

AMERICAN UNIVERSITY OF KUWAIT

ENGL 450: Senior Seminar

Spring 2023

Section 01/MW 11:00-12:15

Room: B201

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Office Hrs: By appointment



TEXTBOOKS

Kate Chopin. *The Awakening*. (1899) Penguin (9780142437322)

Stephen Crane. *Maggie: A Girl of the Streets*. (1893) (9781517158811)

Jack London. *The Sea-Wolf*. (1904) Oxford UP (9780199554942)

Upton Sinclair. *The Jungle*. (1906) Penguin (9780140390315)

Edith Wharton. *The House of Mirth*. 1905) Penguin (9780140187298)

AUK MISSION STATEMENT

The American University of Kuwait is a liberal arts institution dedicated to teaching, learning, and scholarship. The university offers programs that provide students with the knowledge and skills necessary for lifelong learning and professional success. AUK enriches society by fostering an environment encouraging critical thinking, effective communication, personal growth, service, and leadership

UG ENGLISH DEPARTMENT MISSION STATEMENT

In keeping with the American University of Kuwait's liberal arts tradition, the English Department provides students with the ability to use the English language effectively, think critically, cultivate a lifelong process of inquiry, and reach their full potential as creative individuals and engaged citizens. Through its emphasis on developing cultural awareness, rhetorical flexibility, information literacy, and appreciation for literary traditions, the department prepares students for the increasingly complex challenges of the 21st century.

Course Description

This particular course will explore some of the more important American novels in the latter part of the 19th century and early 20th century. Specifically, we will be reading/writing/discussing five American authors from that time period: Jack London, Kate Chopin, Upton Sinclair, Stephen Crane, and if time permits, Edith Wharton. Not only will we have the opportunity to learn more about these famous American writers, but also, we will examine the life and times of these artists.

Course Outcomes

Upon completion of the course, students will be able to:

- Use various composing processes (prewriting, drafting, revising, final editing) to develop and refine their ideas for different audiences and purpose;
- Apply critical reading techniques to comprehend a variety of intellectually challenging texts;
- Demonstrate a working knowledge of the strategies of critical analysis and argument;
- Synthesize and integrate the ideas of others into their own writing;
- Apply the basic conventions of MLA quotation, citation, and format;
- Collaborate with others in analyzing and revising their own and others' writing processes and products;
- Use rhetorical, stylistic, and grammatical choices (e.g., tone, connotation, register, cohesion, sentence variety and structure, etc.) effectively for specific purposes and audiences.

Course Projects

To realize the objectives of this course, students will do the following:

- Study and practice the conventions of written English in order to develop their command of these conventions;
- Engage in numerous in-and out-of-class written exercises in connection with writing formal papers in order to develop an ability to communicate effectively what one has learned;
- Read selections from your assigned readings and participate in conversations about these selections relative to formal essay structure as well thinking and writing development;
- Write and submit for evaluation the number of formal papers stipulated by the instructor; these papers will enable the students to participate in the written form of academic conversations; the total amount of writing students do will vary from section to section, depending on the approach used by the instructor as the instructor addresses the strengths and weaknesses of the students, but students can expect to write the equivalent of four (4) essays per semester.

General Course Guidelines

When formal documentation is required, students should follow the recommendations of the Modern Language Association (MLA).

Students who violate the University's standards of academic honesty run the risk of failing the assignment as well as the course, at the discretion of the English Department.

Plagiarism

A. Definitions of plagiarism

- Using sources without acknowledgment: when a student copies material from a print or a Web source or sources, either word for word or partially paraphrased, without including

quotation marks where needed and an in-text citation. Reference to the source in a Works Cited list only is not adequate.

- Copying another student's paper: when an existing paper, whether from AUK or another institution, is presented, either wholly or partially, as the student's own.
- Copying one's own previous submission: when a student presents a paper that he/she has previously submitted for another class without substantial alteration and updating to fit the given assignment, and without proper citation of the previous paper.
- Purchasing an assignment: when a student seeks a ghost writer to complete an assignment, from either local sources or the Internet, and presents it as his/her own.
- Collusion: when two or more student papers are found to be similar and the students have thus either worked closely together or one has allowed the other to copy or paraphrase an assignment.
- Obtaining excessive help: when a student has asked for help and the resulting paper is clearly not the student's own work because of the quality and nature of either the content or the language, or both.
- Academic dishonesty in the use of sources: when a paper includes improper and/or fabricated citations or misrepresented sources.

B. Penalties

Students will sign a statement at the start of each course stating that they understand the policy and the penalties for plagiarism.

Penalties as below will apply to any level of course from 100 upwards, as sanctioned by University policy and as warranted by the Student Handbook.

- For a first offence in a course, 0 may be given for the assignment. The student is not able to resubmit the assignment but may continue with the course and pass it if the final grade is adequate.
- For a second offence in the same course, the student is informed that he/she may receive a final grade of F for the course. If so, the Department Chair and Dean will be informed, and the Academic Advising Center notified.

The instructor should determine the severity of the plagiarism based on Department guidelines.

Dishonesty in Papers

Papers submitted in courses must be the original work of the student with the appropriate citations and references. Papers or other reports prepared by another person or purchased from another person or company and submitted as one's work is a violation of academic honesty. In short, if you decide to plagiarize or have someone else "help" you with your assignment, you may very well fail the assignment and the course.

All assignments must be turned in on the specified due date. Extensions are granted at the instructor's discretion.

Academic Composition is an ability-building course, and regular class attendance is important. Student should note that just as there is an almost inevitable connection between being intensely engaged with the topic of a paper and writing a strong paper, so there is a similar connection

between being intensely engaged with this course and doing well in the course. Students are to familiarize themselves with AUK's guidelines for lateness, absence and attendance.

Although all of the sections of this course share common objectives, students should not expect an assembly-line standardization among the sections. Working within the general guidelines established by AUK, instructors will adapt their approaches to the specific strengths and weakness of the students in each section.

Attendance Policy

As stated in the Academic Catalog: **“Students who, during a semester, miss more than 15% or 8 hours of the class sessions of any course, irrespective of the reasons, may be advised by the instructor to withdraw from the course. Students who do not withdraw should expect to fail the course.”**

If students are ten minutes late for class (by the clock in the classroom) they are considered absent. So please use your absences wisely. I would also ask you to hand in your assignments on time. No late papers or other assignments will be accepted. In short, please come to class and please hand in your work on time.

This class is working in collaboration with the Academic Advising Center's ASA Program, an early warning program designed to help you be successful in this course. I will notify the AAC if you have excessive absences, missing assignments, are having difficulty with the course content, or are exhibiting inappropriate classroom behavior. If you are contacted by the AAC, you must meet with an advisor and work together on an action plan which will consist of meetings with that advisor and any other campus support service she recommends to you (ex. Writing Center, Tutoring Center, etc.). These meetings are required and count as class attendance.

Disability Accommodations

Disability services include identifying strategies to accommodate the learning requirements of students with disabilities. The Counseling Center at AUK offers services that include personal counseling and disability services. Their mission is to support students as they overcome what inhibits their success and prepare them for lifelong learning and development. For questions regarding accommodation services, please contact the Counseling Center at Counseling@auk.edu.kw.

Assignments/Grading Guidelines

Please note that all papers and assignments done outside class must be typed. More detailed information will be given to you about each paper/assignment as the course progresses. Students **must earn a final grade of C- or better to pass English 401**. How these assignments relate to your overall grade are as follows:

Homework/journals	10%
Presentations and Course Participation	20%

Short Papers	20%
Midterm	20%
Final Paper/Presentation	30%

Point/Letter correlations are as follows.

Grade Points	Letter Grade	University Points
94-100	A	4.0
90-93	A-	3.7
87-89	B+	3.3
84-86	B	3.0
80-83	B-	2.7
77-79	C+	2.3
74-76	C	2.0
70-73	C-	1.7
67-69	D+	1.3
64-66	D	1.0
60-63	D-	.7
0-59	F	0.0

Some of the homework and in-class writings may receive a plus, check or zero grade.

Plus	(+)	= A	= 4.0
Check	(✓)	= C-	= 1.7
Zero	(0)	= F	= 0

Grading Guidelines

This is adapted from a grading guide developed by William Irmscher who evaluated writing in five areas: content, form, diction, correctness, and style. This guide focuses on content, form, rhetorical awareness, mechanics, and style and diction (language awareness). Note that this is only a general guide and that the context and nature of the specific assignment will suggest additional (or other) criteria.

A = Demonstrates High Competence

Content: An ability to be reflective and thus gain insights that are personal and often illuminating.

Form: A capacity to develop ideas flexibly and fluently, yet with control and purpose.

Rhetorical Awareness: A strong rhetorical awareness and considerable success in dealing with the exigencies of audience, purpose, and subject matter.

Mechanics: Written fluency; an ability to use punctuation rhetorically, for effect as well as for clarity.

Style and Diction: A willingness to be inventive with words and structures in order to produce a clearly identifiable style, even though at times the efforts may be too deliberate or fall short of the writer's intentions. A special concern for—and often delight in—language.

B = Demonstrates Competence

Content: An ability to absorb ideas and experience and to interpret them meaningfully in a context of the writer's own conceptions.

Form: A capacity to develop an idea with a clear sense of order.

Rhetorical Awareness: Demonstrates some rhetorical awareness: text is designed with an audience and purpose in mind.

Mechanics: An ability to use mechanics as an integral part of the meaning and effect of the prose.

Style and Diction: A capacity to draw upon words adequate to convey the writer's own thoughts and feelings; ability to weigh alternate ways of expression as a means of making stylistic choices possible.

C = Suggests Competence

Content: Tends to depend on the self-evident and the cliché; Discourse is often uninformative.

Form: Problems with organization. Organizational plan is obvious and perhaps inappropriate (e.g., five-paragraph essay), OR essay is produced aimlessly, apparently without a plan.

Rhetorical Awareness: Sense of audience and purpose is erratic or incompletely worked out. Although there may be some audience appeal, most of the writing is writer-based.

Mechanics: An ability to use mechanics correctly or incorrectly in proportion to the plainness or complexity of the style. (i.e., sentences may be kept short, simple, and fairly correct; or sentences are longer and more complex, but with more errors.)

Style and Diction: A limited range of words and expressions, leading to tedious repetition or dependence on clichés. A general unawareness of choices that affect style and thus an inability to control the effects a writer may seek.

D = Suggests Incompetence

Content: Tends to exploit the obvious. Suggests lack of understanding, difficulty with reading, failure to grapple with a topic, or lack of interest. Content is generally superficial.

Form: Demonstrates rudimentary or confused development and organization. The paper tends to wander aimlessly because of a lack of overall conception, OR it may have a semblance of form without the development that makes the parts a whole.

Rhetorical Awareness: At best, a vague sense of audience and purpose; little success in pursuing the purpose consistently and appropriately for an audience.

Mechanics: Frequent failure to make careful distinction among periods, commas, and semicolons; difficulty with standard usage. High incidence of error in all but the shortest and simplest sentences.

Style and Diction: Either a tendency to write highly convoluted sentences that are close to the rapid associations of our thoughts before we straighten them out, OR a tendency to play safe by avoiding the sentence elements that invite error (introductory modifiers embedding, coordination, and various other sentence-combining techniques). Likewise, an attempt to “play safe” with words seriously limits the writer's ability to express ideas.

F = Demonstrates Incompetence in all or most of the five areas

Proposed Course Outline

Week One (5/2): Introduction to course; review syllabus and textbooks, and journals, start with Stephen Crane's *Maggie: A Girl of the Streets* (**Maggie**) (2)

Week Two (12/2): **Maggie** (2)

Week Three (19/2): **Maggie**, journals due (2)

Week Four (26/2): Spring Break (0)

Week Five (5/3): **Maggie** (2)

Week Six (12/3): Jack London, *Sea Wolf* (**Sea Wolf**); short paper (2)

Week Seven (19/3): **Sea Wolf**, journals due (2)

Week Eight (26/3): **Sea Wolf**, (2)

Week Nine (2/4): Kate Chopin, *The Awakening* (**Awakening**) (2)

Week Ten: (9/4): **Awakening** (2)

Week Eleven (16/4): Midterm, **Awakening** (2)

Week Twelve (23/4): Eid El-Fitr (0)

Week Thirteen (30/4): Edith Wharton, *The House of Mirth* (**Mirth**), journals due (2)

Week Fourteen (7/5): **Mirth**, short paper two (2)

Week Fifteen (14/5): **Mirth** (2)

Week Sixteen (21/5): Upton Sinclair, *The Jungle* (**Jungle**) (2)

Week Seventeen (28/5): **Jungle** (2)

Week Eighteen (4/6): Final Exam Week, Final Paper and/or Presentations may be due on Final Exam day.

Keep in mind that this is only a proposed schedule, and it is very possible that we will make some additions and subtractions as the course progresses.

