

# English 680

Marilyn Francus, English 680, Spring 2008

Professor Francus

English 680: Introduction to Literary Research

Spring 2008

Tuesdays, 4:00-6:50

G-10 Colson Hall

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Office Hours: Tuesdays and Thursdays, 2:30-4:00 and by appointment

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January 15	Introduction
January 22	<p>Locating information and setting project parameters            Computer lab session on locating texts – database familiarity (MLA; Project Muse; J-STOR; Academic Elite; OCLC; Dissertation Abstracts; ERIC; Humanities Index; Book Review Index; etc.)</p> <p>Different phases of searching (primary, secondary, etc.)            Accessibility, and compensating for what is not immediately available            What constitutes a complete search            Establishing (and/or changing) project parameters based on search results</p>
January 29	<p>Developing a bibliography/Developing a research plan            Prioritizing and analyzing texts            Analyzing an annotated bibliography – bring Harner to class            Developing a research strategy</p> <p><b>Assignment:</b> write a brief (2-page) assessment of WVU Library holdings of the Harner subsection in your field <b>Due: February 5</b></p>
February 5	<p>Assessing research materials            In-class analysis of a scholarly article            Develop criteria of assessment – use value, parameters, acknowledging            Modifications in research strategy based on further research</p> <p><b>Assignment:</b> write an annotated bibliography (2 pages) of reviews of project <b>Due: February 12</b></p>
February 12	<p>Assessing research materials – Online            Computer lab session on dictionaries, encyclopedias, websites, etc.            Modifications in research strategy based on further research</p> <p><b>Assignment:</b> write a brief (2-page) assessment of web resources that <b>Due: February 19</b></p>
February 19	<p>Session in the Rare Book Room            Williams and Abbott, Chapter 4, “A Text and Its Embodiments”</p> <p><b>Assignment:</b> Transcribe and edit a passage from a text in the Rare Book Room. Include a 1-2 page explanation of your editorial choices.  <b>Due: February 26</b></p>
February 26	Analyzing primary sources/Choosing standard editions

	Williams and Abbott, Chapter 5, “Textual Criticism” Williams and Abbott, Chapter 6, “Editorial Procedure” Analyzing primary texts/what constitutes a standard edition In-class comparison/contrast of editions <b>Assignment:</b> write a short analysis (2 pages) of one significant variation in two editions of a text relevant to your project <b>Due: March 4</b>
March 4	Writing the abstract In-class analysis of paper abstracts – form, function. Update on research project progress/strategy suggestions
March 11	Student Conferences Please bring your abstract and research to the conference
March 18	Book reviews In-class analysis of the form and function of book reviews Update on research project progress/strategy suggestions
March 25	Spring Break
April 1	Review essays In-class analysis of the form and function of review essays Update on research project progress/strategy suggestions
April 8	Conference papers and conference presentations presentations In-Class discussion of the form and expectations of conference Update on research project progress/strategy suggestions
April 15	Writing Workshop Day
April 22	Presentation of final papers
April 29	Presentation of final papers
May 5	Final Paper Due

**Course Description:** English 680 focuses on research methods, the genres of scholarship, and textual study. In this course, students will learn to locate information using online and offline resources, to evaluate sources (for currency, influence, and relevance), to develop viable research strategies, and to incorporate scholarship into their writing. Students will analyze academic genres (including the abstract, the book review, the review essay, the annotated bibliography, the conference paper, and the academic article), in terms of their functions within academic discourse, and as examples of academic argumentation and style. Students also study issues of textuality: the assessment of archival texts; the criteria that are used in editing texts; the analysis of variant editions of a text; and the criteria for (and value of) standard editions.

**Course Objectives:** The goal of English 680 is to enable students to engage in literary research that meets the standards of the profession, by teaching students the forms, expectations, and strategies of literary scholarship.

**Learning Outcomes:**

By the end of this course, students will be able to:

- evaluate resources for scholarly currency, influence, and relevance
- identify and analyze academic genres
- develop viable research strategies for a variety of academic genres
- to incorporate scholarship into their writing
- research and write a conference-length paper

**Course Texts:**

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 6th Ed. New York: MLA, 2003.

Harner, James L. *Literary Research Guide*, 4th ed. New York: MLA, 2002.

Williams, William Proctor and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. New York: MLA, 1999.

**Course Assignments:**

Short Essay Assessment of WVU Library holdings of Harner subsection in your field (10%)

Annotated bibliography of reviews of a scholarly text relevant to your research project (10%)

Assessment of web resources for your research project (10%)

Edition of a passage from the WVU Rare Book Room, including justification of editorial choices (10%)

Analysis of one significant variation in two editions of a text relevant to your research project (10%)

Presentation of final paper (20 minutes, plus responding to questions) (10%)

Final paper (conference-length, 8-10 pages), plus abstract and bibliography (paper: 25%; abstract: 5%; bibliography: 10%)

**General Comments**

1. Please check your MIX e-mail account at least twice a week, preferably more often. The course MIX account will be my primary venue for contacting the class regarding a variety of topics: follow-up on class discussion; campus events; etc.
2. Please come to class on time.
3. For every day an assignment is late, your grade will be dropped a fraction. That is, an "A" paper that is submitted one day late will receive an A-; two days late, it will receive a B+, and so on.
4. You are expected to attend all class sessions. If you are absent more than twice, you will be asked to leave the course.

**Social Justice Policy:**

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning 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).

### **Grading Criteria:**

A (90-100) – Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments and exam responses 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.

B (80-89) – Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments and exam responses 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.

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 and exam responses 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 requires significant substantive or stylistic revisions.

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 and exam responses show a lack of effort on the part of the student, and a lack of engagement with the assignment (exam, quiz, or essay). Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.

F (<59) – Inadequate work; the assignments for the course have not been completed. Written assignments and exam responses, 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.

### **Academic Dishonesty:**

The following definitions of Academic Dishonesty are taken from the West Virginia University Academic Integrity/Dishonesty Policy (available online at <http://www.arc.wvu.edu/admissions/integrity.html>):

1. Plagiarism: Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to: submitting, without appropriate

acknowledgement, a report, notebook, speech, outline, theme, thesis, 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.

2. Cheating and dishonest 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/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.

3. Forgery, misrepresentation, or fraud:

- a. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
- b. Use of University documents or instruments of identification with intent to defraud.
- c. Presenting false data or intentionally misrepresenting one's records for admission, registration, or withdrawal from the University or from a University course.
- d. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
- e. Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation.
- f. Knowingly furnishing false statements in any University academic proceeding.

Cases of academic dishonesty will result in a grade of "F" for the course and appropriate academic discipline. If you have any questions about academic dishonesty, and how to avoid it, please contact me.