

Whitman College

English Department

Preparing for Senior Year Information, Deadlines, and Advice 2021-2022

Revised Seminar Paper

All graduating seniors must receive a grade of at least pass on a revised seminar paper and an oral examination. The procedure for the revised seminar paper is as follows:

1. All seniors will write substantial research papers as the final project for English 491, the senior seminar taken in the fall of their senior year. After receiving a grade, responses, and suggestions for improvement from their seminar professor, seniors will revise these papers and submit them to the Senior English Majors Canvas site at a designated date at the end of the winter break. See “Important Deadlines for Seniors” for the revision due date. The original grade on this paper will be counted toward the student’s grade for English 491 at whatever percentage of the course grade the seminar professor designates in the course syllabus. The revised paper will be graded according to the scale discussed in item 3 below.
2. Seminar papers are expected to demonstrate a strong proficiency in literary analysis and to make a valuable original contribution to an ongoing scholarly conversation about a text or texts. Seminar papers should be
 - driven by an original thesis;
 - free from grammatical and mechanical errors;
 - strong, clear, persuasive, and nuanced in writing and thinking;

- informed by the relationship between form and content;
- familiar with approaches to literary studies;
- knowledgeable about literary allusions and the relationship between a text and the culture in which it was written;
- and engaged at a high level with the primary text(s) and a substantial body of secondary criticism.

The most effective seminar papers will demonstrate all of the above; the most effective revised papers will demonstrate these qualities along with continued improvement and growth beyond the completed paper turned in at the end of the seminar. The revisions should indicate the writer's ability to listen to, accept, and integrate constructive criticism toward a polished paper on its way to being worthy of publication in the field.

3. All revisions must be accompanied by a Reflection Letter. Please consult the end of this section (**Appendix: Reflection Letter Instructions**) for instructions pertinent to this requirement.
4. Taking into account the revisions made in the paper previously submitted for the Senior Seminar, the professor who taught the seminar and graded the original submission will assess the overall quality of the revised paper. At least one designated second reader in the English Department will read each revised seminar paper, and, in consultation with the seminar professor, determine the final grade on the revised paper: "Pass," "Fail," or "Pass with Distinction." Students should be aware that the grade of "Pass with Distinction" will be awarded only for truly exceptional work.
5. The Chair of the English Department will send the results of the exams via letters through campus mail as soon as revised seminar papers are graded within the first two weeks of the spring term.

Those who fail the revised seminar paper will have an opportunity to further revise the paper, to be turned in at a later date. In the fall, these second revisions will be due during the week after Thanksgiving Break. In the spring, they will be due on the weekend after Spring Break.

APPENDIX A: Reflection Letter Instructions

WRITTEN EXAM: PROMPT FOR REVISION REFLECTION LETTER

PROMPT

As part of your written exam, you will write a letter that meaningfully reflects on the work you did to write the final paper. This letter is an opportunity for you to engage with the difficulties and joys of working as a scholar and writer, and to reflect on what you have learned and how you learned it.

Provided below are a series of questions to guide you. We don't intend for you to respond to them in a checklist fashion. They are prompts, intended to catalyze insight and reflection about the written exam.

INSTRUCTIONS

You should plan to take 2+ hours to address this part of the exam.

To begin, read over the notes and drafts you used to prepare for and write your essay. As you read, look for patterns of thinking or approach. Consider how you would tell the story of your process, of your essay's "origin" and progression. Trace the development of your paper and the evolution of your thinking, noticing any break-through moments, or revelations. Once you have read through your work, please write a reflection letter.

Write at least 500 words. Double spaced. Times New Roman.

Provide examples from your work.

Feel free to be creative and even draw. You are welcome to take the space you need.

Submit your final, revised paper and your reflection letter as one .pdf. Put the reflection letter first, as it will serve as an introduction to your final, revised paper.

You may address the letter to yourself or your professor.

In your letter, you might attend to the following; use clear examples from your research notes and drafts of your essay:

Clearly articulate your final essay's central concern in one or two sentences. Then, please discuss some of the question(s) that drove your inquiry, and which (*initial*, and as well, perhaps, *new*) questions remain/emerged for you in the writing process. You're welcome to describe the evolution of your thinking. If you'd like to, share with the reader a telling of the "story" of your essay's composition/evolution.

Consider what you learned from drafting, researching, and revising your essay. While writing this essay for class, what *challenges* did you address? Which specific elements of your class final draft did you return to in revising your essay for exam submission? Reflect on how you met your own goals and those of your first reader, and how you addressed challenges.

What are you particularly proud of about this particular process, and resulting piece of writing? Were there growing edges, where the difficulties revealed new approaches or ways of thinking? Are there aspects of the essay you would still like to develop or work on?

Extrapolating from this specific writing instance, please speak toward these slightly wider concerns:

*What insights have you gained about your writing through this drafting/revising/reflecting task?

*How does this paper relate to your other coursework?

*What is literature? Has your answer changed/evolved through the process of writing your essay, and reflecting upon it for this exam? What insights have you gained about literature?

And then, even more broadly, please consider how writing this essay and reflecting upon this process has informed your perspectives toward these final questions:

*How does your final paper relate to your lived experiences in the world?

Please feel free to add anything else you'd like your reader(s) to know about you, and/or the writing/reflecting process. THANK YOU!

Oral Comprehensives

Seniors must also pass an oral examination on a work selected by the English Department.

1. Each degree candidate is assigned a work in an area in which he or she has completed course work. December degree candidates will be assigned a work in early August; May candidates' works will be assigned in early December. Having received your oral assignment, you are responsible for finding a scholarly copy of the work and giving a copy of it to the professor who works in that literary period by the second week of the spring term. If you are in doubt about who this expert might be, you can check with the Department Chair. Once the professor has approved that copy, s/he will distribute it to other faculty members on your committee. The exams will take place in early to mid-October for December candidates and in mid-February to early March for May candidates. The exact date and time for each student's oral examination, as well as the names of the three faculty members who will serve as his or her orals committee, will be announced not less than two weeks before the date of the exam.
2. You will prepare a 20-minute presentation in which you focus on the assigned work, presenting a thesis based upon close reading of the text's form and content and demonstrating an appropriate knowledge of its genre and its place in literary and cultural history. You should acknowledge any secondary sources that you use, just as you would in a paper, but you should not rely on other critics' arguments about the work. Your examiners will be evaluating the originality of your presentation as well as the quality, complexity, and clarity of your argument.
3. Your presentations should be no more than 20 minutes long. You may use note cards or an outline as a prompt, and you should have a copy of the assigned literary text to which you can refer; but you must not read a written-out paper or report from the cards. After the presentation, the three faculty members who are serving as the exam committee will, for the remainder of the exam period, use what you have said about the assigned work as the

basis for further exploration and discussion. You might expect to be asked to further defend some aspect of your thesis, to consider alternative views on the work, to comment on how the work relates to others of the same genre or in the same period, or to go into greater depth on a particular point than the limited time of the presentation has allowed.

4. Grades given on this examination are “Pass with Distinction,” “Pass,” and “Fail.” You will likely pass this examination if you do the following:
 - prepare and demonstrate that you understand the most significant aspects of the work;
 - make a clear argument or point about the work (the presentation should have a thesis, not just give a plot summary, offer a line by line reading, or merely provide information about the author’s life);
 - give an informed interpretation of the work. Acknowledge critics found to be useful, but do not rely excessively on secondary sources;
 - successfully employ close reading practices, referring to details (lines, sentences, sections) from the work as evidence for a larger argument;
 - indicate in the presentation and/or the question and answer session the ways in which allusions, formal components, and contextual references relate to your argument and contribute to the meaning(s) of the work;
 - demonstrate an understanding of even those important elements in the work not directly related to your thesis;
 - speak naturally and fluently, with confidence, using the note cards only as prompts and making good use of the 20 minutes allowed for the presentation;
 - address the difficult parts of the text, showing that you have looked up words when applicable, and demonstrate clear familiarity with the work in all its detail;
 - show a willingness to consider ideas not addressed in the presentation and an ability to think on your feet about the work. It’s also legitimate to qualify or reconsider your thesis or argument; indeed, over the course of the question-and-answer period, the discussion will often lead to new insights and revisions.

In order to pass your oral examination with distinction, you must not only meet the expectations for a pass, but excel in doing so. Students should be aware that the grade of “Pass with Distinction” will be awarded only for truly exceptional work. Here are some of the qualities that prompt examiners to decide that a student’s oral exam deserves to be awarded a grade of “Pass with Distinction”:

- the presentation consists of a substantive, insightful analysis of the text at hand;
- it is provocative in raising and exploring some problem in the text;

- it places the text in context (perhaps in relation to other texts by the author or other authors, perhaps in relation to the era, or perhaps in relation to some critical issue appropriate to the text);
- it shows familiarity with useful critical works and the student's ability to use that criticism well without relying too heavily upon it;
- the presentation is clear, coherent, illuminating, presented with confidence. It isn't rushed. It has a beginning, middle, and end.

During the Q & A period, distinguished students demonstrate agility, flexibility (without simply rolling over and agreeing with whatever is said), and the ability to think on their feet. They respond to questions not directly occasioned by the initial presentation, but related to other elements of the text. Students excel when they puzzle helpfully with the committee over difficult parts and accomplish an outstanding senior-level engagement with literature. Throughout the presentation and the Q & A, distinctly meritorious students convey an investment in the study of literature, speaking as engaged and motivated readers and literary analysts.

The English Department faculty encourages all students to practice their presentations out loud in front of their peers or in front of anybody who will listen. Serious problems occur when students do not know what they are going to say, do not know how long it will take, and expect to improvise from notes they have thrown together at the last minute.

5. Here are a few technical details that you may find helpful to know in advance.

- The orals are held in seminar rooms, and faculty sit around the table; you may choose either to sit or stand for your presentation and for the Q&A period. Do whatever makes you most comfortable.
 - The presentation should be around 20 minutes in length; the Q&A will last for around 30 minutes. At that point, you'll be asked to step outside the room for a few minutes while the faculty members discuss your performance; please don't leave the vicinity, as we will emerge shortly.
 - Do not read your presentation from a prepared script and please do not memorize a prepared presentation.
6. Students who fail this oral examination will be given a new topic and will take another oral examination no sooner than four weeks after the original exam (later for December candidates.) The members of the examining committee normally will be different from those on the original committee.
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Distinction in Major Study

In order to achieve Distinction in Major Study, you must do the following:

- pass both of your senior assessments—the revised seminar paper and the oral exam—on the initial try;
 - earn a grade of “Passed with Distinction” on at least one of the two senior assessments;
 - attain, by the time of graduation, a cumulative grade point average of at least 3.300 and a grade point average of at least 3.500 in the English major.
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Theses and Honors Theses

For information on how to submit a thesis or honors thesis proposal, please see the *English Majors' Handbook*, available in a link on the English Department webpage.

Honors in Major Study

Honors in Major Study are awarded to graduating seniors who show unusual ability in the field of their major studies and who write a thesis worthy of honors. If you are considering the pursuit of honors in major study, you should ask yourself what significant topic or author(s) or text(s) you sincerely wish to explore in depth. You should consult with a member of the department whom you would like to act as the supervising professor and reader of your thesis. If the proposed thesis adviser agrees to direct the thesis, and the thesis proposal is approved by the English Department, you will also be assigned a second reader. You will consult with the second reader as you work on your project. The final grade for your thesis will be determined by your supervisor in consultation with the second reader.

The sooner you consult with a faculty member qualified to direct your thesis project, the better; initial discussions during the second semester of the junior year can lead to profitable summer reading and to a smoother beginning in the busy fall semester of the senior year.

In order to qualify for the pursuit of Honors in English, a candidate must have

- accumulated at least eighty-seven credits;

- completed two semesters of residence at Whitman College;
- attained a cumulative grade-point average of at least 3.100 on all credit earned at Whitman;
- considered carefully the questions listed in the *English Majors' Handbook* under the heading "What thesis options are available?"
- prepared a detailed written proposal describing the thesis project and submitted it to the professor you hope to work with no later than the beginning of the fourth week of the semester preceding the one in which you will write the thesis (Monday, September 21, 2020, for thesis to be completed in the spring of 2020; Monday, February 8, 2021, for theses to be completed in the Fall of 2021). Note that this deadline is earlier than the deadline for the formal submission of the thesis proposal to the English Department.
- submitted the detailed written proposal to the English Department for consideration no later than the beginning of the seventh Monday of the semester preceding the one in which you will write the thesis (Monday, October 12, 2020, for theses to be completed in the spring of 2021; Monday, March 1, 2021, for theses to be completed in the fall of 2021).

In order to achieve Honors in English, a candidate must

- Begin work on the thesis as soon as your proposal is approved, writing it on a schedule that allows your supervisor sufficient time to read it and to suggest any necessary revisions.
- Establish with your supervisor such things as number of drafts, deadlines, etc.
- Attain by the time of graduation a cumulative grade point average of at least 3.300 and a grade point average of at least 3.500 in the major.
- Meet the English Department's deadline for initial submission of the completed thesis to your thesis adviser: Friday, April 16, 2021, for May graduation candidates.
- Meet the English Department's deadline for final submission of the completed and revised thesis to your adviser: Friday, April 30, 2021, for May graduation candidates.
- Successfully complete an oral defense of the thesis to be scheduled with your thesis adviser and second reader.

- File the final digitized copy of the thesis in the Library. The deadline designated by the Registrar is Wednesday, May 12, 2021, for May graduation candidates.
- Earn a grade of at least A- on the honors thesis or project;
- Pass with Distinction on the senior assessments in his or her major study. For English Majors, this means that in order to earn Honors, candidates must
- Pass both of the senior assessments—the revised seminar paper and the oral exam—on the initial try;
- Earn “Pass with Distinction” on at least one of the two senior assessments.

If you achieve each of these goals, the Chair of the English Department will notify the Registrar, who will officially change your registration from “English 497: Thesis” to “English 498: Honors Thesis.” For more details on preparing a thesis or honors thesis proposal, please see the *English Majors’ Handbook*.