

# English 680

Marilyn Francus, ENGL 680, Fall 2002, Introduction to Literary Research

Professor Francus

English 680

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August 19: Introduction to the Course

Expectations of Graduate Students and Graduate Study

August 26: History of the Profession

Graff, *Professing Literature*

(Topic Statement Due, 1-2 pp.)

September 2: Labor Day (University Closed)

September 9: Getting Started

Miller, "Narrative"; Pease, "Author"; Rowe, "Structure" (Critical Terms)

(Analysis of Literature Training Due, 3-4 pp.)

September 16: Yom Kippur (Class Cancelled)

September 23: Locating Sources - Offline and Online

Guillory, "Canon"; Fiske, "Popular Culture" (Critical Terms)

September 30: Evaluating Sources - Offline and Online

Mailloux, "Interpretation"; Patterson, "Intention" (Critical Terms)

October 7: Working with Archival Sources

(Analysis of Standard Edition/ Bibliography OR Analysis of Internet

Site Due, 5 pp.)

October 14: Developing an Argumentative Strategy

Evaluation of 3 current academic essays

October 21: Intellectual Conventions of the Profession

Culler, *Literary Theory: A Very Short Introduction*

Stimpson, "Feminist Criticism"; Sedgwick, "Gender Criticism" (Redrawing the Boundaries)

Jehlen, "Gender" (Critical Terms)

(Review Essay on Relevant Scholarship Due, 8-10 pp.)

October 28: Academic Conferences  
Gates, "African American Criticism" (Redrawing the Boundaries)  
Appiah, "Race" (Critical Terms)

November 4: Academic Publishing  
Cohen, "Marxist Criticism" (Redrawing the Boundaries)  
O'Hara, "Class"; Kavanagh, "Ideology" (Critical Terms) November 11: The Academic Job Market  
Skura, "Psychoanalytic Criticism" (Redrawing the Boundaries)  
Meltzer, "Unconscious"; Butler, "Desire" (Critical Terms)

November 18: Editing  
Bhabha, "Postcolonial Criticism" (Redrawing the Boundaries) Deane,  
"Imperialism/Nationalism" (Critical Terms)

November 25: Thanksgiving Break

December 2: Peer Conferences on Final Essay

December 9: Final Essay Due, 12-15 pp.

#### Course Description:

This course provides an introduction to the research practices of contemporary literary scholarship, and more broadly, an introduction to the current state of academia as a profession. We will evaluate critical practice in literary academia—by grappling with theory, and the proliferation of models regarding text, reading, writing, and ideology; canon formation, reformation, and explosion; bibliographic and editorial practice; and modes of research (archival and otherwise). We will also review the institutional history of literary scholarship, and analyze what is the "profession" today: how scholars define and shape their work, the institutional expectations of scholars, and how political, economic, and social forces effect the production and reception of scholarship.

#### Course Objectives:

1. To familiarize students with the expectations and conventions of graduate study in language and literature.
2. To familiarize students with the expectations and conventions of careers in academia.
3. To teach students the requisite skills to pursue literary research, and to provide students opportunities to apply those skills.
4. To provide opportunities for students to develop and analyze research strategies.
5. To provide opportunities for students to evaluate primary and secondary sources.
6. To provide opportunities for students to improve writing and editing skills.
7. To provide an overview of contemporary schools of literary criticism.

### Course Requirements:

1. A topic statement for a proposed area of research (1-2 pp.). (This assignment will not be graded).
2. An analytical essay (3-4 pp.) on your academic training in literary studies. (This assignment will count for 10% of your final grade).
3. An analytical essay (5 pp.) on one of the following: either an analysis of standard edition or bibliography that is relevant to your research project OR an analysis of Internet site relevant to your research. (10% of your final grade).
4. A review essay (8-10 pp.) on scholarship relevant to your research project. (20% of your final grade).
5. A draft of your research essay.
6. A final research essay. (40% of your final grade).
7. A presentation on one of the chapters in either *Redrawing the Boundaries* or *Critical Terms*. (20 % of your final grade).
8. At least one question for every text that we read. (Not graded).

### Grading:

A (90-100) - Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate the analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions. Oral work is well-researched, and presented in an articulate, easy-to-follow manner, with clearly designed and relevant supporting materials.

B (80-89) - Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones. Oral work is well researched and presented in a reasonably organized, if not consistently articulate, fashion; the supporting materials are relevant, with minimal flaws in design.

C (70-79) - Average work; the assignments for the course have been completed, but not necessarily in a professional or timely manner. The written assignments show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work, whether on a test, an essay, or a quiz, requires significant substantive or stylistic revisions. Oral work reflects some, but not thorough, research; the presentation is organized, but not presented in an articulate fashion; the supporting materials are relevant, but not complete.

D (60-69) - Less than average work; the assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. Oral work shows minimal effort at research, organization, and design, undermining the student's ability to explain the subject of his/her presentation to the class.

F (<59) - Inadequate work; the assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course

materials is necessary before extensive revisions are even possible. Oral work demonstrates a lack of effort by the student to pursue or organize the research necessary for oral presentation.

Academic Dishonesty. The following definitions are from the West Virginia University Graduate Catalog 2002-2004. Please see the section on Academic Integrity/Dishonesty (pp. 34-36) for the full definition and discussion of procedures.

Cheating: Cheating includes “dishonesty practices in connection with examinations, papers, and projects, including but not limited to: a. Obtaining help from another student during examinations. b. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one’s own work for another student to copy and submit as his or her own. c. The unauthorized use of notes, books, or other sources of information during examinations. d. Obtaining without authorization an examination or any part thereof.”

Plagiarism: “Plagiarism includes, but is not limited to: submitting, without appropriate acknowledgment, a report, notebook, speech, outline, theme, dissertation, or other written, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual’s academic composition, compilation, or other product, or commercially prepared paper.”

Cases of academic dishonesty will result in a grade of “F” for the course and appropriate academic discipline. If you have any questions about how to document sources, etc., please contact me.

Attendance: Come to class on time.

Social Justice Policy. West Virginia University is committed to social justice. As noted in the West Virginia University Graduate Catalog, 2002-2004, “Equal opportunity is a fundamental goal in a democratic society, and WVU shares the responsibility for achieving that equity...In keeping with this responsibility, the members of academic community are expected to demonstrate civility and mutual respect for all persons; understanding and appreciation for all persons; to express that perspective in every dimension of the institution’s life and mission; and to work cooperatively, representing not only the interests of their own groups but also those of wider community” (p. 13). I concur with that commitment and expect to foster a nurturing environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700)