

## **SENIOR SEMINAR I AND II\*** **THE STORY OF ENGLISH, FALL 2002**

### **Two Locations and Two Nights**

•**Mondays on Wayne State campus:** AGS 4760 (Seminar I, sec. 982, call #14850), AGS 4860 (Seminar II sec. 982, call #15026), 6:00 to 9:40 pm in 275 Manoogian

•**Tuesdays at Oakland Center:** AGS 4760 (Seminar I, sec. 981, call #15214), AGS 4860 (Seminar II, sec 981, call #15099) from 6:00 to 9:40 p.m.

### **Instructor Information**

•**Professor** (Dr.) Julie Thompson Klein

•**E-mail** <[julietklein@comcast.net](mailto:julietklein@comcast.net)>

•**Telephone:** Home: 734-482-2793 (always use and try first; has voice mail).

Office: 313-577-4612 (secretary's number, only if you can't reach me otherwise).

•**Office FAX:** 313-577-8585. Home FAX 734-482-2793. Note that I must be at home to receive a FAX to that number. Email is always preferable.

•**Snailmail:** 111 Linden Court in Ypsilanti, Michigan 48197-4703. Don't send material to The office, and always check "Signature Waived" box on Speedo snailmail

•**Office Hours:** Any time 24/7 on email. I can meet you in person at other times but always

make an appointment first for the main campus (ISP office at 2414 AAB, 5700 Cass Avenue) of Oakland Center

### **Course Website on Blackboard.com**

•**URL** <http://blackboard.wayne.edu>. Go to courses listed under my name for Fall 2002.

•We will use our course website as a place to talk between class meetings, an archive of course materials, and links to other sites that will aid in writing research papers. You can also create personal webpages. You should be automatically enrolled but can do online registration yourself. If you encounter any problems, consult <http://webmail.wayne.edu>

**Weather Policy:** Listen to major radio stations or call 313-577-5345 for closings.

### **Schedule of Fall Classes (M=Monday, T=Tuesday)\***

Week 1

(M) September 9

(T) September 3

Week 2	(M) September 16*	(T) September 10
Week 3	(M) September 23	(T) September 17
Week 4	(M) September 30	(T) September 24
Week 5	(M) October 7	(T) October 1
Week 6	(M) October 14	(T) October 8
Week 7	(M) October 21	(T) October 15
Week 8	(M) October 28	(T) October 22 NO CLASS
Week 9	(M) November 4	(T) October 29
Week 10	(M) November 11	(T) November 5
Week 11	(M) November 18	(T) November 12
Week 12	(M) November 25	(T) November 19 (26 =Thanksgiving Break)
Week 13	(M) December 2	(T) December 3
Week 14	(M) December 9	(T) December 10
Week 15	(M) December 16 FINALS	(T) December 17 FINALS

\*Note: I print the schedule for both Monday and Tuesday because a student might make up a missed class at the other site. However, the weekly agendas and classroom dynamics differ, so you must check first with me to synchronize the schedule. Note also that the Tuesday class does not meet on November 26th because University policy mandates that all regularly scheduled Tuesday classes do not meet during Thanksgiving week. On November 26th, Thursday classes are officially scheduled to meet. So, if you have a Thursday class, you will meet that night during Thanksgiving week only.

(\*September 16<sup>th</sup> is the last day to register for/add classes.)

## Texts

**Text #1:** Robert McCrum, William Cran, and Robert McNeil, The Story of English, New and Revised Edition. (New York: Viking-Penguin 1993). This book parallels but does not duplicate the primary video series we use, also entitled "The Story of English."

**Text #2:** Gary Gosgharian (Ed). Exploring Language. Ninth Edition. New York: Longman  
2001.

**Text #3:** Seminar Portfolio (See Requirements, below)

**Text #4:** Andrea Lunsford and Robert Connors, The Everyday Writer. Second Edition  
New York: St. Martin's Press, 1997. This is the required ISP reference work.

**Note:** You also need a good dictionary in your personal library that contains etymologies and supplementary information. I'll offer recommendations and you can review options at a good bookstore such as Borders, Barnes and Noble, or Paperbacks Unlimited.

## Course Description

Like Senior Essay, Senior Seminar is the practical and philosophical culmination of the Interdisciplinary Studies Program's commitment to writing across the curriculum. The course has two major components: (1) interdisciplinary study of a selected topic and (2) the process of research and writing. The latter covers all phases, from defining a topic and searching for information to organizing and writing the final product. Students gain valuable preparation for writing undergraduate- and graduate-level research papers, as well as managing major projects in the workplace. Because AGS 4860 fulfills Wayne State University's General Education Writing Intensive (WI) requirement, a longer research paper is required, in addition to an early short essay and a final oral presentation of research results. Papers written for AGS 4860 and Track B papers written for AGS 4760 are eligible for the Otto Feinstein Award for Excellence in Senior Writing.

The designated topic for this semester is the interdisciplinary cultural history of the English language. The course is divided into three parts. Part I establishes Core Concepts and Historical Perspectives. Part II explores Varieties of English and initiates intensive work on the final research paper. Part III, English in Today's World, takes a more global and a contemporary American perspective while completing final stages of research and writing. We explore the following dimensions of the designated topic:

- historical, social, cultural, political, and economic dimensions of English;
- varieties of British, Scots, Irish, Australian, American, Black, and new Englishes emerging from the Third World;
- the impact of media, science, and technology;
- our own personal and professional uses of the language, including the topics of jargon and gender
- the status of English as an international language and the language of multicultural America
- other dynamics such as wired language, humor, slang, censorship, free speech

### Course Objectives

- learn to explore a specific subject in an interdisciplinary manner
- learn to select and define a topic that is focused, interesting, significant, and manageable
- learn the process of conducting advanced research, including strategies for identifying print and electronic information using computer databases
- learn to constructively critique others' work and to benefit from their criticism
- learn to synthesize ideas, information, and knowledge
- learn to define an audience in writing and to employ appropriate rhetorical strategies
- learn to define and express your own voice in relation to a topic.

### General Education Requirement

AGS 4860 satisfies the University's Writing-Intensive Course in the Major (WI). Students build on skills gained in the Intermediate Composition requirement, while honing their ability to communicate effectively with specialized or professional audiences. They produce drafts and revisions of a major Essay and make a final oral presentation.

## **Grading Policies**

- A = Excellent (A equivalent to 4.00 HPA; A- equivalent to 3.67)  
B = Good (B+ 3.33 HPA; B 3.00; B- 2.67)  
C = Average (C+ 2.33 HPA; C 2.00; C- 1.67)  
D = Poor (D+ 1.33 HPA; D 1.00; D- 0.67)  
E = Not acceptable (E or F = 0.00 HPA)

I = An "Incomplete" means you did not complete requirements but submitted enough work to qualify for an extension. You must complete at least 50% of the requirements to qualify for this option and there must be a reasonable probability of completing the course without again attending regular class sessions. Be aware, however, that an "I" automatically converts to an "E" at the end of one academic year. Exceptions are difficult to obtain.

X = An "'X'" means you did not attend, failed to withdraw from the course before the official drop date, or did not complete enough work to merit an "I" or a "Y." You must pay tuition again to retake the course.

Note: For further questions about University policies, see the *University Bulletin*. If you feel that you may need accommodation based on a disability, please contact me privately. Additionally, the Office of Educational Accessibility Services (EAS) assists in accommodations for students with documented disabilities. It is located in the Student Center Building, Room 583, phone: 313-577-1851 (Voice)/577-3365 (TTY).

### **Criteria for written work:**

- following all instructions
  - completing all assignments (including designated stages of research and writing)
  - presenting a clear argument and organization
  - demonstrating critical thinking
  - making accurate and fair use of appropriate sources
  - displaying technical competence in grammar and style.
- Re *Internet Submissions*: An electronic "page" is the equivalent of approximately 250 printed words, double-spaced with standard 1-inch margins and 12-point font. If you are submitting electronically, print a hard copy or do a word count before sending material.

### **Attendance Policy:**

This is not a correspondence course. Attendance is mandatory at every scheduled meeting. Any student who misses more than three meetings will be automatically dropped from the course. All absences are equal, whether illness-, work-, vacation-, or family-related. If an emergency arises, contact me within 24 hours. Coming to class significantly late or leaving significantly early will be factored into attendance. There will also be required makeup work for missed classes. You will do best if you keep up. If you fall behind or have a bad week, it's better to come to class to benefit from discussion than not show up.

### **Plagiarism Policy**

Plagiarism is a form of cheating and it is grounds a grade of "E" and suspension from the University. We will talk about proper documentation of courses but plagiarism is defined as using other people's work without crediting them, regardless of whether you are paraphrasing or using their direct words without quotation marks.

## Course Requirements

### *Senior Seminar I Students*

### *Senior Seminar II Students (and Track B Seminar I Students)*

- Attendance, participation, groupwork, portfolio with oral presentation forms (20%)
- 1 short synthesis paper (10%) and 25-30 page research paper in draft stages (60%)
- Oral presentation with one-page handout for all class members (10%)

• Paper #1: Short *Synthesis Essay I (20%)*: The first essay synthesizes insights from class materials around the question, "How did English evolve and shape the language that we speak today?" 5 typewritten pages, and no external sources required (It's the same assignment as Seminar I Track A students have). Due: Week 4

### Research Paper Assignments

- 2-page Prospectus for Research Paper. Due June 11
- Two draft stages of the research paper: First draft due Week 9, Second draft due Week 11
- Oral Presentation: Weeks 13 and 14
- Final version of the paper: Week 15

### The Portfolio for All Seminar I and II Students

A portfolio is a system for organizing and developing every aspect of the course. It is a living laboratory for making connections and incubating ideas.

### Materials:

- \* a large three-ring binder (preferably with pockets on inside covers and a D-ring)
- \* a set of dividers with tabs to mark separate sections
- \* a 3-hole punch, pens or pencils; post-it notes; a stapler, tape or glue; and a plastic pouch

### Organization

You may add sections, but everyone should maintain the following minimum:

i. course syllabus

ii. study tools: definitions, concepts, dates, names, and any other study tools

iii. the word hoard: Old English poets used to draw words and phrases from a word

"hoard." This section is a place to record definitions of new words you learn.

iv. weekly logs: notes, visual text forms, handouts, class exercises, and related material.

You will find it helpful to break this section into weekly tabulated subdivisions.

v. scrapbook: a collection of ephemera relevant to the course, such as cartoons, material from print media, company publications and office memos, advertisements, notes on conversations -- in short, anything you find that deals with any aspect of the course theme. We will be sharing scrapbook material frequently and doing self-assessment of portfolios periodically, so always bring your portfolio to class.

vi. research project: all materials related to your final research project, such as database sheets and bibliography, notes, photocopies of readings, and all drafts.

## WEEKLY SCHEDULE (TUESDAY CLASS)

Note: You do not have to write out answers to the sections on “Thinking Critically” and “Writing Assignments” after readings in Goshgarian, but the questions are excellent optional review for class discussions. Note also that the majority of reading from Goshgarian occurs in the latter part of the course, when you will be working on the final papers. So, it is wise to read ahead early in the semester before you are immersed in intensive research and writing.

### **PART I: CORE CONCEPTS & HISTORICAL PERSPECTIVES**

#### **Week 1. September 3: Introduction to the Course**

- syllabus with format for advanced research, enrollment forms, and texts
- PREVIEW: McCrum: Contents, Preface, Intro; Goshgarian: Contents, Preface, Intro
- in-class survey
- Episode 1 segment, "An English-Speaking World"

#### **Week 2. September 10: The Emergence of English**

- READING: McCrum: Chapters 1 and 2; Goshgarian: Roberts (31-40)
- VIEWING: Episode 2, "The Mother Tongue"
- Set up portfolio and bring to class
- **Bring a good dictionary to class for exercise on etymology**

#### **Week 3. September 17: The Evolution of English**

- READING: McCrum: Chapter 3
- VIEWING: Episode 3, "A Muse of Fire" and preview segment of Episode 6: “Pioneers, O Pioneers”
- Review of Part I and preparation for Paper #1

### **PART II: VARIETIES OF ENGLISH**

#### **Week 4. September 24: American English I**

- READING: McCrum: Chapter 7 (handout in class on American dialects)
- VIEWING: segments of Episode 6: "Pioneers O! Pioneers" and “American Tongues”
- Self-assessment of portfolios
- **Paper #1 Due**

#### **Week 5. October 1: American English II**

- READING: McCrum: Chapter 6; Goshgarian: Malcolm X, (53-56), Naylor (459-62),
- VIEWING Episode 5, "Black on White" and segments of “American Tongues”
- Return of Paper #1

#### **Week 6. October 8: The “Other” British Englishes**

- READING: McCrum: Chapters 4 and 5
- VIEWING: segments of Episode 4, "The Guid Scots Tongue" and Episode 8, "The Loaded Weapon"

### **Week 7. October 15: The Research Paper**

- READING: Goshgarian: Flower (105-8), Murray (108-13), Zinsser (113-19),  
Vonnegut (119-23)  
Lunsford: Discussion Skim all of "Doing Research" (91-128)
- Library Research Plan and research section of portfolios
- Self-assessment of portfolios

### **Week 8. October 22 NO CLASS – INDEPENDENT LIBRARY WEEK**

- Follow Levels I-III of Format for Advanced Research

## **PART III: ENGLISH IN TODAY'S WORLD**

### **Week 9. October 29: English in the World I**

- Library Debriefing
- READING: McCrum: Chapter 8
- VIEWING: Episode 7: "The Muvver Tongue"
- **Track A Synthesis Essay #2 Due/Research Prospectus for Track B and Seminar II**

### **Week 10. November 5: English in the World II**

- READING: McCrum: Chapters 9 and 10; Goshgarian: section on Humor (166-98)
- VIEWING: Episode 9: "Next Year's Words" and surprise visit from Amy's mother

### **Week 11. November 12: American English Today I**

- READING: Goshgarian: entire section on Wired Language (135-65), entire section on  
Mass Media and Advertising (272-345)
- Review material in scrapbook section of portfolio
- **First Drafts Due for Track A Paper # 3 and Track B & Seminar II Final Papers**

### **Week 12. November 19: American English Today II and a Dash of Humor**

- READING: Goshgarian on Gender and Ethnicity: entire section on He Says/She Says  
(397-456), entire section on Language of the American People (514-62),  
Isaacs (132-34), Kingston (61-66), Marin (67-74)
- VIEWING: "Yeah You Right" The Language of New Orleans"

### **Week 13. December 3: Language and Politics**

- Goshgarian: entire section on Politically Speaking (219-71), entire section on  
Censorship and Free Speech (346-96), section on Labeling (457-513), and  
Bilingualism (562-77)

- **Start Seminar II oral reports (with one page handout)**
- **Second Drafts Due for Track A Paper #3 and Track B & Seminar II Final Papers**

**Week 14. December 10**

- Complete discussion of readings and do final self-assessment of portfolio
- **Complete Oral Reports on Seminar II papers (with one-page handout)**
- Course Evaluations and End-of-Semester Celebration

**Week 15 December 17: FINAL WEEK (NO CLASS MEETING)**

- **Final drafts of Research Essays due by email or home snailmail**



## Interdisciplinary Study of Language

Because this is an interdisciplinary course, we will be integrating knowledge and perspectives from more than one discipline or field around the major themes of this course: historical perspectives, varieties of English, and global and contemporary dynamics of the language. A discipline studies a particular set of objects and/or subjects using particular methods, concepts, and theories. The outcome is a distinct body of knowledge and a way of looking at and understanding the world. Interdisciplinary study explores topics, themes, problems, questions, or issues that are too complex to understand from a single disciplinary or professional point of view. Integrating different perspectives requires more than just taking something from linguistics, something from sociology, something from economics ... and so on. These disciplines are tools for understanding our core themes and related topics. The themes overlap throughout the semester. As we focus on historical perspectives, we will necessarily be concerned with social, cultural, political, and economic dimensions. History is not restricted to the past, either. As we focus on English today, we will bring prior historical knowledge to bear on understanding what is happening today. Note, from the beginning, our use of the plural form "Englishes." There is no single form of "English."

To illustrate further the overlapping that occurs in interdisciplinary study, when we explore the topic of Black English we do so in order to understand not only Black English per se but also how it fits into the larger themes of history and varieties, as well as social, economic, political, and cultural dimensions. When we encounter the idea of imperialism in particular cultures, nations, and historical periods, we ask how that idea and the social, economic, and political consequences of acting upon that idea have shaped our language and actions. Likewise, when we learn about certain economic theories and institutions (capitalism, multi-national corporations), certain historical figures (William Shakespeare, Noah Webster, Benjamin Franklin), and certain geographical regions (Australia, South Africa, Indonesia), we ask what part they play in the broader story of English. What we will be doing is akin to putting together a puzzle: we take the various pieces then work together to build a whole picture that is more than just the simple sum of its parts. Unlike the puzzles at the toy store, though, this one doesn't have a picture of what it's supposed to end up looking like on the cover of the box. An important part of the process of achieving synthesis is the making of meaning that occurs in your own head and in our collective deliberations.

The major disciplinary "tools" at our disposal appear in alphabetical order:

Anthropology: the study of culture; incorporating customs, beliefs, and characteristics of a people. "Culture," in the widest sense, encompasses the entire lifeways of a people.

Communications: an interdisciplinary field that encompasses a number of disciplines in studying the nature and forms of communication, including media studies.

Economics: study of the production, distribution, and consumption of goods and services, with emphasis on material aspects of life, including the role of capitalism and international commerce

Geography: the study of the earth and its associated physical, biological, economic, political, and demographic characteristics, including land and water barriers that have isolated specific cultural forms and linguistic patterns.

History: the study and the record of past human events, acts, and ideas. While the record is usually written, it includes artifacts and cultural objects classified under anthropology and archaeology.

Literature: the writings, especially imaginative writings, of a specific language and a people.

Linguistics: the science of language, including its phonetics (speech sounds), morphology (patterns of word formation, their form and structure) and syntax (pattern of word order in phrase or sentence).

Philosophy: the study of the truths and principles of being, knowledge, and conduct, including the nature of thought and semantics (meanings).

Political Science: the study of politics or of the principles and conduct of government.

Psychology: the study of the mind, including mental and behavioral states as they affect language. Note: While psychology has traditionally been considered the study of the individual, and sociology the study of society as a whole, we will often adopt the perspective of "social psychology," a hybrid field focused on the interactive relationship of individual and society.

Sociology: the study of human society; its origin, development, organization, and functioning, including the influence of social class.

Additionally, we will be crossing the broader divisions of humanities (including the disciplines of history, literature, linguistics, music, fine arts, religion and mythology, etc.), social sciences (including psychology, sociology, anthropology, political science, geography, and economics), and natural sciences and technology (including biology and physiology, physics, mathematics, engineering, and computer sciences). To illustrate what crossing these broader divisions means, when we talk about Shakespeare's impact on the language, we will also be concerned with social and political implications of introducing new words and patterns of usage in the past and present. When we contemplate the impact of technology and science on language, we will be concerned with economic, social, and even psychological implications in daily life. And so it will go ... across the semester, across topics, and across disciplines and interdisciplinary fields.

**NOTE:** The following is a sample title page for your research paper. You will need to supply the title of your own essay, the proper section number (I or II), your name, and the appropriate date.

# Global Dimensions of English: The Case of General Motors

by [your name]

A Senior Seminar II Essay

Submitted to the Interdisciplinary Studies Program  
of the College of Lifelong Learning  
Wayne State University  
in partial fulfillment of the requirements for the degree of

[title of your degree]

[month and year of completion]

## **FORMAT FOR ADVANCED RESEARCH**

**(senior essay/seminar, masters thesis, major papers, directed studies)**

### **Overview of Steps in Research Process**

- (1) developing a topic and generating research questions
- (2) writing a prospectus
- (3) plotting a search strategy
- (4) organizing a research portfolio
- (5) taking notes and processing sources
- (6) prewriting and drafting
- (7) oral presentation

**#2: Writing a Prospectus.** A prospectus is a proposal for a research project. The first version should be 1-2 typed pages and contain the following items:

- (1) working title
- (2) abstract (1¶ summary)
- (3) list of major topics or research questions
- (4) preliminary bibliography
- (5) plan of work with projected deadlines.

**#3: Plotting a Search Strategy** A good search strategy works across three levels of proficiency in using electronic, print, and oral sources of bibliography. We will correlate these three levels with the “Eight Steps of Library Research,” in the Purdy/Kresge Library Guide to Research (available at <http://www.lib.wayne.edu/purdy/guide>).

#### **Level I: Primary and Initial**

- inventorying pertinent resources in your personal and professional libraries
- using the Purdy/Kresge library Imagine system for books\*
- using FirstSearch for print indexes

#### **Level II: Secondary and Specialized**

- using specialized electronic databases, including CD ROMs
- using specialized print indexes, abstracting services, reports, and digests
- using specialized electronic and print encyclopedias, dictionaries, and handbooks
- using special collections in WSU and other library systems, plus holdings in libraries pertinent of pertinent departments, programs, centers, and individuals
- using INTERNET resources, including Web Sites, listservs, and discussion groups

#### **Level III: Tertiary and Peripheral**

- scrutinizing bibliographies of sources you are already reading
- conversing with others
- keeping eyes and ears open when reading and listening to media
- ongoing cruising of the World Wide Web
- ongoing updating of prior electronic and print courses of bibliography

#### **#4: Organizing a Research Portfolio (or portion of Course Portfolio)**

A research portfolio is a comprehensive system for organizing and working with all materials, from notes and database printouts to photocopied sources and all of your drafts. Large binders with D-rings and pockets on the inside covers are handiest.

##### **Stage I: Setting up the Portfolio**

At a minimum, a portfolio should have the following sections in a large 3-ring binder:

- (1) a plastic pouch for portfolio tools (highlighters, pens, stapler and staples, tape or glue, 3-hole punch, post-it notes, section tabs, etc.).
- (2) materials on research process and pertinent course(s), blank Note Sheets
- (3) database printouts
- (4) working bibliography
- (5) a series of separate sections for divisions of the topic or major research questions, including all drafts of your writing
- (6) a "Miscellany" for pending items

##### **Stage II: Refining the Portfolio**

In order to achieve efficiency, place a piece of paper on the inside front cover or pocket of the binder in order to record "Urgent" matters and "Questions." Also, place a piece of paper at the front of each section to manage the information flow. The following headings are useful: "To Do," "Problems," "Questions," and "Cross-References." The final heading, "Cross-References," helps you keep track of references and material filed in other sections. If you're in doubt about material, place it in section #6.

##### **Stage III: Taking Notes and Maintaining Bibliographical Control**

You can use a traditional system of notecards, but I recommend the Note Sheet system (attached). There is no need to write down an entire bibliographical entry more than once. The first time you use a source, type in a complete entry, following the MLA Handbook format, in the "Working Bibliography." Record full bibliographical information when you first use a source. If not, you may have to go back to the library at the last minute or omit the source. Without complete information, you cannot use a source. The purpose of a Note Sheet is to process a source by recording notes and/or flagging particular quotations, facts, and other information. Any reasonable short cut that saves time without sacrificing quality is justified. When processing a source, put the author's name or, in the absence of a name, a short title, in the box at the top. The other entry, "Sorting Code," is the number or name of the section/chapter you anticipate using the material in. That goes for page numbers as well. Always note the page number of each piece of information. If a piece is applicable to more than one chapter, you can use different colors of highlighter or pen to distinguish them, then make a note on the front page of the appropriate section of the portfolio. Plastic pouches are handy for consolidating bits and pieces of paper within pertinent sections.

**Never hesitate to photocopy** a chapter or an article and place it in your portfolio stapled to a note sheet with comments. Spending 10 cents for a photocopy is more efficient than using 30 minutes of your time to copy out a passage. When working with photocopies, you can use color highlighter or a pen to flag pertinent passages. Always make "Comments" on the note sheet, no matter how fragmentary or speculative. This is valuable pre-writing. You might jot down a note on where and how you intend to use the material or how it complements or conflicts another source. In addition, flag any questions and problems.

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