

English 599: Bibliography and Methods of Research

Dr. Susan Louise Stewart

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Office Hours: Tuesday, Noon-5:00, during class conferences, and by appointment. I will generally respond within 24 hours (M-R) of receiving your email.

The Benefits of Taking this Course

Students who are unsure or unfamiliar with research methods will discover that this class will help them be more confident and knowledgeable, and it will prepare them for the remainder of their graduate classes. Students might even find a topic for their final degree project (595 paper, thesis, or dissertation). It might also help you avoid a D or an F as a result of unintentional plagiarism. I encounter at least one (and frequently more) incident of unintentional plagiarism each semester.

Students who plan to take their comprehensive exam, write their proposal, or final graduate project will be able to work on those projects in this class.

In other words, this is an extremely practical class.

Additionally, the purpose of this class is to help students understand research better and prevent future problems when taking other classes and writing the final project of the degree. I assume that students have only a very basic understanding of research. Thus, I will provide examples, and help you in every possible way. Further, you will have the opportunity to revise most of the major assignments (see Revision at the end of this section). Don't be intimidated by the terms or assignments. I'm here to help. Don't be afraid.

Required Materials:

Dear Committee Members (Julie Schumacher):

ISBN-10: 0345807332

http://www.amazon.com/Dear-Committee-Members-Julie-Schumacher/dp/0345807332/ref=tmm_pap_title_0?ie=UTF8&qid=1433125442&sr=1-1

Available in print, electronically, and through Audible.com. Any version is fine.

Literary Theory: A Guide for the Perplexed (Mary Klages):

ISBN-10: 0826490735

[http://www.amazon.com/Literary-Theory-Guide-Perplexed-Guides/dp/0826490735/ref=sr_1_1?s=books&ie=UTF8&qid=1433125525&sr=1-1&keywords=klages literary theory](http://www.amazon.com/Literary-Theory-Guide-Perplexed-Guides/dp/0826490735/ref=sr_1_1?s=books&ie=UTF8&qid=1433125525&sr=1-1&keywords=klages+literary+theory)

Optional:

Title: *MLA Handbook for Writers of Research Papers* (must be 7th ed)

ISBN: 9781603290241

Edition: 7TH 09

Author: GIBALDI

Publisher: MLA

http://www.amazon.com/MLA-Handbook-Writers-Research-Papers/dp/1603290249/ref=pd_bxgy_b_img_c

Course Description

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

Rationale: What do professors mean when they require 8 scholarly, secondary sources from an academic journal when writing a researched essay? What's the difference between primary sources and secondary sources? How do you find those sources? How do you incorporate them in the papers you write? What is an annotated bibliography? What journals are listed in Project Muse? JSTOR? MLA? Is full-text available? If not, where do I go to find them? Who are some of the important names in Composition Studies? Rhetoric? Shakespeare's work? African American Literature? Graphic Narratives? Children's and Young Adult Literature? Abjection? Film studies?

Sound scary? It's not. Rather, you can think of this class as a puzzle, for English 599 will help you understand how to put together the individual puzzle pieces to make a whole picture. Throughout the semester, you will become conversant in research terms, in methods of research, how to write bibliographies, and how various professors engage in their research. You'll also learn how to determine if an idea is your own or someone else's so that you can avoid plagiarism. In short, this class serves as the foundation for every paper you will write in graduate school, for you will learn how to be an inventive problem solver when it comes to research. Thus, this class might be *the* most important class you take.

Goals:

By the end of the course, I want you to have a good sense of the following:

1. The different forms of research and when/how to use them
2. How to use sources in ways that illustrate a thorough understanding of the scholarship that exists regarding research topic
3. How to write an annotated bibliography that reflects a thorough understanding of the conventions associated with the genre.

4. Research problem-solving skills
5. How to identify and use secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution with works cited or bibliography

Student Learning Outcomes:

Students will:

1. Use secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with clear attribution and works cited or bibliography. This outcome will be assessed through the annotated bibliography and introduction.

Late Policy (This is REALLY Important)

Hand your papers in on time. If I accept a late paper, I won't grade it until the end of the semester. That's not good, for you won't have the benefit of my comments for the next paper you hand in. Neither will I provide comments when I do grade it at the end of the semester. The highest grade possible will be a B+; after that, I deduct 10% of the grade. That's if I accept the paper.

If eCollege breaks, which it frequently does, email me your paper so that it won't be late, and keep trying to upload it.

Double check that your paper uploads, for as indicated above, eCollege breaks. Thus, once you upload, go to another part of the class (a different week, for instance) and then go back to confirm the paper uploaded.

Unless otherwise noted, upload your paper as a document; don't paste and copy into the comment section of the gradebook/dropbox.

Types of Assignments:

We will discuss/create the grading rubrics in class for each assignment.

Citation Chase (20 pts): Using the library databases and/or google book search, identify 5 scholarly texts cited in "Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet." Each article should come from a different area (feminism, disability studies, etc.) Discuss specifically how Samuels uses those texts (to what ends). Go to the cited text and page and provide a deeper context regarding the cited text. Upload to Citation Chase Dropbox before class on Tuesday, June 16.

Topic Bibliography (20 pts): Identify a topic you are interested in researching. Compile a bibliography consisting of 20 potential scholarly texts on the topic. Upload to Topic Bib dropbox by 11:59 pm Thursday, June 18.

Rhetorical Analysis (40 pts): Read and analyze “The Absence of Moral Agency in Robert Cormier's *The Chocolate War*.” Explain the rhetorical moves Tarr makes in her article and why this article would be considered highly effective. 1200-1300 words. Upload to Rhetorical Analysis dropbox by class, Tuesday, June 23.

Topic Annotated Bib (60 pts): Pick 10 of the texts identified in your bibliography and create an annotated bibliography on your topic (200-250 words. Do not include the bibliographic information in the word count). Write an introduction that discusses the common threads and important differences. 500-600 words. This should be in one document. The introduction will be at the beginning of the document, with the annotations following. Place in Annotated Topic dropbox by 11:59 pm, Thursday, June 25

Methods Bibliography (20 pts): Identify an approach/method that most interests you. Compile a bibliography consisting of 20 potential scholarly texts on the topic. Upload to Methods Bib by class, Thursday, July 2.

Presentation (40 pts): During class, explain the methodology you've chosen, provide examples of what it “looks” like, and discuss the scholarship you identified. Your presentation should be about 30 minutes.

Approach Annotation (60 pts): Annotate 10 texts from Thursday, July 2. Write an introduction that discusses the common threads and important differences. This should be in one document. The introduction will be at the beginning of the document, with the annotations following. Due by noon, Saturday, July 11.

Grading

90-100%	A
80-89%	B
70-79%	C
60-69%	D
50-59%	F

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>

Plagiarism 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.

University Specific Procedures

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

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

Texas A&M University-Commerce will comply in the classroom and in online courses with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Communication and Support and Primary Communication Tools

While I will maintain office hours on Tuesdays from Noon-5:00, I will also provide conference times during class. I will generally respond within 24 hours (M-R) of receiving your email.

I reply to individual e-mails with non-campus e-mail addresses; however, if I send out a mass e-mail, it will go to your campus e-mail address. Please check your campus e-mail daily.

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. They work with graduate students all of the time. 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.

Schedule of Activities (subject to revision)

Please note that students are responsible for finding the articles through the library databases

Tuesday, June 9	Introductions to each other	Databases Library visit	MLA	Conferences as needed
Thursday, June 11	Writing Analyses (doc sharing) Find, read, and makes notes on (annotate) “Examining Millie and Christine McKoy: Where Enslavement and Enfreakment Meet.”	Databases In-class research and citation chase: Capitalism, religion, and young adult literature; Discuss rhetorical strategies regarding “Examining”	MLA (Chapter 2, 3)	Conferences as needed
Tuesday, June 16	Klages, Chapters 1, 2, 3, 4 (pages 1-62)	Citation Chase, “Examining” (from Thursday). Upload to Citation Chase Dropbox before class.	MLA (Chapter 5, 6)	Conferences as needed

Thursday, June 18: Due at 11:59 pm	Class dismissed	Compile a bibliography of 20 scholarly texts on topic of your choice Due by 11:59 pm. Place in Topic Bib dropbox		Conferences as needed
Tuesday, June 23	Klages 5, 6, 7, 8 (pages 63-146)	Rhetorical analysis of "The Absence of Moral Agency in Robert Cormier's <i>The Chocolate War</i> ." Due by class. Place in Rhetorical Analysis dropbox by class.	MLA (Chapter 7)	Conferences as needed
Thursday, June 25	Class dismissed	Annotate 10 scholarly texts from Thursday, June 18; provide an introduction that discusses the common threads and important differences. Due by 11:59 pm. Place in Annotated Topic dropbox.		Conferences as needed
Tuesday, June 30	Klages, remainder; <i>Dear Committee Members</i>	Discussion of <i>Dear Committee Members</i> . In-class work. Definitions and other items.		Conferences as needed
Thursday, July 2		Compile a bibliography of 20 scholarly texts describing or using a particular approach. Due by class. Place in Methods Bib dropbox by class. Presentation: During class, explain the methodology you've chosen, provide		Conferences as needed

		examples of what it “looks” like, and discuss the scholarship you identified. Your presentation should be about 30 minutes.		
Tuesday, July 7		Presentations continued.		Conferences as needed
Thursday, July 9		Fine-tuning your work.		Conferences as needed
Saturday, July 11		Annotate 10 texts from Thursday, July 2 bib. Write an introduction that discusses the common threads and important differences. Due by noon, Saturday.		
My grades due July 13, 5:00 pm				