



**ENG 595.01W: Research, Literature, and Techniques
(Online)**

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Fall 2013 Schedule

English 341.01E	MWF 12:00-12:50	HL 305
English 200.01E	MWF 1:00-1:50	HL 203
English 489.01E	MWF 1:00-1:50	HL 203
English 589.01E	W 4:30-7:10	BA 339
English 595.01W	Online: no face/face meetings	

Office Hours:	M	2:00-4:00 Face/Face	HL 125
	W	2:00-5:00 Face/Face	HL 125
	F	4:00-5:00 Face/Face	HL 125
	TRF	9:00-11:00	Online

Course Description

Description from the Graduate Catalog: “This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee.”

Description for this semester’s course: Students completing their Master's degree with the Department of Literature and Languages have a choice regarding their final project: 518 (thesis option, 30 hours) and this class, 595 (non-thesis option, 36 hours). In an effort to streamline the 595 process, the Department now offers ENG 595 as an organized class. During the class, students will take their comprehensive exam—an annotated bibliography with an introduction—and complete the final project, a bibliographic essay. They can enroll in 595 once they have completed 27 hours towards their degree. Policies and procedures pertaining to ENG 518 (thesis option) will remain the same for now.

Additional Information

With the exception of the initial contract and the comprehensive exams, students will be involved in peer review and will work shop papers from their colleagues in the course. You are required to consistently respond with helpful comments to drafts written by your colleagues.

Additionally, with the exception of the contract and exam, any text you write should be seen by one other person to check the citations. If you submit your paper to me with formatting errors, I will ask both the writer and the reviewer what happened. You do not want something going directly to your faculty specialist that doesn't reflect the appropriate citation style. You should consider your specialist or me to serve as your copyeditor.

It is each student's responsibility to keep their degree plan current.

Students who do not complete all assignments and the project in the semester for which they have enrolled will have to take the course again and pay all tuition and other fees associated with retaking the course; taking an incomplete is not an option.

Required Texts

Learners should contact their faculty specialist in order to identify the appropriate style handbook for their area of study (eg, MLA, APA, Chicago).

Course Learning Outcomes

Learners will demonstrate the ability to:

1. Identify a topic that allows for engagement in complex and rigorous research. This outcome will be evaluated by assessment of each learner's contract with her or his faculty specialist.
2. Identify appropriate secondary sources. Appropriate sources include peer-reviewed and substantive journal articles as well as monographs and anthologies published by academic presses. Attention should be paid to dates of publication (i.e., current as well as older articles). This outcome will be evaluated by assessment of each learner's bibliography.
3. Make extensive and appropriate use of secondary sources by means of summaries of arguments, identification of opposing views, paraphrase and brief quotations when appropriate. This outcome will be evaluated by assessment of each learner's final project.
4. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the scholarship associated with the topic. This outcome will be evaluated by assessment of each learner's annotated bibliography and bibliographic essay.
5. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the conventions associated with the academic genres of annotated bibliographies and bibliographic essays. This outcome will be evaluated by assessment of each learner's annotated bibliography and bibliographic essay.
6. Produce a bibliographic essay that shows a solid understanding of the conventions associated with using academic research in essays: summaries, paraphrase, quotations, with works cited or bibliography. This outcome will be evaluated by assessment of each learner's final project.

Student Learning Outcomes for Fall 2013 Assessment

Learners will demonstrate the ability to:

1. Identify a topic that allows for engagement in complex and rigorous research. This outcome will be evaluated by assessment of each learner's contract with her or his faculty specialist.
2. Identify appropriate secondary sources. Appropriate sources include peer-reviewed and substantive journal articles as well as monographs and anthologies published by academic presses. Attention should be paid to dates of publication (i.e., current as well as older articles). This outcome will be evaluated by assessment of each learner's bibliography.
3. Make extensive and appropriate use of secondary sources by means of summaries of arguments, identification of opposing views, paraphrase and brief quotations when appropriate. This outcome will be evaluated by assessment of each learner's final project.
4. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the scholarship associated with the topic. This outcome will be evaluated by assessment of each learner's annotated bibliography and bibliographic essay.
5. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the conventions associated with the academic genres of annotated bibliographies and bibliographic essays. This outcome will be evaluated by assessment of each learner's annotated bibliography and bibliographic essay.
6. Produce a bibliographic essay that shows a solid understanding of the conventions associated with using academic research in essays: summaries, paraphrase, quotations, with works cited or bibliography. This outcome will be evaluated by assessment of each learner's final project.

Instructional Methods, Activities, Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. The assignments for this course have been designed to facilitate the steps required of Learners to complete their 595 projects and comprehensive exam.

Assignments: Please note that assignments will be graded S (Satisfactory) or U (Unsatisfactory)

Contract: Early in the semester, confer with a faculty member specializing in the topic area if the instructor of record is not a specialist. In that contract, identify the focus of your project (250-300 words) and create a bibliography consisting of 7-10 scholarly texts. I have also included a place where the faculty specialist can provide any special instructions. Download and overwrite the sample contract located in document sharing.

You will first submit your contract to one of your colleagues for peer review, and then you'll submit it to the assignment Dropbox in eCollege. Once I have approved it, you will send it to your faculty specialist who will either approve it or ask for revisions.

Bibliography: Compile a bibliography consisting of a minimum of 30-40 scholarly resources, though this number is negotiable according to your specialist. Your sources need to be a combination of books and journal articles. At least 25% of those articles or books need to be published in the last 10 years (again, negotiable with specialist). If you can't find enough texts, let me know. Do not annotate the entries at this time. Have one of your colleagues run a format check and look it over for errors. After that, you will send it to me (via eCollege dropbox) and the specialist (via e-mail).

Please note that you should include at least three scholarly resources (any combination of articles, book chapters, or books) in your exam and/or your bib essay that is not available in the library or databases. It must be obtained through interlibrary loan. You'll receive an e-mail from interlibrary loan indicating that the texts are available. Forward that to me.

Comprehensive Exams: Annotated Bibliography with Introduction: Your comprehensive exam will consist of an annotated bibliography with an introduction. If it still applies, you can use part or the entire introduction you wrote for your bibliography. You will, however, need to draw some conclusions as part of that introduction. The introduction should be a minimum of 1600 words. Your annotated bibliography should consist of 30-40 entries (though this number is negotiable with your specialist). Annotations will consist of 150-200 words not including the bibliographic information. Your faculty specialist and I will read the document and determine whether it is satisfactory or unsatisfactory. Do not consult your colleagues on your exam.

Final Project: Bibliographic Essay: For your final project, you will write a bibliographic essay wherein you discuss the relevant/important scholarship regarding your topic. The essay will include a thesis statement and a conclusion. The essay will be between 6500-7000 words and will discuss 30-40 sources (or a number that you and your specialist will decide upon). You will need to position your own argument within the essay. An example will be provided in eCollege document sharing.

Evaluation of Assignments

- ✓ Bibliographic Entries: Do not use book reviews (articles summarizing and judging critical texts) or interviews.
- ✓ Articles come from journals that are peer-reviewed
- ✓ Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aaupnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- ✓ Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are 2 or 3 pages long. Articles like that generally won't provide the depth

necessary for your projects. You can include such articles, but they should be in addition to the requirements.

- ✓ Older scholarship is balanced by contemporary scholarship.
- ✓ Bibliographic entries accurately reflect the style associated with area of study (MLA, APA, etc.)
- ✓ Entries are applicable to the topic
- ✓ Your treatment of the entries demonstrates the depth of your topic.

Annotated Bibliographic Entries

In addition to the above:

- ✓ You have accurately identified the premise of the scholarship and clearly conveyed the ideas in such a way that the reader need not consult the text in order to understand the argument.
- ✓ You have relied almost entirely on summarizing and paraphrasing the premise and main ideas in your own language, with clear textual attribution, rather than relying heavily on quotes (more than one quote per page would be considered "heavy.")
- ✓ When quotations are used, they are introduced and explicated: that is, surrounded by your own words that make it clear to a reader who has not read the text the significance of the quoted material.
- ✓ Quotes are followed by parenthetical attribution.
- ✓ Writing is free of errors or nearly so.
- ✓ The syntax and diction of the essay reflects graduate-level work.

Comprehensive Exam and Bibliographic Essay

In addition to the above elements, the introduction to the exam and the bibliographic essay should demonstrate the following:

- ✓ Smooth transitions between texts and ideas. Quotations are meaningful, have been explained clearly, and are embedded in your own words.
- ✓ You have obviously paid attention to how your language sounds as well as what it says.

Grading

All assignments will be graded on Satisfactory (S) or Unsatisfactory (U) basis. Learners must complete all assignments with a grade of S in order to pass the course.

To reiterate: Learners who do not complete all assignments and the project in the semester for which they have enrolled will have to take the course again and pay all tuition and other fees associated with retaking the course; taking an incomplete is not an option.

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 prefer postings in the Virtual Office for most questions about the class; if you email me, I will probably post the question and answer in the Virtual Office for others to see.

If you prefer to meet with me face/face, I am happy to do so, but keep in mind that I am not on campus every day (review Fall Schedule posted on page 1 of this document), and may have meetings or appointments with others. If you are going to make a trip to Commerce just to see me, please set up an appointment.

Besides the Virtual Office, I will also respond to questions in the discussion section(s) of the course.

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

Please note that you should not post questions and comments about your grades, or about any other personal or private nature in the Virtual Office or discussion section; the discussions are public forums, which all members of the course can view. You can expect a response to emails and questions/comments in my Virtual Office within 24 hours Monday-Friday unless I announce that I will be unavailable. I will send out emails from the eCollege program (which use your university address, or whatever email address you've uploaded). If you ask a question from another email account, I will answer it (from my campus email). If you do not hear from me within 48 hours, feel free to query me again (email programs can lose emails!).

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

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.

The following information has been provided to assist you in preparing to use technology successfully to access your eCollege 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.

eCollege Student Technical Support

Texas A&M University-Commerce provides Learners 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

If you have a medical condition or emergency which affects your ability attend class, I will be happy to work with you. However, you must email me as soon as possible so we can work out a plan. I do not require documentation.

Remember that if you are unable to complete all the assignments satisfactorily, you will have to retake the class: department procedures do not allow for Incomplete grades in this course. If you believe your circumstances warrant a change in this procedure, you must make your proposal to the department head, Dr. Hunter Hayes.

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

Attendance: Because your active participation in discussions is expected, attendance is vital for success in this course. Attendance requires more than simply logging on to the course site, and you should begin engaging in discussions by Wednesday evening each week. You must engage regularly and productively in course discussions.

Late Work: Please note that my policy in this course is different from policies in my other courses.

I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of Unsatisfactory (0).

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 Learners are expected to do likewise. Penalties for Learners 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!" Unintentional plagiarism is still plagiarism.

Given that this class is the capstone/end of your work at the master's level, or nearly so, I assume that you have been trained in the proper ways of attributing source material.

Plagiarism on the Comprehensive Exam will result in an automatic U for that assignment, a required visit to the Writing Center for tutoring (documented by a report from the tutor), before revision is allowed.

Plagiarism on the final draft will result in an automatic U for the course which means that the class will have to be retaken.

Online resources on plagiarism:

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

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

Courtesy: All Learners 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.

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

You may drop a course by logging into your myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

This procedure does not apply to Learners with advising holds (Athletes, International Learners, Honor Learners, UC College, etc.). Learners 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.

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. At that point, you need to withdraw which requires a different form. Here is the link to the Forms Page on the university web site:

<http://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

Learners 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 Learners 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

COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur.

Project 1: Contract/Proposal: We're starting with the contract/proposal. That's where you briefly write out your idea, identify several sources (7-10) and get your specialist's approval. Have one of your colleagues look over your contract/proposal before sending it to me.

First Draft Due (to me): Friday, September 6, 2013 (Week 2)

Final Draft Due (to faculty specialist and me): Friday, September 13 (Week 3)

Project 2: Bibliography: Once your project has been approved by your specialist (or before if possible), immediately start compiling a bibliography of possible sources. You're going to give this bibliography to your specialist after I approve it. The specialist will probably ask that you add sources to it.

The bibliography will be the foundation for the annotated bibliography/introduction that you'll be writing for your midterm/comprehensive exam. Before sending the draft to me, have one of your colleagues look it over for formatting, spelling, and so on.

Draft due to me on Friday, due to me on Friday, October 4, 2013 (Week 5)

Once I have approved your draft, send it to your faculty specialist via e-mail.

The final draft of the bibliography is due within a week of your specialist returning it to you. Forward me the email if they do not copy me on it.

WARNING: You cannot take your exams until the bibliography has been approved by your specialist, and you must hand in your exam by the designated date.

NOTE: If too much time goes by without a response from your specialist, write a nice polite reminder to them. If they don't respond to that, notify me, and I'll politely remind them as well!

Project 3: Comprehensive Exams: Annotated Bibliography: Y

You should now be ready to take your exam. Using the bibliography you've created, you'll write annotations for your entries. You'll also write an introduction to the annotated bibliography. You will technically have a week to take your exam. Exam report goes to the grad school, the department, the specialist, and me. Do not consult with colleagues regarding this assignment.

Exam Week: October 21-25 (Week 8):

Exam due to me and faculty specialist: Friday, October 25, 2013.

Project 4: Final Project: Bibliographic Essay:

Everything you've done up to this point will feed into your bibliographic essay. You have your idea, you have your sources, you've read your sources carefully, and you've written annotations. You'll be able to use bits and pieces from everything you've written. Indeed, by the time you've gotten to this point, you probably have about half of your bib essay done. It "just" has to be put together. Be sure to have one of your colleagues peer review your essay before sending it to me.

Full draft of bibliographic essay due on Friday, November 22 (Week 11)

Full draft of bibliographic essay to specialist and me due on WEDNESDAY, DECEMBER 4, 2013 (Week 13)

Final draft due on WEDNESDAY DECEMBER 18 (Week 15)

Turn in bound copy to the English Department Office by MONDAY, DECEMBER 23.