

ENGLISH 373 | FALL 2020
SENIOR HONORS CONFERENCE
MONDAY 3:30PM-5:30PM

Professor Jason Rudy
jrrudy@umd.edu
Classroom: Zoom (link on the Live Calendar)
Office: virtual office hours via Zoom
Office Hours: M 2:30-3:30pm and by appt.

CLASS OVERVIEW

This course is devoted to the development of creative and scholarly works-in-progress. Its aim is to provide structure and support for seniors as they research, write, revise, and edit their English Honors theses.

By the end of the semester, students will have written a significant draft of their honors thesis and will have received constructive feedback from their peers. Students will also receive feedback from the faculty advisor and from the Honors director.

HOW TO DO WELL

- *Read all instructions carefully.* Failure to follow instructions is one of the easiest ways to slip in an online course. Note assignment deadlines, specific instructions for each assignment, and where/how you should be submitting your work. Review the instructions once more before uploading the finished product.
- *Mark all deadlines and class activities in your calendar.* It's easy to forget! Set reminders to notify you in advance of classes and other meetings and deadlines.
- *Log in regularly.* Log in to ELMS-Canvas several times a week to view announcements and other course-related materials.
- *Take notes while reading and engaging in other class activities.* Just like in a real-time class, you should have a class notebook and you should use it for keeping track of your thoughts and the course material. Taking notes will also help you stay focused and engaged with the different components of your coursework.
- *Turn off other devices while working.* If you're checking your email, social media, or browsing the web while supposedly participating in an online class, chances are you won't absorb much. Close your other windows and focus on the task before you.

TEXTBOOK

REQUIRED (FOR SCHOLARLY TRACK)
The Craft of Research, 3rd Edition by Booth et al. (ISBN: 978-0226065663)

- Chapters are available as PDFs through the course Canvas page.
- Additional course materials also will be available through Canvas.

CANVAS

I will send important announcements via ELMS messaging. You must make sure that your email and announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. *You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.*

COURSE SCHEDULE

Updated course schedule and links to all class meetings will be available via the Live Calendar on Canvas. Please check there to confirm the course schedule.

Monday 8/31	<p>First class meeting: all students. Each student will offer a 3-minute presentation on the status of the Honors thesis. Some projects will be just where they were left in the spring; others will have evolved over the summer</p> <p>We will also discuss strategies for building strong working relationships with your faculty advisors</p>
Week of 9/7	Individual meetings with Professor Rudy (sign up via Canvas)
Monday 9/14	<p>First Virtual Blackboard contribution due before start of class</p> <p>Joint Session, all students: read from Eviatar Zerubavel, <i>The Clockwork Muse</i> (available in Canvas files)</p> <p>Pat Herron from McKeldin Library presentation on advanced research methods and virtual access for the Fall 2020 semester</p>
Monday 9/21	<p>Second Virtual Blackboard contribution due before start of class</p> <p>Scholars: read Booth 103-170 Making claims and supporting them</p>
Wednesday 9/23	DUE: first draft (11:59pm)
Monday 9/28	<p>Joint Session, all students: peer reviewing in class</p> <p>DUE: peer critiques (3:30pm)</p>
Week of 10/5	Individual meetings with Professor Rudy (sign up via Canvas)

Monday 10/12 Third Virtual Blackboard contribution due before start of class

Scholars: read Booth 173-202
Organizing an argument and incorporating scholarship

Wednesday 10/21 **DUE: second draft (11:59pm)**

- All Honors students must meet with their faculty advisors within two weeks of submitting the second draft. Use this meeting to check in, to make sure expectations are agreed upon, and to set a schedule for sharing work and receiving feedback. Ideally you will share the second draft with your advisor in advance of the meeting, allowing you to discuss your work together.

Monday 10/26 Joint Session, all students: peer reviewing in class

DUE: peer critiques (3:30pm)

Monday 11/2 Fourth Virtual Blackboard contribution due before start of class

Scholars: read Booth 203-276
Introductions and conclusions

Week of 11/16 Individual meetings with Professor Rudy (sign up via Canvas)

Monday 11/30 Joint session, all students: mini presentations on thesis work – 3 minutes on how your work has developed this semester

Monday 12/7 No class meeting

DUE: third draft (11:59pm)

Monday 12/14 Joint session, all students: peer reviewing in class

DUE: peer critiques (3:30pm)

DUE: signed advisors form submitted to Google Form by 5:00pm

EXPECTATIONS

The final English Honors thesis, to be submitted by late-March or early-April, must meet the following expectations:

- For the scholarly track: 25-30 pages in length, not including the bibliography.
- For creative writers: *expectations will vary and should be agreed upon between the student and*



the faculty advisor. As a rule, quality will always be more important than quantity. Additionally, the final thesis will not be a finished work but instead a step on the way toward a finished work. Three excellent short stories totaling 40-50 pages will be valued far more highly than five middling short stories totaling 60-70 pages. One solid half of a play will be valued more highly than two acts that don't yet work together. Creative writers *should not* worry about page length because length is not an indicator of writing quality. Any creative thesis that stretches beyond 60 pages likely needs to be edited down, with the exception of screenplays and dramas (which will appear longer because of format).

- For creative writers: your final thesis must include a statement, approximately 3 pages in length (but longer if necessary), about your process of writing, your sources of inspiration, and where you imagine your work to fit within a larger creative universe. With which writers are you in conversation? What kinds of interventions might you be making? What kind of readers or audiences do you imagine for your work?

For English 373 specifically, the “first draft” should be 7 pages for scholarly theses (not including notes and bibliography) and one piece of a project for the creative writers: a short story, a few poems, one or two scenes from a play, etc. The “second draft” should be 14 pages for scholarly theses and two pieces of a project for the creative writers. For both scholars and creative writers, the second draft is meant to build on the first draft, so you will not be starting from scratch! The work of the second draft is meant to incorporate feedback from peer-review and to expand on the original writing. The final draft should be 20 pages for scholarly theses and something approaching a finished work (but not yet finished) for the creative writers: three or more short stories, a substantial collection of poems, at least one completed act of a play.

If you have any ambiguity about these requirements, please come speak with me directly. Creative writers, again, should determine with their faculty advisors what an appropriate project length will be.

CALENDAR

There are three important deadlines for the fall term, each for a different stage of your drafts: September 23, October 21, and December 7. You must complete peer-reviews for each of the three drafts (see schedule for specific deadline dates and times).

By December 14 you must submit to the Undergraduate English Office the signed form stating your thesis advisor and second reader (a virtual submission portal will be created). Students will not be permitted to continue in the program unless this form is submitted.

Looking ahead to the spring semester, most Honors students use Winter Break to revise their work. A complete final draft of the thesis will be due March 1, 2021. You will receive detailed feedback on this draft, after which you will complete one last round of revisions. You will defend your thesis in an hour-long defense at some point in mid-April (details on the defense will be provided early in the spring semester). Your final thesis must be submitted to the Honors director, your advisor, and your second reader two weeks before the defense date.



POLICIES

I will adhere to University of Maryland policies with regard to excused absences, registered disabilities, incidents of plagiarism and academic dishonesty, and student conduct. [Please refer to this website](#) for more detailed information: *really, please do click over and review the university's guidelines*. Our course policies will rigorously follow those outlined on the linked page.

Submitting your work

All work is to be submitted digitally. Specific instructions for submission are located on the Live Calendar. *Because this class is organized around peer-reviewing, credit will be lost if papers are not turned in on time (10% each day past the deadline).*

Extensions will be granted in extreme situations, but communication will be key. Do not let the deadline pass without contacting Professor Rudy.

Note: Most plagiarism cases involve students who lack a good understanding of when and how to cite outside sources. Do not hesitate to visit me during my office hour if you have any questions about these kinds of issues.

Communication

I am available on Zoom during office hours and for meetings at other times arranged in advance. Though I will receive email at jrrudy@umd.edu, your messages are more likely to be answered in a timely fashion if you instead use the Canvas messaging platform.

Grading

Grades for your first and second drafts will be determined only by punctuality and completeness: have you turned in the assignment on time? does the assignment fulfill the requirements in terms of length and structure? (See assignment rubrics for specific details.) I will provide substantive feedback on your work at each stage, but I will refrain from grading the substance of your work *because drafts are necessarily imperfect* and I want you to focus on the important stuff (writing the best thesis possible) and not grades for individual assignments.

At the end of 373, you and your thesis advisor will make a decision about whether or not you will finish the thesis, though the advisor and Honors director can call an end to the project at their discretion. If you will not be continuing in the program, you will get a grade for 373 and you may continue to take honors seminars, but you will not be considered for English Honors when you graduate. If you enroll for the final semester of the Honors Conference and do not finish the thesis, you may receive a failing grade for that course.

Final grades for English 373 are based on the following:

First draft: 10%	Third draft: 40%
Second draft: 20%	Peer critiques: 20%
Professionalism: 10%	

A 93.5-100	B 83.5-96.4	C 73.5-76.4	D 63.5-66.4
A- 89.5-93.4	B- 79.5-83.4	C- 69.5-73.4	D- 59.5-63.4
B+ 96.5-89.4	C+ 76.5-79.4	D+ 66.5-69.4	F 0-59.4

Professionalism

You are all Honors students, and expectations are high that you will conduct yourselves professionally in all aspects of this course and, more broadly, the English Honors program. This includes taking care of responsibilities without the Honors director having to pester you: for example, signing up for meetings with the Honors director, showing up on time for those meetings and for other class activities, reaching out to your advisor when appropriate, turning in work on time, contributing to the Virtual Blackboard, and engaging in meaningful class exchange with other Honors students.

Though attendance is not part of the course grade, your participation in the Honors colloquium is the reason this course exists! If you cannot make a particular class discussion, or if you anticipate having problems with a peer review, please notify Professor Rudy *in advance* so that alternate plans may be made. Remember that because of the collaborative nature of this class, failure to participate inevitably affects more people than just you: this is why advance notice is so important.

Diversity and Inclusion

The Department of English considers the diversity of its students, faculty, and staff to be critical to its educational mission and expects every member of the community to contribute to an inclusive and respectful culture in the classroom, work environment, and at campus events. It is my intent that students from diverse backgrounds, perspectives, and learning needs be well served by this course and that the diversity students bring to class be viewed as a resource and strength. Dimensions of diversity include, for instance, intersections of sex, race, age, national origin, ethnicity, gender identity or expression, sexual orientation, intellectual and physical ability, primary language, faith and non-faith perspectives, income, military service, political affiliation, marital or family status, and

education. I endeavor to present materials and activities that foster open communication, mutual respect, and non-discrimination.

Please let me know of ways to improve the effectiveness of the course for you or other students or student groups. In addition to speaking directly with me, if you experience issues related to diversity and inclusion in your English courses or as part of the English department community, you should contact our Diversity Liaison at: engldiversity@umd.edu. If you have suggestions for improving inclusion, diversity, equity, and access in the department, contact our Inclusion, Diversity, Equity, and Accessibility (IDEA) Committee at: englishidea@umd.edu.