



ENGLISH 595.01W
Research Lit/Techniques
CRN: 20701
COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Susan Louise Stewart

Office Location: Talbot 314

Office Hours: W, 10-12; R, 2-6, or by appointment (the possibility exists that I'll need to change my office hours after midterms. It's always wise to make an appointment even during office hours, for I frequently have several student appointments during office hours. I'm on campus much more than my office hours; these are just the times that I try to keep free for student consultations. It doesn't always work that way, but I try.

Office Fax: 903-886-5980

Phone: N/A: please email me. I will respond within 24 hours to emails sent to me M-R by 5:00

University Email Address: susan.stewart@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: Generally within 24 hours M-R

COURSE INFORMATION

Course Materials: MLA 8th Edition; Word (do not use pdfs or google docs)

"Warning Will Robinson" (from the old series, *Lost in Space*). Please note that this is NOT the time to say to yourself, "Although I haven't taken any classes on the topic or done any previous research on it, it would be fun to start from scratch and work on a NEW project! Yay!" Do. Not. Start. New. Research. Draw from classes you've taken and previous research. Now, that doesn't mean you can simply recycle an old bib essay or annotated bib. No. You will have to make it different somehow. Work with me and we will discuss some of your options.



And one other important item. Hand your work in on time. Make sure it's ready for me to read (no typos, complete, follows direction, formatted, etc.—including drafts). Otherwise, my response will move far down on my priority list.

Course Description:

Description from the Graduate Catalog: “This course requires an extensive investigation into a topic agreed upon by the student and the advisory committee.”

Description for this semester’s course:

Students have a choice regarding their final Master’s project: 518 (thesis option, 30 hours) or this class, 595 (non-thesis option, 36 hours). In an effort to streamline the 595 process, the Department of Literature and Languages now offers ENG 595 as an organized class. During the class, students will write an abbreviated proposal, compile a bibliography, take the comprehensive exam—an annotated bibliography with an introduction—and complete the final project, a bibliographic essay. Students can enroll in 595 once they have completed 27 hours towards their degree. Policies and procedures pertaining to ENG 518 (thesis option) will remain the same for now.

Other Important Items:

By this time, you have taken several ENG graduate courses. You should know how to format. **For this class, use MLA 8th edition.** Do not guess about formatting your entries!!!! Everything that comes to me needs to be as error free as possible; in-text citations and the works cited should be nearly meticulous if not entirely. I am not your copyeditor, nor is your specialist; thus, you need to take care of grammatical and citations on your own (if you have difficulties, find someone to help you proof). If I run into many typos, grammatical, citation/bibliographic errors, I will send the paper back without comment and ask you to make sure it is print ready (an old newspaper term—once it goes to print, no more fixing). That will slow you down. If I see you’re having syntax/structure problems, I’ll ask you to seek help from the Writing Center.

- It is each student’s responsibility to keep the degree plan current.

Course Objectives:

1. Demonstrate the ability to identify appropriate secondary sources. Appropriate sources include peer-reviewed and substantive journal articles as well as monographs and anthologies published by academic presses. Attention should be paid to dates of publication (I.e., current as well as older articles)
2. Extensive and appropriate use of secondary sources by means of summaries of arguments, identification of opposing views, paraphrase and brief quotations when appropriate
3. Identify a topic that allows for engagement in complex and rigorous research
4. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the scholarship associated with the topic
5. Write an annotated bibliography and bibliographic essay that reflect a solid understanding of the conventions associated with annotated bibliographies and bibliographic essays
6. Use secondary scholarship in ways that reflect the conventions associated with researched writing: summaries, paraphrase, quotations, with works cited or bibliography

Outcomes:

1. Students will demonstrate their ability to identify a topic that allows for engagement in complex and rigorous research as measured by an evaluation of each student's contract with her or his faculty specialist.
2. Students will demonstrate their ability to identify appropriate secondary sources as measured by an assessment of the students' bibliography.
3. Students will demonstrate their understanding of the conventions associated with annotated bibliographies as measured by an evaluation of the students' annotated bibliography.
4. Students will demonstrate their understanding of the conventions associated with researched writing including bibliographic essays as measured by an evaluation of the students' final project.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments: This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. The assignments for this course have been designed to facilitate the steps required of students to complete their 595 projects and comprehensive exam.

Assignments:

Sorry this has to be bold and in red, but please, please, please, you must receive approval from me before sending any materials to your specialist. Direct your questions to me.

Assignments will be graded S (Satisfactory) or U (Unsatisfactory). Having said that, the gradebook requires that I put number or letter grades in. I don't know what that's about. But you'll know where you are in the class once I've returned materials to you.

- Project 1: Proposal/Contract Student Learning Outcome #1: Students will demonstrate their ability to identify a topic that allows for engagement in complex and rigorous research as measured by an evaluation of each student's contract with her or his faculty specialist.
- Project 2: Bibliography Student Learning Outcome #2: Students will demonstrate their ability to identify appropriate secondary sources as measured by an assessment of the students' bibliography.
- Project 3: Comprehensive Exam: Annotated Bibliography with Introduction Student Learning Outcome #3: Students will demonstrate their understanding of the conventions associated with annotated bibliographies as measured by an evaluation of the students' annotated bibliography.
- Project 4: Final Project: Bibliographic Essay/Review of Literature Student Learning Outcome #4: Students will demonstrate their understanding of the conventions associated with researched writing including bibliographic essays as measured by an evaluation of the students' final project.

Proposal/Contract: Within the first week to 10 days of the semester, confer with a faculty member specializing in the topic area and write an abbreviated proposal with a bibliography consisting of 7-10 scholarly texts on your topic. The form is in doc sharing. I have also included a place where the faculty specialist can provide any special instructions on the proposal. Once I have approved it, you will send it to your faculty specialist who will either approve it or ask for revisions.

Bibliography:

- At the beginning of this document, include enough information from your contract/proposal to remind your specialist and me the focus of your project.
- Compile a bibliography consisting of a minimum of 20-30 scholarly resources, though this number is negotiable according to your specialist. Your sources need to be a combination of scholarly books (that can include individual chapters) and journal articles. At least 50% of those articles or books need to be published in the last 10 years (again, negotiable with specialist). If you can't find enough texts, let me know. Do not annotate the entries at this time.

- At the end of each bib entry, include key words that will help you identify the section where you'll eventually discuss them in your exams and bib essay
- Divide your bibliography into topics (and alphabetized within the topics).

Comprehensive Exams: Annotated Bibliography with Introduction & Follow-up: Your comprehensive exam will consist of an annotated bibliography with an introduction and deliverables. In one document, identify the following in this order:

Part 1: Introduction: Provide an overview of your annotated bib. You can use part of all of what you've written for the function statement. Identify reoccurring themes in the scholarship; discuss intersections, divergences, parallels, and your conclusions (as much as is possible in 1600 words). The introduction should be a minimum of 1600 words.

Part 2: Deliverables—In whatever form you want to do it (paragraph, bullet points, etc.) identify scholarship you disagree with, any gaps you see in the scholarship, or scholarship that doesn't take an idea far enough. This will hopefully help you identify your own argument for the bib essay.

Part 3: Annotated Bibliography: Your annotated bibliography should consist of a minimum of 20-30 entries (though this number is negotiable with your specialist). Annotations will consist of 150-200 words not including the bibliographic information. Remember that if you quote, you have included page numbers. Divide your annotated bibliography into topics (and alphabetized within the topics). Your faculty specialist and I will read the document and determine whether it is satisfactory or unsatisfactory.

Final Project: Bibliographic Essay: Write a bibliographic essay wherein you discuss the relevant/important scholarship regarding your topic. The essay will include a function statement, argument, and a conclusion. The essay will be between 6500-7000 words and will discuss 20-30 sources (or a number that you and your specialist will decide upon). An example will be provided in document sharing for this unit.

Evaluation of Assignments

Bibliographic Entries:

Do not use book reviews (articles summarizing and judging critical texts) or interviews.

- Articles come from journals that are peer-reviewed
- Books are published by acceptable publishers: academic publishers such as Routledge, Taylor & Francis, Sage, MLA, etc., and most university presses (see http://www.aaupnet.org/index.php?option=com_contact&view=category&catid=7&Itemid=18)
- Scholarship demonstrates depth. That is, scholarship is more than an opinion piece, journal introduction, or brief overview. For instance, early issues of some journals have articles that are

2 or 3 pages long. Articles like that generally won't provide the depth necessary for your projects. You can include such articles, but they should be in addition to the requirements.

- Older scholarship is balanced by contemporary scholarship.
- Bibliographic entries accurately reflect the style associated with area of study (generally MLA for English Studies.)
- Entries are applicable to the topic
- Your treatment of the entries demonstrates your depth of the topic.

Annotated Bibliographic Entries

In addition to the above:

- You have accurately identified the premise of the scholarship and clearly conveyed the ideas in such a way that the reader need not consult the text in order to understand the argument
- Quotations are minimal; page numbers are included
- Writing is free of errors or nearly so
- Prose reflects graduate-level work

Comprehensive Exam and Bibliographic Essay

In addition to the above elements, the introduction to the exam and the bibliographic essay should demonstrate the following:

- Smooth transitions between texts and ideas. Quotations are meaningful, have been explained clearly, and are embedded in your own words
- You have obviously paid attention to how your language sounds as well as what it says

Grading

All assignments will be graded on Satisfactory (S) or Unsatisfactory (U) basis. Students must complete all assignments with a grade of S in order to pass the course. To reiterate: Students who do not complete all assignments and the project in the semester for which they have enrolled will have to take the course again and pay all tuition and other fees associated with retaking the course; taking an incomplete is not an option.

TECHNOLOGY REQUIREMENTS

- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. It is recommended strongly that you perform a "Browser Test" prior to the start of the course.

Do not use google doc. The format doesn't hold up in D2L.

TECHNOLOGY REQUIREMENTS

Browser support

Because this course is taught online, regular and reliable computer access is essential for students. The following information has been provided to assist you in preparing to use technology successfully in this course.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard

spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" in Brightspace to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

Please contact me via email. You can expect a response within 24 hours if I receive your email Monday-Thursday, 5:00 p.m. Unless otherwise noted, I will submit feedback in D2L.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The due dates are firm. Your work must be complete and handed in on time to ensure that (1) I respond to the text; (2) you have the best chance to complete the course. Please note that incompletes are unavailable for this course. All assignments must be completed and handed in by the due dates. If not, the student will have to retake the course and pay for it once again.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

I will include other minor assignments as needed. This is for the major components of the class only. Details and dates will be available in D2L

Weeks 1-3, Getting started, contract, permissions, Project 1

Week 3-6 Bibliography, Project 2

Week 6-8 Exam, Project 3

Week 10-14 Bib Essay, Project 4

Week 15 Bind the essay