Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ____________

2. Course prefix, number and complete title of course: ENGL 602

3. Course description (not to exceed 50 words): Comprehensive introduction to theory, method, and practice of graduate scholarship in English. Students will develop familiarity with goals and practices of English studies, enhance research skills, formulate and articulate scholarship goals and projects, and practice writing genres within the field.

4. Prerequisite(s): Enrollment as a first-year Ph.D. student

Cross-listed with: 

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☐ Yes ☒ No

7. Has this course been taught as 489/689? ☐ Yes ☒ No If yes, how many times? _____

Indicate the number of students enrolled for each academic period it was taught. 06C:16, 07C:13, 08C:15

8. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   Ph.D. in English

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of English

2. Course prefix, number and complete title of course: ENGL 602 First Year Seminar

3. Course description (not to exceed 50 words): A comprehensive introduction to graduate scholarship in English, its theory, methodology, and practices. Each year a topic will be chosen as a spur for research and discussion. Objectives: develop familiarity with the goals and practices of English studies; enhance research skills; formulate and articulate scholarly goals and projects; practice writing genres within the field.

4. Prerequisite(s): Enrollment as a First Year Ph.D. student.

Cross-listed with: No

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☑ No If yes, from _____ to _____

6. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☑ No

7. Has this course been taught as a 489/689? ☑ Yes ☑ No If yes, how many times? 3

Indicate the number of students enrolled for each academic period it was taught. 06C: 16, 07C: 13, 08C: 15

8. This course will be:

a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

PhD

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation) ENGL 602 First Year Seminar

Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code

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Approval recommended by: 9/19/08

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07

2 of 6 C4
English 602
First Year Seminar
Topic for 2007-08: Academic Memoir

This course is designed as a comprehensive introduction to graduate scholarship in English, its theory, methodology, and practices. Drawing on the academic memoir as a spur for research and discussion, the class will consider the institutions and conventions of English studies, the motivations and responsibilities of English teacher-scholars, and the practices of humanities research. Primarily designed to guide students in their work as scholars and researchers, the course will also have a practicum component that familiarizes students with the expectations, requirements, and goals of this particular doctoral program.

Textbooks for this course are listed in the schedule of class meetings; books are available at the MSC bookstore; articles and chapters (marked *) will be posted on the class website. Assignments will also be posted on the class website.

Learning Outcomes. After completing this course, students will be able to:
1. Write grant proposals, abstracts, and professional statements
2. Identify strategies for research in English Studies
3. Formulate research questions and plans
4. Develop a vocabulary for critiquing their own, and their peers’, writing
5. Identify key issues and methodologies within current English Studies

DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B-118 Cain Hall. The telephone number is 845-1637.

ACADEMIC HONESTY
Section 20 of the Student Rules clearly outlines the University’s policies on Scholastic Dishonesty. I would particularly draw your attention to the following rules: “Commission of any of the following acts shall constitute scholastic dishonesty. ...Acquiring answers for any assigned work or examination from any unauthorized source. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.... Providing answers for any assigned work or examination when not specifically authorized to do so...Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. This course, like all courses at A&M, is bound by the Aggie Code of Honor: "An Aggie does not like, cheat, or steal or tolerate those who do." (See the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.)
REQUIREMENTS

PREREQUISITE
Enrollment as first-year student in English Department Ph.D. program

POSTINGS
Over the course of the semester there will be nine opportunities to address issues raised by the reading and discussion in the class by posting messages to the class website to be read by the group. The purpose of this assignment is both to allow students to respond to texts, influence the focus of class discussion, and hone research interests. Entries should be approximately 100 words in length. Though the on-line venue implies informality, my expectation in assessment will be a cogent presentation of a carefully considered idea expressed in clearly edited prose.

ABSTRACTS
Students will submit two abstracts for imagined research projects appropriate for conference or journal submission. These abstracts are not assigned to encourage early professionalization or productivity so much as to allow students to practice formulating successful writing plans for the genre of work expected in this discipline.

GRANT PROPOSAL
Like the abstracts, this assignment is designed to allow students to formulate writing plans. However, because the generic expectations of grant writing differ from those of the abstract, student will be asked to identify and respond to a specific granting source before drafting this assignment.

PROFESSIONAL STATEMENT
One of the more difficult genres of academic writing, scholars are required to present themselves as researcher/teachers on several occasions in the career (on application to programs, at first-year review, as a job candidate, in grant writing, during the tenure and promotion process). However, while the expectations for this genre can be quite rigid, those expectations are rarely explicit. Work on this genre will be invaluable in developing your scholarly profile and in producing these required documents throughout the career.

DEADLINES
I do not accept late papers without significantly lowering your grade. Each 24-hour period that paper is late will result in the loss of 5 points on a 100-point grading scale. I do, however, arrange extensions on an individual basis in extraordinary circumstances.

GRADES

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<tr>
<td>Postings</td>
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<tr>
<td>Abstracts</td>
<td>2 pages</td>
<td>20% (10% each)</td>
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<td>Grant Proposal</td>
<td>3 pages</td>
<td>10%</td>
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<tr>
<td>Professional Statement</td>
<td>2 pages</td>
<td>25%</td>
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All projects will be graded on a 4.0 scale: ✓

3.5-4.0 = A
2.6-3.4 = B
1.6-2.5 = C
1.0-1.5 = D
Below 1.0 = F
TURNITIN.COM
In an attempt to cut back on wasted paper and to facilitate discussion and commentary, all assignments and postings will be delivered through turnitin.com. The syllabus and assignments will also be available on the calendar page of that site.

SCHEDULE

Week 1
Reading: “The Ecstasy of Influence: A Plagiarism” by Jonathan Lethem*

Week 2
Reading: *Courage, Mon Ami* by Terry Castle
“Chapters 1 & 6” of *Repossessing the World* by Helen Buss*
Practicum: seminar papers
Assignment: posting

Week 3
Reading: “Professionalism and the Rewards of Literature” by Michael Warner*
**Stanley Fish**
*Take This Job and Do It: Administering the University without an Idea*
Practicum: conference papers and other presentations
Assignment: posting

Week 4
Reading: *Beyond the Culture Wars* by Gerald Graff
Practicum: personal statement
Assignment: abstract #1

Week 5
Reading: “The Life of the Mind and the Academic Situation” by Jeffery Williams*
<Aref="http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=9611140965&site=ehost-live">The life of the mind and the academic situation.</A>
**Janice Radway**
*Research Universities, Periodical Publication, and the Circulation of Professional Expertise: On the Significance of Middlebrow Authority*
Practicum: oral examinations
Assignment: posting

Week 6
Reading: *The Singularity of Literature* by Derek Attridge
Practicum: grant writing
Assignment: posting
Week 7
Reading: “Inventing the University” by David Bartholomae*
Practicum: proposals & abstracts
Assignment: proposal

Week 8
Reading: Lose Your Mother by Saidiya V. Hartman (excerpt)*
Practicum: personal/professional statements
Assignment: posting

Week 9
Reading: Chapter 3 of Pedagogy of the Oppressed by Paolo Friere
Practicum: research practices
Assignment: Posting

Week 10
Reading: A Life in School by Jane Tompkins
Practicum: research practices
Assignment: professional statement (first draft)

Week 11
Reading: Out of Place by Edward Said
Practicum: revising to publish
Assignment: posting

Week 12
Reading: Colored People by Henry Louise Gates (excerpt)*
Practicum: writing workshop
Assignment: posting

Week 13
Reading: My Many Selves by Wayne Booth
Practicum: the dissertation
Assignment: abstract #2

Week 14
Reading: Bootstraps by Victor Villanueva
Practicum: writing workshop
Assignment: posting

Exam Week
Assignment: professional statement (final draft)