

English 3105: Research Methods Workshop

*Accompanies English 4380: African/African American Literature

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| Dr. Lori Leavell | Spring 2016 |
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| Office Hours: MWF 9:30 - Noon, M 3:00 - 4:30, and by appointment | Irby Hall 313 |

COURSE OVERVIEW

According to the *Undergraduate Bulletin*, this course, a requirement for English majors and minors, “is designed to introduce students to the use of research in writing papers for literature courses. Students will use techniques and protocols learned in the course to complete a research assignment drawn from a concurrent upper-division course.”

The purpose of this course is to prepare students to engage in scholarly research within the discipline of English. Students must be currently enrolled in English 4380. Because the course is designed as a workshop, it will serve best those who are willing to share on a weekly basis the concerns, questions, and problems they have encountered in conducting research. It is designed as a problem-solving course rather than lecture-based. As a group, we will work together to find solutions. It is my hope that you leave the course with more confidence in your ability to comprehend and contribute to scholarly conversations.

AIMS AND OBJECTIVES

- To become adept at locating scholarly sources.
- To become better readers of scholarly sources.
- To identify central concerns of scholarly debates.
- To connect one’s ideas to the larger scholarly conversations.
- To incorporate secondary sources with sophistication.
- To offer and receive constructive feedback with good humor and grace.
- To correctly follow MLA documentation guidelines.

REQUIRED TEXTS

- *MLA Handbook for Writers of Research Papers*. 7th ed. New York: The Modern Language Association of America, 2009. Print.
- Gerald Graff and Cathy Birkenstein, eds. *They Say / I Say: The Moves that Matter in Academic Writing*. 3rd Ed. New York: Norton, 2014.
- Periodically, you will need to bring writing assignments completed in ENGL 4362 to class as well as texts made available on Blackboard: print and bring a copy to class. (Reading from laptops and phones is not permitted during class.)

CLASS COMMITMENT AND ETIQUETTE

This course is designed as a workshop, its success depending on the contributions of the participants. If a full schedule will prevent full participation, please take the course another time. To prepare for class, read the assigned material, take notes, and come prepared to contribute thoughtful

questions and comments. This course expects that participants will extend respect and courtesy to one another and to the texts under discussion.

ATTENDANCE AND PARTICIPATION

To be counted as present, students are required to arrive on time, bring to class the texts to be discussed, participate in the discussion and class work, and stay for the duration of class. Attendance, punctuality, observation of classroom etiquette, and contribution to class discussions affect one's grade. Students who arrive after attendance has been taken must inform the instructor at the end of class for the absence to be changed to tardy. Instances of late arrival will add up to absences. Because the workshop is a one-hour course, **only one free absence is permitted**. A second absence will result in the deduction of ten points from final point total. Anyone who misses more than two classes for any reason will be dropped from the class (or receive a grade of "F" if the second absence occurs after the drop/add deadline). Take care to power down and put away all electronic devices before class begins. Make it a point to voice comments and questions every class while being respectful and considerate of others so that no one person dominates the discussion.

ASSIGNMENTS

This course is designed so that assignments complement the subject matter and research being completed for English 4380. These assignments will help you become more adept at conducting research within the field of African American literary studies but also within the discipline of English more broadly. Along with small in-class assignments, four main assignments constitute the coursework: two article summaries, annotated bibliography + introductory essay, and research paper + commentary.

In-Class Assignments (roughly 10): Each of these small assignments—whether completed in-class or at home—is worth anywhere from 4 to 10 points. While a few in-class assignments cannot be made up, most missed in-class assignments can be submitted late if a student is absent—by the following class period.

Two Article Summaries (2 pages): Summary is the building block of academic writing. We will read two articles concerning African American texts that students will summarize.

Annotated Bibliography + Introductory Essay (4-5 pages): Of the scholarly sources (peer-reviewed articles or book chapters) located for the research paper in ENGL 4380, select four to include in the annotated bibliography. For each source, compose a summary annotation (150-175 words). After completing the individual annotations, compose an introductory essay (2-3 pages) that synthesizes the scholarship.

Two Writing Workshops: Writing workshops provide the opportunity to offer feedback on your classmates' writing and receive feedback on your own. A complete draft of the upcoming paper is required for admittance to the workshops, and participation is assessed according to quality of offered feedback.

Research Paper + Commentary: This research paper will be completed for English 4380, and a second copy will be submitted for Research Methods Workshop. But this version of the paper will be different. You will use the "track changes" formatting feature to include marginal explanatory notes. Evaluation of the research paper in this course will not address or assess the quality of the content of the final paper. (Such an evaluation will be reflected in the grade earned on the paper for

English 4380.) Instead, evaluation of the final paper for Research Methods Workshop will be restricted to issues of formatting, the incorporation of primary and secondary sources, and the marginal explanatory notes.

POINT DISTRIBUTION

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| Article Summary @ 25 (x 2) | 50 |
| Annotated Bibliography + Introductory Essay | 80 |
| Research Paper + Commentary | 60 |
| Workshops @ 15 (x2) | 30 |
| Homework and In-Class Work | 80 |

Point Total: 300

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

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| 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. 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 that the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

THE WRITING CENTER is eager to help you work on your writing at any stage of development. To make an appointment, submit a paper for online tutoring, or to find out about drop-in hours, visit <http://www.uca.edu/writingcenter/appointment.php>. They also offer useful online resources at http://www.uca.edu/writingcenter/online_resources.php. **The Academic Success Center** is also available to help you with all aspects of college work. Please check them out at <http://www.uca.edu/ucollege/asc.php>.

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, guidelines regarding sexual harassment, or any other matters, 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

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| Week 1 Wednesday, 1/3 | <i>Introductions</i> ; Graff/Birkenstein, Preface (xvi-xxvi) and Introduction (1-15) |
| Week 2 Wednesday, 1/20 | Quiz ; Graff/Birkenstein: chs. 1-2; discuss article summary |
| Week 3 Wednesday, 1/27 | Article Summary #1 ; Graff/Birkenstein, ch. 3 In class: Article Questions (Bring Rezek article.) |
| Week 4 Wednesday, 2/3 | Meet in Torreyson #117 ; <i>Scholarly vs. popular sources and using the library’s resources. MLA</i> (8-30) In class: Partner work to locate article |
| Week 5 Wednesday, 2/10 | Discuss article Graff/Birkenstein, ch. 4 In class: Article Questions (Bring articles) |
| Week 6 Wednesday, 2/17 | Article Summary #2 Due ; Graff/Birkenstein, ch. 5 (Bring articles) In class: Work with language in articles |
| Week 7 Wednesday, 2/24 | Quiz ; Graff chs. 6 and 7 (Bring articles) |

Discuss Annotated Bibliography
In class: Identify rhetorical moves in articles

Week 8

Wednesday, 3/2

Paper Topics Due; Meet in Torreyson #117

Graff ch. 14

In class: Asking the right questions/working with paper topic

Week 9

Wednesday, 3/9

Graff/Birkenstein, ch. 10 (Bring Idea Paper #3 to class)

In class: Working on meta-commentary

Week 10

Wednesday, 3/16

Formatting the MLA "Works Cited" page: MLA (126-212)

In class: work with sources

Spring Break: March 21-25

Week 11

Wednesday, 3/30

Bring second copy of short paper; Meet in Torreyson #117

Formatting MLA in-text citations: MLA (214-232)

Incorporating sources into one's writing: MLA (92-105)

Graff/Birkenstein, ch. 8

In class: smoothing out source incorporation

Wednesday, 4/6

Draft of Annotated Bibliography due: Workshop #1

Week 13:

Wednesday, 4/13

Bring second copy of draft of final paper: Workshop #2

Week 14:

Monday, 4/18

Final paper with commentary (due at 2 pm)

Wednesday, 4/20

No Class: Attend CLA Symposium