

# Professional Development Workshop

Dr. Everett Hamner

Western Illinois University, Fall 2013

ENG 376, Meetings by Arrangement, [westernonline.wiu.edu](http://westernonline.wiu.edu)

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## General Catalog Description & Prerequisites

Students prepare application materials for internships, jobs or further schooling, a portfolio of writing, and an essay that articulates personal and professional goals. Students will also take part in workshops for career and or educational opportunities for English majors. Prerequisite: junior standing.

## Specific Description & Goals

This 1-credit course is designed to prepare students for their next steps beyond the English major at WIU-QC. Those plans will vary by student, and the course requirements therefore are intended to be as flexible as possible. However, all students in the course will complete a carefully revised resumé or *curriculum vitae* (CV), participate in workshops (scheduled via email) with their peers, and fulfill both writing and public engagement projects related to their professional development.

## Texts for Purchase

No books required. However, we will read/view and discuss the following together:

~Edmundson, Mark. "The Ideal English Major." *Chronicle of Higher Education* (July 29, 2013).

<http://chronicle.com/article/The-Ideal-English-Major/140553/>

~Sanford J. Ungar, "7 Major Misperceptions about the Liberal Arts"

<http://www.cic.edu/News-and-Publications/Multimedia-Library/CICConferencePresentations/2011%20Presidents%20Institute/make-the-case2.pdf>

~"The Value of a Humanities Degree: Six Students' Views." *Chronicle of Higher Education* (June 5, 2011).

<http://chronicle.com/article/The-Value-of-a-Humanities/127758/>

~Hart Research Associates, "It Takes More than a Major."

[http://www.aacu.org/leap/documents/2013\\_EmployerSurvey.pdf](http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf)

~Michael Bérubé, "What Will You Do with an English Major? Plenty." *CNN* (January 4, 2013).

[http://schoolsofthought.blogs.cnn.com/2013/01/04/my-view-what-will-you-do-with-an-english-degree-plenty/?hpt=hp\\_c3](http://schoolsofthought.blogs.cnn.com/2013/01/04/my-view-what-will-you-do-with-an-english-degree-plenty/?hpt=hp_c3)

~John Landy, "In Defense of Humanities" (lecture, video excerpt, December 6, 2010).

<https://www.youtube.com/watch?v=L8VssKBCQ4A&>

~"The Role of Higher Education in Career Development." *Chronicle of Higher Education* (December 2012). <http://chronicle.com/items/biz/pdf/Employers%20Survey.pdf>

### Grading Criteria

~An **A** recognizes broad and deep understanding of the course material, regular and insightful discussion contributions, and very strong written work—a major impact on the course's success.

~A **B** indicates good commitment to coursework, demonstrable contributions and achievements in both verbal and written analysis, and tangible positive impact on other students' learning.

~A **C** reflects adequate completion of coursework, including satisfactory participation and writing.

~A **D** or **F** denotes incomplete or unsatisfactory coursework, unsatisfactory participation (missing more than 20% of class time or >3 classes), and/or detraction from course goals (via plagiarism or otherwise).

I will figure final grades using the university scale (A, B, C, D, or F, with pluses/minuses) and the values below (with minor adjustments as needed). Please note the "My Grades" function on the course website, which lets you track assignment grades and estimate your current overall grade at any point.

20%	Participation in group discussions & workshops
20%	Resumé/CV
30%	Writing Activity
30%	Public Engagement Activity

### Brief Looks at Assignments

**Resumé/CV.** This item will be submitted twice: once in draft form for group workshop discussion, and again in final form for grading. Student models will be provided, but see the following for guidance: <http://owl.english.purdue.edu/owl/section/6/23/>.

**Writing and Engagement Activities:** Some activities could apply to either category, and in such cases the student will be allowed to choose where they are counted. These activities will be decided in consultation with each student, but here are some initial options:

Potential Activities	Writing	Engaged
Develop, submit, and present a paper proposal to a conference	X	X
Develop and submit an application for research funding	X	
Revise and submit a paper for potential publication	X	
Present a paper at an event on- or off-campus		X
Apply for and complete some portion of an internship related to your professional development		X
Volunteer for an organization related to your professional development		X
Organize an activity sponsored by IDEAS or another student organization		X
Give a guest lecture		X
Write a series of articles for <i>River's Edge</i>	X	

**PLEASE NOTE:**

The remaining information is included on all of my syllabi. Keep in mind that its application will vary in some measure according to the students involved and the particular emphases of each course.

**My Teaching Philosophy and Habits**

Like every student, every teacher has unique strengths and weaknesses. Often these are closely related: the same tendency that is appreciated by some can prove problematic for others. Either way, I think the more that is transparent from the beginning, the more quickly we will develop a strong rapport, so here are a few of my expectations that may help to make explicit:

~I want students to be personally authentic. I very much hope this course will prove pleasurable and enriching, and that will be most likely insofar as you and your peers tactfully and honestly share reactions to often controversial materials and topics. I intentionally raise such issues because a public university classroom can be an ideal setting for the frank but gracious disagreements that yield genuine insights and move a culture forward. I want us to develop a community in our classroom that you look forward to participating in, one that spills into other interactions well beyond the semester's end.

~At the same time, I want students to be professionally responsible. I encourage you to approach this course as part of your job, with tasks that are yours and yours alone. While I am very understanding that it will not be easy to balance this course and others, part-time or even full-time jobs, childrearing, and other worthwhile endeavors, I take seriously my duty to challenge you beyond your comfort zone and to honestly assess the quality of your work. Please trust that I am interested in your growth personally and professionally regardless of the grade I might assign your quiz or paper on a given day.

~We all have our strengths and weaknesses, and while most of our time will be spent studying fields in which I am relatively expert, I expect to learn just as much as you. Wisdom is not just knowledge, but humility, a deepening awareness of how much one does *not* know. I spent many years earning graduate degrees not in order to hoard power, but so I could be in a position to empower others. Thus I see you as critical contributors to what lies ahead: what you get out of this course will be directly related to what you put into it, both during and especially outside of our meeting times.

**Attendance & Participation**

My courses differ substantially from those requiring regurgitation of memorized information. Instead, our goals include learning new interpretive approaches, understanding diverse people and ideas, expanding critical thinking and creativity, strengthening analytical and writing skills, and benefiting from each other's unique backgrounds of experience. As a result, preparation for each session, regular attendance, and thoughtful discussion participation are crucial commitments for all concerned. *Except in life-threatening or extreme circumstances, chronic absence or lateness (missing more than 20% of class-time, or more than 3 meetings) will automatically lower final grades by one full letter. Additional non-attendance may lower grades further and result in an "F" for the course.*

**Classroom Courtesies**

Please excuse yourself when necessary; transitions between activities are the best time. Also, please turn off or mute cell phones, mp3 players, and other potential distractions before class (you can laugh with me if I forget); obviously, laptops and other electronic devices should not be used during quizzes. Finally, please wait to put away materials until we call it a day; I will respect your schedules as well.

**Making Contact**

Whenever you have an idea or a question about this course that has not been addressed on the syllabus or in class discussions, please feel welcome to contact me. While I very much appreciate students turning to each other first for simpler questions about assignments and missed materials, etc., I also encourage you to email me, grab me after class, or meet with me during office hours. *Email is almost*

*always the best means*; I usually check it several times daily and respond within a day or two. However, I check voice mail only at my office and several days can pass before I receive messages. Please also note that I often use email to make class announcements, so make sure I have an address you check daily.

### **General Writing Assignment Guidelines**

I will provide further information about goals and grading criteria for each paper, but it is worth familiarizing yourself now with a good style guide. I use MLA style most often, but other styles (Chicago, APA, or another with pre-approval) are fine as long as they are consistently applied. Also, please use this page setup on all assignments, unless specified otherwise: 1" justified margins on all sides; size 12, Times New Roman font; and double-spacing. Finally, provide a cover page including paper title, course title and my name, your name, and date, as well as a list of works cited or a bibliography (depending on the style you employ and the assignment).

### **The Writing Center**

The Writing Center offers free individual instruction from experienced professionals. Areas of writing help may include generating ideas, suggesting organization, and working through grammatical issues. While walk-ins are welcome, appointments are recommended. See [www.wiu.edu/qc/writing\\_center/](http://www.wiu.edu/qc/writing_center/).

### **Late Work**

If you anticipate special difficulty in meeting a deadline, discuss this with me well in advance so that if warranted, we can consider special arrangements. Because readings and assignments are in many ways cumulative, it is important that you keep up; at the same time, we lead busy lives and things happen. Balancing those twin realities, *I will not penalize work submitted within a week of the due date on the first occasion, but beyond that exception, assignments will lose one-third of a letter grade per week late.*

### **Academic Dishonesty**

Plagiarism, cheating, and other forms of academic dishonesty are among the most serious violations of a student's integrity and of relationships with the instructor, fellow classmates, and the university. In the humanities, plagiarism most often involves presenting another person's specific words or ideas as one's own, whether by copying or closely paraphrasing, and without citing the source. *Please be aware that such an offense may lead directly to an "F" for the course.* We will briefly review proper citation in class, but if you have questions about how to credit an idea or information source, ask! If you are unsure about definitions or consequences of academic honesty, consult WIU's Student Academic Integrity Policy at [www.wiu.edu/policies/acintegrity.php](http://www.wiu.edu/policies/acintegrity.php).

### **Accommodations**

"In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services" (from Official University Policy Manual at [www.wiu.edu/policies/syllabus.php](http://www.wiu.edu/policies/syllabus.php)).

### **Student Rights & Responsibilities**

For further information on expectations for both students and university personnel, please see [www.wiu.edu/provost/students/](http://www.wiu.edu/provost/students/).