



THE 595: RESEARCH LITERATURE & TECHNIQUES
COURSE SYLLABUS: SUMMER I 2025
TUESDAY 9 a.m. - 4 p.m.
PAC 112 & ZOOM

Instructor: Rebecca Worley, MFA, Associate Professor of Theatre
Office Hours: Wednesdays 10 a.m.-noon or by appointment
University Email Address: Rebecca.worley@etamu.edu
Communication Response Time: M-F within 24 hours

COURSE INFORMATION

Required Textbooks:

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

PDFs of other readings (from *Destination Dissertation*, Sonja K. Foss & William Waters)

Assorted Hand-outs (distributed in class and/or posted online)

Course Description:

Survey of the principles and methods of research and writing in theater with a focus on selected areas of research/scholarly interest. The course will build upon itself, the culmination of which will be the final 595 paper (literature review). The literature review is a synthesis of scholarly sources that speak to the student's primary research question, which will be developed during the course as guided by the instructor. There are numerous options from which the student may choose to focus the 595 paper, including artistic projects undertaken during the few months prior to the class.

Student Learning Outcomes:

1. Explain the intricacies and complexities of various theatre theories/events/encounters/techniques.
2. Synthesize theatrical information and research in quality, graduate-level scholarly writing.
3. Write critically using analytical thinking skills about theatre topics

Course Objectives:

The purpose of the 595 project is to show that you can synthesize a large number of scholarly sources, using appropriate style/format in your own quality writing. It is important to remember that your paper must be of the highest quality as it is kept on file in the Department of Theatre for a minimum of five years as an example of graduate student accomplishment.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

Active Participation (15 pts): Your active participation will play a substantial role in acquiring your final grade. This graduate course is structured to support a "community of learners." In order to contribute to the community, you must come to class fully alert, prepared, and ready to actively participate in discussions of assigned readings or engagement in determined activities, etc. Be aware that the "participation" aspect of your grade requires more than simply being present or arriving to class on time (although absences and late arrivals/early departures will significantly reduce your active participation grade). Please keep in mind that you must be present in order to participate. Lack of demonstrable preparation will have a substantial negative impact on your course grade.

As graduate students you should realize the importance of acquiring skill in voicing your opinions during discussion in positive and respectful ways. Realize that, sometimes, you will have to agree to disagree with other members of the class. As I know that you all can do: avoid "knee-jerk reactions" and frame your comments respectfully, with scholarly intelligence, and as a point of academic discourse. Disrespect, rudeness, or offensive language of any kind has no place in the classroom. If such an instance occurs (either toward another student or the instructor), I will ask the student to leave and/or substantial points will be reduced from the student's active participation grade.

Participation grades will be calculated daily and reflected upon/tabulated at the end of the semester. Each student will begin with a mid-passing participation grade of 10 points. Strong effort or lack of effort during each class and over the course of the semester as a whole will either raise or lower that grade.

Research Questions (15 pts): (RQ on Class Schedule) are questions that "guide your research process, [and] tells you what to look at and what to ignore" while conducting research (38). The research question identifies the theoretical construct, supplies a clear unit of analysis, identifies your study's contribution to a theoretical construct, and holds the possibility to produce multiple insights about your theoretical construct. Students will submit 3-5 RQs as potential guides for their final paper.

Preproposal with Annotated Bibliography (20 pts): Students will submit a one-page summary of your "thesis" that follows the elements outlined on pg. 35 of *Destination Dissertation*. In addition, students will include an annotated bibliography of 2-3 sources on their given topics. This bibliography must be correctly formatted in the current MLA style, and each entry must have a concise precise of that text's argument. The key is brevity and clarity; each precise should be no more than 50 words and be a summary that is as free of judgment as possible. We will look at examples of a preproposal and annotated bibliography in class.

Peer Review & Response (20 pts): Each student will provide a rough draft of their Literature Review complete with (at least) 5 cited documents for a peer to review. Students should provide their peers coherent, well-organized documents ready for editorial comments.

Students will submit for a grade a review and response to the first draft of their peer's work. The review/response should include insightful comments about clarity, organization, quality of sources, and relevance of the Lit Review to the "final product." They should also respond to any spelling, punctuation, grammatical, and MLA formatting (both in-text and Works Cited) issues.

Literature Review (30 pts): Your major paper for the semester (the official 595 document) is a survey of research literature (a literature review) on a particular subject. Select a topic of particular interest to you and find the most relevant 10-15 *scholarly* documents (articles, books, etc.) on that topic. Feel free to include significant pieces that may have been written quite some time ago. Read these pieces carefully and then write an 8-10 page review of this material. Make sure that your review does not simply report on one article after another. Provide your own organizing scheme for the material. Your literature review should convince the reader that you have offered a credible and compelling account of the material on your subject.

Grading:

The following grading scale will be used to determine all individual grades as well as the student's overall grade in the course:

90-100 =	A
80-89=	B
70-79=	C
60-69=	D
59 and below=	F

Please note: A grade of "A" will not be assigned to an individual who has not completed ALL outside of class assignments, regardless of average.

<h3 style="text-align: center;">TECHNOLOGY REQUIREMENTS</h3>
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All course sections offered by ETAMU have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 ETAMU campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

My Personal Policy:

Please keep in mind that I am a human. I have a family. As such, please see below for my boundaries so that I may maintain my own self-care yet still be available for you as my student:

- You may email me at any point for guidance, questions, etc. I will respond within 24 hours between the hours of **9 a.m.-5 p.m. Monday through Friday**
 - General course-specific questions: **review your syllabus/look at the handouts/check D2L/ask a classmate first**. If your question has already been addressed, then you will have the answer you need.
 - **When emailing me:** Please make your emails clear and concise. In addition, please follow some common “email etiquette” procedures in order to keep our electronic communication effective and efficient. Specifically:
 - Write a relevant subject line (ie: “American Theatre class question,”)
 - Address me by name (ie: “Dear Professor Worley” or “Hi Becca” or just “Becca”)
 - Concisely state what it is you need. If it can't be communicated in a concise manner, schedule an appointment (see below)
 - **Sign your name**
- I will **NOT** check email on the weekends, which means I will respond Monday morning.
- If you need to ask me an **URGENT** question regarding class at *night*, you may text me. Note, however, that I will **only respond between the hours of 5-8 p.m.**
- If you need me outside of the student/teacher relationship, please text me. I will respond (via text or phone call) as soon as I can.

Office Hours & Appointments:

To schedule an appointment, scan the QR code below or go to:

<https://forms.gle/d6sVegToM77KLSm1A>.



COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Attendance Policy:

Attendance is mandatory and grades will be lowered ½ letter grade per absence. While I will be flexible with technical difficulties (for those attending via Zoom), **plan accordingly.** That being said, I do understand that there are unavoidable, *emergency* situations in life. You are allowed one *emergency* absence in this course with no attendance grading penalty (although you are still responsible for all work during said absences).

Late Arrivals:

As with absences, I will be flexible with technical difficulties (for those attending via Zoom); however, all attempts to join our weekly meetings **on time** should be made. The class will begin promptly at 9 a.m. & 1 p.m. If you are experiencing technical issues, please text me so I know you are making all attempts to join class on time. Also, you are expected to stay in class/the meeting until dismissed. An early departure will significantly reduce your participation grade, as well. **Two late arrivals (within the ten-minute grace period) or early departures (or any combination of the two) may be counted as one absence in the class.**

Late Work:

I do not accept late work.

Extra Credit:

As a general rule, there is no extra credit offered in this class – please, do not even ask.

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.

Incompletes:

Under normal circumstances, an Incomplete (I or X) will NOT be given for a final grade in this course. Per University policy, students who **because of circumstances beyond their control** are unable to attend classes will, upon approval of their instructor, receive a mark of X (incomplete) in all courses in which they were ***maintaining passing grades at the time of the request*** for an incomplete.

University Specific Policies and 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>

ETAMU 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 ETAMU 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

ETAMU

Velma K. Waters Library Rm 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/)
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

ETAMU 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 ETAMU 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 ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Mental Health

Please make sure that you are taking care of yourself, not just with the work in this class, but also balancing what is happening in your life. Know that there are people willing to listen and help if needed. If you or someone you care about is in need of any assistance, please reach out to me or use the following resources:

- The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by **calling 903-886-5145**. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel
- The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app or go to <http://telusproduction.com/app/5108.html> and explore the resources available to you for guidance and support whenever you need it.

- Crisis Text Line: Text “MHFA” to 741741
- Lifeline Crisis Chat: www.crisischat.org
- National Suicide Prevention Lifeline:
 - Main Number: 1-800-273-TALK (8255)
 - Spanish: 1-888-628-9454
 - TTY (teletypewriter): Preferred relay service or daily 711 then 1-800-799-4889

AI Use in Courses (Draft)

ETAMU acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors’ guidelines. **If no instructions are provided the student should assume that the use of such software is disallowed.**

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

COURSE OUTLINE / CALENDAR

Reading and assignments are due on the days on which they are listed below.

WEEK ONE (6/3)

Morning	Reading: MLA Handbook (Chpts. 1-3; pp. 1-93) & <i>Destination Dissertation</i> (Chpt. 3) Intro to course, assignments, & Comprehensive Exams Library “Visit”
Afternoon	Discuss Research Questions Conceptual Conversations with partner(s) *Comprehensive Exam discussion*

WEEK TWO (6/10)

Morning	Reading: MLA Handbook (Chpts. 4-5; pp. 95-226) & <i>DD</i> (Chpt. 4) RQs due
Afternoon	Discuss RQs with CC partner(s) & one-on-one time with Becca Discuss Preproposals and Annotated Bibliographies Exploration of RQs → Pre-proposals *Comprehensive Exam discussion/work*

WEEK THREE (6/17)

Morning **Reading:** *DD* (Chpt. 5)
Preproposal and Annotated Bibliography due
 Discuss Lit Review
 Discuss Preproposals with CC partner(s) & one-on-one time with Becca

Afternoon **Comprehensive Exam Round 1**

WEEK FOUR (6/24)

Morning **Reading:** MLA Handbook (Chpts. 6-end; pp. 227-346)
 Peer Review & Response of 1st Draft of Lit Review and (working) Works Cited
 with CC partner(s)

Afternoon **Peer Review & Response due**
Comprehensive Exam Round 2

WEEK FIVE (7/1)

Final Lit Reviews Due (via email) by noon on 7/2