

ENGL 6393: GRADUATE RESEARCH METHODS IN ENGLISH

Tuesday 3:00-6:00 pm

Irby Hall 304

CRN# 14166

Fall 2015

Dr. Lori Leavell

Office: Irby Hall 401

Contact: lleavell@uca.edu; (501) 450.5118

Office Hours: MWF 9:00-11:45; T 1:00-2:00; 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 course, we will focus on the history of English as a profession and academia as an institution, become familiar with the field’s methods of research and various genres of academic writing, and consider the function and value of graduate education in the humanities. Guest appearances from English faculty will acquaint us with some of the key questions animating selected fields of specialization while meetings with professionals who have applied the skills gained in humanities’ graduate education to various careers will help us think about life after graduate school. 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.

This course is somewhat unlike other graduate courses in the English department. Our focus is on honing a broad range of skills rather than mastering a particular content area. Assignments are designed to familiarize students with some of the genres of academic writing. To this end, several assignments constitute the graded coursework with students producing roughly 35 pages of formal writing and 10 pages of informal writing.

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

- Gerald Graff. *Professing Literature*. (1989)
- Richard D. Altick and John J. Fenstermaker, *The Art of Literary Research*. 4th edition. (1993)
- Eric Hayot, *The Elements of Academic Style* (2014)
- Several articles available as pdfs on Blackboard or online that must be printed and brought to class.
- *MLA Handbook for Writers of Research Papers*, 7th edition (or access to the online edition available to MLA members).

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: During the first half of the semester, opportunities to respond to the day's readings via Blackboard are indicated on the syllabus with an asterisk. Of the eight opportunities, choose seven to complete. In roughly 200 words, (1) articulate a discussion question relevant to the readings assigned for the upcoming class and (2) take steps toward answering and explaining the significance of the question.

Blackboard posts are due by 9:00 am on Tuesday. 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, October 6th, 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 share their work-in-progress. A discussion follows. Dr. Shumaker is the featured speaker this year; the talk is scheduled for 1:40-2:30 pm on Thursday, October 8, in McAlister 402.

<p>One 16-page assignment (Worth 100 Points)</p> <ul style="list-style-type: none">Annotated Bibliography with Introductory Essay <p>One 5-page assignment (Each worth 75 Points)</p> <ul style="list-style-type: none">Review: History of an Academic Journal <p>Two 4-page assignments (Each worth 50 Points)</p> <ul style="list-style-type: none">Archive AssignmentBook Review	<p>Three short assignments (Each worth 25 Points)</p> <ul style="list-style-type: none">AbstractCurriculum VitaLiterature Review <p>Three 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
---	--

Total = 450 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

***A Note on Grades in Graduate Courses:**

To receive credit for a graduate course, a grade of C or better must be earned. While a grade lower than C will not count for graduate credit, it will be recorded and figured into the grade point average. A grade of C in a graduate course signals that the quality of the work completed is below average.

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 of English

Week One

*August 25

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

Week Two

*September 1

- Gerald Graff, *The Profession of English* (119-263)
- Discuss composing a curriculum vita.
- For next week, curriculum vita.

Unit Two: Bibliography, Book History, Library Skills, Archival Research

Week Three

*September 8

Due: curriculum vita.

- Richard D. Altick and John J. Fenstermaker, *The Art of Literary Research* (ch. 1-2: 1-60)
- Robert Darnton, “What Is the History of Books?” *Daedalus* 111.3 (1982): 65-83.
- Adams and Barker, “A New Model for the Study of the Book.” *The Book History Reader*. Ed. David Finkelstein and Alistair McCleery. London: Routledge, 2002. 47-65.

Week Four

*September 15

- Altick and Fenstermaker (ch. 3: 61-154)
- Trish Loughran, “U.S. Print Culture: The Factory of Fragments” from *The Republic in Print*, (1-29)
- 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.

American Indian Information Systems

Week Five

*September 22

- 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.
- Apess, “An Indian’s Looking Glass for the White Man”
- Boudinot, “To the Public”
- Zitkala Ša, from *The School Days of an Indian Girl*

Week Six
*September 29

Meet in Torreyson Computer Lab 201 for session with Librarian Amber Wilson.

- Altick and Fenstermaker (ch. 4-6: 155-218)
- Susan S. Williams, "Authors and Literary Authorship" (90-116)
- 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.
- Laura Schmidt, "Using Archives: A Guide to Effective Research." Society of American Archivists. 2013. [<http://www2.archivists.org/usingarchives>]
- For next week, select scholarly monograph to review. Instructor approval required. Email citation by Sunday night, October 4.

Week Seven
October 6

- In lieu of class, trip to Sequoyah Center
- Within the next two weeks, schedule and meet with an English department professor about his or her area of expertise and top journals in the field.

Thursday,
October 8

- Faculty Colloquium with Dr. Shumaker

Unit Three: Faculty Areas of Study, Genres and Venues of Academic Writing

Week Eight
*October 13

Due: Archive Assignment

- Hayot, from *The Elements of Academic Style* (1-35, 164-66)
- Belcher, "Abstracts as a Tool for Success" (54-58)
- Guest: Dr. Raymond Frontain (Readings: TBD)
- Discuss academic conferences and abstracts.
- Discuss research questions assignment.
- For next week: Compose an abstract and complete research questions assignment.)

Week Nine
October 20

Due: Research Questions

Due: Abstract

- Hayot (36-40, 47-80)
- *MLA Handbook* (Selection TBD)
- Skype Interview: Dr. Emily Kader (Readings: TBD)
- Discuss academic journals.
- For next week, prepare history of an academic journal assignment and presentation.

Week Ten
*October 27

Presentation on Academic Journal

Due: History of an Academic Journal

- Hayot (151-63)
- Guest: Dr. Melissa Smith (Readings TBD)

Week Eleven
November 3

- Hayot (167-75; 213-20)
- Skype Interview: Lucas Church, UNC Press (Readings TBD)
- Discuss academic book presses.
- For next week, prepare book review.

Week Twelve
November 10

Due: Book Review

- Wendy Belcher, from *Writing Your Journal Article in Twelve Weeks*, “Reviewing the Related Literature” (139-70)
- Discuss the literature review.
- For next week, prepare a literature review.

Unit Four: The State of the Humanities

Week Thirteen
November 17

Due: Draft of Annotated Bibliography

- Hayot (81-106; 176-209)
- 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, prepare a FULL DRAFT of annotated bibliography + introductory essay.

Week Fourteen
November 24

Due: Literature Review

- Workshop
- Hayot (107-39)
- Bring MLA Handbook: Troubleshooting citations
- For next week, revise annotated bibliography + introductory essay

Week Fifteen
December 1

Presentation: Annotated bibliography + introductory essay

Due: Annotated bibliography + introductory essay