointment to meet at an alternate time.

Course Communication & UWG Email: UWG students are provided a MyUWG e-mail account. This email account is the official means of communication between the university and the student, including communication with instructors about courses. Please use your MyUWG email when communicating with me about this course. Do not use outside email accounts. Typically, I will respond to email within one business day, usually sooner. Response times may longer on the weekend since I do not always have access to my UWG email account. If there is an emergency, you also can contact me at my office phone (678-839-4877) or through the English department secretary (678-839-6512). Please make sure to include your name, contact information, and the purpose of your call. Email messages should begin with a professional address line, use appropriate professional language, and reasonably edited prose (i.e. complete sentences, correct spelling, no text-messaging lingo, etc.). Always conclude your email with your name, followed by your class and section number. I teach many students and this helps me keep track of correspondence.

Classroom Etiquette and Disruptive Behavior: This is a college classroom and a professional setting, similar to a work environment. I expect students to be ready to work at the beginning of class. This means arriving on time, having all reading materials and assignments prepared and available for use in class. You may use laptops, but you may not use wireless connections to surf the Internet or email. If you need to leave class early for whatever reason, let me know before the beginning of class. You may bring drinks to class (make sure containers have lids) but no food is allowed. Students may be dismissed from any class meeting during which they exhibit behavior that disrupts the learning environment of others. Such behavior includes—but is not limited to—arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or texting, and using personal electronic devices. Each dismissal of this kind will count as an absence and will be applied toward the course attendance policy. Repeated disruptive behavior that interferes with teaching or affects the learning of others in the class may result in failing this course. If you have concerns about disruptive behavior or would like to talk about the classroom environment or your participation in the class, please set up a time to meet with me. UWG Policies: http://www.westga.edu/vpsa/index_4721.php

Electronic Devices: Please turn off all cell phones, pagers, and other electronic devices before entering class. No text messaging or phone calls are permitted during class. Use of them will result from your dismissal from class and an absence on that date. Laptops can be used for class-related work only.

CourseDen (D2L) & Technology: This is a technology-supplemented course, so you need to be familiar with CourseDen and have basic technology skills to participate in this course. Reading and homework assignments, assignment guidelines, and other supplemental information related to this course will be posted on CourseDen. If you are having trouble with access to technology (CourseDen, MyUWG) please contact Distance Education's Student Support (<https://www.westga.edu/uwgonline/students.php>).

Remind: In addition to UWG email, I use Remind (<https://www.remind.com>) to communicate with you about this course. Announcements may include reminders about upcoming assignments, changes in the schedule, or—in rare instances—class cancellations. Information about Remind and how to use it can be found on CourseDen. You can receive announcements directly via text message or you can download the Remind app. Using Remind means you do not have to be signed on to CourseDen to see new course announcements or updates and your phone number remains private. To sign up, text [@engl4384wg](https://www.remind.com/join/engl2110wg) to this number: 81010. Or, you can go directly to this link: <https://www.remind.com/join/engl2110wg>. Once the course has ended, you will be removed from the notification system. Signing up is completely optional, but you will be responsible for any announcements you miss.

UWG Writing Center: The Writing Center assists all students in the development of their writing skills. Make an appointment with a UWC tutor (well in advance of the assignment due date) to receive additional assistance with your writing. The tutors will not proofread or edit your work, but they will assist you with specific areas that you identify. The Writing Center is located in TLC 1201 on the main floor, next to the food kiosk in the atrium. Appointment required. Tel. 678-839-6513 | Email: writing@westga.edu | Website: <http://www.westga.edu/writing>

University of West Georgia Honor Code: At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. Academic dishonesty of any kind will not be tolerated in this class, including essays, quizzes, and materials submitted for a grade. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. It is your responsibility to report instances of academic dishonesty if you see them occur. UWG Honor Code: <http://www.westga.edu/handbook/>

Plagiarism and Excessive Collaboration Policies: UWG defines plagiarism as taking personal credit without correct and documented attribution for the words and ideas of others as they are presented in electronic, print, and verbal sources. UWG expects that students will accurately credit sources in all assignments. Plagiarism also includes taking someone else's writing and submitting it as your own. Even if you alter the wording completely or in part, taking ideas without documented attribution is considered plagiarism. Fabricating sources also constitutes plagiarism. Excessive collaboration occurs when someone else (a fellow student, a family member, or someone you hire) excessively writes or edits your writing to a degree that your independent abilities to produce college-level writing are not evident. Excessive collaboration is a form of academic dishonesty and will be treated the same as a plagiarism under the UWG Honor Code. If a student violates the UWG Honor Code policy, the student may receive an F for the assignment or an F for the course at the instructor's discretion, depending on the circumstances and severity of the violation. For more information about plagiarism, visit https://www.westga.edu/writing/index_153.php

Americans with Disabilities Act: Students with documented disabilities may work with UWG Accessibility Services to receive essential accommodations specific to their disabilities. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.* If you have a registered disability through UWG, see me at the beginning of the semester so that I can work

with you to determine what accommodations might be warranted. For more information, contact Accessibility Services in 123 Row Hall by calling 678-839-6428 or email counseling@westga.edu. You can also find information on their website: <https://www.westga.edu/student-services/counseling/accessibility-services.php>

UWG Cares: College can sometimes be a stressful experience. There are free campus resources to help you. The number for the UWG Counseling Center (with free counseling) is 678-839-6428. The national suicide prevention lifeline is [1 \(800\) 273-8255](tel:18002738255). Call them if you are someone you know needs assistance. If you want someone to get help who seems unwilling to do so, visit <http://www.westga.edu/uwgcares> and use the link provided to contact the UWG professional staff anonymously. UWG wants to create a supportive and successful learning environment for everyone.

Title IX Compliance: The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. As of July 1, 2016, all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus. This means that most employees at UWG—including faculty—cannot guarantee confidentiality if you tell them in a meeting or in other settings about an instance of sexual misconduct. Legally, faculty are required to report such instances to UWG’s Title IX Coordinator. The following UWG offices and individuals **CAN** offer confidential support, and students are strongly encouraged to talk to them if circumstances warrant it. Faculty can assist you with contacting these offices.

UWG Counseling Center (<http://www.westga.edu/counseling>)
Tel. 678 839-6428

UWG Health Services (<http://www.westga.edu/health>)
Tel. 678-839-6452

UWG Student Advocacy (<https://www.westga.edu/student-services/health/sexual-assault.php>)
Tel. 678-839-0641 (90641 on campus)

Additional Information on UWG Common Course Policies can be found here:
http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf

Fall Semester 2016 / Readings and Important Dates

The last day to withdraw from courses with a refund of fees is **Friday, August 12th**. The last day to add a course to your schedule is **Monday, August 15**.

The last day to withdraw from courses with a grade of W is **Friday, September 30, 2016**. After that date you must apply for a hardship withdrawal from *all* of your courses. Withdrawal from a course does not result in a refund of tuition and fees. Undergraduate course withdrawals during this period are subject to the UWG Withdrawal Policy.

Changes or additions to the readings and assignments may occur. These will be announced & posted on CourseDen.

R 8/11 Course Introduction

T 8/16 Girard, Chapter 1, “Sacrifice”
Research: Literary Concept of *Mimesis*

R 8/18 Girard, Chapter 2, “The Sacrificial Crisis”
Read Summary and Background Contexts for *Heracles* (Euripides)

T 8/23	Girard, Chapter 3, "Oedipus and the Surrogate Victim" Read Summary and Background Contexts for <i>Oedipus</i> (Sophocles) Read Flannery O'Connor, "A Good Man is Hard to Find" (CourseDen)
R 8/25	Girard, Chapter 4, "The Origins of Myth and Sacrifice" Read Nathaniel Hawthorne, "My Kinsman, Major Molineux" (CourseDen)

T 8/30	Chinua Achebe, <i>Things Fall Apart</i>
R 9/1	Chinua Achebe, <i>Things Fall Apart</i>

T 9/6	Girard, Chapter 5, "Dionysus" Research: Summary and Background Contexts for <i>The Bacchae</i> (Euripides) Research: Mikhail Bakhtin & Concept of <i>Carnival</i> Read, Richard Wright, "The Man Who Was Almost a Man" (CourseDen)
R 9/8	Girard, Chapter 6, "Mimetic Desire to the Monstrous Double" Research: Literary Concept of Doubling and <i>Doppelganger</i> Read Edgar Allan Poe, "William Wilson" (CourseDen)

T 9/13	Draft Workshop for Analytical Essays
R 9/15	Anthology Design and Organization Workshop
F 9/16	Analytical Essay Due (CourseDen Drop Box)

T 9/20	Girard, Chapter 7, "Freud and the Oedipus Complex" Read Introduction to Freud
R 9/22	Girard, Chapter 10, "The Gods, the Dead, the Sacred, and the Sacrificial" Research Julia Kristeva and the concept of <i>Abjection</i>

T 9/27	Anthology Essay Prospectus Due in Class, Draft Proposal Workshop
R 9/29	Anthology Essay Prospectus Due in Class, Draft Proposal Workshop
F 9/30	Last Day to Withdraw with a W

T 10/4	Anthology Essay Prospectus Due in Class, Draft Proposal Workshop
W 10/5	Prospectus Due (CourseDen Drop Box)
R 10/6	UWG Fall Break (No Class)

T 10/11	Anthology Format & Research Workshop Annotated Bibliography Guidelines
R 10/13	Anthology Title, Cover, & Organization Workshop

T 10/18 Anthology Title, Cover, & Organization Workshop

R 10/20 Individual Conferences (No Class Meeting)

T 10/25 & R 10/27 Draft Workshop I

T 11/1 Draft Workshop I

R 11/3 Individual Conferences (No Class Meeting)
Annotated Bibliographies Due (DropBox on CourseDen)

T 11/8 **Biographies for Anthology Due**
Finalize Anthology Title, Covers, and Organization

R 11/10 Draft Workshop II

T 11/15 & R 11/17 Draft Workshop II

T 11/22 & R 11/24 **Thanksgiving Break (No Class)**

T 11/29 Final Editing & Publication Workshop

R 12/1 Final Editing & Publication Workshop
Course Evaluations

T 12/6 Final Editing & Publication Workshop
Anthology Celebration
NOTE: This class meeting is scheduled from 2:00 – 4:00 pm (TLC 1204)

R 12/8 **Final Edited Copy of Seminar Essays Due** before this date by 3:00 pm
Essays must be free of all errors and ready to publish in the Anthology.
I will not be editing or proofreading essays before they are published.
Submit a print copy and email a copy to me as an attached MS Word Document.

M 12/12 **Final Grades Posted on Banweb**
