



BIBLIOGRAPHY AND METHODS OF RESEARCH

Web-Enhanced

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Course Description

From the catalog: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies.

Recent change in program requirements: Until fall 2011, the Department required English 599 only for the 30-hour Master's students (doing a thesis), and for the doctoral students. However, the department now requires 599 for all of graduate students in English: 30 hour MA/MS, 36 hour MA/MS, and (as before) the doctoral students.

Spring 2013 Schedule

English 315.01W	Advanced Creative Writing: Poetry	Online
English 355.01W	Women Writers	Online
English 599.01E	Bibliography & Methods of Research Wednesday, 7:20-10:00	HL 305

OFFICE HOURS:	Face/Face in HL 125:	Wednesday:	4:00-7:00
		Thursday:	2:00-4:00
	Online (Email, eCollege, Etc.)	Monday:	11:00-2:00
		Tuesday:	9:00-11:00
		Friday:	3:00-4:30

Required Texts

Literary Theory: A Very Short Introduction by Jonathan Culler. Oxford University Press, *second edition.* ISBN10: 0199691347. ISBN13: 9780199691340. **NOTE:** The second edition is required; however, the only major change from the first edition is Chapter 9. You will not have major problems if you already own the first edition and want to use it.

MLA Handbook for Writers of Research Papers by Joseph Gibaldi. Modern Language Association of America ISBN: 1-60329-024-9. **NOTE:** The 7th edition is the most recent which means it is the standard for master's and dissertations in our department generally (exception: linguistics projects). Therefore, please make sure you have the 7th edition. Available at our University Bookstore, and via various online booksellers.

Introduction to Scholarship in Modern Languages and Literature by David G. Nicholls. 3rd edition. Modern Language Association of America. ISBN-10:0-87352-598-1; ISBN-13: 978-0-87352-598-5. Third edition is *required.* Available at our University Bookstore, and via various online booksellers.

We Who Are About To by Joanna Russ. Wesleyan University Press. ISBN-10: 0-8195-6759-0; ISBN-13:978-0-8195-6759-8. Available at our University Bookstore, and via various online booksellers.

Web Enhanced

For this course, web-enhanced means the following:

1. We will not be meeting in our assigned classroom (HL 305) every week.

We will meet in HL 305 or in Gee Library every week from Week 1-10 (except Week 6 when I am at a speaking engagement, and Spring Break!). Some days, we will have time scheduled at the library and in HL 305. The class schedule will give detailed information on place and time!

The purpose of the in-class meetings are to work together as a class to learn the skills of research, reading, and writing that you will be applying to your research Project during the last half of the term. This class focuses heavily on research, and one of the primary reasons I am teaching it web-enhanced is to allow face/face library labs with Ms. Emily Witsell, the Humanities Librarian, and scheduled time in the library to do research when Ms. Witsell and I are there to help with questions!

You will have working days/weeks during the other weeks: that means, you may work at home, or in the Library, or anywhere you please. There will be assignments that have to be uploaded in eCollege during those weeks. I will be available for face/face conferences (during our class time), and we will be using Dropbox.com (a cloud product, NOT the Dropboxes in eCollege,) and our eCollege discussions, for workshopping and keeping up with the class. Otherwise, the working days/weeks are your time to work on your approved project wherever and whenever you wish.

When we meet in HL 305 and the library, you need access to the class handouts: it is your choice whether you print them out and bring them, or use a wireless mobile device to access them.

The class policy is that if you have a wireless mobile device, feel free to bring to class and library to work!

Lectures will be recorded, and a text and audio copy will be uploaded to eCollege. **The lectures will not replace attendance in class; they are designed to allow students to check back to earlier work without relying on individual notes.**

2. All class handouts are uploaded to our eCollege platform.

The handouts will be uploaded to the Navigation Tree and linked Dropboxes (where assignments are turned in), and will also be uploaded to Doc.Sharing for easy downloading/printing. I am known for the breadth, depth, and length of my handouts, but the reason they are so long is that I try to provide complete information and resources for assignments.

No hard copy handouts will be distributed in class beyond the Class Schedule which is handed out the first day. Budget cuts on campus have made it impossible for many departments to afford copying charges.

3. All work to be graded will be uploaded to our eCollege platform.

I do not accept assignments in class or by email: there are too many ways for them to be misplaced.

I expect all assignments to be in a .doc, .docx, or .rtf formation, in standard manuscript format (MLA) unless the assignment states otherwise, and, most importantly, uploaded to the correct Dropbox in eCollege for grading.

Some assignments will also be uploaded to your personal folder in our Cloud product, Dropbox.com for peer response.

Course Learning Outcomes

1. Learners will demonstrate an understanding of how to use the primary academic database relating to Literature and Languages (MLA) as well as relevant interdisciplinary databases which complement MLA and relate to their chosen and approved research project (examples: Academic Search Complete; American Periodicals Series; Children's Literature Comprehensive Database; JSTOR; and PROJECT MUSE). These databases are primarily concerned with peer-reviewed scholarship: the Gale databases and other reference sources are not the concern of this course. This outcome will be evaluated by the **Research Expeditions**.
2. Learners will demonstrate that they have gained thorough understanding of research techniques specific to their area of specialization in Literature and Languages. This outcome will be assessed by evaluation of the **Annotated Bibliography**.
3. Learners will demonstrate that they understand the basic elements of critical theories and methodologies well enough to evaluate secondary scholarship in relation to a chosen topic and to identify main arguments as well as the theories and methodologies used in the relevant scholarship. This outcome will be assessed by evaluation of the **Research Proposal** and the **Bibliographic Essay**.
4. Learners will demonstrate an understanding of the basic elements of producing a Bibliographic Essay/Review of Literature for an academic audience. The basic elements

are: a well-developed thesis paragraph which makes an analytical argument about the relevant scholarship and which is placed last in a multi-paragraph introductory section; the comprehensive use of evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; clear textual attribution, and a Works Cited Page. This outcome will be assessed by evaluation of the **final draft of the Bibliographic Essay**.

5. Learners will demonstrate that they have gained a thorough understanding of how literary theory and studies result in a body of scholarship that reveals, in Jonathan Culler's words, the ongoing "work of reading, of challenging presuppositions, of questioning the assumptions on which you proceed," and the ability to engage in "an ongoing project of thinking which does not end when a very short introduction ends." This outcome will be assessed by an evaluation of the **final exam**.
6. Learners will demonstrate that they have engaged in a writing process that incorporates revision in response to instructor and peer response feedback over the course of the semester. This outcome will be assessed by evaluation of **the revisions of the Research proposal and the Bibliographic Essay**.
7. Learners will demonstrate that they can apply principles from the class to provide peer response feedback to classmates' drafts. This outcome will be assessed by evaluation of the **Peer Responses**.

Student Learning Outcomes

These are the selected course learning outcomes that I will be assessing for the Department of Literature and Languages' program review for the Master's and Doctoral Programs in English.

Student Learning Outcome #1

Learners will demonstrate that they have gained thorough understanding of research techniques specific to their area of specialization in literature and languages. This outcome will be assessed by evaluation of the **Research Expeditions** and the **Annotated Bibliography**.

Student Learning Outcome #2

Learners will demonstrate that they understand the basic elements of critical theories and methodologies well enough to evaluate secondary scholarship in relation to a chosen topic and to identify main arguments as well as the theories and methodologies used in the relevant scholarship. This outcome will be assessed by evaluation of **the Research Proposal and the Bibliographic Essay**.

Student Learning Outcome #3

Learners will demonstrate an understanding of the basic elements of producing a Bibliographic Essay/Review of Literature for an academic audience. The basic elements are: a well-developed thesis paragraph which makes an analytical argument about the relevant

scholarship and which is placed last in a multi-paragraph introductory section; the comprehensive use of evidence in the body of the paper through the appropriately formatted and attributed use of quotations, paraphrases, and summaries; and clear textual attribution the Works Cited Page. This outcome will be assessed by evaluation of the **final draft of the Bibliographic Essay**.

Student Learning Outcome #4

Learners will demonstrate that they have engaged in a writing process that incorporates revision in response to instructor and peer response feedback over the course of the semester. This outcome will be assessed by evaluation of the **revisions of the Research proposal and the Bibliographic Essay**.

Student Learning Outcome #5

Learners will demonstrate that they have gained a thorough understanding of how literary theory and studies result in a body of scholarship that reveals, in Jonathan Culler's words, the ongoing "work of reading, of challenging presuppositions, of questioning the assumptions on which you proceed," and the ability to engage in "an ongoing project of thinking which does not end when a very short introduction ends." This outcome will be assessed by an evaluation of the **final exam**.

COURSE REQUIREMENTS

- ✓ Students will attend sessions in the classroom and Library on assigned weeks.
- ✓ Students will upload assignments during the weeks where the class does not meet.
- ✓ Students will access and follow all class handouts found in the content area of the online class platform.
- ✓ Students will use the online class platform's discussion tool to post to classmates in assigned discussions.
- ✓ Students will complete and submit all assignments electronically using the online course platform's dropbox tool/tab or assigned discussions.
- ✓ Students will complete and submit the workshopping and peer response assignments in the cloud program as well as in the online course platform's dropbox tool/tab.
- ✓ Students will access their grades in the eCollege gradebook, including comments uploaded in eCollege as well as marked on drafts that have been uploaded.

Course Assignment Assessment

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes.

Assignment handouts I have prepared contain detailed information on due dates, objectives, required content, format, structure, along with information on resources, and grading rubrics. I expect those handouts to be studied, whether online or via hard copy that is printed out, read, and annotated if necessary.

The assignment handouts are posted in the appropriate Unit (at the Unit Home Page, on the Dropbox or Discussion associated with the assignment). Please ask any questions you have about the assignment handouts in the Virtual Office.

Each assignment will be assessed according to the criteria on the assignment handouts, and in the context of the course outcomes, and you will receive a rubric, a grade, and information on revision and future work. I expect students to prioritize their work based on the percentage of the grade each assignment is worth (the higher the percentage, the more time need be spent). Specific assignments (identified by rough drafts, revised drafts, etc.) may be revised for full credit, and revision is expected.

GRADED ASSIGNMENTS

Research Expeditions: 15%

This series of short assignments focus on understanding what is appropriate scholarship, using the academic databases, making connections, understanding when to use or not use sources, and compiling bibliographies. They will be supported by Library Labs in the Library, and by research days in the Library (attendance required).

Research Project: 60%

1. Research Proposal + Working Bibliography (10 scholarly sources) (15%)*
2. Annotated Bibliography (20-30 minimum scholarly sources, a combination of books and articles, with at least 20% published during the last ten years) (15%)*
3. Bibliographic Essay/Review of Literature (20 pages) (25%)*
4. Ongoing posts in graded Discussions in eCollege (5%)

Peer Response: 15%

Classmates will be paired based on research projects and will give feedback to the Bibliographic Essay/review of Literature. All workshopping/peer response will take place in the Cloud Dropbox.com, but the peer responses will be uploaded in eCollege dropboxes for me to grade.

Final Exam: 10%

Creating a Research agenda for the rest of your program (or, if you are close to graduation, for your first two years after graduation).

*The asterisk indicates assignments which can be revised for full credit unless revision is precluded by the following circumstances:

1. The assignment does not meet the basic requirements (identified on the rubric);
2. The assignment has been turned in late (past the No Penalty Zone);
3. The assignment earns a grade of 85-100%;
4. The assignment is a recycled one (one you wrote for another class rather than for this one). Students may draw from work they have done in earlier classes, but they must clear

it with me, and I will explain what needs to be done in order for it to be acceptable (usually involving revision for the criteria in this course).

5. The assignment is written by someone else (academic dishonesty);
6. The assignment is plagiarized (see the Plagiarism Policy below).
7. The assignment shows evidence of failure to read the comments provided in other assignments or earlier drafts (i.e. if I can copy and paste my comments from other assignments or earlier drafts and they apply to this one, you clearly aren't reading and applying the comments I wrote).

The last two circumstances will result in an F for the assignment; additional instances of academic dishonesty or plagiarism will result in an F for the class, and a letter to the Department Head and Deans (of our College and of the Graduate School).

Extra Credit: 2%

There are two chances to earn extra credit points during the course: I have two self-assessment surveys which you can take. Each one is worth 1 point (added to your final grade); you must complete the survey during the assigned week. Once the surveys close, you have lost the chance to earn extra credit.

1. Pre-Term Survey (Week 1)
2. Post-Term Survey (Finals Week)

Course Grading

The class grade is based on a 100 point system, with each assignment being assigned a specific weight (percentage) of the grade. I have set up the gradebook with the assignments weighted: your grades will be entered in percentages, which the program will translate to "points earned." You will be able to access your grade--and the feedback on the work you've turned in--as soon as I grade it.

Since this course is writing-intensive (based on the number of writing assignments, the revision and modified portfolio grading policy, and the weight given the writing in the total grade), I will be giving you detailed and specific feedback on every assignment that can be revised: all those assignments associated with the research Project. You will also receive a rubric: revision counts (so the rubric for the revised drafts builds credit for revision into the grade). Depending on the assignment, and the quality of your work, it takes between 20-40 minutes to download the draft, read it, write comments on it through Word's MarkUp function, fill out the rubric, and write an evaluation and overall suggestions for revision.

Therefore, it will be at least a week between you turning in drafts, and me returning them. If, due to work load or other issues, it will take longer, I will notify you and, if necessary, adjust the due date(s) of the following assignment(s).

Assignments (discussions) that are not revised will be graded after the assignments that can be revised have been completed.

NOTE: Click on the blue hyperlink (grade) to access the Dropbox where I've uploaded drafts with comments. If all you look at for this course is the grade, you will not be able to use the comments in revision. If you cannot see the comments in Markup, and do not know how to access them, you may need to get help.

If at any time you have a question or concern about your grade (which only you and I can access), please contact me (by email).

Please do not post about grades in the Virtual Office which is a public space.

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59-lower = F

Student Contact

I have regular office hours for face/face meetings and phone calls.

If you are not free at these times, please call or email me to set up an appointment. Email is preferable: we'll both have a record.

I have face/face and online office hours:

Face/Face In Office: I am physically present in HL 125 to meet (or talk by telephone) during these hours; if a meeting that I must attend is called, I will notify the class by email and by a note on my door. No appointment is necessary during my scheduled office hours. If the door is open, come on in! If the door is shut, but the light is on, knock!

On Line: During my virtual office hours, I may be in HL 125 or I may be at an off-campus location, but wherever I am, I will be logged onto my computer and regularly checking my university email and eCollege Virtual Office.

Please: if you think that you are slipping behind for any reason, come talk to me (or call me!).

Keep in mind that the official medium of communication for the university is email which is handled through our eCollege platform.

All email correspondence for this course will be sent to student myLeo email accounts.

An Adobe Presenter/Breeze presentation is available to demonstrate how to access your Leo email: <http://breeze.tamu-commerce.edu/myleomail/>. Please make it a habit to check email often and log in to the course daily to stay connected with the class.

Warning: Because this course is offered entirely online, the only way to verify that people emailing me are the students registered in the class is via their email accounts. Please use your official university email if you must email me, especially if you have questions about a grade.

I post information in the "Class Announcements" section of our online course and send it out via email to make sure students get the information in a timely manner.

Online Class Program Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Since this course will be offered partially online, special requirements must be considered. First, and perhaps most important, is that the student enrolled in this course must have access to a computer with the necessary software and services. The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

If your computer and internet services do not meet the minimum requirements for eCollege, you are welcome to use any of the computer labs on campus.

Secondly, it is also vital that the student have a working knowledge of the hardware and software they will be using. The Distance Education Department maintains a FAQ page for students taking online and web-enhanced courses. The web address for this information can be found at <http://www.tamu-commerce.edu/itde/FAQs.asp>.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege

Technical Support Representative.

Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

If you run into problems accessing eCollege through the standard online class link, try this alternate College web address is: <http://online.tamuc.org>

Class Policies

Take some time to read: university faculty have a good deal of latitude in some of their policy areas.

The first set of policy statements are mine.

The second set of policy statements are mandated by the University and/or the Department of Literature and Languages.

By staying in the class after reading this syllabus, you are contractually obligated to meet class requirements and follow *all* class policies.

Instructor Policies

Late Work: Late work will not be given full credit. Late work on assignments that can be revised will be barred from revision because of lateness. In this class, "late" means any time after the No Penalty Zone (NPZ). However, all the Project assignments must be turned in; since

revision is built into the class, your best choice is to turn whatever you have in even if it is not perfect, and to earn what credit you can.

The weekly due dates are always Monday, at midnight; the No Penalty Zone is Wednesday, at midnight.

WARNING ABOUT NPZ: always aim to complete your work the midnight deadline; then, if life intervenes, you have a safety net. If you aim to complete your work by the NPZ and life intervenes, which it will, there will be no safety net.

If you have a medical condition or emergency which affects your ability to do the work for this class, either on the short term (one week) or longer term, please email me as soon as possible, and I will discuss extensions for you. No documentation is needed.

University & Department Policies

Academic Dishonesty/Plagiarism: Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty can also include writing assignments for someone else, turning in papers someone else wrote for you, and tests that you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. In a web-enhanced class, it is important to be courteous and respectful in responding to ideas that may differ from yours both face/face and online. This class in both spaces is an educational environment, and therefore each student should exhibit a decorum that lends itself to the intellectual exchange of views and ideas.

Literature and Languages Policy on Plagiarism: Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty such as collusion. 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])

The Department of Literature and Languages defines plagiarism as occurring when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Simply having a list of sources at the end of the project does not sufficiently meet the academic standards for acknowledging sources. The Department defines collusion as selling academic products (any written or recorded or pictorial material intended to be submitted to satisfy an academic requirement). You must acknowledge

and document all sources (quoted and paraphrased) in your formal report. Documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for material that has been summarized, paraphrased in your own words, or quoted directly. Page numbers must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Intentional and unintentional plagiarism will both result in a failing grade on an assignment, or, in repeated cases, in a failing grade for this class.

Plagiarism or collusion will result in an automatic failing grade on the assignment. A second instance of plagiarism or collusion will result in an automatic F for the class and notification of . I will notify the Department Head and the Dean of our college of your plagiarism. A report of the incident will also be filed with the Graduate Dean. This report may stay on your permanent collegiate record and you may also be subject to further disciplinary action being taken by the university.

Online resources on plagiarism:

<http://www.unc.edu/depts/wweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Courtesy: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, conduct).

Drop Policy: The university drop procedure has changed as of Summer 2012.

Students who are eligible may now drop their classes with a "Q" drop grade without Instructor approval through their MyLeo.

This procedure does not apply to students with advising holds (Athletes, International Students, Honor Students, UC College, etc.). Students with advising holds will have to complete a Drop/Add form and get approvals manually, and turn in to the Registrar's Office for processing.

The Drop/Add form is located online at: <http://web.tamu-commerce.edu/admissions/registrar/documents/2012AddDropForm.pdf>.

The deadline to drop with a "Q" drop grade can be found on the Academic Calendar at: <http://web.tamu-commerce.edu/admissions/registrar/academicCalendars/default.aspx>

The drop process steps are listed below.

- Go to MyLeo
- Go to Registration, Records & Grades

- Registration
- Register/Add or Drop Classes
- Select a Term
- Under “Action”, click on Course Drop
- Click on “Submit Changes” at bottom form

If you are only enrolled in one class or need to drop all your classes, you will not be able to drop through this procedure. The Withdrawal Form is available at:

<http://web.tamu-commerce.edu/admissions/registrar/documents/WithdrawalForm.pdf>.

These forms must be turned in to the Registrars’ Office for processing.

Incomplete Grades: The Incomplete grade is reserved for those students who have been active in class and have maintained a passing grade until nearly the end of the course. If circumstances in the last few weeks make it impossible for a student to hand in the last assignment(s), then the Incomplete can be granted. The student must supply documentation concerning the circumstances that have made it impossible for course work to be completed.

Students who have failed to turn in assignments in earlier weeks are *not* eligible for an Incomplete and will not be granted one. Anyone who is unable to complete the work in the semester they are enrolled will not be able to do it alone in the following term.

If the missing work is not handed in by the end of the next long semester, the grade automatically goes to an F, by university policy. There is no appeal for that grade.

Since this class is an online class you should be aware of the following university policy: You will be required to complete the course outside of the eCollege platform. The class platform is available for student access for only two weeks after the close of each semester.

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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

English 599.01E
Spring 2013

Dr. Robin Anne Reid
Robin.Reid@tamuc.edu

English 599 Spring 2013 Class Calendar

Due date for Every Week: Tuesday, midnight

No Penalty Zone: Thursday, midnight

Blue=assigned/required class meetings

Green=travel/conference days for Dr. Reid

Purple=working days (no class meeting, but I will be available for appointments to discuss projects).

January 14-18 Meet in HL 305 Week One Introduction to Class

Please note: I am trying the experiment of staggering my due dates this term (i.e. each of my three classes has a different due date) in order to keep up with grading.

Your Due Date is Tuesday, midnight (every week).

The due date being *before* our Wednesday class meeting is not a coincidence. We will be meeting face/face during the first half of the term; there will be library labs (required) during that time.

During the latter part of the term, I will be available for appointments to discuss work, but you will have the class time to use to work on your own project, and to do assigned peer responses. The due dates will continue to be on Tuesdays.

Your No Penalty Zone (the open to everybody, no questions asked, no documentation needed automatic extension) is Thursday at midnight, every week.

I consider that you are working each week toward the Tuesday deadline in the following week. I will send out reminders until we all get into the habit of this schedule. I also encourage you to make a "master schedule" for yourself—paper or electronic—to keep in mind that something is due every Tuesday!

I strongly encourage you to avoid trying to schedule "all the work" for this class on one day: it would be impossible to achieve success with such a schedule. Moreover, this class focuses on a complex set of skills that are best learned by regular and shorter work sessions. Infrequency is not compensated for by spending hours and hours: in fact, that schedule is counterproductive, at best, and a recipe for failure at worst.

January 21-25 Week Two Meet HL 305 Culler

January 28-February 1 Week Three Meet HL 305 Russ

Post: Respond to Project Discussion Prompt in eCollege (before class meeting this week)

February 4-8 Week Four 7:20 Gee Library
9:00 HL 305

Read: Nicholls/Nicholls Preface & Robbins Epilogue
Post: Respond to Project Discussion Prompt in eCollege (before
class meeting this week)

February 11-15 Week Five 7:20 Gee Library
9:00 HL 305

Read: Nicholls/Sommers
Post: Respond to Project Discussion Prompt in eCollege (before
class meeting this week)

February 15-22 Week Six Russ Research Expeditions due
Free Research Day:

**I will be flying to a speaking engagement at Marquette University
(scheduled for February 21).**

February 24-March 1 Week Seven 7:20 Gee Library
9:00 HL 305

Read: Nicholls/Jarratt
Post: Respond to Project Discussion Prompt in eCollege (before
class meeting this week)

March 4-8 Week Eight Meet HL 305 Project Assignment #1

Read: Nicholls/Marcus Essay

**Upload to eCollege and bring hard copy of Proposal and Working
Bibliography to Class for Peer Response (you need to have a hard copy in
class to be able to do Peer Response—it can be very rough).**

FIRST PROJECT ASSIGNMENT DUE

Project Research Expeditions

Research Proposal + Working Bibliography (10 scholarly sources)

March 11-15 Week Nine: SPRING BREAK

March 18-22 Week Ten Meet HL 305 Project Assignment #2

Read: Nicholls/Donadey and Lionnet and Nicholls/Warren

Upload to eCollege and bring hard copy of Annotated Bibliography to Cass for Peer Response

PROJECT ASSIGNMENT #2 DUE: ANNOTATED BIBLIOGRAPHY

March 25-39 Week Eleven No class meeting: Working Day

Post: Respond to Project Discussion Prompt in eCollege

April 1-5 Week Twelve No class meeting: Working Day

Post: Respond to Project Discussion Prompt in eCollege

April 8-12 Week Thirteen No class meeting: Working Day

Post: Respond to Project Discussion Prompt in eCollege

Project Assignment #3 Rough Draft Due

PROJECT ASSIGNMENT #3: Rough Draft Bibliographic Essay

Upload to eCollege (for my grading/comments), and to Cloud Dropbox for peer response

April 15-19 Week Fourteen No class meeting: Working Day

Post: Respond to Project Discussion Prompt in eCollege

April 22-26 Week Fifteen No class meeting: Working Day
Final Exam Due

Post: Respond to Project Discussion Prompt in eCollege

April 29-May 3 Week Sixteen No class meeting: Working Day

Project #3 due

PROJECT 3#: FINAL DRAFT PROJECT DUE

FINALS WEEK: May 4-10

COMMENCEMENT: May 11