

A GUIDE TO INDEPENDENT STUDY IN ENGLISH AT THE COLLEGE OF WOOSTER

Research is formalized curiosity. It is poking and prying with a purpose.
It is a seeking that he who wishes may know the cosmic secrets of the world
and that they dwell therein.
—Zora Neale Hurston

The English faculty look forward to working with you on your junior and senior Independent Studies. We have compiled this handbook as an introduction to the process and encourage you to read pages 4, 5, and 10-11 immediately, since they will alert you to important deadlines, requirements, and opportunities relative to the completion of your independent study.

Howard Lowry, who came to The College of Wooster from Princeton University, brought Independent Study (I.S.) to Wooster in 1946. He summarized the program's challenge simply: "It invites all students to come to their best in terms of their own talents." I.S. allows senior students to bring together the talents, interests, and tools they have developed in the course of their liberal arts education:

The purpose of higher education is to stimulate and assist growth . . . Facts may stimulate thought, but thought is not imparted. That is the individual's reaction. Education is an *active*, not a *passive*, process, in that it does not consist in *receiving* but in reacting to information, ideas, concepts. Independent thinking is a difficult art but it is the primary goal of the educative process.¹

During the I.S. process, students affirm their development as active learners by initiating an intellectual pursuit that builds on their own interests and experiences. As a capstone experience, I.S. in the Department of English also offers an ideal opportunity to enhance your skills as writers and readers of texts, enlarge your critical understanding of language, and expand your insight into the interrelations between writers and their cultural contexts. It also offers ideal preparation for graduate school or professional careers. Returning students consistently cite the process of planning, writing, editing, and defending their senior I.S. as invaluable preparation for writing masters' or doctoral theses or for working as project managers, editors, lawyers, and in a wide range of other fields.

¹ (Robert Bonthius, James Davis, and J. Garber Drushal, *The Independent Study Program in the United States* (NY: Columbia University Press, 1957, vii).

INDEPENDENT STUDY IN ENGLISH

Through self-defined projects students investigate questions of how we read, write, and interpret texts; how texts interact with individual lives and cultural processes; how understandings of texts are shaped by writers and by readers; how texts—both constructed arguments and fictional forms—provide pleasure as well as access to knowledge, belief, and value for writers and for readers. I.S. in English gives particular emphasis to a critical consciousness of students' own writing processes. The department expects that Independent Study will help students to develop clear thinking, attentiveness to language, and a broad awareness of human values and their cultural embeddedness.

Faculty in the Department of English view the major research or writing projects as a great adventure. We invite you to draw on your own interests, experiences, preparation, and abilities to design a project that will lead you on your own intellectual adventure while serving as both a capstone to your college career and a foundation for your future. Independent Study projects allow all of us—students and faculty alike—to explore uncharted intellectual territory and often lead us into new geographical regions as well. English majors have conducted I.S. research both within the United States and abroad, and they often receive Copeland funding to support their research journeys. Wherever English literature is written or read it has shaped culture, and there you will find us pursuing new knowledge and writing new texts.

ENGLISH 401: PERSPECTIVES AND METHODS IN INDEPENDENT STUDY

Typically conducted as a seminar with tutorial components, English 401 offers an introduction to various perspectives on literary theory and critical practice and thus prepares students for Senior I.S. Students are introduced to major resources useful in the study of literature and language and are encouraged to think through their own assumptions as writers of critical analyses. Usually, several short papers and one long paper are required. The long paper, which gives students experience in developing, researching, and writing about a topic, may be a self-contained analysis or it may explore an area the student wishes to examine further in the Senior Independent Study project.

The Department expects all English majors to develop a background in critical theory and research methods in English 401; as a result, all Junior Independent Studies should involve research and textual analysis. Even if you plan to compose fictional texts for the senior project, you will need to include a critical introduction situating your own writing in relation to the field; the skills developed in the planning and execution of an extended critical analysis of literature are essential to all Senior I.S. projects.

As a rough guideline, the first half of a semester's work in English 401 normally consists of seminars spent reading, analyzing, writing about, and presenting orally on literary theory and research methods. During this first phase of the course, too, you will develop research questions to guide exploration of your chosen topic. These questions will be refined over the course of the semester in response to research findings and further

analysis, until you arrive at a topic of suitable scope and complexity for a project of about 20-30 pages in length.

The second half of the semester consists of weekly meetings with the faculty advisor. During this time, you generally will familiarize yourself with criticism, theory, and issues relating to the chosen topic, consider possible research methods, test research questions, examine evidence and counter-evidence, construct an outline to communicate your findings, and draft and revise the complete paper.

You will also develop time management skills necessary to complete an extended research project and increase your awareness of your own work habits as you consider the best way to schedule the workload for Senior I.S.

The deadline for the final Junior I.S. paper will be set by the advisor but normally falls within the last few weeks of classes.

Appearance of the Junior I.S.

Length	Roughly 20-30 pages, as directed by the faculty member.
Font	Typed, double-spaced, in a 12-point font.
Margins	1.5 inches on the left; 1 inch on the right, top and bottom; justified left margin.
Page numbers	Upper right-hand corner or centered at the bottom.
Title page	See Sample in the Appendix.
Footnotes or Endnotes	Numbered consecutively throughout project.
Bibliography or Works Cited	Alphabetically organized; may be annotated or not, at faculty's request.
Binding	In general you do not need to use the binding service at the Wilson Bookstore (as you'll do for the Senior I.S.) but may submit the Junior I.S. stapled and within a folder. Each advisor will provide specifics for submission of the I.S.; some will also ask that you submit all drafts so they can see the writing process, so be sure to keep these as you revise.

ENGLISH 451-452: SENIOR INDEPENDENT STUDY

Thesis Prerequisites

English 401 (Perspectives and Methods in Independent Study) is a prerequisite for beginning the Senior Independent Study project. In addition to English 401, you should prepare yourself for the project of your choice by coursework, extensive reading, field experience, or whatever seems most appropriate given your topic. For example, if you hope to investigate the Victorian novel you will want to take a course in 19th-century British literature; if you plan to write a screenplay you will need a course in screenplay or play writing (and several film studies courses might come in handy as well); if you intend to write a magazine you will need preparation in journalism, layout, and so on; if you plan to produce fiction, poetry, or creative nonfiction you will be expected to have taken at least one course in the relevant area (e.g., English 161). This requirement is not intended to close down the possibilities available to you, but rather to ensure that your Senior I.S. is truly a capstone experience: one that allows you to draw on talents and experiences developed throughout your college career. For obvious reasons, your Senior I.S. is not the best place to try something for which you are completely unprepared. All advisors will therefore require evidence of previous training in fiction, poetry, creative nonfiction, and magazine writing should you wish to do one of those projects.

Advisor Assignments

The Department makes every attempt to give students their first choice of advisors, but assignments are made by considering student preference, faculty expertise, and the teaching load of the English faculty, so it is not always possible to assign every student his or her first choice of advisors. At the beginning of the semester, the chair of the Department meets with the seniors to review the following process:

1. Arrange for meetings during the first week of classes with a wide number of English faculty advising Independent Study this year.
2. Sign up sheets will be posted outside of individual faculty members' offices in Kauke Hall. It is advisable to set up your meeting as early as possible. Do not depend on being able to "drop in" late afternoon on Friday because few or none of the faculty will be in.
3. For your meetings, prepare a written paragraph (approximately 250 words) describing what you are interested in exploring for your Senior Independent Study Project—or prepare several, for alternate projects, if you have more than one idea at this point.
4. Depending on the particular project, some professors may also require a writing sample or portfolio.
5. The I.S. responsibilities of members of the department vary because of expertise and course load. Some professors will direct five I.S. projects, while others will

- have openings for only two or three. It is advisable to talk with a wide range of faculty. As a rule, you should speak with at least three or four potential advisors.
6. All professors will need some evidence of previous training in fiction, poetry, creative nonfiction, and newspaper and/or magazine writing should you wish to do one of those projects. This requirement is intended to ensure that your I.S. experience is successful—senior Independent Study is not the place to figure out whether you have creative writing ability.
 7. By 3 p.m. on the second Monday of classes, provide Kathie Clyde, the English Department's administrative coordinator, with a brief (250-500 words) description of your I.S. project and a list of your preferences for faculty advisors. You may either list potential advisors in order of preference or submit an unranked list. If you are still considering more than one type of project, and your choice of advisor would be different for each project, then provide this information as well.
 8. On Tuesday of the second week of classes, the English faculty will meet to assign advisors.
 9. Student preferences will be observed as much as possible, but the Department also needs to consider areas of expertise as well as availability of professors. After the assignments are made, students will be notified by e-mail.
 10. You should then contact your assigned advisor as soon as possible to set up a meeting time.
 11. After assignment, some advisors may wish to see your Junior I.S.
 12. Be aware that your initial conceptualization of your I.S. project is just a starting point. The actual project and its direction will be a matter for you and your advisor to negotiate and develop after assignments are made.

Research Funding

As you plan your Senior Independent Study research, consider applying for support from the Copeland Fund. Previous English majors have been granted funding to travel to archives, libraries, and museums both within the United States and abroad; students have also used funding to travel to places important in the literature they are analyzing or creating. Recent examples:

1. Danny Caine received Copeland Funds to travel to the Philmont Boy Scout Ranch in New Mexico for further research to support his creative nonfiction I.S.
2. Jack Boyle used Copeland Funds to travel to a writers' conference.

3. Hannah LeGris used her Copeland Funds to travel to New York City to visit museum exhibitions on the history of the book.
4. Allison Hunter used Copeland Funds to visit children's author Lois Lowry in Boston, MA to learn more about Lowry's thoughts on censorship.
5. Ashley Nard used Copeland Funds to travel to New York City to attend a fashion workshop in preparation for her fashion magazine.
6. Julia Stuckman used Copeland Funds to travel to the War Museum in London in support of her I.S. about British children during WWII and their depiction in literature.

The deadline for submission of the proposal to the Copeland Committee is usually in early October, so consult as early as possible with your advisor about funding since your advisor will need to discuss your budget with you and write a statement of support. If your advisor sees your proposal only a day before the deadline, it will be difficult for him or her to help you refine the proposal and equally as difficult to write a persuasive recommendation. Be sure to create a detailed and realistic budget; vague plans or unrealistic budgets will make the Copeland Fund Committee defer your proposal in favor of more carefully prepared proposals.

On occasion, students have been supported in their research by the Donaldson Fund, which exists "to support and encourage the creative writing program" at the College of Wooster." The Donaldson Fund is not an I.S. fund. The English Department has no departmental or other funds set aside specifically for funding I.S. projects. The Department has, however, occasionally considered, on an ad hoc basis, individual requests for Donaldson funding from students seeking support for independent studies or other student-initiated activities connected to creative writing. A senior must first apply to the Copeland Fund for support. If his or her proposal is successful in acquiring Copeland funds, the student may then apply to the Donaldson Fund for additional support. Successful proposals include requests for funds to attend writers' conferences, for travel expenses connected to a project, or for publication production costs. Students seeking funding from the Donaldson Fund must submit a formal application (including a statement of purpose, a budget, a letter of support from the I.S. advisor, and a copy of the notification from the Copeland Fund committee that the proposal has been successful) to the Department's Donaldson fund representative. While there are no deadlines for such requests, the department urges students to submit proposals with as much advance notice as possible.

Advisor Responsibilities

The responsibilities of the advisor are as follows:

1. To encourage you to attempt an inquiry or project of appropriate rigor within the limitations of your potential, the time available, and the college's and your access to resources (library, laboratory, studio, computer, field work facilities, etc.). This means that your first choice of topic may need to be modified in consultation with your advisor, who will encourage you to develop a focus that is neither too broad nor too narrow and help you determine whether you will be able to locate the resources you need to complete your planned project.
2. To advise you toward the successful completion of an I.S. that meets the College's specifications for I.S. as interpreted by the Department (see "Criteria for Evaluation of Senior I.S." below).
3. To assist with the editing of the I.S. thesis according to the following guidelines:
 - a. On all drafts of the thesis submitted in a timely manner, the advisor is responsible for indicating to the student typical errors of logic, style, mechanics, diction, etc., which may occur. He or she is not required to edit or proofread these drafts paragraph-by-paragraph and sentence-by-sentence. The reading of any draft by the advisor does not imply the ultimate acceptability of the thesis. (This college-wide guideline emphasizes the purpose of I.S.: your advisor will not make all the necessary changes for you, but rather will help you to see the kinds of changes that need to be made and encourage you to locate and make them.) As a result, you will learn how to plan, execute, and edit a major writing project so that you will be able to do this independently for the rest of your career. Please note, too, that advisors will not read drafts over spring break.
 - b. After the completed I.S. thesis is submitted and evaluated, the advisor is responsible for indicating to the student any remaining typographical and mechanical errors that must be corrected before the document is filed with the Department.

Student Responsibilities

The responsibilities of the student enrolled in both Junior and Senior I.S. are as follows:

1. To read the I.S. Handbook carefully, ensuring full knowledge of the requirements, deadlines and expectations for successful I.S. projects (for juniors, you need read only that section that applies to you but should read your English 401 syllabus carefully).
2. To take the initiative to develop and pursue an inquiry or project of appropriate rigor within the limitations of the your potential, the time available, and the

college's and your access to resources (library, laboratory, studio, computer, field work facilities, etc.).

3. To attend all scheduled meetings with your advisor, as well as meetings with the staff of the Learning or Writing Center should you or your advisor determine that additional guidance would be helpful.
4. To work with your advisor to establish a realistic research and writing schedule.
5. To acquire appropriate resources. This may include an obligation to purchase texts, as you would for your other classes.
6. To turn in drafts of I.S. chapters (or Junior I.S. sections) by agreed upon deadlines and to edit all drafts. It is in your best interests to be sure that your advisor has the opportunity to see all chapters through a minimum of one revision. Generally, students produce multiple drafts of each chapter or creative text to discuss with the advisor.

During the Senior I.S. year you will meet with your advisor almost every week from September through early March. Meetings may vary in length from week to week, but advisors allow for an hour's meeting time each week, should it be needed. You should treat these meeting times like class times—honoring the commitment each week and letting your advisor know well in advance if you will need to cancel or reschedule—because often it will not be possible for faculty to find another open time in a given week should you miss your scheduled meeting.

Choice of Project

English 120, English 200, and English 401 offer guidance regarding how one conducts active inquiry into the varied issues raised by studying or creating texts. In defining a senior project, students are expected to formulate their inquiry in light of the course of study offered in the English curriculum, in response to questions that arise out of previous work with language and texts, and with knowledge of pertinent library resources.

Possible areas of I.S. projects vary considerably. For example, you may consider interdisciplinary study of a text or group of texts; inquiry into a concern in literary history; investigations of how language and culture interact in a particular context; study of a genre or type of text; study of a writer in relation to her or his culture or a reader's different culture; the editing of a text; inquiry into an issue relevant to linguistics or writing instruction; construction of personal essays, fictional or nonfictional narratives, a collection of poetry, a play or collection of plays.

Senior I.S. projects will be worked out in consultation with and subject to the approval of the advisor, who may require a portfolio or other evidence of preparation for the proposed project. No creative writing may be done unless you have had course work or relevant experience and a portfolio.

Resources and the Library

Students should recognize that no single library, no matter how extensive its holdings, is adequate for every project. You should consult with your advisor to select a topic that can be completed with resources available in Wooster. If alternative sources of information are required for the I.S., it must be clearly understood that the following rules apply:

Inter-library loan: The library is not obligated to pay for inter-library loans and will do so only when requests seem reasonable.

Microfilm dissertation copies: These will not be eligible for funding by the library unless the advisor, by signing a request form, indicates that the dissertation will be used with the same frequency as a book added to the collection.

That said, our library does offer outstanding resources and in general provides more than enough material to complete most English Department projects. See the Library web page's Subject Guides: English and Literature for helpful databases, print resources and other research suggestions [<http://library.wooster.edu/resources/subjects/english.php>].

Format and Documentation

Mechanics, documentation, and bibliography must conform to the *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. By this point in your college career you should own the MLA Handbook, so you should not need to ask your advisor how to cite, for example, electronic sources. You can easily find this information for yourself. At the least, you can check the Writing Center resource page and use the "MLA Formatting and Style Guide" link on the Purdue University Online Writing Lab site: <http://owl.english.purdue.edu/owl/resource/747/01/>. However, if you have questions about formatting and documentation, **do not** hesitate to discuss these with your advisor.

As a rule, theses should conform to the specifications below. Exceptions are possible for students needing a particular appearance (for example, poetry, magazines, illustrated fictional works, etc.).

Length	I.S. projects in English are typically 60-75 pages, but length will vary depending on the nature of the inquiry. An expected length should be agreed on in conference between the advisor and the student. Quality, not quantity, is the chief criterion in judging any I.S. project.
Font	Typed, double-spaced, in a 12-point font (Times or Times New Roman).
Margins	1.5 inches on the left; 1 inch on the right, top and bottom; justified left margin only. If you plan to print double-sided, please allow a 1.5-inch margin on both sides of the page.

Spacing	Normally, double or 1½ -line spacing is preferred for readability.
Printing	Because of environmental concerns, the Department will be delighted should you choose two-sided printing rather than the usual single-sided page, but please ensure the I.S. is still easy to read (for example, some thinner papers may make two-sided printing illegible).
Page numbers	Upper right-hand corner or centered at the bottom.
Chapters	Each chapter should have its own title; these should be listed in the Table of Contents.
Title page	See Example in Appendix I.
Table of Contents	See Examples in Appendix II.
Citations	Normally, MLA-style parenthetical citations should be used, with footnotes or endnotes reserved for explanations or other brief information (on sources, critical issues, and so on) that will be helpful to your readers but is too digressive for the main text. Footnotes and endnotes should be numbered consecutively throughout the project.
Bibliography or Works Cited	Will be arranged alphabetically. May consist of either Works Cited or Works Consulted, depending on the type of project. Consult with your advisor. See Examples in Appendix III.
Binding	Use the binding service at the Wilson Bookstore. You may arrange your own binding if you need a particular appearance. If you have clear reasons for wishing to design a creative binding—for example, you need an unconventional size, different format, illustrations, illuminated text, etc.—that will generally be accepted by the department; be sure to discuss your plans with your advisor.

If this section does not answer your formatting questions, consult with advisors about details of format. You may also ask Kathie Clyde to see examples of previous Independent Study projects, filed in her office.

Deadlines

I.S. is a yearlong project that should occupy one-fourth to one-third of your total workload. A minimum of 15 hours a week should be devoted to I.S. Seniors sometimes find themselves making difficult choices about how many extracurricular activities they can realistically participate in without affecting their progress on I.S., so plan ahead and consult with your advisor about how to best schedule your time. Students who fall behind

schedule have difficulty catching up and may find themselves struggling to complete the project, having no choice but to submit a project that does not accomplish their goals or meet their expectations. This is not, of course, the Department's hope for your I.S. experience, but only you can determine how much time you spend per week on your project.

If you are having difficulty setting a schedule, keeping up with your other coursework, or managing multiple activities, keep in mind that the Learning Center is an excellent resource, since its staff frequently works to help seniors develop their time management skills. Your advisor should also be consulted.

In collaboration with your advisor, you should develop a realistic schedule allowing you to accomplish your goals while making satisfactory progress week by week. By the end of 451, the first semester of Senior I.S., students must have completed an outline, at least two chapters or the equivalent (roughly 30 pages of writing), and a draft bibliography. Students not making satisfactory progress in 451 will not be permitted to enroll in 452.

Advisors may impose deadlines for the purpose of commenting and advising when the work is in progress. The student may not expect editorial comment, guidance, and advice on drafts of the thesis or versions of the project submitted after the eighth week of the semester in which the project is completed; in other words, advisors will not assist with the project over Spring Break.

As Spring Break approaches, students should ask advisors for the last possible date by which to submit a complete draft, to ensure that the advisor has sufficient time to read the project in its entirety (e.g., submitting 100 pages on the Wednesday before break will probably *not* allow enough time).

Two copies of the I.S. thesis are due in the Registrar's Office by 5 p.m. on the first day of classes following Spring Recess.

Any delay in turning in a thesis to the Registrar beyond the deadline specified above automatically establishes the grade of I (Incomplete) for the thesis. The conditions for changing the Incomplete to a passing grade will be established by the Dean for Curriculum and Academic Engagement, after consultation with the student's advisor. The Incomplete automatically becomes NC two weeks after the deadline for the submission of the thesis unless prior approval for an extension of the I.S. has been given by the Dean. No thesis turned in after the deadline will receive a grade of Honors without the unanimous vote of the Department *and* the approval of the Dean for Curriculum and Academic Engagement.

Second Reader Selection

In the second semester of the project—usually a week or two before Spring Break—you should discuss your preferences for second readers of your I.S. with your advisor, who will keep a list of your preferences. Just after break, the Department will meet to make the final assignment of second readers; as when assigning advisors, the Department makes these decisions based on a combination of student preference and faculty expertise and availability.

The Oral Examination

In the weeks following submission of the final copy of the project to the Office of the Registrar, the student is examined by his or her advisor and by a second reader. The exam is a discussion and inquiry into the project's purposes and results, including questions of style, form, and strategy. In the English Department, questions are *not* distributed in advance of the oral. Typically, the second reader will be responsible for guiding the conversation, although your advisor will ask questions as well.

The student's performance on the oral exam is considered by the two readers in determining the grade. At some time subsequent to the oral exam, the student receives from the second reader a written critique of her or his project. The prime copy of the I.S. is returned to the student; the Department retains the second copy. Students may be asked to make minor alterations before the copy is accepted.

Criteria for Evaluation of the Senior Independent Study

In 1977, the faculty adopted the following statement providing broad guidelines for evaluation of I.S. across the college, specifying that faculty members should consider the manner in which the three elements of I.S. listed below are interconnected in the final project. In evaluating the Senior I.S. project in the Department of English, therefore, faculty readers will consider the following three elements as well as the manner in which these are combined in the realization of the project.

Content: The choice of the I.S. thesis topic should reflect a considered judgment as to the significance and manageability of the subject, and the completed project should represent a serious and systematic attempt to deal with it by having used effectively the available resources. An awareness of what has and has not been accomplished should be part of the presentation of the project.

Method: The methods chosen should be stated and followed. The choices involved in the design should be made clear, and an appreciation of its uses and limits should be one of the results of the project.

Form: Form is an essential element of clear expression. The project should reflect explicit attention to the requirements of form for a given discipline, field, or mode of expression.

Independent Study Projects are graded college-wide as follows:

Honors: Outstanding in terms of content, method, and form.

Good: Significantly above average in terms of content, method, and form.

Satisfactory: Acceptable overall in terms of content, method and form, although consideration may be given to balancing weakness in one area by strength in another.

No Credit: Seriously deficient in content, method or form with no compensating strengths in other areas.

It is difficult to determine and codify specific criteria for evaluation of all types of I.S. within the English Department, because projects vary so widely in topic, approach, genre, and form (e.g., a collection of poetry will differ from a critical project in structure, style, use of sources, and perhaps even length).

As a broad overview, though, here are some general guidelines. The text of the Senior I.S. (excluding acknowledgments, illustrations, appendices, and bibliography) should be between 60 and 75 pages long. In addition, all Senior Independent Study projects in the Department of English should:

1. conform to MLA guidelines for citations and bibliography as well as grammar and punctuation;
2. communicate clearly and concisely, without more than very occasional typos and grammatical errors;
3. have a clearly defined and well supported topic or focus;
4. demonstrate knowledge and understanding of the critical commentary on the topic or focus. For this reason, creative I.S. projects must include a substantial critical section, which will generally provide an overview of other creative writing in your area (e.g., an overview of influential short story or poetry collections, novellas, etc.), as well as discussion of theoretical or critical perspectives on genre and form; analysis of the chief challenges of the project (whether of form, content, or method) together with insights drawn from writing models; and discussion of the steps taken to meet those writing challenges;
5. provide an introduction offering a clear overview of the topic or focus, the critical or theoretical perspectives that have been used to study it or the ongoing critical conversation on the topic, the method or approach taken to explore the topic, and the overall argument;
6. provide a conclusion exploring the results of the project—what readers should

take away from the I.S. (this requirement may be waived for certain projects if it would be inappropriate given the structure and design of the project; such projects may include an afterword or postscript if appropriate); and,

7. include a bibliography of the central works on the topic as well as other resources used in terms of theory, concept, criticism, or content.

The above features are required for an I.S. acceptable in the Department. Please note that an Honors I.S. will demonstrate excellence in research and analysis and/or in awareness of the critical issues surrounding the creative project; its structure and organization will be well suited to the content; and it will communicate with exceptional clarity and style.

Departmental Honors and the I.S. Thesis

A graduating senior will receive departmental honors by attaining all of the following:

1. A cumulative grade point average of 3.5 or better for all courses completed in the English Department.
2. A cumulative average of 3.2 or better for all courses completed at the College.
3. Honors for the I.S. Thesis or the unanimous vote of the department that the student's overall performance is of the quality to merit departmental honors.

Departmental Prizes

The Waldo H. Dunn Prize is awarded to the major adjudged to have written the most distinguished I.S.

The Paul Q. White Prize is awarded to the senior who, in the Department's judgment, has made the best record in English.

The Donaldson Prize is awarded to the senior judged to have written the best creative I.S.

Frequently Asked Questions

1. How do students choose advisors?
See the process outlined above.
2. What's the best way to take notes?
During the Junior I.S. process, consider which methods of note taking work best for you. Some people work only on the computer, developing a system for naming files to help themselves retrieve information; others use notecards; others use notebooks or binders with tabbed sections to organize information. Whichever method you use, ***be sure you develop a system to prevent plagiarism.*** For example, make sure you can always tell whether a note is in your own words or in the original author's words—even when you return to a note months later. If you copy direct language from a source, be careful to use quotation marks, copy the quotation exactly as it appears in the original, and note the page number(s) and source. Be sure to note the source and page number(s) for **all** information you include in your notes and/or bibliography, in fact; this will save you hours of scrambling at the end of your project.
3. Which goes first in an MLA bibliographical entry—the author's last name, or the first name? The publisher, or the date? How do I list multiple editors of a book? And what about electronic sources?
Consult your MLA Handbook. If you don't have a guide, you should get one; you can also find samples online (Try the Writing Center page of resources for students or the Purdue University OWL site, which is an excellent resource.). Remember, the main benefit of your liberal arts education is that you have acquired the research and critical thinking skills necessary to find out pretty much anything—even after college, when your advisor will not be so handy.

Appendix I: Sample Title Page

The College of Wooster

A CARREL OF ONE'S OWN

by
Sophia Loba

Presented in Partial Fulfillment
of the Requirements of Independent Study
English 451-452

Supervised by
Mary Seton
Department of English

March 26, 2012

Appendix II: Sample Table of Contents

Example A – from a critical I.S.

Table of Contents

Introduction.....	1
Chapter 1: An Overview of Intertextual Theory.....	6
Chapter 2: <i>Wide Sargasso Sea</i>	34
Chapter 3: <i>The Eyre Affair</i>	63
Conclusion.....	87
Works Cited.....	89

Example B – from a creative I.S.

Contents

Foreword	
American Landscape.....	1
The Forest for the Trees.....	6
Choose your own Adventure.....	11
Being and a Ball.....	21
Hunting Characters.....	26
Bushes Full of Birds.....	30
Looking for Watts.....	34
Appendix A: Photographs.....	81
Appendix B: Works Explored.....	87

Example C – from a critical/educational I.S.

TABLE OF CONTENTS

SECTION I: INTRODUCTION AND BACKGROUND

Chapter One: My Poetic Past.....	2
Chapter Two: A Philosophy of Poetry.....	10
Chapter Three: What Next?: A Goal-Setting Session.....	26

SECTION II: FROM THEIR WORDS AND MINE-LESSON NARRATIVES

Week One: The (Sweet) Smell of Middle School.....	39
Week Two: What Happens When Poetry Gets Personal?.....	46
Week Three & Four: Poetry in a Box.....	52
Week Five: Exploring the World Beyond the Classroom Door.....	63
Week Six: This is Just To Say: It's All in the Details.....	72
Week Seven: The Possibility of Poetry.....	83
Week Eight: Breaking Out of the Poetry Box.....	91
Week Nine: Thursdays: I Am a Poet.....	99

SECTION III: CONCLUSION AND SUPPLEMENTAL MATERIALS

Chapter Four: Can One Conclude a Revolution?-----106

Appendix A: Lesson Plans and Field Reflections -----118

Appendix B: Student Poetry Examples with Comments -----139

Survey Questions and Answers

Consent Forms for Publication

WORKS CITED-----159

Appendix III: Sample Bibliography

Example A – from a critical I.S.

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