

**ENG 615-01E**  
**Professing English**  
**Course Syllabus: Summer II 2015**  
**Dr. Tabettha Adkins**

**Class space:** Hall of Languages 302  
**Class Time:** Individual conferences 8-12; class 1-5  
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**Office Location:** Hall of Languages 229  
**Office hours:** Friday 8-12  
**Call #:** 50490

**Course Information**

**Texts Required:**

Sonja K. Foss and William Waters, *Destination Dissertation: A Traveler's Guide to a Done Dissertation*, Rowman & Littlefield, 2007.

Graduate Handbook, Department of Literature and Languages,  
<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/documents/graduateHandbook.pdf>

*Excerpts from (don't buy unless you want to—I'll supply PDFs of excerpts):*

Steven M. Cahn, *From Teacher To Scholar: A Candid Guide to Becoming a Professor*, Columbia UP, 2008.

Emily Toth, *Ms. Mentor's New and Every More Impeccable Advice for Women and Men in Academia*, U of Pennsylvania P, 2009.

Sandberg, Sheryl. "Are You My Mentor?" *Lean In: Women, Work, and the Will To Lead*. Knopf, New York: 2013. Print.

**Course Description:**

Primarily for English doctoral students, English 615 is an introduction to the profession of English—that is, the process by which one becomes a professional. Issues covered will include the curriculum vita, abstracts, dissertation proposals, dissertations, the job search, the research process beyond graduate school. The course will also include history of English as a part of the college curriculum. This course is required of all doctoral students. Graded on a satisfactory (S) and unsatisfactory (U) basis.

## **Student Learning Outcomes:**

1. Students will demonstrate substantive knowledge of their chosen field of English by illustrating they understand what is necessary to earn a degree in that field by writing a completion plan.
2. Students will demonstrate the ability evaluate, condense, and select professional experiences to produce a professional curriculum vita.
3. Students will demonstrate the ability to hypothesize, design, and organize their professional goals by generating a career plan.

## **Course Requirements**

### **Instructional / Methods / Activities Assessments**

#### **Attendance Policy:**

Since we will meet only four times, you are required to attend every class meeting. Each missed class meeting will result in one letter deducted from your final grade.

#### **Assignments and Grading:**

Backward Calendar: using the Graduate Handbook, create a calendar that works backward, starting with the day you complete your ultimate academic goal and ending with today. In other words, this calendar should create for you and for your readers a clear idea of what you need to accomplish in order to complete your degree. If you plan to work toward a doctorate and are currently working toward a Masters, you may use this as an opportunity to plan your doctoral work.

Job Letter and CV: When academics apply for academic jobs, a standard job letter and CV are required. I will share copies of my own so you will understand the expected format of these documents. These documents work together but function differently. Creativity is not rewarded in this genre. Instead, this genre requires concision, standardization, and extreme clarity. Remember when you write these documents that you are composing for a committee of people who are looking for “stand outs” in a long list of applicants.

Teaching and /or Administrative Philosophy Statement: The teaching philosophy statement is a standard document required for many academic applications. This semester, I have expanded this assignment to include an administrative philosophy statement for anyone who may be interested in pursuing that professional avenue. Sometimes applicants for jobs like Writing Center Director or Director of First-Year Writing are required to submit these kinds of administrative philosophy statements, too. Let’s work together to determine which kind of statement you should write according to your interests and goals. Again, I will supply samples to help you compose this document.

**Interview Essay:** For this assignment, you must contact someone who has a job similar to the one you see for yourself. When choosing this person, keep in mind the discussion we had (or will have, depending on when you read this syllabus) about the tiers of schools and how where you get your degree from often determines the kind of job you will have in the future. You will e-mail this person and ask permission to send them an e-mail interview or, if they prefer, a telephone interview. Create 8-10 questions that help you determine what their job is like. Some of these questions might include “tell me about how you came to be hired at...,” “what does a typical day look like for you?,” or “what are some of the biggest challenges and rewards of your job?” Your goal in this interview is to get a clear picture of what this person’s career is actually like. You will then write a narrative detailing your interaction with this professional and what you learned from the interview he/she granted you. Please be sure to follow up with a mailed hand-written thank you note to this professional or their courteous donation of their time and knowledge.

**Portfolio:** Where you’ll revise the documents we workshop in class (backward calendar; CV/ job letter; philosophy statement) and submit them, along with your interview essay.

**Participation:** Engagement in class, including participation in discussions, asking questions, engagement with guest speakers (I hope to have 3), etc.

Here is how your final grade will be determined:

<b>Assignment</b>	<b>Due Date</b>	<b>Guidelines</b>	<b>Percentage of Final Grade</b>
Backward Calendar Draft	July 24 in class (printed)	Quality/ thoroughness of draft: 10 points possible  Participation in feedback: 5 points possible	15%
Job Letter and CV Draft	July 31 in class (printed)	Quality/ thoroughness of draft: 10 points possible  Participation in feedback: 5 points possible	15%
Teaching and/or administrative philosophy statement	August 7 in class (printed)	Quality/ thoroughness of draft: 10 points possible  Participation in feedback: 5 points possible	15%

Portfolio	August 13 by noon in eCollege	Documents required in Portfolio: <ul style="list-style-type: none"> <li>• backward calendar</li> <li>• CV</li> <li>• Job letter</li> <li>• Teaching and/or administrative philosophy statement</li> <li>• Interview essay</li> </ul> <p style="text-align: center;"><u>Guidelines:</u></p> Use of suggestions in workshops: 5 points Use of standard format: 10 points Presentation: 10 points Interview essay information: 10 points: Interview essay analysis: 5 points	40%
Class discussion/ participation	Every week in class	Contribution to discussion, questions, etc.	15%

### Grading Scale:

This course is graded on an S (satisfactory) or U (unsatisfactory) scale.

### Technology Requirements

You will need access to the Internet.

All assignments must be typed and submitted via eCollege.

Some of the class will be conducted through eCollege.

### Communication and Support

The very best way to contact me is to send me an e-mail at [Tabetha.Adkins@tamuc.edu](mailto:Tabetha.Adkins@tamuc.edu)

I am also available for meeting during my office hours (listed at the beginning of the syllabus) and by appointment. My office is located at HL 229. Appointments scheduled through e-mail are appreciated.

I can be reached via telephone during my office hours. The number is 903.886.5269.

### Course Policies and Procedures

## **Academic dishonesty/ Plagiarism:**

Professors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University- Commerce Code of Student Conduct 5.b [1,2,3]).

I promise to *never* use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turnitin.com for its services (with your tuition dollars). Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article in the Chronicle of Higher Education: <http://chronicle.com/article/Plagiarism-Detection-Tool/29885>.

I also promise, however, that I take academic dishonesty very seriously. *If I catch a graduate student committing plagiarism, that student should expect to fail my course and be reported to the director their graduate program.* You're in graduate school, folks; no excuses.

## **Grievance Procedure:**

If you have concerns about the class or about me as an instructor, please speak to me about those concerns. If you are not satisfied with the outcome of our conversation, the next person in the chain of command is the Department Head of Literature and Languages, Dr. Hayes.

## **Other course policies:**

1. I do not accept late work.
2. You must turn in all assignments in order to pass the course.
3. Please be courteous to me and to your classmates; come to class on time. See attendance policy for more information.
4. I do not expect that we will be in class until 5:00 PM every week. We will take a break each week, so don't worry—you won't be sitting in class for five solid hours.

## **University Procedures**

### **Students with 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and  
Services  
Texas A&M University-Commerce

Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.)

## Course Calendar

This schedule may be adjusted to accommodate for student learning needs.

Class Meeting Date	Prepare to workshop in class:	Be Prepared to Discuss in class:
W1 July 17		introductions, course overview, discussion of portfolio assignments, history of “the” profession, etc.  Read: Graduate handbook (link in syllabus and eCollege)  Mentoring chapter from <i>Lean In</i> -available in eCollege
W2 July 24	Backward calendar	Read: Foss & Waters- all  Discussion: dissertation process
W3 July 31	Job letter draft	Read: Cahn- excerpt in eCollege docsharing)  discussion: CVs, job letters, job ads, interviews
W4 August 7	Teaching and/or administrative philosophy statement	Reading: assigned excerpt of Ms. Mentor (available in Doc Sharing in eCollege)  Discussion: progress on final projects; job letter due (Doc Sharing); annual review
W5 Online only no face-to-face class	<b>Portfolio due Thursday, August 13 by noon</b> <b>Items required in portfolio:</b> <ul style="list-style-type: none"> <li>• backward calendar</li> <li>• job letter</li> <li>• teaching and/or administrative philosophy statement</li> <li>• interview essay</li> </ul>	No meeting this week—the semester ends on Thursday.