



English 599.02W – Bibliography and Methods of Research Spring 2026

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Office: Talbot Hall of Languages, 125

Department: Literature and Languages

Office Hours:

Tuesdays 11:00 am – 4:00 pm, email for appointment

Phone: 903.468.3260

Preferred Form of Communication: office hours and email

Communication Response Time: within the day

Course Description: For beginning literature and languages graduate students who have not had an equivalent graduate-level course, this course covers manuscript preparation, format; research techniques for literary, linguistics, and composition/rhetoric studies. This is an approved doctoral research tools course.

Course Objectives:

By the end of this course, students will demonstrate the ability to:

1. **Produce Original Scholarship:** Develop and complete an original analysis (15-20 pages) that contributes meaningfully to an ongoing scholarly conversation and demonstrates mastery of research and analytical skills.
2. **Engage Critical and Theoretical Frameworks:** Apply appropriate literary theories and critical methodologies to textual analysis, demonstrating understanding of how theoretical approaches shape interpretation.
3. **Demonstrate Advanced Research Skills:** Conduct literature reviews, synthesize secondary sources effectively, and integrate primary and secondary evidence to support a sustained, complex argument.
4. **Refine Academic Writing and Revision Practices:** Develop advanced skills in academic writing, including clear argumentation, logical organization, proper citation, and the ability to revise in response to feedback.

Textbooks:

- **Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*** (9th edition) (keep in mind that it follows Chicago style, but we will be using MLA, which is why the next textbook is necessary)
- **MLA Handbook** (9th edition)
- **James L. Harner, *Literary Research Guide***
- **Booth, *The Craft of Research*** (available online at Waters Library)

Assignment Summary:

Major Assignments: 70% total

1. Week 4: Annotated Bibliography — 10%
2. Week 7: Research Proposal and Literature Review — 10%
3. Week 12: Manuscript Draft with Documentation — 20%
4. Week 14: Final Manuscript Submission + Cover Letter — 25%

Mini-Assignments: 30% total

1. Week 2: Database Comparison Exercise — 4%
2. Week 5: Reverse Outlining for Synthesis — 4%
3. Week 8: "So What?" Ladder Exercise — 4%
4. Week 9: Argument Mapping — 5%
5. Week 10: Description vs. Analysis Transformation — 4%
6. Week 11: Argument Development Matrix — 4%
7. Week 13: Peer Review Letters — 10%

Interaction with Instructor Statement

I will be holding regular office hours (see the header on this syllabus) and I encourage you to schedule time with me ahead of time so I can supply a zoom link. Alternatively, you can come to my office in person. Consider these office visits as a way for you not only to ask questions, but to also develop your ideas for your assignments, and to engage with the material outside of class. If the office hours I have are not ideal for your schedule, I am also able to make individual appointments.

If you send an email I will answer it that same day if the email was sent between 8 am-4 pm on weekdays. If your email was sent after those specified times, I will reply the next morning or after the weekend. Please follow proper email etiquette. I do not check brightspace email, so only send emails to the university address: eralda.lameborshi@etamu.edu

Things to Keep in Mind

1. All Writing Projects **must be** turned in on LMS (see next section for access) on the due date and time. No make-up work is allowed on major assignments. **Late work** will be penalized 10% of the grade per day that it is late.
2. All work needs to adhere to **MLA format** with appropriate documentation
3. **Plagiarism**, or turning in work that is not one's own, runs counter to the most basic purposes and presumptions of higher education. The minimum penalty for plagiarism will be failure of the assignment. In repeated cases, the penalty is failure of the course and filing paperwork with the department head (see section below on academic integrity).

4. All students will be graded on their ability to: 1. Achieve the goal of the specific assignment 2. Efficiently and effectively communicate through writing 3. Properly format the work and 4. Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

Technology Requirements

We will often use D2L, and in the case of web-based courses, D2L will be our virtual classroom. It is your responsibility to make sure that you have all technology requirements met for a successful interaction with online learning spaces. For more on technology requirements see here: <https://inside.tamuc.edu/facultystaffservices/academictechnology/readiness-for-online-courses.aspx>

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

If you have any questions or are having difficulties with the course material, please contact me via email: LameborshiEralda@tamuc.edu

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>

Syllabus Change Policy

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

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 here:

<https://inside.tamuc.edu/campuslife/campusservices/studentRights/Code%20of%20Conduct.aspx>

Student Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts,

Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \(“Student Appeal of Instructor Evaluation”\)](#).

Attendance

For more information about the attendance policy please visit the attendance webpage: <https://inside.tamuc.edu/admissions/registrar/generalinformation/attendance.aspx>

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: <https://www.tamuc.edu/college-of-business/integrity-policy/>

Use of AI

Texas A&M University-Commerce 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).

No use of AI tools is allowed in this course.

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.
13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu, <https://www.tamuc.edu/student-disability-services/>

Mental Health Services

The Counseling Center at A&M-Commerce, 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

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 based on race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained. For more on this see here:

<https://inside.tamuc.edu/aboutus/administrativeoffices/academicAffairs/handbook2016/section-iii.aspx>

Campus Concealed Carry Statement

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.

For more on campus carry policy see here:

<https://inside.tamuc.edu/aboutus/CampusCarry/FAQs.aspx#:~:text=to%20carry%20guns%3F-.Any%20individual%20who%20holds%20a%20current%20and%20valid%20license%20to,where%20permitted%20on%20university%20property.>

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

Tentative Course Calendar

Week 1: Introduction to Research Methods & Citation Styles (Feb.2)

Topics: Course overview, understanding scholarly conversations, introduction to style manuals

Readings:

- Turabian, *Manual for Writers*, Part I, chapters 1-3
- MLA Handbook, Introduction & sections on citing sources
- Online Discussion

Week 2: Database Literacy & Search Strategies (Feb. 9)

Topics: Using library databases, keyword development, Boolean operators, subject headings

Readings:

- Harner, *Literary Research Guide*, Introduction & Chapter 1
- Browse: Water library's research guides for English/Composition

Due: Mini-Assignment 1: Database Comparison Exercise

Week 3: Source Evaluation & Building a Bibliography (Feb. 16)

Topics: Evaluating scholarly sources, credibility assessment, beginning annotations

Readings:

- Harner, *Literary Research Guide*, relevant sections for your subfield
- MLA Handbook, sections on bibliography formatting
- Online Discussion

Week 4: Annotated Bibliographies & Research Focus (Feb. 23)

Topics: Writing effective annotations, synthesizing sources, narrowing topics

Readings:

- Turabian, Part I, chapter 4, and Part II chapters 15-16 (keep in mind that this textbook is Chicago style focused, not MLA)
- See MLA Handbook for guidance on citation for the Annotated Bibliography

Due: ASSIGNMENT 1: Annotated Bibliography, MLA Style

Week 5: Literature Reviews & Synthesis (Mar. 2)

Topics: Moving from annotation to synthesis, identifying scholarly conversations and gaps

Readings:

- Booth, *The Craft of Research*, "From Topics to Questions" and "From Questions to a Problem"
- Turabian, Part I, Chapters 5-6

Due: Mini-Assignment 2: Reverse Outlining for Synthesis

Week 6: Integrating Sources & Avoiding Plagiarism (Mar. 9)

- **Spring Break – No Class**

Week 7: Research Questions & Proposals (Mar. 16)

Topics: Crafting research questions, proposal structure, methodology

Readings:

- Booth, *The Craft of Research*, "From Problems to Sources" and "Making Good Arguments"

Due: ASSIGNMENT 2: Research Proposal and Literature Review

Week 8: The Stakes of Academic Work (Mar. 23)

Topics: Articulating significance, understanding your intervention, framing arguments

Readings:

- Booth, *The Craft of Research*, "Warrants and Evidence"
- Review Turabian, selected sections on argumentation

Due: Mini-Assignment 3: "So What?" Ladder Exercise

Week 9: Argument Structure & Scholarly Conversations (Mar. 30)

Topics: Thesis development, mapping arguments, positioning your work

Readings:

- Review Turabian chapter 5

Due: Mini-Assignment 4: Argument Mapping

Week 10: Analysis vs. Description (Apr. 6)

Topics: Close reading, interpretive moves, analytical writing

Readings:

- Harner, *Literary Research Guide*, sections on critical approaches
- Booth, *The Craft of Research*, "Revising Your Argument"

Due: Mini-Assignment 5: Description vs. Analysis Transformation

Week 11: Drafting & Revision Strategies (Apr. 13)

Topics: Developing arguments, organizing long-form writing, revision techniques

Readings:

- Turabian Part I, Chapter 8 and 10, **and** Part III, chapter 25
- Booth, *The Craft of Research*, "Introductions and Conclusions"

Due: Mini-Assignment 6: Argument Development Matrix

Week 12: Manuscript Development (Apr. 20)

Topics: Professional manuscript formatting, documentation standards

Readings:

- MLA Handbook, sections on formatting papers
- Turabian, Appendix on formatting papers

Due: ASSIGNMENT 3: Manuscript Draft with Documentation

Week 13: Peer Review & Revision (Apr. 27)

Topics: Giving and receiving feedback, advanced revision strategies

Activities: peer review workshop with structured feedback

Readings:

- Torabian Part I, chapter 9

Due: Peer review letters for 2 classmates (2-3 pages each)

Week 14: Publication Venues & Professional Preparation (May 4)

Topics: Understanding academic publishing, journal selection, conference proposals

Readings:

- Browse: Graduate student journals in your field
- Browse: Conference CFPs relevant to student work

Due: ASSIGNMENT 4: Final Manuscript Submission + Cover Letter