

San José State University
Department of English and Comparative Literature
201, Materials and Methods of Literary Research, 01, Fall, 2022

Course and Contact Information

Instructor(s): Meghan Gorman-DaRif
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Office Hours: Wednesdays, 11-1 (via Zoom) and by appointment
Class Days/Time: Thursdays 4:00-6:45, Hugh Gillis Hall, 227
Prerequisites: Classified graduate standing or instructor consent

Course Description

This course provides a foundation for MA students through an intensive introduction to methods of graduate level scholarship. We will practice formal analysis, review research techniques, including the use of databases, annotation of sources, and compilation of bibliographies, and develop writing strategies for various genres standard in the field, including abstracts, conference papers, and articles. This will be a fast-paced and challenging course, but one that will prepare students for the work of graduate level English studies.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

MA in English Program Learning Outcomes (PLOS)

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.

To those ends we will engage in all phases of close reading, thinking, and writing processes that produce clear and purposeful critical writing and collaborative dialogue.

Upon successful completion of this course, students will be able to demonstrate the following:

- 1) Analyze, contextualize, and critically respond to both content and form of literary texts through close reading (Weekly response posts; final papers; class discussions)
- 2) Effectively locate, synthesize, and apply interdisciplinary research to develop original interpretations of literature (Final paper and annotated bibliography)

- 3) Efficiently and effectively develop sophisticated writing in response to texts and in conversation with theory (Weekly response posts; mini conference presentation, final essay)

Required Texts/Readings

The Hungry Tide by Amitav Ghosh

Recommended:

They Say/I Say: The Moves that Matter in Academic Writing by Graff and Birkenstein

Secondary readings will be available via Canvas for download

Library Liaison

Peggy Cabrera Email: Peggy.Cabrera@sjsu.edu Phone: 408-808-2034

Course Requirements and Assignments

Weekly Response Papers

You will be asked to develop response papers to post to our discussion board each week (for a total of ten posts). Your contributions will include both an original post (at least 500 words) and a response to a classmate's post (at least 100 words). **Papers are due Wednesday at midnight; responses are due by Friday.** These short critical essays should center on the course readings for that upcoming week, focusing on reflecting on readings, or producing textual analysis through close reading skills and/or connecting the secondary readings to the primary text. Analytical papers should make an argument about some element of the text, as well as providing support for the argument with textual evidence and your own interpretation and analysis of the evidence to support your point or idea. The audience for this will be your peers - educated readers familiar with the text - therefore, the goal is to produce a value-added piece of writing for the class that hinges on persuading your readers that your interpretation is valid (though debatable). Examples might include: a pattern or theme you have noticed developing in the text, and what you think the author is trying to reveal through it; a close reading of a particular scene in an attempt to get at its possible meaning or implications; the use of outside research or secondary readings to contextualize the text and make an argument about it; a consideration of how the text's conditions of production may relate to or influence its meaning, etc. These posts are designed for you to be able to practice your analytical skills, and receive substantive weekly feedback on your writing and critical thinking in preparation for our longer writing assignment, and to encourage attentive reading practices to facilitate class discussion.

Abstract and Annotated Bibliography

In preparation for the final paper, you will be asked to submit an abstract of 250 words describing your project, along with an annotated bibliography of at least 7 sources. The annotations for each source should include the MLA citation of the source itself and a 250 word max summary of the source. Sources may be theory, criticism, or works of literature, depending on the needs of your paper.

Mini conference

You will be asked to present an early stage, or conference version, of the final essay to the class. Part of the presentation should include a handout or a powerpoint presentation to help guide your audience through the main claims of your paper. Your grade for the presentation will be based on the handout/ppt, the quality of your brief (10 minutes max) presentation, and the quality of the written essay (which you will turn in for feedback before expanding the final essay) 2,000 words.

Final Paper

For the final paper, you will be developing a traditional seminar paper. These papers should include at least 7 outside sources, should deeply engage with existing conversations on your topic while presenting an innovative and clear argument about the text you are analyzing. Papers should be at least 5,000 words.

Grading Information

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

The Department of English reaffirms its commitment to the differential grading scale as defined in the 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. Within any of the letter grade ranges (e.g., B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Weekly Response Papers	25%	CLO 1-4
Mini Conference	25%	CLO 2, 4
Annotated Bibliography	10%	CLO 2
Participation	10%	CLO 1, 2, 4
Final Essay	30%	CLO 1-4

<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Classroom Protocol

Attendance: Your success in this class will largely be dependent on your attendance and active participation in our lectures and discussions, as well as keeping closely up to date with our reading schedule. Staying on top of lecture and reading material will result in a better understanding of the material, which will translate into higher grades

across all assignments. Please plan accordingly and develop a schedule to manage the variety of assignments for this course, including readings and written assignments

Scholastic Honesty: Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the appropriate Dean's office on campus.

SJSU's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit course enhancement: annotated bibliography and mini conference.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Accessibility: Universal design is an accessibility principle by which expanding access to a space (like a classroom) or a conversation (like a curriculum) benefits everyone. I aim for universal design in my courses, and at the same time, I assume that each student learns differently. If you are facing a barrier to access in my class, I invite (and encourage!) you to talk with me about it in my office hours or by e-mail. In addition, the university and San Jose community offer many kinds of support services

- **Accessible Education Center** is online at <http://www.sjsu.edu/aec/> and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at aec-info@sjsu.edu. AEC is the office that handles requests for accommodations (<http://www.sjsu.edu/aec/current-students/accommodation-information/index.html>). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:
 - **Accessible Software and Training** (<http://www.sjsu.edu/aec/current-students/center-for-accessible-technology/accessible-software-and-training/index.html>)
 - **Deaf and Hard of Hearing Services** (<http://www.sjsu.edu/aec/current-students/deaf-and-hard-of-hearing-services/index.html>)
- **Gender Equity Center** is online at <http://www.sjsu.edu/genec/> and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at sjsugenec@gmail.com
- **MOSAIC Cross Cultural Center** is online at <http://www.sjsu.edu/mosaic/> and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1st floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at mosaic@sjsu.edu

- **Pride Center** is online at <http://www.sjsu.edu/pride/> and provides support on campus to LGBTIQQA students. Their library has a variety of resources and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1st Level.
- **Student Counseling and Psychological Services** is online at <http://www.sjsu.edu/counseling/> and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at counseling.services@sjsu.edu. You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.
 - **SCPS** has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which you can find at: http://www.sjsu.edu/counseling/students/Off-Campus_Assistance/Community_Resources/index.html - alcohol
- **The Office of Student and Faculty Success** is online at <http://www.sjsu.edu/sfs/> and they have a wide range of services to provide support for the campus community, including:
 - **#FinishIn4** (<http://www.sjsu.edu/californiapromise/>)
 - **Project Succeed** (<http://www.sjsu.edu/projectsucceed/>)
 - **Academic Advising and Retention Services** (<http://www.sjsu.edu/aars/>)
 - **CommUniverCity** (<http://cucs.org/>)
 - **E-Campus** (<http://www.sjsu.edu/ecampus/>)
 - **Peer Connections** (<http://peerconnections.sjsu.edu/>) offers peer mentoring and tutoring services
 - **Student-Athlete Success Services** (<https://sjsuspartans.com/sports/2018/8/3/ot-sjsu-academic-services-html.aspx>) offers academic and study skills services for student athletes
 - **Office of Supported Instruction** (<http://www.sjsu.edu/supportedinstruction/index.html>) offers courses in Math and Writing to first year students for college success.
 - **TRIO ASPIRE Program** (<http://www.sjsu.edu/aspire/index.html>) offers support services to students from underrepresented groups.
- **Student Health Center** is online at <http://www.sjsu.edu/studenthealth/>. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.
- **YWCA Silicon Valley** (<https://ywca-sv.org/>) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782
- **San José State Writing Center** is online at <http://www.sjsu.edu/writingcenter/> and offers free consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process. You can schedule an appointment online, or contact them at 408-924-2308. They are located on the second floor of the MLK library, as well as offering drop-in tutoring in Clark Hall 126.
- **Peer Connections** is online at <https://www.sjsu.edu/peerconnections/> offers peer-tutoring for SJSU students. You can book online or call 408-924-2587
- **Technology Resources:** if you need, you can check out technology equipment from IT at <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>
- **Study spaces:** SJSU has designated available classrooms for student study and workspace purposes. When these classrooms are not in use for teaching purposes, they are available for students to use. Students may use the classrooms for individual or group studying, attending online classes while on campus, and other student work activities. All classrooms have wifi. Only a limited number of outlets are available in any classroom. Find out the availability of these classrooms here: <https://www.sjsu.edu/learnanywhere/campus-resources/study-resources.php>

ENG 201: Materials and Methods of Literary Research, Fall 2022 Course Schedule

Below is a table with the proposed weekly agenda for the semester. This is subject to change with fair notice. Notification of changes will be made via Canvas Announcements, or in class. Please make sure that your email on Canvas is your preferred email.

8/25	Introductions, syllabus, key ideas and concepts for the course	<ul style="list-style-type: none"> • Read Altick, “Vocation” and <i>The Spirit of Scholarship</i>” • Read Eagleton, “What is Literature” from <i>Literary Theory: An Introduction</i> • Read, Bodo et.al. “Can scholarly pirate libraries bridge the knowledge access gap?” • Complete course survey. <p>Discussion Post on Readings</p>
9/1	Finalizing learning objectives and assessment modalities	<ul style="list-style-type: none"> • Read Altrick, “Finding Materials” and “The Scholars Life” • Read Booth et.al “Research, Researchers, and Readers” <p>Discussion Post on Readings</p>
	Unit One: Close Reading and Topic Selection	
9/8	Close reading steps and best practices	<ul style="list-style-type: none"> • <i>The Hungry Tide</i> • Techniques of Close Reading, Chapters 1, 2, and 3 <p>Discussion Post: Brief close reading of one small section or passage from <i>The Hungry Tide</i></p>
9/15	Discussion of <i>The Hungry Tide</i> , work on topic selection of close reading #1	<ul style="list-style-type: none"> • <i>The Hungry Tide</i> • Close reading #1 – textual analysis <p>Recommended:</p> <ul style="list-style-type: none"> • Techniques of Close Reading, Chapter 4 and 5
9/22	Discussion of <i>The Hungry Tide</i> , best practices of integrating outside research: contextual analysis.	<ul style="list-style-type: none"> • <i>The Hungry Tide</i> • Close reading #2 – contextual analysis <p>Recommended:</p> <ul style="list-style-type: none"> • Swales and Feak, “Writing Critiques” (pp. 228)
	Unit Two: Research and Composition	
9/29	Guest Lecture: Textual Scholarship with Dr. Stork	<ul style="list-style-type: none"> • Altrick, “The Philosophy of Composition” • Booth, et.al, <i>The Craft of Research</i> (Asking Questions, Finding Answers)

	Discussion of <i>The Hungry Tide</i> , overview of annotated bibliography assignment	<ul style="list-style-type: none"> Christenberry et.al, <i>Literary Research and Postcolonial Literatures in English: Strategies and Sources</i> Introduction, Chapter 1: Basics of Online Researching, and Chapter 2: General Literary Reference Sources One source annotation as discussion post <p>Recommended:</p> <ul style="list-style-type: none"> Swales and Feak, <i>Academic Writing For Graduate Students</i>, “Constructing a Research Paper” (pp. 277)
10/6	Workshopping paper ideas, sources, etc.	<ul style="list-style-type: none"> They Say/I Say: Introduction, Chapter 1, and Chapter 2, Chapter 3 <p>Recommended:</p> <ul style="list-style-type: none"> ‘Dreams of revolt’, the ‘revolt of nature’: World literature and the ecology of revolution by Sharae Deckard, in World Literature and Dissent “Spatial Justice: The ecological imperative and postcolonial development” by Malcolm Sen The Great Derangement: Climate Change and the Unthinkable by Amitav Ghosh
10/13	Guest Lecture: Digital Humanities with Dr. Harris	<ul style="list-style-type: none"> Annotated bibliography and abstract due
10/20	Abstract review and drafting workshop for mini conference	<ul style="list-style-type: none"> Booth, et.al 7 “Making Good Arguments” They Say/I Say, Chapter 4, Chapter 7 <p>Recommended</p> <ul style="list-style-type: none"> Swales and Feak, Unit 8: Constructing a Research Paper II
	Unit Three: Writing and Revision	
10/27	In class mini conference	
11/3	In class mini conference	<ul style="list-style-type: none"> Reflections due on mini conference papers Sunday, 11/6
11/10	Revision and expansion strategies	<ul style="list-style-type: none"> They Say/I Say, Chapter 11 (Revision) Booth et.al. Chapter 14 (Revising)
11/17	Writing Workshop and conferencing for final paper	
		Thanksgiving Break
12/1	Last day of class	
		Final Essays due 12/12