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American Public University System
The Ultimate Advantage is an Educated Mind

<table>
<thead>
<tr>
<th>School of Arts and Humanities</th>
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</thead>
<tbody>
<tr>
<td>ENGL 498</td>
</tr>
<tr>
<td>Senior Seminar in English</td>
</tr>
<tr>
<td>3 credit hours</td>
</tr>
<tr>
<td>8 weeks</td>
</tr>
</tbody>
</table>

Table of Contents

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>Course Scope</td>
<td>Course Outline</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Policies</td>
</tr>
<tr>
<td>Course Delivery Method</td>
<td>Academic Services</td>
</tr>
<tr>
<td>Course Materials</td>
<td>Selected Bibliography</td>
</tr>
</tbody>
</table>

Prerequisites:
This course should be scheduled after completion of all required and core courses in the BA in English degree path.

Course Description
The culminating point of an undergraduate’s career, this senior course offers students the rhetorical knowledge and research practices needed to write and to research successfully in any discourse community within which they might find themselves—as students, professionals, and citizens. While university students are projected to make several career changes within their working lifetimes, these transitions and the challenges of their complex personal and public lives will require critical thinking skills and informed flexibility. This course is designed to polish
students’ writing, analytical, and English skills so that they may confidently confront the challenges and demands of specialized research and written communication. According to their affinity, seniors are invited to pursue literary interests in the compositions of this course, and conduct research in other academic or professional areas. This course will provide students with the opportunity to complete an approved academic research exercise that demonstrates knowledge of a selected field of study.

Course Scope

Building upon the research and writing skills, acquired during your undergraduate career, you will conduct an advanced research project and compose a senior thesis. Through the completion of this thesis, you will be refining skills first practiced in other courses: information literacy, research, analysis, critical thinking, rhetorical structure, composition (to include introductions and conclusions, practicing smooth and organized paragraph development, creating insightful thesis statements, using Standard English grammar, and learning to avoid basic sentence-structure errors).

Course Objectives

Throughout this course, you will be conducting research on a subject of great interest to you and work very closely with your professor, one-on-one, in order to realize this research project. The course objectives are as follows:

- Demonstrate critical and creative thinking in the conduct and design of this study
- Understand the context of the thesis in the university and structure your arguments accordingly
- Conduct scholarly research in the university in order to contribute new knowledge to your field
- Cite, analyze, refute, and synthesize findings from diverse, academic sources
- Use MLA documentation style and create MLA Works Cited pages develop, compose, and support your assertions in the context of an extended research project
- Construct a structured paper with a proper introduction, conclusion, body paragraphs, transitions
  Perfect English grammar and mechanics
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### Course Delivery Method

This English course, delivered via distance learning, will enable students to complete academic work in a flexible manner, completely online. In this course, the student will work closely with a mentor to realize a mini-dissertation, or a senior-thesis of approximately 15 pages. The subject should be one of great interest to the student such that the student will experience enthusiasm in the conduct of their studies. The essay should reflect the objectives of the English Major which can be found and are discussed within the class lessons.

The student will embark with his or her professor through the stages of coming to terms with the research already published on this topic, defining the study, conducting the research, forming an argument, and supporting the argument with proper MLA documentation, analysis, arguments, rhetoric, illustration and appeals. The instructor will support students throughout the duration of this course in order to grasp the key concepts and present their ideas in proper academic style.

### Course Materials

**Required Core Textbooks:**

We have recently requested this book in hard copy.


In any case, you will have access to our textbook via e-book, and the following addresses...


This textbook will not be read cover to cover but rather students may refer to it throughout the writing process for assistance beyond the lecture material
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Other Recommended Reading for this Course:

Review the overview on "http://www.dianahacker.com/resdoc/home.html". Then click and read the section on Humanities, MLA citation in full.

University of Purdue’s Owl Writing Webpage
"http://owl.english.purdue.edu/handouts/research" (on Research and Documentation)

University of Wisconsin’s Writing Webpage:
"http://www.wisc.edu/writing/Handbook" (on thesis statements), University of North Carolina’s Writing Webpage:
"http://www.unc.edu/depts/wcweb/handouts/" (on introductions and conclusions, reorganizing drafts, transitions, and on thesis statements)


Sample MLA Cited Paper:
"http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf"

Table of Contents

Evaluation Procedures

The semester grade will be computed as follows:
7 Forum posts worth 25 points each
5 Short assignments worth 25 points each
Final Research Essay worth 100 points

General Guidance on Grading:
There are several important areas I review when grading academic writing.

First, I examine the **idea**: Was the assignment addressed thoughtfully and creatively? Did the student try to challenge him/herself? Did the paper demonstrate critical reading and clear analysis?

Second, I look for **documentation**: Are the ideas expressed in this paper supported by MLA style citations that come from both primary and secondary sources? Does the author not only cite but also analyze the citations in order to demonstrate his or her interpretations/Assertions? It is very difficult for me to evaluate your work without your demonstrating to me throughout the course where your conclusions are coming from through careful documentation and analysis of the required readings.

Third, I look for **organization**: Is the paper organized in a logical manner? Are there effective connections between ideas? Are the sources relevant and integrated effectively?

Fourth, I look at the **mechanics** of the paper: Does the paper demonstrate sentence variety and control of grammar and punctuation? Does it follow MLA, APA, Chicago, or some other style format?

Fifth: It is also very important to **manage** your text. In an essay of this length and depth students sometimes wander off and/or rave on. Be to the point and clear. Do not see the page length as a green light to let loose. A well managed, focused, and concise essay is more likely to receive an A than an essay that loses that control. On the subject of this...do not hand in a 30 page essay. Anything over fifteen pages will lose points.

Sixth: Is the research **academic**, relying primarily on scholarly articles?

A paper earning the letter grade of an A will be exceptional in each of the above areas; a strong paper will earn a B, and an adequate paper will earn a C.

I am always available to answer questions and comment on ideas you may have about your writing assignments. Please contact me anytime via messages within the classroom.

All assignments should be completed and submitted on time. Please contact me if something is causing you to fall behind so that we can work out an extension schedule as soon as possible.
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Please see the APUS student handbook.

Table of Contents

General Course Outline

APUS policies regarding grading, withdrawals, and extensions are followed in this class, as in all AMU/APU classes. For information about these policies it is essential you review the Syllabus section of this classroom on the left hand side. In this section you will find reference to the

- Grading scale.
- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy

Please review these sections and their related policies. If you have questions please address them to me in the Discussion Board (or related area for student questions and answers in your classroom.)

8 Week Course

Below is an overview of the course but you will need to read all course materials under ‘lessons’ in Sakai in order to get the details for assignments, lectures, and expectations.

<table>
<thead>
<tr>
<th>Week One</th>
<th>Objectives:</th>
<th>Forums and</th>
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<tbody>
<tr>
<td>Introduction and finding your topic</td>
<td>Explore and identify topics for research essay.</td>
<td>Forums:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments:</td>
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<tr>
<td></td>
<td></td>
<td>Forums:</td>
</tr>
</tbody>
</table>
Discuss and brainstorm ideas for research with peers

A.
300 word personal introduction and 100 word response to 2 other students.
The first post is due on Wednesday of week 1 and responses are due on Sunday of week 1. Note that it is mandatory that you post your first intro forum by Wednesday at midnight Eastern Time.

B.
100 word paragraph brainstorming the sorts of idea that you have for this research project.
The first post is due on Wednesday of week 1 and responses are due on Sunday of week 1. See lessons for details and guidelines.

**Week Two**

Thesis statement and essay introduction

Initiate the research process

Forum:
Post your introduction, including a thesis statement, in 200-300 words and respond to two
Focus on primary resources
Manage data
other students in posts of 100 words.

The first forum is due on
Wednesday of week 2 and
responses are due on
Sunday of week 2.

Assignment:
Also submit that intro
forum as an assignment.

Week Three

Structure of the essay
Reflect on writing style
Identify ways to convey
your ideas in a lively and
engaged manner
Plan and follow a logical
structure
Forum:
In a forum post of 200
words, share your plan for
the structure of the essay.
Include your thesis and sub
points in a plan that maps
out your essay.
Provide meaningful and
detailed feedback for one
other student.
The first post is due on Wednesday of week 1 and responses are due on Sunday of week 1.

See lessons for guidelines.

<table>
<thead>
<tr>
<th>Week Four</th>
<th>Write a bibliography</th>
<th>Forum: Post your bibliography.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>Assess the quality of the research and build on it that research</td>
<td>Assignment: Post your bibliography as an assignment</td>
</tr>
<tr>
<td></td>
<td>Express your research with a mixture of summary, paraphrase, and quotation.</td>
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<tr>
<th>Week Five</th>
<th>Reflect on the writing process and the art of drafting</th>
<th>Forum: Post a 4 page draft on the forum and respond to another student with a meaningful and detailed 100 word post.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting</td>
<td>Write and rewrite portions of the essay</td>
<td>Assignment:</td>
</tr>
<tr>
<td>Work on sentence revision and thinking about vocab choice.</td>
<td>Also submit the draft posted on the forum as a formal assignment.</td>
<td></td>
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<tr>
<td>See lessons for detailed guidelines.</td>
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**Week Six**

**Logical Development**

Assess and build on argument

Reflect and work on logical development.

Explain your own process and the challenges you have encountered.

<table>
<thead>
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<th>Forum:</th>
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<tr>
<td>In a 200 word forum post tell me and each other what is challenging so far. What is going well and what is more difficult? Give details and examples in your posts.</td>
</tr>
</tbody>
</table>

Feedback of 100 words for one student per person is very important this week.

How can we support one another? Please give detailed and thoughtful feedback

See lessons for guidelines.

No need to submit this one as an assignment.
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<table>
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<tr>
<th>Week Seven</th>
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</thead>
<tbody>
<tr>
<td>Citations</td>
<td>Understand when I should quote and</td>
<td>Forum:</td>
</tr>
<tr>
<td>Revision</td>
<td>paraphrase</td>
<td>No forum due this week.</td>
</tr>
<tr>
<td></td>
<td>Apply the rules of citation</td>
<td>Assignment:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A full draft is due as an assignment only.</td>
</tr>
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<td></td>
<td></td>
<td>See lessons for guidelines.</td>
</tr>
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</table>

| Week Eight                  | Submit a final draft of a research    | Submit a final draft                 |
|-----------------------------| essay that reflects your best work as |                                      |
| The process of revision     | an English Major                      |                                      |
| continues and the final     |                                      |                                      |
| draft                       |                                      |                                      |

**NOTE:** Detailed assignment directions, examples, lecture notes, and rubrics are located in the weekly lessons. You are responsible for reading this material.

**Policies**

**ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING**

Please see the Student Handbook reference all University policies. Quick links to frequently asked about policies are listed below. Links are also available from the course menu.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

**WRITING EXPECTATIONS**
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All written submissions should be submitted in 12 pt Times New Roman font and the specific formatting directions for the assignment. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- 12-point font in Times New Roman style.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

This course will require students to use the citation and reference style established by the discipline of their major field of study. The textbook, *The College Writer*, helps students to determine what academic division their particular field of study is located, and the style preferred by that discipline (APA, MLA, or Chicago).

LATE ASSIGNMENTS

See week one announcement for policy.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple.

- **Humor Note:** Despite the best of intentions, jokes and—especially—satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ),

DISCLAIMER STATEMENT

Course content may vary slightly from the outline to meet the needs of a particular class section.
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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutoring Services:** The University offers some free tutoring services to students; use the following link for more information: [http://www.apus.edu/online-library/tutorials/index.htm](http://www.apus.edu/online-library/tutorials/index.htm)