

ENGL 6393: GRADUATE RESEARCH METHODS IN ENGLISH

Wednesdays 4:15-7:15 PM

Irby Hall 304

CRN# 14166

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Office Hours: MF 10-12 and 1-3, W 11-12, and by appointment

COURSE OVERVIEW

The *Graduate Bulletin* describes English 6393 as fostering “[f]amiliarization with the tools and methods of literary research and criticism at the graduate level and with common types of scholarly writing. Fall semester.” In this particular iteration of the course, we will focus not only on methods of research and various genres of academic writing but also on the history of English as a profession. Along with imparting instruction on how to conduct research, the course will familiarize students with some of the critical debates surrounding methods of inquiry. Guest appearances from English faculty will acquaint us with some of the key questions animating selected fields of specialization. The first half of the semester will focus on assigned readings, whereas the second half will shift to more self-selected readings, writing assignments, and student presentations.

Three broad aims will guide our study:

- to review the history of the profession of English and to consider the current state of the humanities within higher education;
- to hone the skills of literary research, including identifying some of the key issues and concerns driving selected fields of study, formulating research questions, navigating library resources, attending to methodological concerns, and compiling evidence;
- to examine some of the primary genres and venues of scholarly writing and to produce our own samples of these genres.

REQUIRED TEXTS

- Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. (2009)
- Graff, Gerald. *Professing Literature*. (1987/2007)
- Finkelstein, David and Alistair McCleery. *An Introduction to Book History*. (2005/2013)
- Several articles available as pdfs on Blackboard or online that must be printed and brought to class.

REQUIREMENTS AND POINT DISTRIBUTION

Participation: More than one absence is considered excessive and will justify withdrawal from the course. Please arrive on time and prepared to engage the material and one another. As with any graduate-level course, expectations for participation are high. Make it a point to voice comments and questions every class while being respectful and considerate of others so that no one person dominates discussion.

Blackboard Posts: For weeks 1-8, by 10 am on Wednesday, submit to Blackboard one discussion question provoked by the readings assigned for class. Denoted with an asterisk on the day-by-day syllabus. In roughly 150-200 words, take steps toward answering and explaining the significance of the question. Be prepared to respond to one another's questions in class.

Written Assignments: Instructions for assignments (listed below) will be distributed over the course of the semester.

Research Trip: On Tuesday, September 30th, our class will travel to the Sequoyah National Research Center where the staff will give us an overview of the collection. We will spend additional time completing an assignment that involves original research. Details forthcoming.

Department Colloquium: Dr. Fritz and I coordinate a colloquium every semester in which faculty members share their works-in-progress. Following the presentation, faculty and graduate students offer feedback and pose questions. I am the featured speaker this year; the talk is scheduled for 1:40 on October 30th in McAlister 402.

<p>One 2,500 Word Assignment (Worth 100 Points)</p> <ul style="list-style-type: none"> • Conference Paper + Commentary <p>Two 1,250-1,500 Word Assignments (Each worth 80 Points)</p> <ul style="list-style-type: none"> • Review: History of an Academic Journal • Footsteps Paper <p>Two 1,000-1,250 Word Assignments (Each worth 50 Points)</p> <ul style="list-style-type: none"> • Archive Assignment • Book Review 	<p>Three 250-500 Word Assignments (Each worth 20 Points)</p> <ul style="list-style-type: none"> • Abstract of a Conference Paper • Curriculum Vita (1-2 pages) • Research Questions <p>Five Presentations (Each worth 10 Points)</p> <ul style="list-style-type: none"> • Denoted on Day-By-Day Syllabus <p>Seven Blackboard Posts (out of eight opportunities) (Each worth 10 Points)</p> <ul style="list-style-type: none"> • Denoted with Asterisk on Day-By-Day Syllabus
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= 540 Total Points

Points will be converted to percentages to yield final grades according to the following scale:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- Below 60% = F

ACADEMIC INTEGRITY

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. Academic misconduct in this course will result in a failing grade in the course. Continued enrollment in this course affirms a student's acceptance of this university policy.

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 through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

EMERGENCY PROCEDURES SUMMARY

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.

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.

UNIVERSITY POLICIES

If you have questions about the university’s academic policies, please consult the relevant sections of the UCA Student Handbook. UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the UCA Office of Disability Services at 450-3135.

Day-By-Day Syllabus

UNIT ONE: HISTORY OF THE PROFESSION

Week One

*August 27

- Introduction to the course
- Gerald Graff, *Professing Literature* (1-118)

Week Two

Mon, Sept 1

*September 3

Labor Day

- Gerald Graff, *The Profession of English* (119-263); Scholes, Robert. “Three Views of Education: Nostalgia, History, and Voodoo.” *College English* 50.3 (1988): 323-32
- Discuss composing a curriculum vita.
(For next week, curriculum vita.)

UNIT TWO:

BIBLIOGRAPHY, BOOK HISTORY, LIBRARY SKILLS, AND ARCHIVAL RESEARCH

Week Three

*Sept. 10

Due: Curriculum Vita

- David Finkelstein and Alistair McCleery, *An Introduction to Book History*. 2nd ed. London: Routledge, 2013.

Week Four

*Sept. 17

Meet in Torreyson Computer Lab 201.

Meet with Librarian Amber Wilson.

- Robert Darnton, “What Is the History of Books?” *Daedalus* 111.3 (1982): 65-83.
- Carl Spadoni, “How to Make a Soufflé; or, What Historians of the Book Need to Know about Bibliography.” *History of Intellectual Culture* 7.1 (2007): 1-9.
- Mann, “General Browsing, Focused Browsing, and Use of Classified Bookstacks” (46-64)
- Mann, “Keyword Searches” (99-119)

American Indian Information Systems

Week Five

*Sept. 24

Due: Research Questions

- Matt Cohen, Introduction. *The Networked Wilderness: Communicating in Early New England*. Minneapolis: U of Minnesota P, 2010. 1-28.
- Phillip Round, "Introduction: Toward an Indian Bibliography." *Removable Type: Histories of the Book in Indian Country, 1663-1880*. Chapel Hill, NC: U of North Carolina P, 2010.
- Apress, "An Indian's Looking Glass for the White Man"
- Boudinot, "To the Public"
- Zitkala Ša, from *The School Days of an Indian Girl*
- Laura Schmidt, "Using Archives: A Guide to Effective Research." Society of American Archivists. 2013. [<http://www2.archivists.org/usingarchives>]

Week Six

Sept. 30

Trip to Sequoyah Research Center

Oct. 1

No class

Implications of Book History Methodologies for African American Literary History

Week Seven

*Oct. 8

- Teresa Goddu, "The Slave Narrative as Material Text"
- Elizabeth McHenry, "Rereading Literary Legacy: New Considerations of the 19th-Century African-American Reader and Writer." *Callaloo* 22.2 (1999): 477-82.
- Toni Morrison, "Unspeakable Things Unspoken: The Afro-American Presence in American Literature." *Michigan Quarterly Review* 28.1 (1989): 1-34.
- Joseph Rezek, "The Print Atlantic: Phillis Wheatley, Ignatious Sancho, and the Cultural Significance of the Book." *Early African American Print Culture*. Ed. Lara Langer Cohen and Jordan A. Stein. Philadelphia: U of Pennsylvania P, 2012. 19-39.

UNIT THREE:

FACULTY AREAS OF STUDY, GENRES AND VENUES OF ACADEMIC WRITING, AND STATUS OF THE HUMANITIES

Week Eight

*Oct. 15

Presentations on Archives

Due: Archive Assignment

- Belcher, "Designing Your Plan for Writing" (1-43)
- Belcher, "Abstracts as a Tool for Success" (54-58)
- Special Guest: Dr. Fritz (Readings TBD)
- Discuss academic conferences

(Within the next two weeks, schedule a meeting with an English department professor about his or her area of expertise and top journals in the field.)

(For next week: Compose an abstract.)

Week Nine

*Oct. 22

Due: Abstract + Bibliography (Bring 3 copies. Be prepared to share with the class.)

- Belcher, “Starting Your Article” and “Advancing Your Argument” (43-98)
- Special Guest: Dr. Reynolds (Readings TBD)

(For next week: “History of an academic journal” assignment.)

Week Ten
Oct. 29

Presentations on Academic Journals
Due: History of an Academic Journal

- Belcher, “Selecting a Journal” and “Reviewing the Related Literature” (99-168)
- MLA Report: “The Future of Scholarly Publishing.” *Profession 2002* (New York: MLA, 2002): 172-86. [<http://www.mla.org/pdf/schlrlypblshng.pdf>]
- Check out [<http://openhumanitiespress.org/about.html>]

(For next week: Footsteps Paper)

Week Eleven
Nov. 5

Presentations: Footsteps Paper
Due: Footsteps Paper

- Belcher, “Strengthening Your Structure” and “Presenting Your Evidence” (171-200)
- Paul Jay and Gerald Graff, “Fear of Being Useful.” *Inside Higher Ed* 5 January 2012. [<http://www.insidehighered.com/views/2012/01/05/essay-new-approach-defend-value-humanities>]
- “The Heart of the Matter: The Humanities and Social Sciences.” Report commissioned by the American Academy of Arts and Sciences. (Focus on “Introduction” and “Ch. 2”) [http://humanitiescommission.org/_pdf/HSS_Report.pdf]
- Corydon Ireland, “Mapping the Future.” *Harvard Gazette* 6 June 2013. [<http://news.harvard.edu/gazette/story/2013/06/mapping-the-future/>]

(For next week: book review)

Week Twelve
Nov. 12

Presentations: Book Review
Due: Book review

- Belcher, “Editing Your Sentences” (235-66)
- Special Guest via Skype: Dr. Erin Sells, Women for Women International (Readings TBD)

Week Thirteen
Nov. 19

Writing Workshop
Due: Draft of Conference Paper

- Belcher, “Giving, Getting, and Using Others’ Feedback” (221-34)
- Discuss research problems, experiences, findings

Week Fourteen
Nov. 26

Thanksgiving, No Class

Week Fifteen
Dec. 3

Presentation: Conference Paper + Commentary
Due: Conference Paper + Commentary