



ENG 595.01W: Research, Literature, and Techniques Spring 2018

Instructor: (Shannon Carter, PhD –Professor)

Office Location: Hall of Languages 209

Office Hours: M, 9-2:00 (by phone and text) and by appointment

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. WW Norton, 2014 (Third Edition, Paperback). ISBN: 978-0393935844
- *MLA Handbook*. Modern Language Association: 2016 (Eighth Edition). ISBN: 978-0873522977

Recommended:

- Sword, Helen. *Stylish Academic Writing*. Harvard UP, 2012.

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 have a choice regarding their final Master’s 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 of Literature and Languages 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. Students 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.

Other Important Items:

- *Exemption:* Students during the 2011-2012 year who have already begun the 595 process with an advisor and committee, and have completed their exams and proposal, may complete their 595 paper under the previous plan.
- 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. Additionally, you don't 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 the 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.*

Course Objectives:

1. Demonstrate the ability to 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)
2. Extensive and appropriate use of secondary sources by means of summaries of arguments, identification of opposing views, paraphrase and brief quotations when appropriate
3. Identify a topic that allows for engagement in complex and rigorous research
4. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the scholarship associated with the topic
5. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the conventions associated with annotated bibliographies and bibliographic essays
6. Use secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with works cited or bibliography

Student Learning Outcomes:

1. Students will demonstrate their ability to identify a topic that allows for engagement in complex and rigorous research as measured by an evaluation of each student's contract with her or his faculty specialist.
2. Students will demonstrate their ability to identify appropriate secondary sources as measured by an assessment of the students' bibliography.
3. Students will demonstrate their understanding of the conventions associated with annotated bibliographies as measured by an evaluation of the students' annotated bibliography.
4. Students will demonstrate their understanding of the conventions associated with researched writing including bibliographic essays as measured by an evaluation of the students' 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 students to complete their 595 projects and comprehensive exam.

Assignments:

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

• Contract

Student Learning Outcome #1: *Students will demonstrate their ability to identify a topic that allows for engagement in complex and rigorous research as measured by an evaluation of each student's contract with her or his faculty specialist.*

• Bibliography

Student Learning Outcome #2: *Students will demonstrate their ability to identify appropriate secondary sources as measured by an assessment of the students' bibliography.*

• Comprehensive Exam: Annotated Bibliography with Introduction

Student Learning Outcome #3: *Students will demonstrate their understanding of the conventions associated with annotated bibliographies as measured by an evaluation of the students' annotated bibliography.*

• Final Project: Bibliographic Essay/Review of Literature

Student Learning Outcome #4: *Students will demonstrate their understanding of the conventions associated with researched writing including bibliographic essays as measured by an evaluation of the students' final project.*

Please note that you should include at least one article, a book chapter, or book (scholarly) 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 text is available. Forward that to me.

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 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 send it to me. 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).

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 *your* depth of the 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
 - Quotations are minimal; page numbers are included
 - Writing is free of errors or nearly so
 - Prose 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. Students must complete *all* assignments with a grade of S in order to pass the course. To reiterate: *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.*

TECHNOLOGY REQUIREMENTS

Because this course is taught online, regular and reliable computer access is essential for students.

The following information has been provided to assist you in preparing to use technology successfully in this course.

- *Internet access/connection—high-speed recommended (not dial-up)*
- *Word Processor (i.e. Microsoft Word)*

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 or later).

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 recommended strongly that you perform a “Browser Test” prior to the start of the course. To launch a browser test, log in to eCollege, click on the “My Courses” tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Students are welcome to meet with me by phone during my office hours (listed at the start of this syllabus) and by appointment, which I welcome and encourage. If you'd prefer to meet with me face-to-face, I am very happy to do so. I'm on campus every Tuesday and Thursday and often other times during the week as well. Let's set up a time. The only hours I can't meet those days are when I'm in class (2:00-3:30) and during a regular meeting held Tuesdays at 4:00. Students may also communicate directly with me via email (Shannon_Carter@tamu-commerce.edu) and the eCollege Virtual Office. I will also respond to questions and comments posted in the discussion section of the course each week.

Please note that students should *not* post questions and comments of a personal or private nature in the Virtual Office or discussion section; those should be considered public forums, which all members of the course can view. Students 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 emails to students' myLeo address; be sure to check your campus email account 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 toolbar within your course to chat with an eCollege Representative.
- **Telephone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with an 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 discussions, etc.)

University Student Technical Support

Students requesting support for writing assignments should be heartened to learn that the Writing Center goes well beyond offering "technical" support. The Writing Center (103 Hall of Languages) is open Monday-Thursday, 9 AM-4PM, and Friday, 9 AM-1PM. Additional hours are available at Gee Library and online. For more information, visit <http://web.tamuc-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx>.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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 person 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. 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]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

Attendance Policy

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.

Assignment Policy

I will provide specific details during course lecture modules and possibly by email.

Students must complete and submit all assignments by their respective due dates.

Late Work

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

Drop a Course

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLeo section of the Web page.

Incompletes

Incompletes (grade of “X”) are granted only under rare and extraordinary circumstances. In other words, don’t expect to get an incomplete for this course. It is graded on a Pass/Fail basis. Your transcript will reflect either an S (satisfactory) or U (unsatisfactory). All assignments will be graded accordingly.

Administrative Withdrawal

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

University Specific Procedures:

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

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 are expected to be civil, polite, and accommodating to differences of opinion. Be kind to each other and realize that because we can only read your words and emoticons—not your body language, facial expressions or hear the tone of your voice—misunderstandings can occur.

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 a few sources (7-10) and get your specialist's approval. Have one of your colleagues look over your contract/proposal before sending it to me.

- Draft due to me Wednesday, Week 2
- Final due to faculty specialist and me Monday, 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 bib to your specialist. 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 Wednesday, Week . Once I have approved your draft, send it to your faculty specialist via e-mail; final bibliography due within a week of your specialist returning it to you. 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.

Project 3: Comprehensive Exams: Annotated Bibliography: 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: Week 8

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 bib essay due on Tuesday, Week 11
- Full draft to specialist and me on Tuesday, Week 12
- Final draft due on Tuesday, Week 15
- Turn in bound copy to the English Department Office by Friday of Finals Week

