



**English 399.001: Literary and Research Methods
Spring 2015
Dr. Susan Louise Stewart**

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Office Hours:

Tues/Thurs., 10-12:30 or by appointment. I will generally respond to e-mails within 24 hours of receiving them Monday-Thursday. If I receive your e-mail early enough on Friday, I'll try to respond that day.

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:

Klages, *Literary Theory: A Guide for the Perplexed*, ISBN 9780826490735
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 capable of asking the kinds of questions that will help them contextualize and place texts in their historical milieu. Questions will be overarching but simultaneously directed,— questions that will give students better insight to the text's production, reception, function, etc.

Student Benefits:

The course will help majors and non-majors navigate and evaluate the various resources available to them, which is important to any student who is expected to engage in any kind of research.

The course will provide information regarding theoretical approaches to literature, which will help them in other courses that require students to use a theoretical “lens” in their work.

Students will engage in “close readings,” which helps them approach any text in an informed and critical manner.

Assignments and Grading

90-100%=A

80-89%=B

70-79%=C

60-69%=D

59% and below=F

Assignments (for descriptions, see calendar)

Misc. Assignments/Quizzes (5-50 pts each)

Midterm: 40 pts

Final Project: 50 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@tamu-commerce.edu

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

Very Tentative Course Schedule

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

- Always bring your *MLA Handbook* with you
- 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.

Week 1: Tues/Thurs, Jan 20/22

Tues

Introductions

MLA Handbook

Understanding Plagiarism

Thurs

Documenting sources

MLA formatting

Introduction to **MLA Bibliography**

Upload to Interesting Facts dropbox by class time on Thurs., Jan 22. This will receive a OK for handing it in: Directions: Search the internet and identify 5 interesting facts about plagiarism that you didn't know. Do not use Wikipedia, dictionaries, or encyclopedias. Everything should be in your own words (paraphrased). For now, simply provide a link regarding the location of that material in parentheses after each fact. Write in full sentences, check for spelling, etc.

Week 2, Tues/Thurs/Fri, Jan 27/30

Tues

Prior to class, read the following sections of your *MLA Handbook*: 3.6.1-3.6.4, 3.7.7

Thurs

Friday: UPLOAD Understanding Plagiarism assignment by 11:59 pm Friday, January 30
Understanding Plagiarism Assignment: Using the MLA Database, do a search using the term "plagiarism." Include only scholarly, peer-reviewed journals. Exclude dissertations.

1. How many entries are there? (1 pt)
2. Provide the bibliographic information for the first article published that deals with plagiarism in the MLA Database. (1)

3. A. Identify 6 different journals that include essays about plagiarism. (3 pts each=18 pts)
 - B. What area does each journal cover? For instance, you'll see some entries for the journal *Language, Culture and Society* (LCS), but what does that journal deal with?
 - C. Provide bibliographic information for 1 article that discusses plagiarism from each journal
4. What is LCS's policy regarding plagiarism? (2 pts)

Here's an example of the format to use for #3

(1) *College English*

Composition studies and rhetoric, literary analyses, teaching college English courses

Halasek, Kay. "Theorizing Plagiarism in the University." *College English* 73.5 (May 2011): 548-568. *EBSCO HOST*. Web. 1 Jan. 2015.

(2)

Grading:

Answers are accurate

Entries reflect MLA conventions

Week 3, Tues/Thurs/Friday: Feb 3/5/6

Tues: Discuss Plagiarism assignment in class

Thurs, MLA Handbook, databases, etc.

Friday: Upload to Pandora's Box Dropbox by 11:59 pm Friday, Feb 6: Find the article "Pandora's Box: Academic Perceptions of Student Plagiarism in Writing" by Wendy Sutherland-Smith. Use the PDF file. Read and summarize the article and address the following topics in an essay (700-750 words). Please note that you probably shouldn't address the issues in the order I've provided. It needs to be logically organized.

Attitudes and concerns regarding plagiarism-detection software

Pay particular attention to sections 5.4, 5.5, and 5.6.

Perceptions regarding intentional, unintentional, and minor plagiarism

Various ways in which plagiarism is perceived and defined

Anything else you find interesting

Conclusions (Do not write, In conclusion . . .)

Works Cited

Quote from article at least 2 times

Format:

Use 12 pt Times New Roman, double space. Be sure to provide a works cited and quote from the article.

Look in Doc Sharing for Essay Format to see what the physical characteristics of your essays should be.

Grading:

Summary accurately reflects the nature of the essay

Addressed all topics

Follows MLA guidelines

Style/Prose: In other words, since you are English majors/minors, I expect sophisticated diction and skillful use of language

I take points off for not following directions and for grammar, syntax, and punctuation errors.

Week 4, Tues/Thurs/Fri, Feb. 10/12/13

Tuesday: By class, read pages 21-32 of *A Token for Children* located at <http://goo.gl/ruc8IH>.

Thursday:

In-class work. (Especially important that you bring in your *MLA Handbook*):

Look at the article “Sensationalism” in doc sharing. You want to write about sensationalism, yellow journalism, muckraking and other similar topics common in nineteenth-century periodicals. How helpful will this text be? In what ways? How will it not be helpful?

Locate the table of contents of *The Explicator* (will show how in class). Look at the articles and citations. What are your observations?

Locate *The Chronicle of Higher Education*. Scan some of the articles in the journals. What do you make of this journal? Under what circumstances would you use it in your own work? When would you not use it?

Go to *Project Muse* and find the journal *Bulletin for the Center of Children’s Literature*. What do you make of this journal? Under what circumstances would you use it in your own work? When would you not use it?

Locate *Contagion: Journal of Violence, Mimesis, and Culture*. Scan through some of the articles? What are some of the difference between this and the other journals you’ve examined?

Friday UPLOAD: Access 10 periodicals in the *American Periodicals* database. By looking at the articles, describe the general topics each periodical includes and who would likely be interested in the periodical. Make sure that you have chosen periodicals that cover 10 different areas. For instance, you’ll see periodicals on abolition, housekeeping, literature, medicine, religion, etc. Write in complete sentences. 10 pts.

Provide bibliographic information for one article from each periodical that seems to be representative of the periodical. 5 pts.

Grading:

Description of topics is accurate

Each journal is from a different area

Bibliographic information follows MLA guidelines

I take points off for not following directions and for grammar, syntax, and punctuation errors.

Week 5: Tues/Thurs, Feb 17/19

Tuesday

Article analysis; how now to write like an academic. Prior to class, find and read ““A Somber Pedagogy: A History of the Child Death Bed Scene in Early American Children’s Religious Literature, 1674-1840.” Be prepared to answer questions *how* the article is written (rather than what they author is saying). You’ll need to look at things such as the introduction—how the author frames the argument through the introduction, the argument itself, diction, syntax, what makes the article effective for its audience (scholars and academics), etc. Make notes on the article, for I will likely ask you to hand it in.

Thursday by class time: UPLOAD: Helpful Questions Week 4, 12 pts.

Find the article “Black Law of Connecticut” located in *The Abolitionist: Or Record of the New England Anti-Slavery Society* (database: *American Periodicals*).

1. Identify 5 questions you would need to know in order to contextualize the article. 5 pts
 2. After each question, provide your rationale. 5 pts
 3. Works Cited. Using your *MLA Handbook*, provide a bibliographic entry for the article. 2 pts.
- Note: Generally you will need to ask fairly large questions. Thus, you wouldn’t ask the definition of a particular word or why an author writes or organizes the text in a certain way.

Write in complete sentences.

Be sure to include at least one quotation from the article in the list of questions.

Grading:

The questions are broad enough to help provide context and specific enough to be relevant to the article

The rationales are reasonable

You have "worked" your quotations and they are integrated into your response.

The Works Cited is formatted according to the *MLA Handbook*

I take points off for not following directions and for grammar, syntax, and punctuation errors.

Week 6, Tues/Thurs, Feb 24/26

Tues

Read *The Strange Case of Dr. Jekyll and Mr. Hyde* (it's free on Kindle, google books, etc.) Any unabridged version is fine. **UPLOAD** to Jekyll Questions:

Identify 10 questions that will help you contextualize Jekyll and place it in its historical setting. (5)

Provide a rationale for each question. (5)

Include a Works Cited (2)

Write in complete sentences.

Be sure to include at least one quotation from the article in the list of questions.

Grading:

The questions are broad enough to help provide context and specific enough to be relevant to the novel

The rationales are reasonable

The Works Cited is formatted according to the *MLA Handbook*

You have "worked" your quotations and they are integrated into your response.

I take points off for not following directions and for grammar, syntax, and punctuation errors.

Thurs

UPLOAD to 2 Answers Dropbox by class on Thursday

Pick two questions from the assignment Helpful Questions 2 (Jekyll) and answer those questions.

Use different sites--must be reliable! (6 pts)

Include a Works Cited (1 pt)

Write in complete sentences.

Be sure to include at least one quotation from each source as you respond to your questions.

Decide whether or not you initially asked a good question.

Grading:

The answer is accurate

You have "worked" your quotations and they are integrated into your response.

The Works Cited is formatted according to the *MLA Handbook*

I take points off for not following directions and for grammar, syntax, and punctuation errors.

Week 7: March 3/5/7

Tues:

Read: *The Turn of the Screw* by class, located at: Be prepared to discuss the text in class

Thurs:

Class dismissed. Work on your midterm.

Saturday: Midterm due on Saturday, March 7 by 11:59 pm

Week 8, March 17/19

Tues:

Klages, Chapters 1, 2

Thurs.,

Chapters 3, Interlude, and 4

Read <http://orias.berkeley.edu/hero/JourneyStages.pdf>

Week 9, March 24/26

Tues

Find the article "Power Literature and the Myth of Racial Memory."

Print it out & read it.

Annotate it and in a short essay (400-500) words identify what the article has to do with structuralism. Be sure to quote from the article and from Klages.

Upload the assignment to the Structuralism Dropbox.

Bring the printed, annotated article with you to class.

Thurs.

Klages, Chapter 5 & Interlude

Week 10, March 31/April 2

Tues.

Find, print, read, and annotate the article "Neverland of Id."

Annotate it and in a short essay (400-500) words identify what the article has to do with Psychoanalysis. Be sure to quote from the article and from Klages.

Upload the assignment to the Psychoanalysis Dropbox.

Bring the printed, annotated article with you to class.

Thurs.

Klages, Chapter 6, 7, and Interlude

Week 11, Tues/Thurs/Sunday April 7/9/11

Tuesday

Continued from Thursday

Thursday TBA

Due by the end of Sunday, 4/11. Find, print, and read a scholarly article of your choice that deals with feminism. Annotate it and in a short essay (400-500) words identify what the article has to do with feminism. Pay particular attention to the argument and the secondary sources that seem most important to furthering the author's argument. Be sure to quote from the article and from Klages.

Upload the assignment to the Feminism Dropbox.

Bring the printed, annotated article with you to class. Be sure to find an article that you can discuss, one that you can get a handle on.

Week 12, Tues, Thurs, April 14/16

Tues:

Klages, Chapter 8

Thurs:

Find, print, and read a scholarly article that deals with Althusser and interpellation. Print, read, and annotate the article. Annotate it and in a short essay (400-500) words identify what the article has to do with Marxism. Pay particular attention to the argument and the secondary sources that seem most important to furthering the author's argument. Be sure to quote from the article and from Klages.

Upload the assignment to the Marxism Dropbox.

Bring the printed, annotated article with you to class. Be sure to find an article that you can discuss, one that you can get a handle on.

Week 13, Tues/Thurs, April 21/23

Tues

Klages Chapter 9

Thurs.

Chapter 9 continued

Week 14, Tues/Thurs, April 28/30

Tuesday

Klages Chapter 10 and Coda

Thurs:

"Desiree's Baby"; Whiteness Studies

Week 15, Tues/Thurs, May 5/7

Tues: More on whiteness studies

Thurs: In-class work, review for exam

Finals Week: Final exam