

ENGL 493-1	Professional Practices (3)
10126	Spring 2016
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Office and hours:	PL 201, T/Th 2-4:00 and by appointment
Class Meeting Time:	PL 213 M/W 2:30-3:45
Prerequisites:	instructor consent

**Course Description:**

ENGL 493: Professional Practices (3) [AS]

This course is required for English BFA students and focuses on a culminating review and portfolio of all work in the field during the junior and senior years. Work in the field includes, but is not limited to, publication of the student's original writing, editorial work on college or other publications, participation in readings, literary events, conferences, field trips, internships, tutoring and other types of direct experience.

This is a project-based learning class. Start with the end in mind, the end being the answer to the question "What career do I most desire?" As students research various careers and graduate programs, they'll be simultaneously compiling data on their own work experience related to career or future studies goals. Students in the class will work collaboratively to build collections of information, ideas, contacts and other resources. The final is a professional portfolio that reflects students' skills and experience.

**Instructional Strategies:**

Instruction for this class includes projects, discussions, research and field trips.

**Student Outcomes:**

On successful completion of this course, a student will be able to:

1. Identify target graduate schools or programs
2. Identify and demonstrate knowledge of careers in the field, their requirements and salary ranges, and other data
3. Create and maintain an effective portfolio for career purposes
4. Submit work to literary venues,
5. Read, analyze, and apply information gathered from research to further career goals

**Methods of Assessing Student Outcomes:**

Student outcomes will be assessed using the following:

1. Attendance in class and also at conferences, readings, and other events in the field (including Writers in the Woods)
2. Discussions, presentations, readings
3. Individually designed projects

#### 4. Contacts and submissions lists

**Class Requirements:**

This class is focused on the individual. It is the student's plans and goals that drives the class. Therefore, student involvement is at a premium. The activities, projects, and written work are geared to meet individual defined goals. The more you put in to the course, the more you'll get out of the course.

**Attendance:**

It is important to arrive on time. Not all work will be done in the classroom, so late arrivals may find a vacant room and will be counted as absent.

**Project:**

Students are required to do individually designed projects that relate to their field and link to career plans and goals. Projects may include developing a teaching plan and implementing it in a classroom or after school program; writing up internship experiences; data collection that includes interviews, statistics, and other information on certain jobs; along with many other options.

**Final Portfolio:**

Individual Portfolio: The first section of the portfolio will be the action plan complete with primary goals and how to reach them, based on students' objectives and research. Part two includes documentation of work and academic experience, references, writing samples and other materials pertinent to reaching goals.

Class Portfolios: These are constructed during the semester as students gather resources relating to jobs and graduate programs of interest to students.

**Grading Policy:**

Grades are based on the accumulation of points during the semester in the following ways:

400 points: Individual portfolio and project

200 points: Attendance and participation

200 points: Contribution to class portfolio

200 points: Professional activities (submission of creative work to journals, conference attendance, readings, applications completed, literary event attendance, etc)

1,000-900	A
899-800	B
799-700	C
699-600	D

## Class Plan

Week One: Identify personal goals and set up research schedule

Week Two: Present preliminary research. Develop guiding questions, continue research.

Week Three: Continue to research and discuss findings. List and begin documentation of all work and academic experience. Begin compiling information for portfolio (specific dates and types of engagement).

Week Four: Continue research and group discussions. Expand research to publication markets well suited to individual work and goals. If possible, bring in publications that are targets. Publication is a serious CV builder and needs to be a goal.

Week Five: Comparing markets, matching publications to writing styles. Go over submission process. Make submission goals.

Week Six: Students present graduate program analysis, career analysis and discuss. Select three target publication markets for submission.

Week Seven: Bring submission to class for review. Submit work for publication by the end of the week.

Week Eight: Midterm review of all research and data collection. Portfolio critiques. Complete checklist of required activities.

Week Nine: Identify and list individuals connected to target jobs or grad programs. Brainstorm networking options. Craft a series of questions for these individuals. Group critiques of questions and approaches.

Week Ten: Make contact: Interviews with individuals in the field or in graduate programs. Have clear goal in mind, report back to class, assess goal achievement level.

Week Eleven: Second round publication initiative. Discuss target markets in class, select work, submit.

Week Twelve: Gather applications and related material. In class go over application requirements, personal statements, and other materials related to goals. Critique completed applications.

Week Thirteen: Work on action plans in class. Continue refining portfolio.

Week Fourteen: Action plan and portfolio critiques. Peer feedback.

Week Fifteen: Action plan and portfolio critiques. Peer feedback.

Week Sixteen: Final due: Individual and class portfolios. Course critique.

**Academic Accommodations:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or visit his office on the third floor of Prim Library within the first week of the semester.

**The SNC E-mail System:**

The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having e-mail redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

**Faculty/Student Honor Code:**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

**Consequences for Violating the Honor Code:**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at

the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes cheating, plagiarism and fabrication, and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

**The SNC Mission Statement:**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability. Core themes are Liberal Arts, Entrepreneurial Thinking, Professional Preparedness and Sustainability.