

## **ENGL 4397: Senior Seminar**

### **Public Writing and Periodical Literature - Examining Public Writing at the Century's Turn**

Semester: Spring 2024

Instructor: Dr. Tara Propper

Email: Tpropper@uttyler.edu

Office Hours: T/Th 2-3:15 via Zoom (or by appointment)

#### **Course Description:**

In this course, we will explore the participatory, progressive, and critical facets of public writing by focusing on turn-of-the-century periodical literature. By examining an historical case study of public writing, this course will underscore how public writing has been (and can be) used to call attention to the stories, histories, and concerns of underrepresented communities.

The period between 1890 and 1920 marks the birth of what Richard Ohmann refers to as "mass culture," which harkened a moment that saw the proliferation of cultural products, namely newspapers and magazines. These cultural products attempted to educate an expanding and diversifying public on the "appropriate" styles, consumer behaviors, and habits of mind. More importantly, newspapers and magazines were key sources for learning how to participate within culture and society. Thus, our concern in the first half of the semester will be to study the extent to which marginal and minority communities used print culture to renegotiate whose stories derived currency within the public sphere. In the second half of the semester, we will brainstorm how contemporary public writing responds to and reflects public concerns and issues.

Some questions we will consider across the semester include: How might public writing construct and reflect public subjectivities and identities? How can we use public writing to advocate on behalf of an institution, organization, or community? Are there parallels between the first twenty years of the 20th- and 21st-centuries in how we use and consume media?

#### **Learning Objectives:**

Content-based

- Students will cultivate a more nuanced understanding of the contributions of public writers and their impact on print culture studies and contemporary critical thought surrounding who constitutes "the public";
- Students will forge connections between public sphere theory and periodical literature as well as locate moments of overlap and fracture between 20th- and 21st-century media participation and consumption;

- Students will recognize the dynamic and inter-animating relationship among public writing, cultural representation, and historical visibility.

#### Skills-based

- Students will learn to navigate and explore digital archives, such as the Modernist Journals Project, Hathi Trust, and The Digital CAM, recognizing the affordances and limitations of archival research;
- Students will engage in close readings of print cultural and theoretical texts, drawing productive connections and associations between critical and creative literary artifacts;
- Students will produce scholarly research and writing based on print cultural and public-sphere scholarship. Students will use online technologies to facilitate engagements with a community of practitioners or public

#### **Statement on the Sensitive Nature of Historical Texts:**

This course will explore sensitive and difficult material regarding race, gender, and representation. Given the historical nature of these texts, some print cultural artifacts may use language that we now consider deeply problematic. Our purpose in engaging these archival materials will be to interrogate how, when, and where these texts reflect cultural attitudes and their potential for advancing critical and cultural development. However, there may be instances when these texts fall short of such a project, and it is our responsibility as scholars to recognize these moments and facilitate constructive discussions that cultivate a more nuanced and progressive understanding of the methods and goals of literary production and consumption. Historical scholarship requires us to both engage with and chronicle literary artifacts from the past in order to learn from these artifacts in a productive, generative, and mature manner.

#### **Texts:**

There is no course textbook. All readings will be uploaded to Canvas's "Modules" at the beginning of each week.

#### **Assignment Overview:**

Midterm Paper - 25 points

Final Website - 30 points

Discussion Leader Presentation - 25 points

Discussion Board Responses - 20 points

**Analysis of Word and Imagery in Periodical Literature (Midterm Paper):** This assignment invites students to select an article or story from one of the periodicals listed by the instructor and write a

1,000-word analysis. The analysis should explore the relationship between word and imagery (i.e. photographs or illustrations) in the article or story you selected, namely how the article or story's themes, claims, or formal qualities are enhanced or refined by the imagery of the periodical. You may select an article or story that integrates its own imagery or one that is bookended or interrupted by imagery from another article or story.

**Advocacy Issue Website (Final Assignment):** This assignment encourages you to consider how public writing might create, envision, or expand a "public" by asking you to select a public issue or concern you find important and relevant. You will create a public-facing website using the WordPress platform that incorporates the following components: Summary of Advocacy Issue (200 words); Response to Critical Readings (350-500 words); Periodical Treatment (350-500 words); Responsive Imagery (100 words) and; Advocacy Resources.

**Discussion Leader Presentation:** This assignment asks you to lead one class discussion on the weekly readings. You will select the week that you would like to present your findings based on your interests or needs and create a short, lecture video discussing key moments in the weekly readings. First, the Discussion Leader should briefly summarize the weekly readings and find productive connections between the readings. Second, the Discussion Leader should identify questions or topics to stimulate a discussion about the readings. Finally, the Discussion Leader will be expected to manage and facilitate a discussion about their findings as a peer responder via the Discussion Board. In other words, this assignment asks that students both create a lecture video **AND** respond to a minimum of four peer posts via the Discussion Board forum.

### **Discussion Board Response:**

Your Discussion Board Responses are essential to your progress and participation in this class. There are 10 Discussion Board Responses for the course, each worth 2-percentage point (if you miss more than four Discussion Board Responses, then you will receive an F for your Discussion Board grade). For one of these Discussion Boards, you will serve as a "peer responder" (i.e. the week that you have selected to serve as a Discussion Leader). **If you are serving as a "peer responder," then you are NOT required to submit a post. Instead, you are required to respond to a minimum of four peer posts.** Every student should submit a 300-word post to each Discussion Board as well as respond to two peer posts. Each peer response should be a minimum of 100 words. This makes your weekly Discussion Board responses a total of 500 words.

Each Discussion Board Response should engage the ideas, questions, or concerns introduced in the weekly readings. In order to fully engage the authors you are reading, you will need to reference moments from the text to support your claims. If you elect to include quotations, then please include in-text parenthetical citations that identify the author and page number. Punctuate quotations with quotation marks.

Each week, I will offer extended comments on a handful of Discussion Board posts that are reflective of claims, ideas, or struggles that the class as a whole is considering/grappling with. Therefore, it's important that you read the entire Discussion Board thread to better understand and clarify weekly topics and reading questions.

The postings on the discussion board must be focused on the assigned topic. All technical problems associated with the Blackboard, Internet, or library database, including passwords and user IDs, should be directed to the respective departments. The course instructor would not answer any technical questions.

All postings on the discussion board must meet academic and professional standards. Abuses in forms of bullying and/or discriminatory comments on gender, sex, race, or ethnicity are not allowed and will be reported if the instructor's intervention does not see immediate changes of the behavior.

### **Grading:**

To compute the final course grade, the following point totals are assigned to the standard letter grades of A through F:

A = 90-100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = 59 points and below

\*\*\*Failure to turn in a final draft of any paper will result in an F for the class without exception.

### **Artificial Intelligence Policy:**

Students are not invited to use artificial intelligence tools for submitted assignments (including both long and short-form writing assignments). That is, this course emphasizes how to theorize, historicize, and compose public writing, which requires that all written assignments be authored solely by the student themselves. **Work written with artificial intelligence assistance will be considered plagiarized.** For more information, please review the plagiarism policy listed below on the syllabus.

### **Syllabus Changes:**

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

### **Additional Course Information:**

#### **Paper Format**

All assignments will be left justified and double spaced.

All assignments will be in Times New Roman, 12 pt. font, 1” margins all around.

All assignments should have a centered title and page numbers in the upper left corner.

In the upper left corner of all assignments, place this heading:

[Your name]

English 3375

Dr. Propper

[Assignment name]

[Date]

### **Contacting Me:**

Email is the easiest way to contact me. However, etiquette and courtesy in correspondence is important; that is, be rhetorical and think about your audience. Because email is quick and easy, people often do not take the time to formulate emails that will effectively communicate what is desired. When emailing me, please include a subject/title for your email, an opening address (Dear Dr. Propper...), and a closing signature.

I will check my email regularly Mondays-Fridays from 9am-5pm. You can expect a response from me 48 hours after I have read your message (not 48 hours after you sent your message). For example, if you email me at 7pm on Friday, you should expect me to read your message on Monday morning. Consequently, you should expect a response 48 hours after I have read it (i.e., by Wednesday morning).

Lastly, I expect everyone to check their email at the same frequency. Put simply, you need to check your email regularly Mondays-Fridays from 9am-5pm. If you anticipate inconsistent email access being an issue, please speak with me.

### **Draft Submission:**

All drafts will be submitted via Canvas. Emailed assignments will not be accepted.

### **Late Papers:**

I will penalize late papers: half of a letter grade (e.g., A to B+) for the first day late; after that, a full letter grade (e.g., A to B).

There may be situations which warrant consideration for exceptions to the late draft policy. For consideration of an exception, you should establish your credibility as a student by engaging in substantive conversation via our Discussion Board and submitting work on time. Please contact me at your earliest convenience, so that we can remediate the issue.

### **Scholastic Dishonesty:**

This class has a Zero Tolerance Policy for scholastic dishonesty. Acts of scholastic dishonesty can result in a failing grade and potential failure of the entire course. Students engaged in deliberate plagiarism will be reported to the Office of Student Conduct and Intervention. Scholastic dishonesty is defined below in “Required UT Tyler Policies & Information” in “Student Standards of Academic Conduct.”

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)Links to an external site.

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php> (Links to an external site.)Links to an external site.

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free) (Links to an external site.)Links to an external site.

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated (see the official UT Tyler Academic

Calendar for Census Date). Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrarLinks to an external site>.

Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (see UT Tyler Academic Calendar) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

copying from another student's test paper;

using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test;

possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

collaborating with or seeking aid from another student during a test or other assignment without authority;

discussing the contents of an examination with another student who will take the examination;

divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;



substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

falsifying research data, laboratory reports, and/or other academic work offered for credit;

taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)

UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)

The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

UT Tyler Counseling Center (903.566.7254)

### **Course Schedule**

	Readings	Assignments
--	----------	-------------

Week 1	Introduction to our course syllabus and assignments	Discussion Board #1 due on Friday
Week 2 Introduction to Mainstream Monthlies	Peterson, Theodore, Ch. 1 from <i>Magazines in the Twentieth Century</i>	Discussion Board #2 due on Friday
Week 3 Periodical Literature - Courtship Fiction	Ohmann, Richard, Ch. 10 "Fiction's Inadvertent Love Song" (Part 1) from <i>Selling Culture: Magazines, Markets, and Class at the Turn of the Century</i>  "On the Way North" in <i>Selling Culture</i>	Discussion Board #3 due on Friday  Discussion Leader 1 & 2 (lecture video due on Monday)
Week 4 Periodical Literature - Elsewhere and Out West Fiction	Ohmann, Richard, Ch. 10 "Fiction's Inadvertent Love Song" (Part 2) from <i>Selling Culture: Magazines, Markets, and Class at the Turn of the Century</i>	Discussion Board #4 due on Friday  Discussion Leader 3, 4, & 5 (lecture video due on Monday)
Week 5 Introduction to African American Periodicals	Caroll, Anne "Introduction" from <i>Word, Image, and the New Negro</i>	
Week 6 African American Periodical Literature	Cordell, Sigrid "The Case Was Very Black Against Her: Pauline Hopkins and the Politics of Racial Ambiguity"  Hopkins, Pauline "Talma Gordon" from <i>CAM</i>	Discussion Board #5 due on Friday  Discussion Leader 6, 7, & 8 (lecture video due on Monday)
Week 7 African American Periodical Literature	Doreski, CK "Race, Progress, and Exemplary Biography" from <i>Writing American Black: Race, Rhetoric, and the Public Sphere</i>	

	"Famous Women" <i>from CAM</i>	
Week 8 African American Periodical Literature	<p>Caroll, Anne "Protest and Affirmation: Composite Texts in Crisis" <i>from Word, Image, and the New Negro</i></p> <p>Propper, Tara "The Pedagogy and Politics of Racial Passing: Examining Media Literacy in Activist Periodicals" <i>from Dialogue</i></p> <p>Faucet, Jessie R "Emmy" <i>from Crisis</i></p>	<p><b>***Midterm Project due on Friday via Canvas</b></p> <p>Discussion Board #6 due on Friday</p>
Week 9		
Week 10 Examining the "public" in Public Writing	Warner, Michael "Publics and Counterpublics" (Part 1)	<p>Discussion Board #7</p> <p>Discussion Leader 9 &amp; 10 (lecture video due on Monday)</p>
Week 11	Warner, Michael "Publics and Counterpublics" (Part 2)	<p>Discussion Board #8</p> <p>Discussion Leader 11 &amp; 12 (lecture video due on Monday)</p>
Week 12	Rice, Jenny, "Introduction" <i>from Distant Publics: Development Rhetorics and the Subject of Crisis</i>	<p>Discussion Board #9</p> <p>Discussion Leader 13 &amp; 14 (lecture video due on Monday)</p>
Week 13	Rice, Jenny "Inquiry as Social Action"	
Week 14	Zoom conferences about Final Project	

Week 15	Advocacy Issue Website Presentations due  Work on final project	Discussion Board #10
Week 16		<b>***Final Project due on 4/22</b>