

ENGLISH 370 | SPRING 2021
JUNIOR HONORS CONFERENCE
SELECTED WEDNESDAYS 5:00-6:30PM, ONLINE

Professor Jason Rudy
jrrudy@umd.edu
Classroom: Zoom (link on the Live Calendar)
Office: virtual office hours by appointment via Zoom

CLASS OVERVIEW

This course is designed to provide you with the skills you need to write a scholarly or creative Honors thesis. Course readings and discussions will focus on how to plan, research, draft, and revise at an advanced level. By the end of the semester, students will define their research problem or creative focus, locate an advisor, and complete an Honors proposal.

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 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

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.



Course Schedule

Please note carefully which days you'll be expected to attend. I recommend marking your calendars, as it can be difficult to remember meeting days when they aren't every week.

Wednesday 1/27 *First meeting: all students.* Introductions and course overview. We will discuss strategies for succeeding in the English Honors program.

Due 1/29 by 11:59pm: all students must take the Syllabus quiz

Wednesday, 2/3 *All students.* Read *Craft of Research*: “Prologue,” “Thinking in Print” & “Connecting with Your Reader” (Prologue, Chapters 1 & 2)

Due by 5:00pm: Virtual Blackboard #1 (all students)

Due by 5:00pm: scholarly/creative brainstorm (all students)

Week of 2/8 *All students.* Individual meetings with Prof. Rudy (sign up via Canvas)

Wednesday, 2/17 *Scholars.* Read *Craft of Research*: “From Topics to Questions” (Ch 3)

Due by 5:00pm for Scholars: Virtual Blackboard #2

Wednesday, 2/24 *Creative Writers.* Read Anna Keeseey, “Making a Scene” (setting and context)

Due by 5:00pm for Creative Writers: Virtual Blackboard #3

Wednesday, 3/3 *Scholars.* Read *Craft of Research* “From Questions to a Problem” (Ch. 4)
Due by 5:00pm for Scholars: Virtual Blackboard #4

Wednesday, 3/10 No class meeting.
Due by midnight: research question or creative précis (all students)

SPRING BREAK

Wednesday, 3/24 *Creative Writers.* Read E. M. Forster, from *Aspects of the Novel*.
Peer review of creative précis
Due by 5:00pm for Creative Writers: Virtual Blackboard #5
Due by 5:00pm for Creative Writers: reader reports on creative précis

Wednesday, 3/31 *Scholars.* Read *Craft of Research*, “From Problems to Sources” and
“Using Sources” (Chapters 5 and 6). Peer review of research questions.
Due by 5:00pm for Scholars: Virtual Blackboard #6
Due by 5:00pm for Scholars: reader reports on research question

Friday, 4/2 **Due by midnight: preliminary bibliography (20 sources/all students)**

Week of 4/5 *All students.* Individual meetings with Prof. Rudy (sign up via Canvas)

Wednesday, 4/14 No class meeting.
Due by midnight: annotated bibliography (10 sources/all students)

Wednesday, 4/21 *Scholars.* Read *Craft of Research*, “Making Good Arguments” (Ch 7)
Due by 5:00pm for Scholars: Virtual Blackboard #7

Creative Writers. Meet with your advisor this week.

Wednesday, 4/28 No class meeting.
Due by midnight: draft thesis proposal (all students)

Wednesday, 5/5 *All students.* Proposal workshop.
Due by 5:00pm: reader reports on thesis proposal (all students)

Wednesday, 5/12 **Due by midnight today: revised thesis proposal (all students)**

A Chronological Overview of the Honors Program

November 2020	Apply to Honors program and gain admission
January 2021	Begin Junior Honors Conference
February 2021	Narrow research problem or creative focus
March 2021	Develop argument or creative focus and write annotated bibliography Find faculty advisor if you don't have one already
April 2021	Draft and revise proposal
May 2021	Submit approved proposal
Summer 2021	Research, plan, and begin drafting Honors thesis
September 2021	Submit 7-page draft of Honors thesis
October 2021	Submit 14-page draft of Honors thesis
November 2021	If you have not yet already, find a second reader for your thesis
December 2021	Submit 20-page draft
February 2022	Finish revised draft of Honors thesis: to be submitted by March 1st (25-30 scholarly pages, roughly 45 creative pages)
March 2022	Submit final draft of Honors thesis
April 2022	Defend Honors thesis
May 2022	Graduate with Honors!

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.

Etiquette

When attending class, peer review, and meetings with Prof. Rudy, please silence your mobile phones and put them out of sight. Students should not be texting or doing anything that distracts while also participating in course-related activities.



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.*

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 to meet on Zoom: simply send a message to set up a convenient time. 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.

Meetings with Professor Rudy

You will sign up for two meetings, one during the week of Feb. 8 and a second following spring break (you are welcome to meet more regularly, during office hours or at arranged times, but only two meetings are required). You will locate the signup page for these meetings on the Live Calendar. When you come to your meeting, please bring a means of taking notes (you should do this when you meet with any professor: it shows you value the conversation you're having, and that you recognize it's unlikely you'll remember everything discussed).

Peer Reviews

The two peer reviews are worth 15% of your class grade. 5% is for the quality of the reviews. The remaining 10% is earned by turning the work in on time. If you do not finish your peer reviews by the deadline (the start of class for each peer-review day), then you will not earn any of that credit (5% for each assignment).

Grading

A significant portion of your grade for each assignment will be determined by punctuality and completeness: have you turned in the assignment on time? does the assignment fulfill the requirements in terms of length and structure? *Please note the rubric for each assignment, available on the Canvas assignment page.*

Final grades for English 370 are based on the following:

- Syllabus quiz: 5%
- Virtual blackboard contributions 5%
- Scholarly or creative brainstorm: 5%

- Research question or creative précis: 5%
- Preliminary bibliography: 10%
- Annotated bibliography: 10%
- Draft proposal: 15%
- Revised proposal: 20%
- Reader reports: 15%
- 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 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.