

# English 398L: Scholarly Writing in the Humanities

## Spring 2018

**Section 0301:** MWF 11:00 – 11:50pm (TWS 0207)

**Instructor: Mark Forrester**

E-mail: [maforr@umd.edu](mailto:maforr@umd.edu)

Office Hours: Tu 9:00am – 12:00pm, or by appointment

Office: 1220A Tawes; 301.405.1426

**Undergraduate Teaching Assistant: Claire Haas**

E-mail: [cehaas@terpmail.umd.edu](mailto:cehaas@terpmail.umd.edu)

### Course Policies & Procedures

**Required text:** *Course Packet* (available at University Book Center)

**Web Resources:** You will find useful (and in some cases essential) information and links at:

<http://www.elms.umd.edu> (ELMS / Canvas)

[www.engl-pw.umd.edu](http://www.engl-pw.umd.edu) (the Professional Writing Program's homepage)

[www.lib.umd.edu](http://www.lib.umd.edu) (the University's library homepage)

<http://lib.guides.umd.edu/engl398l> (our library course page)

[owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/) (Online Writing Lab at Purdue University)

I **strongly** encourage you to bookmark and explore these sites **before** you need them!

### Course Goals and Learning Objectives

This course is designed to help prepare students for advanced work in the various fields of the humanities. **Because this course focuses specifically on scholarly writing in the humanities, students whose interests and majors lie elsewhere will find themselves at a grave disadvantage in this class!** Specific goals include learning the generic and stylistic conventions of academic discourse in the humanities and exploring the sites of professional discourse (such as journals, organizations, and conferences) within a specific discipline. Students in all Professional Writing courses write a minimum of 25 original pages distributed across six or more graded assignments.

**On completion of a Professional Writing course, students will be able to:**

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

## Grading and Paper Requirements

The **final grade** will be determined according to the following percentages:

Personal Statement or Résumé	10%
Prospectus	10%
Professor Interview	5%
Annotated Bibliography	10%
Outline	15%
In Class Definition	1%
Presentation	5%
Journal Article	20%
Presentation Response	5%
Homework	8%
Self-Reflection Responses	1%
Participation	8%
Discussion Leadership	2%

**Notes:** In order to receive a passing grade in this course, you must complete all of the specific assignments listed above. Failure to turn in all of these assignments in a timely manner will result in a final grade of “F” for the course. A B- is defined as an 82%, B as 85%, B+ as 88%. The same scale applies to other letter grades and is used for both individual papers and the final grade.

**Participation:** The best way to earn high marks for participation is to complete each week's required reading before class meetings, and bring to class the readings with key passages highlighted along with your own questions and issues for discussion. You are expected to participate actively in class discussions, to treat your classmates and teacher with respect and courtesy, and to behave in a manner appropriate to a college classroom. Since a basic level of active and intelligent participation is taken as a given, failure to participate at this level, including by virtue of excessive absences (even excused absences), can reduce your grade, as can negative or inappropriate participation. To get an “A” in class participation, you should not only speak during class discussion and be willing and able to answer questions but also encourage participation in others by asking thoughtful and appropriate questions and by listening carefully.

A significant portion of your participation grade will be based on the professionalism of your conduct. Professionalism includes regular attendance, punctuality, being prepared, and paying attention. It also includes class-related activities outside of class, such as your conferences with me and your e-mails to classmates and to me. If you have finished an in-class activity and are waiting for the rest of the class, do NOT look at material for another class or anything else unrelated to our class.

**Grammar and Mechanics:** Your papers are expected to demonstrate mastery of standard English grammar. I encourage you to seek out and take advantage of available resources (such as a style manual and the Writing Center) to improve any weaknesses. Papers with excessive grammatical and mechanical errors may be returned unread for correction and resubmission and will be downgraded.

**Paper Format:** In terms of content, format, and appearance, papers are expected to meet **professional standards**. Papers that do not follow the provided format guidelines will be penalized up to one full letter grade.

**Late Papers:** Papers will be penalized one full letter grade for each day they are late. Papers more than one week late will **NOT** be accepted and will receive a **ZERO**.

**Paper Rewrites:** Anyone may rewrite the job application / personal statement up until the last day of class. In addition, you may rewrite any **TWO** of the following papers: prospectus, professor interview, annotated bibliography, and outline. Rewrites are due two weeks after the original is returned (one week for the outline); you must submit the original graded version, a complete rewrite (all component parts), and a **one paragraph note explaining the most important changes you made and the reasons behind them**. To achieve a superior grade, the rewrite must show substantial revision, not merely proofreading and correcting surface mistakes. (For the job application / personal statement, if the only problems are surface errors, you may simply correct those.) The recorded grade will be the average between your original grade and the grade for the rewrite. You may **NOT** do a rewrite if your original paper was submitted late or if you missed the rough draft workshop (if applicable) for ANY reason.

**Workshops:** Before some of the papers are due, we will have peer review workshops. It is especially important that you attend these workshops and be on time. If you do not have a complete rough draft with you, or if you show up after I have assigned partners, you will lose participation and homework points.

**Homework:** There will be a number of homework assignments, in-class writing exercises, and pop quizzes. These assignments cannot be made up if you miss class—even for an excused absence—and will not be accepted late (for credit).

**Self-Reflections:** Studies show that reflecting on your writing practices leads to more lasting and significant improvement. In addition, detailing your skills and explaining your decisions is an important professional practice. As such, this is a course about thinking about and explaining your writing process as well as the resulting written documents. You will create a series of self-reflections that are an integral part of our work in this course.

**Conferences and Office Hours:** I am available during my listed office hours, and by appointment, to help you. I will also ask you to meet with me whenever I think a conference would be useful. We will have two mandatory conferences during the course of the semester. If others are waiting, I will limit your time with me during office hours to 15 minutes. For the most productive meeting, come with a clear agenda, specific questions, problems, issues you want to talk about. Be prepared to take notes—bring your notes, paper, drafts of the paper, comments I've made on previous work. I will meet by appointment if it is impossible for you to meet during my office hours—every attempt should be made by you, however, to attend my scheduled office hours. I schedule appointments when it is convenient for both of us; I may not be available at the time you request. I treat appointments (but not office hours) like class time; if you schedule an appointment but don't show up and offer no legitimate excuse for missing the appointment, it will count as an unexcused absence.

**ATTENDANCE:** To succeed in this course, regular attendance is required. Classroom discussions and in-class work account for a significant part of your grade, and class participation, once missed, cannot be restored. **Missing more than two weeks' worth of class for any reason may result in a zero for the participation/professionalism portion of your grade** and may jeopardize your overall course grade. If you are absent, it is your responsibility to find out what you've missed. Missing more than two weeks of class will make catching up difficult, if not impossible.

**Tardiness:** In the professional world tardiness is not tolerated. However, this campus is large, and another instructor may keep you late. So if you do arrive late on occasion, do not disrupt class, and let me know by the end of the schedule adjustment period if you anticipate ongoing conflicts. Remember that it is your responsibility to catch up on your own time, not the class's. Two "lates" will be counted as equivalent to one absence. If you come in more than ten minutes late, you will be marked as absent. The same rules apply to leaving early.

**For complete attendance policies, see:**  
<http://www.ugst.umd.edu/courserelatedpolicies.html>

### **Diversity**

<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1541>

The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.

**Class etiquette:** During class meetings kindly refrain from chatting, texting, reading newspapers, or otherwise distracting yourself or other students from the lecture and from your note taking. Use of laptop computers, hand-held devices, and other electronics is **prohibited** during class meetings. Although some students prefer to take notes on their laptops, experience shows that this practice is too often subject to abuse – that is, students email and surf the web in class, which 1) distracts them from what is happening in the live, interactive learning setting, and 2) distracts students sitting nearby. Students with DSS accommodations (see next section) may be exempt from this policy.

### **Disability Support**

Students with a documented disability should inform the instructors within the add-drop period if academic accommodations will be needed. **NB: You are expected to meet with your instructor in person** to provide them with a copy of the *Accommodations Letter* and to obtain your instructor's signature on the *Acknowledgement of Student Request* form. You and your instructor will plan together how accommodations will be implemented throughout the semester. To obtain the required Accommodation Letter, please contact Disability Support Service (DSS) at 301-314-7682 or [dissup@umd.edu](mailto:dissup@umd.edu)

### **Academic accommodations for students who experience sexual misconduct**

The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence as defined by the University's Sexual Misconduct Policy. To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. As 'responsible university employees' faculty are required to report any

disclosure of sexual misconduct, i.e., they may not hold such disclosures in confidence. For more information: <http://www.umd.edu/ocrsm/>

**Academic Integrity:** UMCP has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is essential for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

**Course Evaluations:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)). Your feedback is confidential and important to the improvement of teaching and learning at the University. Because CourseEvalUm does not ask specific questions useful to the Professional Writing Program, I will ask you to complete a different, also confidential, evaluation. Both evaluations are important for separate audiences and somewhat separate purposes, and I appreciate your participation in this process.

**Special concerns:** If you have questions about procedures, or if a problem occurs, write me a memo, making clear what you are asking for and telling me whatever I need to know to make a decision. I can't usually give you the best answer in the few minutes before or after class. I can make better decisions if I am given good information and time to consider a question or problem.

Some rules to bear in mind: (a) explaining what happened is not the same thing as having a valid excuse; (b) advance notice is not the same thing as permission; (c) it is difficult to get permission, but it is almost impossible to get forgiveness—nothing is negotiable after the fact. On the other hand, evidence of assiduousness and cooperation doesn't hurt your case. And, while you will need to give me a written request for any special consideration you want, you should let me know informally as soon as you realize there will be a problem.

**Emergency protocol:** If the University is closed for an extended period of time course activities will continue, coordinated through ELMS. The instructor will provide detailed instructions.

**This syllabus is subject to change.** Students will be notified in advance of important changes that could affect grading, assignments, etc.

For information on ELMS, counseling, health, learning workshops, tutoring, writing help, student rights in undergrad courses, questions about graduation or add/drop/withdraw, please see <http://www.ugst.umd.edu/courserelatedpolicies.html>

ENGL398L, Section 0301

Spring 2018

SYLLABUS

Numbers in [brackets] indicate page numbers in the course packet.

All other readings are posted on ELMS.

All readings for the first two weeks are posted on ELMS.

WEEK ONE

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
<b>WEDNESDAY JANUARY 24</b>	Introduction to Course		
<b>FRIDAY JANUARY 26</b>	Topic Selection Elevator Pitches	Tell Your Elevator Story [7] Sample Elevator Pitches [8-10] Sample Journal Article Topics Journal Article Assign. Sheet	<b>Homework:</b> Write a one paragraph (< 200 words) definition of the humanities (In your own words, but using and citing one outside source)

WEEK TWO

<b>MONDAY JANUARY 29</b>	What are the humanities? Where are the humanities going?	Course Policies Director's Letter of Welcome Grading Standards [2-3] My Editing Symbols [4] Tips from Former Students [5-6] Just Don't Go [11-14] Humanities Are Not a Luxury In Class Definition Assign. Sheet	
<b>WEDNESDAY JANUARY 31</b>	Writing in the Humanities	Strange Death of Silas Deane Interview Assignment Sheet	<b>Self-Reflection #1</b>
<b>FRIDAY FEBRUARY 2</b>	Rhetorical terminology	Rhetorical Situation [15-16] Rhetorical Appeals [17-18] Rhetorical Stases [19] Many Words, Little Eloquence [20-22] Presentation Response Assign. Sheet	<b>Letter of Introduction</b>

**WEEK THREE**

<b>MONDAY FEBRUARY 5</b>	Job Application Packet Assign. Personal Statement Assignment <b>* Tuesday 2/6 = last day for drop / add</b>	Targeted Job Application Packet Assignment Sheet Personal Statement Assign. Sheet Résumé Guidelines [28-30] Cover Letter Guidelines [33]	<b>Two Elevator Pitches Due</b>
<b>WEDNESDAY FEBRUARY 7</b>	Resumes and Cover Letters	Don't Falter on Step 1 [34-35] The Language of Résumés [36] Action Verbs... [37] Principles of Document Design [38] How to Write a Business Letter [39-41] Sample Résumés and Cover Letters [42-47]	
<b>FRIDAY FEBRUARY 9</b>	Personal Statements	Strong Verbs [48] Writing the Personal Statement [49-51] Sample Personal Statements [53-57]	

**WEEK FOUR**

<b>MONDAY FEBRUARY 12</b>	Resumes and Personal Statements		
<b>WEDNESDAY FEBRUARY 14</b>	<b>Workshop</b>		<b>Rough Draft of Personal Statement or Targeted Job Application Packet Due</b>
<b>FRIDAY FEBRUARY 16</b>	Prospectus	Prospectus Assignment Sheet Journal Article Assign. Sheet Sample Prospectuses [59-70]	

**WEEK FIVE**

<b>MONDAY FEBRUARY 19</b>	Primary and Secondary Sources	Going Home for Good [71-73] Predatory Reading [74-75] How to Read (Moore) [89-90]	<b>Final Draft of Personal Statement or Targeted Job Application Packet Due</b>
<b>WEDNESDAY FEBRUARY 21</b>	Paragraph Organization Research Strategy	<a href="http://lib.guides.umd.edu/engl398l">http://lib.guides.umd.edu/engl398l</a>	<b>Discussion Thread: Grammar Questions</b>

<b>FRIDAY FEBRUARY 23</b>	<b>Student-led Discussion #1</b>	Sonja Foss and Cindy Griffin: "Beyond Persuasion: A Proposal for an Invitational Rhetoric"	<b>Homework:</b> Foss and Griffin response
-------------------------------	----------------------------------	--	--

**WEEK SIX**

<b>MONDAY FEBRUARY 26</b>	<b>Workshop</b>		<b>Rough Draft of Prospectus</b>
<b>WEDNESDAY FEBRUARY 28</b>	The Writing process Academic integrity	Persona and Authority Yes, Even Professors... [23-24] 10 Tips [25-27]	
<b>FRIDAY MARCH 2</b>	Quoting Paraphrasing	Quoting vs. Paraphrasing [76] Incorporating and Connecting Quotations [77] Steps of Paraphrasing [79]	<b>Final Draft of Prospectus</b>

**WEEK SEVEN**

<b>MONDAY MARCH 5</b>	Annotated Bibliography Writing a Summary	Annotated Bibliography Assign. Sheet Writing a Summary [80] Annotated Bibliography Samples [81-88]	<b>Note:</b> Last day to submit name and dept. of professor for your interview.
<b>WEDNESDAY MARCH 7</b>	<b>Tawes 1220A</b>	<b>Tawes 1220A</b>	<b>Conferences</b>
<b>FRIDAY MARCH 9</b>	<b>Tawes 1220A</b>	<b>Tawes 1220A</b>	<b>Conferences Discussion Thread: Paper Topics</b>

**WEEK EIGHT**

<b>MONDAY MARCH 12</b>	<b>Student-led Discussion #2</b>	Joshua Glenn: "Taking Things Seriously: Introduction"	<b>Homework:</b> Glenn summary
<b>WEDNESDAY MARCH 14</b>	The Seminar Paper	The Seminar Paper	<b>Homework:</b> Identify and briefly describe an undergraduate humanities journal. Provide URL. <100 words.
<b>FRIDAY MARCH 16</b>			<b>Annotated Bibliography</b>

**WEEK NINE**

<b>MONDAY MARCH 19</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
----------------------------	---------------------	---------------------	---------------------

<b>WEDNESDAY MARCH 21</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
<b>FRIDAY MARCH 23</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>

**WEEK TEN**

<b>MONDAY MARCH 26</b>	Outline Assignment	Outline Assign. Sheet Constructing an Outline [104-105] Sample Outlines [107-111, ELMS]	
<b>WEDNESDAY MARCH 28</b>	Interpretation	Writing an Interpretation [99-101] What Is An Interpretation? Lincoln Statue [102-103]	<b>Self-Reflection #2</b>
<b>FRIDAY MARCH 30</b>	Active and Passive Voices Wordiness	Active and Passive Voices [91-92] Six Principles of Clear Writing [93] Editing for Wordiness [95-98]	<b>Last day to turn in report on interview with humanities professor!</b>

**WEEK ELEVEN**

<b>MONDAY APRIL 2</b>	Sample Journal Article	Plastic and Magic: Barbie as a Transmedia Narrative	<b>Discussion Thread:</b> Tips from Professors
<b>WEDNESDAY APRIL 4</b>	Logical Fallacies Presentations	Cognitive Biases [125] Identifying Logical Fallacies [126-127] Good and Bad Presentations [130-131] Conference Manifesto [132-134]	<b>Discussion Thread:</b> Presentation Strategies
<b>FRIDAY APRIL 6</b>	<b>Workshop</b>		<b>Rough Draft of Outline</b>

**WEEK TWELVE**

<b>MONDAY APRIL 9</b>	<b>Student-led Discussion #3</b>	Vershawn Ashanti Young: "Should Writers Use They Own English?"	<b>Homework:</b> Young response
<b>WEDNESDAY APRIL 11</b>	Presentations <b>* Last day to drop with a "W"</b>	Presentations	<b>Final Draft of Outline</b>
<b>FRIDAY APRIL 13</b>	Presentations	Presentations	

**WEEK THIRTEEN**

<b>MONDAY</b> <b>APRIL 16</b>	Presentations	Presentations	
<b>WEDNESDAY</b> <b>APRIL 18</b>	Presentations	Presentations	
<b>FRIDAY</b> <b>APRIL 20</b>	Presentations	Presentations	

**WEEK FOURTEEN**

<b>MONDAY</b> <b>APRIL 23</b>	<b>Student-led Discussion #4</b>	James Elkins: "Weeping Over Bluish Leaves"	<b>Homework:</b> Elkins response
<b>WEDNESDAY</b> <b>APRIL 25</b>	<b>Tawes 1220A</b>	<b>Tawes 1220A</b>	<b>Conferences</b>
<b>FRIDAY</b> <b>APRIL 27</b>	<b>Tawes 1220A</b>	<b>Tawes 1220A</b>	<b>Conferences</b>

**WEEK FIFTEEN**

<b>MONDAY</b> <b>APRIL 30</b>	Parts of a Journal Article	Effective Titles [116-117] Effective Introductions [118-119] Opening Paragraphs [120-121] Partitions [123] Effective Conclusions [124]	<b>Self-Reflection #3</b>
<b>WEDNESDAY</b> <b>MAY 2</b>	<b>Journal Article Workshop</b>		<b>At least six pages of journal article, including introduction and thesis</b>
<b>FRIDAY</b> <b>MAY 4</b>	Bad Academic Writing	Bad Academic Writing [112] Judith Butler: A 'Bad Writer' Bites Back [114-115]	

**WEEK SIXTEEN**

<b>MONDAY</b> <b>MAY 7</b>	Journal Article Review		
<b>WEDNESDAY</b> <b>MAY 9</b>	Final Discussion Course Evaluations		<b>Journal Article Due Absolute last day for Presentation Response!</b>