

English 400: Senior Tutorial

Prof. Nicholas Jones

Rice 103

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office hours: M, W, Th 1:30 – 3:00

Description and Objectives:

This course is designed to be a capstone course for the English major, allowing for guided independent and small-group work in a deeper way than is possible in a content-based course. The course is therefore not highly structured and will draw on collaborative ongoing planning by students and instructor together. We will work to understand the areas of inquiry that students bring to the tutorial, to articulate the critical and research questions that arise from those areas, to locate, read, and contextualize critical articles and chapters pertinent to those questions, to read and understand works of literature or film that raise important critical questions, and to find strategies for writing that examine and articulate these concerns in productive ways.

Requirements:

Attendance and participation. Meetings will be once a week, and will be important. If you have to miss one, you need to let me know in advance and arrange for a make-up meeting. You'll need to participate fully in meetings and in assigned work outside the class, as an inventive collaborator, reader of primary and secondary texts, as writer, as reader of your colleagues' work, as researcher.

Research. Finding and reading critical articles, outside sources, historical readings, and primary texts of literature and film will be crucial. Library work will be expected.

Ongoing writing. In various forms – leading finally to a 20-page research paper formalizing your conclusions, but also including various other forms – ongoing pursuit of your ideas through writing will be expected. As we work through the semester, you'll be assembling a portfolio of drafts, questions, research notes, tentative formulations of ideas, and so forth. Keep all these as a portfolio: it will be considered along with the final paper as part of your grade.

Calendar:

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| Week 1: | Setting out the broad areas of inquiry: some initial questions and readings to lay out each student's general concerns. |
| Weeks 2 & 3: | Background and critical readings in common: material that is appropriate, at least as background or context, for each student's project. Beginning of an annotated bibliography |
| Week 4: | A primary text: reading and discussion of a work of literature or film that will connect to each student project in |

TBA	the small group.
Week 5:	Library reference session Refocusing the projects: 5-page preliminary prospectus setting out the questions, intentions, and contexts for your projects.
Weeks 6 and 7	Research time: critical reading specific to each project; sharing of research and questions/ideas generated from it. Ongoing work on annotated bibliography
Spring Break	
Week 8	Taking stock: revisiting prospectus, asking questions about it: what still needs to be understood? What are the sources and methods to do so?
Week 9	Further research
Week 10	Research and writing: Draft I: 10 pages
Week 11	Draft II: full paper (20 pages)
Week 12	Draft III: full paper with notes
Week 13	Final paper with annotated bibliography, notes, and portfolio