



ENGL 680: Introduction to Literary Research
 Spring 2023 Wednesday 4:00-6:50 G18 Colson

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 Office hours W 3:00-4:00 and by appointment

Overview

English 680, Introduction to Literary Research, is designed to introduce students to the research and writing skills necessary for advanced study in English. While research and writing skills will continue to be developed in other courses, this course provides an explicit foundation for understanding the expectations for and forms of research. The Graduate Program Committee has specified that ENGL 680 cover three areas:

- **Research methods:** locating, evaluating, and incorporating information from a variety of primary and secondary sources
- **Genres of academic writing:** understanding the expectations conventions of academic genres
- **Textual studies:** understanding the technologies of the transmission of texts

We will work on these areas using several case studies for the first two-thirds of the course. In the final third of the course, you will use the skills you’ve developed to work on a conference-length final project in textual studies on a text of your choice, subject to my approval.

Required texts

WVU Libraries Research Guide for ENGL 680

MLA Handbook for Writers of Research Papers. 9th ed. MLA, 2021. 9781603293518

William Proctor Williams and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. 4th edition. MLA, 2009. 9781603290401

Other materials as listed on the schedule: articles available electronically through WVU libraries or linked PDFs

Assignments and grading. Note: all work must be documented using MLA style. Further specifications for each assignment will be given separately.

Quiz on Williams and Abbott. 5 points (out of 100 points total for the semester)

Research assignments. **Due Wednesdays at 1:00 pm so we can discuss them in class:**

1. [Critical edition of Emily Dickinson’s “I taste a liquor never brewed.”](#) 10 points
2. [Proposal for anthology presentation of Sojourner Truth’s 1851 speech](#) to the Akron Women’s Rights Convention. 10 points
3. [Report on a text’s circulation](#) using database searches. 10 points
4. [Report on three scholarly journals](#) to which you could submit an essay. 5 points
5. [“Meta” book](#) review for final project (get my approval for topic first). 10 points

[Final project on the transmission of a text](#), consisting of the following:

- Preliminary presentation of text and approach (ungraded)
- Abstract and annotated bibliography. 5 points
- Presentation. 5 points
- Final conference-length paper (8 pp. plus works cited). 40 points

Policies

Late work will not be accepted. If you must miss class for any reason, including illness, and a paper is due that day, email me the paper ahead of time. In cases of debilitating illness, we will work together to devise a schedule for the completion of course work.

Inclusivity. The WVU community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. For more information on WVU's Diversity, Equity, and Inclusion initiatives, please see the DEI website <https://diversity.wvu.edu> (304-293-5600).

Accessibility. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise me and make appropriate arrangements with Accessibility Services <https://accessibilityservices.wvu.edu> (304-293-6700).

Sexual Misconduct. WVU does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence. (BOG Rule 1.6) It is important for you to know that there are resources available through the Title IX office if you or someone you know needs assistance: <https://diversity.wvu.edu/equity-assurance/title-ix> (304-293-5600). You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the [Carruth Center](#), 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the [Rape and Domestic Violence Information Center](#) (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline).

Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>. If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431. Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.

Graduate Writing Studio. The Graduate Writing Studio assists any master's or doctoral student in the development of the professional skills necessary to complete their graduate programs successfully and prepare for future positions within and beyond the university. Professional and friendly consultants work one-on-one with writers on all aspects of their academic and professional writing. The Studio also offers writing groups, writing retreats, and occasional workshops. To make an appointment, call 304-293-5788, visit the website <https://speakwrite.wvu.edu/writing-studio>, or drop by G02 Colson Hall.

Date	Topic	Readings	Work Due RAs due by 1pm
1/11	Course intro		
1/18	Library orientation (Alyssa Wright) Textual studies	Cases for textual studies: Marianne Moore, " Poetry " (versions) Walt Whitman, <i>Live Oak with Moss</i> , Broadview edition & manuscript ; " Calamus " cluster from <i>Leaves of Grass</i> (1860); Hershel Parker's commentary on the "Live Oak" sequence. Sojourner Truth, speech at 1851 Women's Rights Convention (versions)	Bring your laptop to class
1/25	Textual studies: from ms to print	Williams and Abbot	In-class quiz on W & A
2/1	Rare Book Room orientation (Stewart Plein) Textual Studies: editions	Reread the cases from 1/18	RA1, edition of Dickinson's "I taste a liquor never brewed"
2/8	Textual studies: book history, periodical studies, digital texts	Robert Darnton, "What is the History of Books?' Revisited," <i>Modern Intellectual History</i> 4.3 (2007): 495-508. https://dash.harvard.edu/handle/1/3403039 Meredith McGill, "Literary History, Book History, Media Studies," in <i>Turns of Event</i>, ed. Hester Blum (U of Pennsylvania P, 2016), 23-39, 176-79. Padmini Ray Murray and Claire Squires, "The digital publishing communications circuit," <i>Book 2.0</i> 3, no. 1 (2013), 3-23. Dierdre Stam, "Growing Up With Books," <i>Libraries & Culture</i> 41.2 (spring 2006): 189-218.	RA2, proposal for anthologizing Sojourner Truth's 1851 speech
2/15	Contexts for research: formulating research questions	Eric Slauter, "Revolutions in the Meaning and Study of Politics," <i>American Literary History</i> 22.2 (2010), 325-40. Michael Rothberg, "Quantifying Culture?" <i>American Literary History</i> 22.2 (2010), 341-46. Franco Moretti, "Graphs, Maps, and Trees—1," <i>New Left Review</i> 24 (Nov./Dec.2003), 67-93.	

2/22	Contexts for research: database searching Final projects: first view	Jeffrey Binder, "'The General Practice of the Nation': Whitman, Language, and Computerized Search in the Nineteenth-Century Archive," <i>American Literature</i> 88.3 (2016): 447-75. Timothy Sweet, " Tradition Through Repetition: 'The Present Crisis,' Social Action, and the Literary Excerpt Genre. " <i>J19</i> (2023): forthcoming.	Preliminary presentation of final project (not graded)
3/1	Contexts for research: literary histories; citation patterns	Eric Slauter, "History, Literature, and the Atlantic World," <i>Early American Literature</i> 43.1 (2008): 153-86. And responses in <i>Early American Literature</i> 43.1 (2008): 187-210: Alison Games, "Atlantic History and Interdisciplinary Approaches" Bryan Waterman, "From Text/Context to 'Situatedness'" Eliga Gould, "Atlantic History and the Literary Turn" Elizabeth Dillon, "Atlantic Practices"	RA3, report on a text's circulation
3/8	Academic genres: book reviews	Sample book reviews (in class)	RA4, report on journals for potential submission
3/15		Spring break	
3/22	Academic genres: abstracts, annotated bibs; conference papers	Sample abstracts, annotated bibliographies (in class)	RA5, "meta" book review for your final project
3/29	Textual studies revisited: iterations and fluid texts	John Bryant, "Rewriting <i>Moby-Dick</i> ," <i>PMLA</i> 125.4 (2010): 1043-60. Meredith McGill, "Echocriticism: Repetition and the Order of Texts," <i>American Literature</i> 88.1 (2016): 1-29.	
4/5	Individual conferences		Due by midnight, April 4, abstract and annotated bibliography

4/12	Writing week	Class does not meet	
4/19	Peer workshop on drafts	Notes on peers' drafts or workshop	Due by midnight April 17, complete draft of final paper
4/26	Final project: presentation	presentations in class	presentation

Final draft of paper due Monday, May 1