**ENGLISH 3105, RESEARCH METHODS WORKSHOP (CRN 23481)**

Spring 2014

2:40-3:30 pm Tuesday, Irby 304

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Office Hours: 11:00-12:00, 1:00-3:00 MWF; 11:00-12:00 TTh; and by appointment

**TEXT:**

*Writing Essays About Literature*, ninth edition, by Kelley Griffith

**COURSE DESCRIPTION/OBJECTIVES:** As described in the Undergraduate Bulletin, this course, a requirement for English majors and minors, to be taken in the same semester as their first upper-division course(s) in English, “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.”

What those “techniques and protocols” comprise are the elements of effective researched literary analysis that Prof. Griffith covers in chapters 6-11of our textbook: an informed grasp of literary-critical approaches; a well-focused and significant topic; a logically valid, coherently presented, stylistically accomplished, and appropriately researched examination of that topic; and correct documentation of all primary and secondary sources according to the prescriptions of the Modern Language Association (MLA). You’ll demonstrate the extent of your mastery of those objectives by handing in two rough drafts and a final version of a research paper of at least four pages (not counting the works-cited page) that you’re also submitting for an upper-division English class that you’re taking this semester. (If you aren’t currently enrolled in an upper-division class with such a research-paper requirement, you may substitute a research paper from an upper-division or survey class that you took in a previous semester.)

This much being said, **please note two important qualifications**:

1) This is not a course in basic composition mechanics—spelling, punctuation, grammar, syntax, and the like. As advanced English majors and minors, **you are expected to have largely mastered these areas already**.

2) Although, as stated above, we will spend time discussing effective analytical and argumentative techniques, the final judgment as to the quality of your paper’s argument belongs to the instructor who assigned your specific research paper; your essay’s grade in our class will be based primarily on the effectiveness of your handling of integrating primary and secondary sources and of formatting your citations of those sources.

**READING SCHEDULE:**

Jan. 14 Introduction to course

Jan. 21 Chapter 6—Approaches to Interpreting Literature

Jan. 28 Chapters 7-8—Writing about Literature, Choosing Topics

Feb. 4 Chapters 7-8 continued

Feb. 11 Chapter 9—Drafting the Essay

Feb. 18 Chapter 10—Revising and Editing

Feb. 25 Chapter 10 continued

Mar. 4 Chapter 11—Documentation and Research, pp. 307-25

Mar. 11 Chapter 11, pp. 325-47

**Research topic and preliminary thesis statement due**

Mar. 18 Chapter 11, pp. 347-68

Apr. 1 Workshop: Late-Stage Draft of Research Paper

Apr. 8 Workshop: Tentative Final Draft of Research Paper

**Workshop-marked version and revised version of tentative final draft due Friday, Apr. 11, by 4 p.m.**

Apr. 15 Instructor-marked drafts returned and discussed

Apr. 22 Instructor-marked version of tentative final draft and final version of paper due in class

**Note: If this due-date schedule is not compatible with the due dates of the other class for which you’re writing this paper, please let me know and we’ll make arrangements to accommodate your needs. Also note: There’s no final exam in this class.**

**ATTENDANCE:** Given that this is a weekly class, with only fourteen meetings, and that much of our work in class will consist of exercises and workshops requiring your active participation, you may only miss up to two class periods for any reason (I recommend, of course, that you not miss any classes). Students who exceed that limit will be dropped from the course.

**GRADES:** Your final grade in this course will come from the following percentages:

Attendance/Participation 10%

Submission of late-stage draft 10%

Participation in draft workshop 1 10%

Submission of tentative final draft 10%

Performance in draft workshop 2 10%

Final version of research paper 50%

**ACADEMIC INTEGRITY:** Knowingly presenting someone else’s work as your own, whether in an exam, journal, or any other format, constitutes plagiarism. Plagiarism carries serious penalties, from failure on a particular assignment to failure for the course. If you ever have any questions on this subject, please feel free to ask me about them, without fear of embarrassment, and/or consult this page and its links for more information: http://uca.edu/integrity/

**Here is UCA’s official policy statement regarding 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 the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.

**OTHER 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.