



ENGLISH 599.01E BIBLIOGRAPHY AND METHODS OF RESEARCH

COURSE SYLLABUS: FALL 2014

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Office Hours: Face/Face: Tuesday 3:10-4:00; Friday: 3:00-5:00; Online:
Mon-Wed-Thurs-Fri: 10:00-12:00 (TIME ZONE: Central
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I have face/face office hours for meetings on campus. I have online office hours for checking the Virtual Office in my classes and/or communicating with students via email. 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.

COURSE INFORMATION

Required Textbooks:

Literary Theory: A Very Short Introduction. Jonathan Culler. Oxford University Press; 2nd edition (August 11, 2011). ISBN-10: 0199691347; ISBN-13: 978-0199691340

Exploring Composition Studies: Sites, Issues, Perspectives. Kelly Ritter and Paul Kei Matsuda Utah State University Press; 1 edition (April 30, 2012). ISBN-10: 0874218829; ISBN-13: 978-0874218824.

Linguistics: A Very Short Introduction. P. H. Matthews. Oxford University Press (June 26, 2003). ISBN-10: 0192801481; ISBN-13: 978-0192801487.

NOTE: E-book versions (when there are hard copies available): I have no objection to students buying electronic copies of the required textbooks.

Catalog Description

For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format, and 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.

STUDENT LEARNING OUTCOMES

The outcomes listed below are the learning outcomes for the class; I will be assessing all of these outcomes for the Department of Literature and Languages' program review.

Learners will show that they can:

1. use the primary academic databases (subscription and open-access) related to their program specialization to compile an annotated bibliography of peer-reviewed research relevant to their topic, including a range of articles, book chapters, and specialized monographs. The primary databases for a literature project include MLA and may include more specialized databases (Children's Literature and American Periodicals for example). For a composition project, MLA and CompPile. For a linguistics project, Linguistics and Language Behavior Abstracts, sil.org, psycnet.apa.org, philpapers.org. Depending on the specific project, Academic Search Complete, JSTOR, and Project MUSE may be required. Google Scholar, although not comprehensive, can be a valuable resource as well. Method of assessment: **Research Proposal** and **Annotated Bibliography**.
2. identify methods and theories used in the articles, book chapters, and monographs by utilizing the terminology from the required textbook(s) that are most relevant to their field of specialization. Method of assessment: **Annotated Bibliography**.

3. identify the major arguments made in the articles, book chapters, and monographs, analyze how the arguments relate each other and to the topic, and synthesize the summaries from the Annotated Bibliography into a coherent and focused analytical bibliographic essay. Method of assessment: **Annotated Bibliography** and **Bibliographic Essay**.
4. incorporate the best professional practices for summarizing, paraphrasing, and quoting secondary sources without patch writing, plagiarism, misuse of sources, or academic dishonesty. A good overview of these principles and practices can be found at the Writing Program Administrator's Council webpage: <http://wpacouncil.org/node/9>. Method of assessment: **Plagiarism Prevention Project** and **Bibliographic Essay**.
5. can produce an analytical essay for an academic audience that contains the following elements: 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; the ability to summarize and paraphrase major claims in the learners' own words rather than quote-dumping (no more than 10% of the essay text should be in the form of direct quotes); the ability to clearly and correctly attribute secondary materials through textual and/or parenthetical attribution, and a correctly formatted Works Cited Page. Method of Assessment: **Bibliographic Essay**.
6. can write multiple drafts marked by increasing clarity and understanding to show the use of writing as a tool of discovery, learning, and creative thinking. Method of assessment: revisions of **Research Proposal** and **Bibliographic Essay**.

COURSE REQUIREMENTS

Students will:

- ✓ access and follow all course instructions found in the content area (navigation bar) of the online course platform.
- ✓ read all assigned materials (assignments, essays, textbooks, and comments on drafts).
- ✓ complete and upload assignments using the online course platform's tools/tabs for the assignment dropboxes.
- ✓ access their grades in the Pearson Learning Studio (eCollege) gradebook, including comments uploaded in Pearson Learning Studio (eCollege) as well as marked on drafts that have been uploaded. Any questions about grades will be sent via university email or posted in the gradebook.

- ✓ use the Virtual Office to post questions about class assignments.

COURSE STRUCTURE

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

The assignment handouts uploaded in our course shell in the Home Page and Weekly Units 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. Any questions about the assignments should be posted 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 needs to be spent on the assignment).

Web Enhanced

For this course, web-enhanced means the following:

1. We will be meeting as a class most weeks of the term although not always in our classroom. We will meet some class days in Gee Library, and not meet as a class on several other days (one week, individual conferences will replace the scheduled class time). See the Class Calendar for those dates.

The purpose of the in-class meetings are to work as a class to learn the skills of research, reading, and writing that you will be applying to your research project. One of the primary reasons I am teaching 599 web-enhanced is to allow face/face library labs. Additionally, there is a heavy class workshopping component to this class: on the days when research project assignments are due, we will be doing workshopping on student drafts. In order to receive credit for those days, you must upload your draft by the time class meets (no hard copies needed), attend class, and participate.

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

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; grades and comments will be uploaded or posted in the gradebook.

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 format, in standard manuscript format (MLA for Literature and Composition, APA for Linguistics), and, most importantly, uploaded to the correct Dropbox in eCollege for grading.

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.

Grading of assignments involve specific rubrics which give a grade weight to the criteria for each assignment (and, in the case of individual project assignments, to revision. It will take between five and seven days for me to review assignments, complete the rubrics, and return them.

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

GRADED ASSIGNMENTS

Attendance/Participation: 10%

Attending class, participating in labs, class discussions, and informal presentations on the textbooks, is worth 10% of your grade. Missing one-two classes will not affect your grade (i.e. "two free absences,") but a pattern of missing class or being unprepared to participate (including failing to turn drafts in for workshopping) will not only affect this grade but is likely to affect your overall grade. That is, class time is devoted on how to succeed at your research and bibliographic essay which means missing classes will make it harder to succeed.

Plagiarism Prevention Project: 15%

The Plagiarism Prevention Unit is a set of assignments (a practice quiz and an exam) addressing the challenge of the growing incidence of inadvertent or unintentional plagiarism, including the problems of patch writing, at the university level. We will also have two class discussions and do some in-class work (which will be counted under the attendance/participation grade).

The Project is based on MLA because it is one I am developing for use in any literature or composition course, and MLA is the most commonly used in English. MLA information and resources are provided in the Plagiarism Presentation Unit so you do not have to purchase an MLA Style Guide.

We will also be discussing the project as something that you could incorporate in your classes, and you will be creating practice questions.

Class Workshopping: 15%

We will workshop the drafts of all Research Projects (except the final draft) during class time. Students will upload their drafts to the assignment Dropbox; I will download drafts for class viewing during our workshopping period, and we will discuss them in class.

Research Project: 60%

1. Research Proposal + Working Bibliography (10 scholarly sources) (10%)*
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 (20 page minimum, not counting Works Cited) (35%)*

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

1. The assignment has been turned in late (without emailed request for extension);
2. The assignment has earned a grade of 90-100%;
3. 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);
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);

The last three circumstances will result in an F for the assignment the first time they occur; additional instances of academic dishonesty, misuse of sources, 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: a short pre-test and post-test which you must take during the assigned week. Each one is worth a point (added to your final grade) if completed on time. These short tests are part of the Plagiarism Prevention Project.

1. Pre-Test (Week 1)
2. Post-Test (Finals Week)

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software.

Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.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@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course.

To launch a browser test, login to Pearson Learning Studio (eCollege), click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio (eCollege) Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio (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 a Pearson Learning Studio (eCollege) Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio (eCollege) Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio (eCollege) Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with Pearson Learning Studio (eCollege)

(i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library

To access the Library databases and tutorials click on the Library link under Course Home or minimize your Pearson Learning Studio (eCollege) session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within Pearson Learning Studio (eCollege).

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Policy for Reporting Problems with Pearson Learning Studio (eCollege)

Should students encounter Pearson Learning Studio (eCollege)-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed.

Students must report the problem to the help desk. You may reach the helpdesk at

1. helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio (eCollege) tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio (eCollege) platform. **ONLY** Pearson Learning Studio (eCollege)-based problems are legitimate.

Internet Access

An Internet connection is necessary to access our course shell where all assignments are uploaded, work is turned in, and feedback is given. View the requirements as outlined in Technology Requirements above for more information.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Take some time to read the following information: university faculties have a good deal of latitude in setting some of their procedures. However, university procedures in some areas apply to all courses, and departments also have specific department-wide procedures.

The first set of policy statements are specific to this course.

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

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

Course Specific Policies

Late or Missing Work

The primary assignments that are due are your rough drafts: you need to turn in whatever work you have done in order to get feedback. Failure to turn work in may result in delayed feedback, and the lack of an opportunity to revise. If you cannot turn in a draft by the due date due to personal or family emergency, please notify me by email. I will accept and respond to your work without grade penalty.

NOTE: If you have a medical condition or emergency or some other situation (professional or personal) which affects your ability to do the work for this class on an on-going basis, please email me as soon as possible, and I will discuss extensions for you. If this situation is short-term (1-3 weeks), no documentation is needed. If it will affect your work for a good deal of the term, then please submit documentation.

University & Department Policies

Academic Dishonesty/Plagiarism: Conduct violating 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 you took for someone else or that someone else took for you. Turning in work written for another class is also dishonest.

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. You must acknowledge and document all sources (quoted and paraphrased) in all the assignments for the class. This acknowledgement must be in textual

attribution, that is, in the sentences not just in parentheses at the end of paragraphs and in Works Cited pages. Textual documentation requires clear identification within the text (embedded in your sentences or in parentheses, endnotes, or footnotes) of the source for summaries, paraphrases, and quotes. In addition, page or paragraph numbers (for online sources) must be given for direct quotes.

Plagiarism is not excused by saying "I did not mean to do it!" Unintentional plagiarism is still plagiarism. If you are summarizing/paraphrasing information from the source and fail to incorporate textual attribution, it still can be a case of plagiarism. Using quoted material without parenthetical attribution and Works Cited entries verges on plagiarism.

The first instance of intentional or unintentional plagiarism will result in a failing grade on the assignment, without a chance to revise.

The second instance of intentional or unintentional plagiarism will result in an immediate F in the class, and a report to your Department Head, as well as to your college Dean and the Office of the Dean of Students. 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://writingcenter.unc.edu>

<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).

A "Positive Learning Environment" is one which allows and encourages contemplation, thoughtful discourse and critical analysis of information. Since almost all contact will be take place via electronic means, it is important to be courteous and respectful in responding to ideas that may differ from yours. This is an educational environment, and therefore each student should exhibit a decorum lending itself to the intellectual exchange of views and ideas.

Online courtesy requires meeting some different standards than face/face situations: a good guide to Netiquette can be found at:

<http://www.albion.com/netiquette/>

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 the form in to the Registrar’s Office for processing.

NOTE: the process of dropping is manually done at the Registrar's office and is not automatically posted when you submit the form through MyLeo.

The Drop/Add form is located online at:

<https://www.tamuc.edu/admissions/registrar/documents/2012DropForm.pdf>

The deadline to drop with a “Q” drop grade can be found on the Academic Calendar at:

<http://www.tamuc.edu/admissions/registrar/academicCalendar.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://www.tamuc.edu/admissions/registrar/documents/studentWithdrawal.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 assignments(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.

As 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 Pearson Learning Studio (eCollege) platform. The class platform is available for student access for only two weeks after the close of each semester.

ADA STATEMENT

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

CLASS CALENDAR Fall 2014

August 25 – December 12, 2014

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 and will be sent out by the class email.

WEEK ONE

AUGUST 25-29

Pre-Test
Introductions, Course Overview
Break
Guest Workshop on Stress Management (Counselling Center)

WEEK TWO

SEPTEMBER 1-5

Bibliographic Essay: Example 1
Break
Topic Workshop

WEEK THREE

SEPTEMBER 8-12

Bibliographic Essay: Example 2
Break
Topic Workshop

WEEK FOUR

SEPTEMBER 15-19

Library Lab (Meet in Gee Library)

WEEK FIVE

SEPTEMBER 22-26

Library Lab (Meet in Gee Library)

WEEK SIX

SEPTEMBER 29-OCTOBER 3

Student Presentations (Textbooks)
Break
Plagiarism Prevention Project

WEEK SEVEN

OCTOBER 6-10

Student Presentations (Textbook)
Break
Plagiarism Prevention Project

WEEK EIGHT

Research Project One Due
Workshopping

OCTOBER 13-17

WEEK NINE

Class does not meet

OCTOBER 20-24

WEEK TEN

Research Project Two Due
Workshopping

OCTOBER 27-31

WEEK ELEVEN

Class does not meet: Individual Conferences Scheduled

NOVEMBER 3-7

WEEK TWELVE

Class does not meet

NOVEMBER 10-14

WEEK THIRTEEN

Research Project Three Due
Workshopping

NOVEMBER 17-21

WEEK FOURTEEN

Class does not meet

NOVEMBER 24-28 THANKSGIVING

WEEK FIFTEEN

Class does not meet: Research Project Four Due
Friday, December 5

DECEMBER 1-5

WEEK SIXTEEN:

Class does not meet
Post-Test

DECEMBER 8-12

FINALS WEEK