

English 399: Literary and Research Methods
Fall, 2013
Dr. Susan Louise Stewart

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<http://faculty.tamu-commerce.edu/slstewart/>
 Office Hours: T: 8:30-10:30, 3:00-4:30, R 9:00-10:30

903-468-8624 (office phone)
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Catalog Description:

This course provides an advanced study of the basic principles and methods of literary analysis. Emphasis is placed on the mastery of formal literary terminology, a coverage of basic critical methodologies, and a thorough understanding of research techniques specific to the field. Required of all English majors.

Prerequisite ENG 1302 and sophomore standing

Required Texts:

[Chopin, Kate. *The Awakening: Case Study in Contemporary Criticism*. Ed. Nancy Walker. Bedford/St. Martin's; 2nd edition \(December 29, 1999\). ISBN: 9780312195755. Must use this text.](#)

Gibaldi, *MLA Handbook for Writers of Research papers*, ISBN 9781603290241

Student Learning Outcomes:

Learners will demonstrate that:

- They can identify useful and appropriate scholarly sources for academic writing;
- They can properly incorporate (quote, paraphrase, cite, etc.) appropriate scholarship in their own texts
- They are resourceful investigators

Assignments and Grading

90-100%=A

80-89%=B

70-79%=C

60-69%=D

59% and below=F

Analysis *The Awakening* and “Desiree’s Baby,” 100 pts.

Final Project: Annotated Bib with Introduction, 200 pts.

Various Homework Assignments/Searches, 0-100 pts. each

Quizzes, 0-20 pts. each

Exam, 100 pts.

Analysis: Students will analyze *The Awakening* and “Desiree’s Baby” using the information gathered from homework assignments and other research in terms of the historical context including suicide/divorce/expectations, etc. regarding women (1000 words). 100 pts.

Final Project: Students will compile an annotated bibliography and write a 1,000-word introduction to the bibliography. 200 pts. Details forthcoming.

Final Exam: TBA 100 pts.

Course Policies

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. 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), recycling papers written for other classes, 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. See the following helpful resources regarding plagiarism:

1. your *MLA Handbook*
2. <http://www.plagiarism.org/>
3. <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Egregious plagiarism such as recycling a paper, turning in a paper that you did not write, or similar actions will result in one or more of the following: a 0 for the assignment, an F for the class, disciplinary action administered by the university.

Late Papers, Attendance, and Incomplete Grades Policies: I seldom accept late papers, and if I do, it is at my discretion. Additionally, expect no better than a C on a paper that is turned in late.

Be here. I do not allow for make-ups on quizzes or exams. There is no extra credit. If you miss 4 classes or more, expect no better than a C. If you miss 6 classes, expect to fail the course.

Only under exceptional circumstances will I grant an incomplete for the course, and then it depends on the Dean as to whether or not the incomplete will be permitted. You will have to supply documentation in order to obtain an incomplete. That doesn't come from me. It comes from the dean.

Civility and Etiquette: Students are expected to be civil, polite, and accommodating to differences of opinion and will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See ‘Code of Student Conduct’ from *Student Guide Handbook* located on page 31 at <http://www.tamu->

commerce.edu/studentlife/guidebook2009-2010.pdf. University policy provides the means for dismissing students who do not meet these requirements, and I take politeness very seriously.

Technology Requirements:

This course is supported by e-College, the Learning Management System used by Texas A&M University-Commerce. Various readings and the grade book are available through eCollege. You will also turn in assignments through dropbox function of eCollege.

The following information has been provided to assist you in preparing to use technology successfully in this course. You will need access to the following technologies:

1. Internet access/connection – high speed recommended
2. Word Processor: MS Word [doc or docx]. If you do not have MS word, you can save your texts as rtf (rich text format) or txt (plain txt). Be aware that saving documents in rtf or txt will possibly cause problems with formatting, and formatting is important in this class in this class. If saving your document in txt or rtf, contact me, and I will identify a solution.

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

I strongly recommend 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.

What to Do First:

1. Come to class
2. Read the syllabus
3. I will announce and explain assignments in class, but you should browse the course content so that you will know what is coming up

Communication and Support and Primary Communication Tools

I rely mainly on office hours, e-mail, and comments on assignments to communicate with students.

While I reply to individual e-mails with non-campus e-mail addresses, if I send out a mass e-mail, it will go to the email address identified in eCollege. Please check your campus e-mail frequently.

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...)

University Student Technical Support

The writing center located in the Hall of Languages is a great resource. Be sure to take advantage of their expertise.

University Procedures/Policies

Drop a Course: Students may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal: I reserve the right to administratively drop students for excessive absences.

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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

e-mail: StudentDisabilityServices@tamuc.edu

Website: Student Disability Resources & Services at <http://web.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/>

Schedule of Assignments

Please note this is subject to change, but I will give notice. Make sure you're in class or you might miss schedule revisions!

Week/Date	Assignment
	<p>Always provide full MLA citations regarding the information you find. Provide a bibliography of your information, particularly if you see.* Write in complete sentences. Unless otherwise noted, use only scholarly and primary sources. Never use Wikipedia or similar sources. Assignments are due prior to class unless otherwise noted. I will take up to 50% off of materials that aren't documented according to MLA; you're shooting for meticulous documentation. I will very possibly add assignments to the following, depending on the needs of the class. Word counts do not include Works Cited.</p>
8/27	Tues.: Introductions
8/29	Thurs.: Meet at Library
9/3	Tues.: Meet at Library
9/5	<p>Thurs.: Due: LJH Search: Browse through <i>The Ladies' Home Journal</i> (access through library databases): (1) Find and <i>read</i> 5 articles between 1870 and 1900 (must be from different years) that give some insight into women's lives as reflected in the journal. Bring to class. (10 pts for bringing to class) (2) Write a 500-word overview describing your findings/conclusions regarding the articles. In that same document, provide a bibliography of the 5 articles. Must quote from each article—quote carefully! 20 pts Upload to LJH dropbox. 30 pts.</p>
9/10	Tues.: <i>Case Studies</i> (CS): Introduction and <i>The Awakening</i>
9/12	Thurs.: CS: "Contextual Documents" and "A Critical History"
9/17	Tues.: "A Feminist Perspective"
9/19	<p>Thurs.:</p> <ol style="list-style-type: none"> 1. Find the complete text of the book that provides vital statistics for the United

	<p>States. The author's name has the initials WFW. Provide bib entry for the text. What were the divorce rates between 1867-69, 1870-74, 1875-79, 1880-84, 1885-1889, 1890-94, and 1895-99 ("per 100,000 married couples")? (7 pts.)</p> <p>2. Go to Google Books and find three texts regarding marriage in the United States (not England or other countries) that would likely be helpful in understanding the status/role of marriage between 1850 and 1900. Provide a brief justification for each text. Provide the author's name, the title of the text, and the link. You do not need to include the bib information, for it might not be available to you. You can use primary and/or secondary texts. (6 pts)</p> <p>Upload to Divorce</p> <p>13 pts.</p>
9/24	Tues.: "Gender Criticism"
9/26	<p>Thurs.:</p> <p>Scholar Search (be sure to provide bib information)</p> <ol style="list-style-type: none"> 1. Identify 8 scholars who would be considered the major authorities on Kate Chopin and explain why they would be characterized as such. List them in the order of importance and identify one text (book or article) each has written on Chopin. 45 pts. for scholars/order; 2. Find Deborah S. Gentry's <i>The Art of Dying: Suicide in the Works of Kate Chopin and Sylvia Plath</i>. Would I consider this a rigorous, scholarly source? Explain. 5 pts. <p>Upload to Scholar Search</p> <p>50 pts.</p>
10/1	Tues.: "New Historicism"
10/3	<p>Thurs.: Close readings</p> <p>Due Historicizing (always identify where you find your information)</p> <ol style="list-style-type: none"> 1. What is the first MLA entry (article) for Kate Chopin? 2 pts.* 2. What is the second MLA entry (article) for Kate Chopin? 2 pts.* 3. According to the MLA bibliography, quite a bit of scholarly activity begins in one decade but really takes off in the next. What decades are those? 2 pts 4. Identify 4 of the major occurrences/movements in those decades that would contribute to this activity. 8 pts* 5. What magazine reprinted <i>The Awakening</i> in its entirety in the 1970s? What year? 4 pts.* 6. Who first translated <i>The Awakening</i> into French? When?* 4 7. It's not commonly known, but Chopin published short stories for "juvenile" readers. List three children's/juvenile periodicals where her works were published. 3 pts.* 8. How much money did Chopin earn in her lifetime resulting from the publication

	<p>of her texts? 3*</p> <p>9. Who was Chopin's first biographer? 2*</p> <p>Upload to Historicizing</p> <p>30 pts.</p>
10/8	Tues.: Read "Desiree's Baby"
10/10	<p>Thurs.: Due: Suicide.</p> <ol style="list-style-type: none"> 1. What was the number of suicides in the US in 1890 and 1900? 2 pts.* 2. Between 1882 and 1887? 2 pts.* 3. What was the main cause? 2 pts.* 4. What would "defective classes" have to do with suicide in 1890? 2 pts.* 5. What month seemed to be the most popular for suicides? 2 pts.* 6. Using newspapers published between 1850 and 1900 in Louisiana, Alabama, Mississippi, Georgia, and South Carolina, identify 10 newspaper articles that discuss suicides. Print them, annotate them, bind them, and turn them in with your observations (300 words). Remember to include your bib. 30 pts* <p>Upload observations/bib to Suicide</p> <p>40 pts.</p>
10/15	Tues.: "Deconstruction"
10/17	<p>Thurs.: Whiteness Studies (in class)</p> <p>Find the article "Suicide" by Albert Rhodes in <i>The Galaxy</i> (1876). Summarize (and quote from) the article (300 words). *</p> <p>Upload to Rhodes</p> <p>10 pts. for summary</p>
10/22	<p>Tues: In 1847, <i>The American Whig Review</i>, published an article "Suicide."</p> <ol style="list-style-type: none"> 1. Find that article, read it, annotate it. Hand the actual article in with your annotations in class. 5 pts 2. Summarize (and quote from) the article (300 words). What kind of publication was <i>The American Whig Review</i>? That is, what kind of ideology did it promote? <p>Upload to Whig 10 pts.</p> <p>15 pts. total</p>
10/24	Thurs: Reading/Writing/Research Day
10/25	<p>Friday midnight: Analysis due: Analyze <i>The Awakening</i> and "Desiree's Baby" using the information you've gathered regarding the historical context including suicide/divorce/expectations, etc. regarding women (1000 words). 100 pts. Upload to Analysis</p>

10/29	Tues.: Read Chinua Achebe's "The Sacrificial Egg," Discuss Postcolonialism
10/31	Thurs.: "Deconstruction" Read "Miss Witherwell's Mistake": Due: In "Miss Witherwell's Mistake," Mildred contemplates writing "a little love story" (64) and considers whether or not the characters should marry at the end of the story. In a short essay, discuss "Miss Witherwell's Mistake" (including what the mistake is) in light of <i>The Awakening</i> , particularly considering Mildred's idea of realism and the end of "Miss Witherwell's Mistake." (400-500 words). Upload to Mistake. 40 pts.
11/5	Tues.: Read "The Necklace" (eCollege doc sharing)
11/7	Thurs.: Read "Marxism" (eCollege doc sharing) We're not given the bib information on the chapter I've asked you to read. Find the information and upload it to Marxism dropbox . 5 pts.
11/12	Tues.: Psychoanalytical Approaches
11/14	Thurs.: Identify 2 texts you plan to use for your annotated bib. Upload to AB1. No grade, but I will deduct 10 pts. from final project if this isn't turned in.
11/19	Tues.: Identify 2 texts you plan to use for your annotated bib. Upload to AB2. No grade, but I will deduct 10 pts. from final project if this isn't turned in.
11/21	Thurs.: Identify 2 texts you plan to use for your annotated bib. Upload to AB3. No grade, but I will deduct 10 pts. from final project if this isn't turned in.
11/26	Tues.: Bring 8 annotated bib entries to class for class discussion/review. Upload to AB Review. No grade, but I will deduct 20 pts. from final project if this isn't turned in.
11/28	Thanksgiving!
12/3	Tues.: Final Project Due
12/5	Thurs.: Exam
Finals week	12/8-13