

San José State University
Department of English and Comparative Literature
English 201 Methods and Materials of Research, Fall 2015

Instructor:	Dr. Linda C. Mitchell
Office Location:	FOB 117
Telephone:	(408) 924-4453
Email:	linda.mitchell@sjsu.edu
Office Hours:	Mondays, Wednesdays, 12-1:00; Mondays, 3:15-3:45; and by appointment
Class Days/Time:	Mondays, 4:00-6:45 p.m.
Classroom:	BBC 126
Prerequisites:	Graduate standing

Faculty Web Page

(Not yet live) Copies of the course materials such as the syllabus and major assignment handouts may be found on my faculty web page at <http://www.sjsu.edu/people/Linda.Mitchell>. If you navigate to the English 201 page, you can find links to additional resources and electronic copies of class handouts.

Course Description

English 201 is a hands-on approach to the collection, evaluation, and presentation of research materials. Course work includes the history of manuscript/book technology, transcription, editing, textual histories, journals reviews, book reviews, a grant proposal, introduction to the scholarly community (i.e. libraries, conferences, protocols for submitting and giving papers), and bibliography. The course also requires a conference paper that includes an abstract, research, a polished draft, bibliography, and an oral presentation. This class is a requirement for students working toward an MA in English.

Master of Arts in English Mission Statement

The written word grounds the Master of Arts in English and Comparative Literature. Its students learn to analyze literature and to write on literary topics at an advanced level. Students complete a rigorous program of courses that introduce them to cutting-edge research while training them to understand a range of theoretical and literary-historical

frameworks for understanding literature. Before students earn a Master of Arts in English, they pass a two-part comprehensive exam. They also may choose to write a thesis. Students have the option to engage in graduate study in rhetoric and to train as college-level writing teachers. The program also offers students pathways to prepare for doctoral work.

MA Student Learning Objectives (SLOs)

Department of English and Comparative Literature Objectives

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

Class Objectives

Successful students in this course will demonstrate the ability to

- learn technique in transcriptions;
- look at textual histories;
- become comfortable finding information in research libraries;
- discover requirements for visiting major research libraries;
- research and write a full grant in an area of interest;
- learn how to write conference abstracts and conference papers;
- analyze book reviews and write a review;
- become familiar with the requirements of a journal article;
- compile an annotated bibliography;
- examine PhD programs, job opportunities in the discipline, and prepare a CV.

Class Tips/Strategies

- Be prepared for a heavy workload.
- This course requires that you complete tasks involving new research skills.
- Keep up with the assignments.
- Do the designated assignments **before** coming to class.
- Make a list of questions when you do your assignments and ask them in class if they are not covered.
- Be prepared to look at research in a more advanced, professional, academic way.
- Attend every class session. Absences affect your grade because you are not in class to learn and/or reinforce material as we discuss it.
- Understand underlying concepts.
- Seek out extra help when you need it. If you are not earning the grades that you desire, you *can* change your performance in the class. You have two resources available for assistance: (1) come see me during office hours, or (2) visit the on-campus Writing Center located in Clark Hall 126.

Required Texts and Materials

- 1) Richard D. Altick and John J. Fenstermaker, *The Art of Literary Research*. W. W. Norton, 1963.
- 2) D. C. Greetham, D. C. *Textual Scholarship*. Garland Publishing, republished by Routledge. Either first or second edition is fine.

(Reports from the Gibaldi text. You may borrow my copy for your assigned chapter.)
Joseph Gibaldi, *Introduction to Scholarship in Modern Languages & Literatures*,
MLA.

Recommended Texts

: Harner, James, *Literary Research Guide*, MLA

Methods: Class sessions will consist of a combination of lectures, class discussions, group discussion, oral presentations, and problem-solving exercises. You will be spending a lot of time in libraries, e.g., MLK and Green Library (Stanford).

Course Content

Reading

In English 201, there will be weekly assignments in tracking down answers to research questions, working through a transcription, tracing a textual history of a work, reading relevant material, following updates on list serves, revising abstracts and bibliographies, and researching for a conference paper. To do well in this class, complete the reading.

Semester Project

Your major semester project is due toward the end of the semester. You will complete a conference paper and deliver it to the class. As the semester progresses, I will provide more detailed information regarding this project. **This final project (abstract,**

bibliography, paper, and oral delivery) will not be accepted late—no exceptions! The semester project is worth a total of 20% of your course grade (200 points).

Class Work, Participation, and Homework

For most class sessions, you will be assigned exercises to complete from the Altick text; you may also be responsible for other handouts that are assigned as homework. We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you are not present in class. I expect you to attend class, come on time, and stay for the full class period. **Absences and/or tardiness will affect your grade.**

In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. **Turn off cell phones and put them in your bags during the class period. No text messaging. Period.** This behavior is both rude and unprofessional. Laptop computers and tablets are also forbidden during class time unless you have a documented need for a computer as a note-taking tool.

Class work, participation, and homework assignments are worth 15% of your grade (150 points).

Grading Breakdown and Policies

Grading Breakdown

Your final grade will be determined as follows:

Requirements:

1. A one-page transcription of Anthony Woodville's introduction to his translation of the *Dictes and Sayinges of the Philosophers* or *Day's Secretorie*; a gloss with footnotes, and a commentary of problems with this project, 5% (50 points)
2. A descriptive bibliography, 10%, (100 points)
3. A textual history of a work, 10%, (100 points)
4. A conference abstract, 5%, (50 points)
5. A book review, 10%, (100 points)
6. Weekly reports on a list serve you are on, 5%, (50 points)
7. An analysis of a journal article, 5%, (50 points)
8. Twenty-minute presentation of a polished conference paper, Bibliography handout, 20%, (200 points)
9. Annotated bibliography for conference paper topic, 5%, (50 points)
10. Library exercises from Altick, 10%, (100 points)
11. A grant project, 5%, (50 points)
12. Class attendance and participation, 10%, (100 points)

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)
900-929 points = A- (90%-92.9%)
870-899 points = B+ (87%-89.9%)
830-869 points = B (83%-86.9%)
800-829 points = B- (80%-82.9%)
770-799 points = C+ (77%-79.9%)
730-769 points = C (73%-76.9%)
700-729 points = C- (70%-72.9%)
670-699 points = D+ (67%-69.9%)
630-669 points = D (63%-66.9%)
600-629 points = D- (60%-62.9%)
0-599 points = F (0%-59.9%)

Grades: All grades will be recorded as percentages until the final average converts to a letter-grade equivalent: A =90-100%, B = 80-89%, C = 70-79%, D = 60-69%, below 60% = F. No late work will be accepted.

Late Policy

I am a prompt person, so I expect the same from you. While I will accept work up to one week after the due date, it will be graded down significantly. **For each calendar day that your work is late, it will be graded down one full letter grade.** If the assignment is turned in after the class period on the assigned due date, it will be graded down half a letter grade. **After one week, I will no longer accept the assignment.** If extenuating circumstances apply for any class work, you must contact me *before* the due date in order to request an extension or make necessary accommodations. Turn in your work on time to avoid late penalties.

Departmental Grading Policy

The Department of English reaffirms its commitment to the differential grading scale as defined in the official *SJSU Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

University Policies

Academic Integrity

Your commitment to learning is evidenced by your enrollment as a student at San José State University. The academic integrity policy of the university, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarizing (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade in this course and sanctions by the university.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Add/Drop Policy

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the policies in the catalog for the current semester at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar at <http://www.sjsu.edu/calendars>. The late drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the “Advising Hub” at <http://www.sjsu.edu/advising/>.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



Avoiding Plagiarism: Plagiarism is the unacknowledged use of somebody else's words or ideas and is considered an instance of academic dishonesty that instructors must report. Repeated instances of plagiarism will result in a student's expulsion from the University. You commit plagiarism by

- buying, stealing, or borrowing a paper;
- hiring someone to write a paper;
- building on someone's ideas without providing a citation;
- or copying from another source or using a source too closely when paraphrasing.

In other words, submit only your own work. To learn how to cite sources accurately and forthrightly, consult your handbook.

According to the SJSU Policy Manual on Greensheets, the instructor reserves the right to revise the requirements and to notify students of such revision in a timely manner, e.g., "subject to change, announced at least one class meeting in advance." (5.2.9)

The Policy manual on Greensheets also states, "Students enrolled in English classes at SJSU may expect a minimum of three hours of study and preparation time for every 1 hour of class time. Upper division courses shall include a term paper. In such courses, there will be an additional minimum of 25 hours of research and writing time expected." (5.3)

English 201: Methods and Materials of Research, Fall 2015, Course Schedule

Assignments must be completed by the day they are listed! SLO = Student Learning Objective. **ALWAYS bring any books to class from which reading is assigned for the day!**

Date	Topics, Readings, Assignments, Deadlines
Monday, August 24	1) Introductions, syllabus review 2) Discuss the purpose of list serves.* 3) Assign Greetham, chapters 1, 2, 3 to groups for next class period. 4) Handout: Go over common grammar errors to avoid in written work 5) In class: Begin transcription for Woodville & Day. (SLO 1)
Monday, August 31	1) Transcription presentations. 2) Write up of transcription due. 3) Greetham, chapters 1,2, & 3 4) Assign Altick exercises.
Monday, September 7	LABOR DAY
Monday, September 14	1) Go over assigned exercises in Altick. 2). Discuss Chap 4 in Greetham. 3) Discuss descriptive bibliography assignment. (SLO 7) 4) Assign Altick exercises. 5) Assign a call-for-papers from a website. 6) Comments on listservs.
Monday, September 21	1) Go over assigned exercises in Altick. 2) Discuss chapter 1, Altick. 3) Reports on list serves. (Ongoing for rest of semester) 4) Required for class tonight: a <u>current</u> call for papers. 5) Abstract workshop. (SLO 4, 7) 6) Write an abstract.
Monday, September 28	1) Go over assigned exercises in Altick. 2) Assign Altick exercises. 3) Present Descriptive Bibliography projects. 4) Discuss chapter 7 on Textual History in Greetham.
Monday, October 5	1) Go over assigned exercises in Altick. 2) Edit conference abstracts. 3) Finish Descriptive Bibliography presentations. 4) Discuss Altick, chapter 2.
Monday, October 12	1) Go over assigned exercises in Altick. 2) Workshop: Ph.D programs, statements, CV's. 3) Discuss textual history projects. (SLO 7) 4) Assign evaluation of journal article. 5) Chapter 3, Altick 6) Conference abstracts due

Date	Topics, Readings, Assignments, Deadlines
	7) Assign Altick exercises.
Monday, October 19	1) Report: analysis of an academic journal article. Turn in notes from report. 2) Go over assigned exercises in Altick. 3) Discuss chapter 4 in Altick. 4) Explain the grant proposal assignment. (SLO 7)
Monday, October 26	1) Discuss Altick, chapter 5. 2) Textual History presentations 3) Discuss annotated bibliography for Conference paper. (SLO 2)
Monday, November 2	1) Discuss Altick, chapter 6. 2) Finish Textual History presentations. (SLO 3) 3) Workshop on book reviews.
Monday, November 9	No Class. Veteran's Day
Monday, November 16	1) Discuss Altick, chapters 7. 2) Grant projects presentations 3) Bring draft of book review
Monday, November 23	1) Book review due 2) Style workshop. 3) Model of a conference paper
Monday, November 30	Conference paper presentations (SLO 3, 4, 7)
Monday, December 7	Conference paper presentations
Monday, Dec. 14	17:15 19:30 Scheduled time for final exam. Conference papers due. Include bibliography and handouts.

FALL 2015

ThursdayAugust 20 First Day of Instruction – Classes Begin
 TuesdaySeptember 1 Last Day to Drop Courses Without an Entry
 on Student's Permanent Record **(D)**
MondaySeptember 7 Labor Day - Campus Closed (L)
 Wednesday.....September 9 Last Day to Add Courses & Register Late**(A)**
 ThursdaySeptember 17 Enrollment Census Date **(CD)**
Wednesday.....November 11 Veteran's Day - Campus Closed (V)
 Wednesday.....November 25Classes that start at 5:00 PM or later will
 not meet.
*ThursdayNovember 26 Thanksgiving Holiday - Campus
 Closed (T)*
*FridayNovember 27 Rescheduled Holiday - Campus
 Closed (RH)*
 TuesdayDecember 8 Last Day of Instruction - Last Day of
 classes
 Wednesday.....December 9 Study/Conference Day (no classes or
 exams) **(SC)**
 Thursday-Friday.....December 10-11, Final Examinations **(exams)**

Monday-WednesdayDecember 14-16 Final Examinations (**exams**)
ThursdayDecember 17Final Examinations Make-Up Day (**MU**)
FridayDecember 18 Grade Evaluation Day (**E**)
MondayDecember 21 Grades Due From Faculty -