

English 3105: Research Methods Workshop
Fall 2015
Wednesdays, 3-3:50 p.m., Irby 304

Instructor: Sonya Fritz

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Office Hours: M 1-2 pm and 3-4 pm, T 9:30-10:30 am and 3-4 pm, W 1-2 pm, R 1-2 pm and 3-4 pm, F
 1-2 pm and 3-4 pm, and by appointment

Course description

The purpose of this course is to prepare students to engage in scholarly research in English studies. Students **must** be currently enrolled in Dr. Fritz's English 4361 course in order to take this course.

In general, this course is designed to help students build skills in:

- developing essay topics that are significant to English studies and appropriate in scope
- understanding what constitutes a coherent, well-structured, and well-supported literary argument
- locating suitable scholarly secondary sources using library resources
- incorporating sources effectively into one's writing
- correctly using MLA documentation format to cite sources

This course is **not designed** to:

- teach basic writing skills such as grammar, punctuation, syntax, etc. You are expected to have mastered these skills through your general-education writing courses and your lower-division English courses.
- address or assess the quality of the content of the final paper—that type of evaluation will be reflected in the grade you earn on the paper for English 4361. Evaluation of the final paper for English 3105 will be restricted to issues of formatting and the incorporation of primary and secondary sources.

Required texts and materials

MLA Handbook for Writers of Research Papers. 7th ed. New York: The Modern Language Association of America, 2009. Print.

Our required reading for the course will also include texts of which you will not have to purchase hard copies. I will post files with these readings on Blackboard for you to access, or you will be asked to locate readings on your own using the library's online databases.

You are also required to have:

- Access to a computer so that you can log on to our course Blackboard shell as necessary
- a UCA email account that you check **daily**
- Insights that you develop thoughtfully and voice respectfully during class discussions

Policies

Scholastic Dishonesty Academic Integrity and Scholastic Dishonesty. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Title IX disclosure. If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>. **Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Other University Policies. Please be sure to familiarize yourself with the policies outlined in the UCA Student Handbook.

Authorized Absences. Students are required to come to class on time and to complete all assignments. Daily attendance will be taken via sign-in sheet. You are responsible for providing evidence and/or appropriate documentation to substantiate “authorized absences.” Excused absences can include illness requiring a doctor’s visit, the serious illness of an immediate family member or illness of a dependent, the death of a relative, etc. Please direct any questions concerning what constitutes an excused absence to me. If you know in advance that you will miss a class, you are responsible for informing me. You are allowed **one unexcused absence**. Each subsequent unexcused absence will result in the deduction of **ten percentage points** from your final grade. Please use your unexcused absence wisely (it is not intended for a day when you feel like sleeping in, but rather for a day when you cannot come to class but your absence is not excused. Three or more absences, excused or otherwise, provide grounds for the student to be dropped from the course.

Keep in mind that absences due to illnesses that do not necessitate a doctor's visit (unless chronic, as documented by a doctor) or trips out of town for weddings or family vacations **are not** excused absences. Please also try to avoid scheduling routine medical check-ups, such as dental cleanings or yearly physicals, during class time—I will not excuse these absences.

It is important for all of us to respect one another's time and arrive promptly for class. Students who arrive to class after half of the class period (calculated by the duration of the class period in minutes) or more has passed will be counted absent. Students who arrive to class after attendance has been taken are responsible for checking with me after class to make sure their attendance has been recorded. Chronic tardiness will be penalized by counting each second tardy as an unexcused absence. Students should also come to class planning to stay for the duration of the period. An early departure from class will be recorded as a tardy and is subject to the same penalties.

Students who miss class are responsible for obtaining information regarding missed class notes, material, and assignments. It is my policy to email students information regarding missed class notes **only** for excused absences and **only** when the student has sent a request via email specifying student name, course number and section, and class date(s) missed. I strongly recommend that students also talk with their classmates about what they have missed, as all I can offer students are any PowerPoint slides and/or handouts used during the class period.

Late Papers. Papers that are turned in late without an excused absence/absences are subject to a deduction of 5 points per day that they are late.

Other late work. Homework is due at the beginning of the class period on the assigned due date. Late homework will not be accepted with the exception of excused absences.

Classwork. Any classwork that students miss due to unexcused absences cannot be made up for credit. Students who miss classwork due to excused absences are responsible for contacting me **as soon as possible** to schedule the make-up work. Students who do not contact me in a timely manner to schedule the make-up work will lose the right to complete it for credit.

Classroom Behavior. Disruptive classroom behavior is defined as anything that would interfere with an instructor's ability to conduct the class or the ability of other students to profit from the instructional program. **Please remember specifically** that you should **turn off** all cell phones before class, and that all individuals and the opinions they express in class are to be treated with respect during class discussions. Students who are asked to leave class for disruptive behavior will be counted absent for that day.

Paper Format. Unless otherwise specified, **all** homework and paper assignments should be typed in 12-point Times New Roman font with one-inch margins and double-spaced on white paper, according to MLA guidelines.

Grades. Grades are not negotiable. Your final course grade will be based on your work in the course. You are responsible for keeping up with your current grade in the course. If you are concerned about a grade or have any questions, see me during office hours or make an appointment to meet with me.

Bringing visitors to class. Students **must receive permission** from me in advance in order to bring any visitors to class. If you have a child-care emergency and need to bring a child with you to class, I am willing

to work with you as best I can; however, little ones must be able to be expected to remain reasonably still and quiet for the duration of the class. Please see me if you have any questions about this.

Acknowledging Assistance. All drafts and supporting documents for papers and presentations must be your writing—that is, your own ideas and your own words. If you work with a tutor or get feedback on your work from a classmate or friend, all writing and ideas that make their way into your paper must be your own. Any assignment that shows evidence of assistance and fails to acknowledge that assistance will be considered a case of scholastic dishonesty and reported/punished as such. Likewise, any assignment that fails to include clear and appropriate attribution of sources or reflects unauthorized aid will receive a grade of zero (“0”).

E-mail, Phone, and Fax. I will not discuss grades on e-mail or over the phone and, unless otherwise specified, I will not accept assignments attached to e-mail messages. I am happy to answer via email any student questions—including questions about assignments—that will take me less than 5 minutes to answer. Any questions that require a longer and more involved answer will be deferred to a face-to-face meeting. The English department will not accept papers or excuses for absences faxed to me.

Office hours. I make myself available to students during the office hours listed above. However, I encourage students to schedule appointments ahead of time if they want to meet with me during office hours in order to guarantee that I will not be meeting with other students at that time.

Feedback on student work. I want all students to meet their full potential in this course this semester. I encourage students to ask for clarification if they are confused about an assignment and to feel free to come to me for help on their work. However, I will not pre-grade, edit, or proofread students' work for them; I will offer feedback, but only when students formulate and articulate specific questions about their work that they want me to address. I do this because I want all students to function as active thinkers and learners throughout the semester; this is not happening if I am doing the work of cataloging every aspect of a paper that a student needs to change or improve. Likewise, students should understand that getting feedback on their work does not guarantee that they will earn a certain grade on the assignment.

Electronic devices. All electronic devices used in class, including laptops and e-readers, must have internet capabilities turned **off**. Students who use electronic devices in an inappropriate way during class will be asked to leave and will lose the privilege of using electronic devices in class. Cell phones must remain **off** (not simply on vibrate) and out of sight in one's pocket or bag for the duration of the class.

Evaluations. Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction [November 10] through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

Students Needing Support Service

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

Building Emergency Plan

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

The University Writing Center

The UCA Writing Center, located in Thompson 109, offers students one-on-one tutoring and online assistance with their writing. For more information, see the web site: www.uca.edu/writingcenter.

Course Requirements and Grade Determination

Throughout the semester, you will complete a variety of in-class and homework assignments, write one article summary/analysis essay, participate in two in-class paper workshops, and submit one final paper. Detailed instructions and worksheets or assignment sheets will be provided throughout the semester.

The final grade for the course will be determined in the following manner:

Homework and in-class assignments	30%
Article summary/analysis essay	30%
Peer review participation/performance	10%
Conference participation/performance	5%
Final paper	25%

Final grade values:

A	90-100	B	80-89
C	70-79	D	60-69
F	59 and below		

No extra credit will be offered in the class. Grades—including final averages—**will not** be rounded up, except in the case of 59.5/ 69.5/ 79.5/ 89.5.

Schedule of Reading, Assignments, and Due Dates

This schedule is subject to change at the professor's discretion. The readings and assignments listed under each date are those that you will be expected to have completed **by that date**. Additional readings may be announced and provided as necessary.

Wednesday, August 26: Introduction to the course: defining research in English studies

Wednesday, September 2: Scholarly vs. popular sources and using the library's resources. *MLA* pp. 8-30, "I Started a Wikipedia Hoax"—posted on Blackboard. **Meet in Torreyson 117.** *Completed classwork due via email at end of period.*

Wednesday, September 9: Incorporating sources into one's writing. *MLA* pp. 92-105, *They Say/I Say* chs. 1-3—posted on Blackboard. *Completed classwork due at end of period.*

Wednesday, September 16: Reading, understanding, responding to ideas in scholarship. *Speak* article—locate on your own using library's databases and bring with you to class. *Homework Worksheet I due at beginning of period.*

Wednesday, September 23: Relating the ideas in scholarship to one's own ideas. *They Say/I Say* chs. 4-6—posted on Blackboard. *Completed classwork due at end of period.*

Wednesday, September 30: MLA format: in-text citations. *MLA* pp. 214-232. *Completed classwork due at end of period.*

Wednesday, October 7: Microsoft Word formatting. **Meet in Torreyson 117.** *Completed classwork due via email at end of period.*

Wednesday, October 14: Article summary/analysis essay due. MLA format: works-cited page. *MLA* pp. 126-212. *Completed classwork due at end of period.*

Wednesday, October 21: Organizing and constructing a literary analysis. Article by Mike Cadden—locate on your own using library databases and bring with you to class; *They Say/I Say* chs. 8 and 10—posted on Blackboard. *Homework Worksheet II due at beginning of period.*

Wednesday, October 28: Finding the right secondary sources. *MLA* pp. 33-38.

Wednesday, November 4: Developing ideas for essay topics. *MLA* pp. 3-7, *They Say/I Say* ch. 7—posted on Blackboard.

Wednesday, November 11: Early peer review workshop: bring **two** copies of an outline/fleshed-out paper notes to class.

Wednesday, November 18: No class—meet with Dr. Fritz in her office during your scheduled time.

Wednesday, November 25: Thanksgiving break, no class.

Wednesday, December 2: Final peer review workshop: bring **one** copy of your completed revised draft to class.

Monday, December 7: Final paper (with 3105 rubric attached) due to my office or mailbox before 4 pm.