

English 502.50:

Fall 2022

Seminar in Literary Research

Instructor and Course Information

Dr. Courtney L. Werner, she/her

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Class: Tuesday, 4:30-7:20pm

Room: McAllan Hall 227

Office: Great Hall Annex 505

Office Hours: by appointment only (**sign up on eCampus!**)
Mon/Tues, 2 – 3:30

Sign up for an appointment here:

<https://tinyurl.com/WernerOfficeHrs>

*Email or our TeamSite general channel or chat is generally the best way to contact me. I reserve **24 hours** for return emails M-F. I **frequently DO NOT respond to weekend emails**. Weekends are time for me to spend with my family. Schedule an appointment during my office hours to discuss questions, grades, or other requests and accommodations.



This syllabus is our classroom contract. **Read it thoroughly.** Meeting the requirements outlined by this syllabus is essential to your passing the course. If you fail to meet these requirements, you will not pass.

Catalogue Course Description: Methods and materials for composing and presenting graduate research centered upon selected texts chosen by the instructor; bibliography, reference resources, critical analysis, and evaluation of sources; techniques, forms, and formats for research projects and papers.

Expanded Course Description: This course will consider the essential questions of the place and function of research within literary scholarship, including why one researches, what one researches, and how one researches, as well as how that research becomes a part of a scholarly project. While the focus of the course is not solely on theory and criticism, we will consider the assumptions of critical and theoretical approaches as factors in reading and using researched scholarship, and in the process become familiarized with the principles of multiple theoretical approaches. We will consider multiple genres – including poetry by Samuel Taylor Coleridge and William Wordsworth, a novel by Henry James, and a play by Shakespeare – and will also consider the impact of electronic media on literary research.

Course Objectives: The course will teach students methods for performing research appropriate to a scholarly project. It will provide students with a foundation for reading and understanding researched material and will lead students to recognize differences between interpretation and analysis. It will provide an understanding of critical and theoretical approaches.

Course Goals: By the end of the semester, students should be able to identify appropriate researched sources for a scholarly project, distinguish among various types of sources, and recognize the assumptions of any given approach. Students should be able to compile and annotate a bibliography and understand appropriate use of researched scholarly material as part of a “critical conversation.”

Required Texts: For the textbooks assigned in this class, it is crucial that you have the specific editions listed below, all of which are available in the Monmouth University bookstore:

Introduction to Scholarship in Modern Languages and Literatures. Edited by David G. Nicholls, 3rd ed., MLA, 2007.

ISBN: 978-0-87352-598-5.

Literary Theory: An Introduction. Eagleton, Terry. 1983. Anniversary Edition, University of Minnesota Press, 2008.

ISBN: 978-0-8166-5447-5.

MLA Handbook for Writers of Research Papers. 9th ed., MLA, 2021.

ISBN: 9781603290241.

Additional Required Items:

- Flash/USB drive
- Note Taking
- Microsoft (or equivalent) Office Suite

Positionality Statement

Dr. Werner self-identifies as a middle class, white, cisgender, hetero female of progressive-liberal Roman Catholic faith. She has a strong desire to support her students, especially as she tries to see the world for their eyes and recognizes that many of them have not had the same privileges she had growing up. She was raised in an upwardly-mobile low-middle class household with working class parents from both rural and city backgrounds. She grew up in a rural area where archaic Low German dialects and accents were the norm and influenced her perception of her Caucasian heritage. After moving to Texas, she began to confront her own homogeneous upbringing and the ways in which she participated in systemic racist systems, cultures, actions, activities, and mindsets. She strives today to better understand, empathize, and fight for those with less systemic power than she has. At the same time, she recognizes her female-ness and the ways in which that female-ness has disadvantaged her and also made her a target. Dr. W. is a survivor of assault and harassment, and she takes the fight for equity very seriously from the perspective of race, gender, sexuality, and socioeconomic standing. She is taking action to be a more equitable educator, assessor, and user of language. She is working on learning grammatical structures of African American English and NJ Spanglish

COVID Protocols and Requirements

MASKING IS HIGHLY RECOMMENDED in our classroom.

Policies and Dashboard: <https://www.monmouth.edu/covid-19/>

Health and Wellness Support

Monmouth University cares about you, your health, and your wellness. As you prepare for your path to success at Monmouth, don't forget there are campus-based, local, and national resources to support your health and mental health along the way! As this list is not exhaustive, please visit www.monmouth.edu/connectwellmu for more information and additional resources on health and wellness. These resources can be used for you or to help you support a friend – Hawks Fly Together!

<u>Counseling and Psychological Services</u> 3 rd Floor Student Center 732-571-7517 or by email: mucounseling@monmouth.edu	<u>Health Support</u> Health Center: 732-571-3464 Or by email: health@monmouth.edu <u>Substance Awareness Support:</u> 732-263-5804
<u>Equity and Diversity</u> 732-571-7577	Food Pantry (The Nest) 732-571-3484
<u>Disability Services</u> 732-571-3460	<u>Monmouth University Police</u> 732-571-4444, Confidential line 732-263-5222
2nd floor Youth Helpline Up to age 24 Call or text 1-888-222-2228	<u>Monmouth County Mental Health Crisis</u> Hotline 732-923-6999
<u>Trevor Project/LGBTQ Support</u> 866-488-7386	<u>National Suicide Prevention Lifeline</u> (including Veteran Support Services) 1-800-273-TALK (8255)

Late Work Policy

Late work should be uploaded to the eCampus dropbox as soon as possible, **as you will be penalized 10% of the final grade for each class day the paper is late.** Handing in the paper at any time after the assignment is due **counts as the first late day (so you may as well take your time, and don't hurry).** All papers and other class assignments are due at the beginning of class on the day listed in the syllabus **via assignments on eCampus.** Dr. W. is open to accommodation, but you **must** speak with her ahead of time. Without written approval, you may not have an extension. **You must request and receive written approval for an extension at least 2 days before the deadline; otherwise, your work will simply be accepted as late.** Work submitted 10 days or later after the due date will not be accepted for credit.

Make-up Work Policy

Out-of-class assignments cannot be made up, as deadlines are posted well ahead of time and all work can be handed in digitally and remotely in a timely fashion. However, in-class make-up work will be granted when students have a medical or family emergency keeping them from attending class.

Reading and Class Preparation Expectations

Students should come to class prepared and ready to complete the work assigned for that day. Time, work, or other academic obligations will not exempt a student from the requirements of the successful completion of EN 502. Students should plan accordingly, make contact with the instructor for known or anticipated absences, and **recognize their own time limitations**.

Writing Services

YES, EVEN GRADUATE STUDENTS SHOULD USE WRITING SERVICES. And they offer *fully online* appointments! You can make an appointment (f2f, synchronous online, or asynchronous online) here: <https://www.monmouth.edu/writing-services/>. Students may further develop their writing skills by voluntarily attending tutoring sessions at Writing Services (Center for Student Success, 732-571-7542). The instructor may ask some students to attend tutoring sessions based on each student's individual needs and demonstrated progress toward fulfilling course objectives. Students may schedule their own sessions on days and times convenient to them. To each session, students should bring their assignments and current coursework. Students who seek tutoring at the Writing Services, especially early in the semester, are more likely to improve their writing assignments and course grades. It is there to assist you at all stages of your writing for any level of writer. Students who utilize Writing Services should have **Dr. Werner notified of their time with the consultant**. Writing Services will offer this **automatically**, and **all students** should have a **reportsent to Dr. Werner**.

Electronic Submission of Assignments

In general, professors have full discretion regarding the use of technology, but must be aware of their own and the institution's technical access and constraints when agreeing to accept electronic submission of assignments. **Dr. Werner expects you to submit assignments digitally and on time (via eCampus)**. If you expect problems with this system, you should meet with her during office hours to discuss your situation. There are computer labs on campus open to students 24/7, and you are expected to use them.

Plagiarism

See the English Department policy on plagiarism and academic honesty and familiarize yourself with both course- and university-level consequences. When in doubt, ask your professor. Failing to cite paraphrases is **plagiarism**.

Attendance Policy of the English Department

Students are expected to attend all scheduled class meetings, including the one during final examination week. Attendance enables better performance on specific course requirements and in the course, resulting in higher grades. **Absences will negatively affect grades on course requirements and therefore the final course grade.** After missing the equivalent of **one semester-week of class meetings (2 class meetings for undergraduate students, 1 class meeting for graduate students)**, students may have absences excused **only at the discretion of the instructor**, who will supplement this departmental policy in his/her syllabus. Absent students are solely responsible for the consequences of their absence. Absent students must request from classmates information about missed course content, may arrange with the instructor possible make-up assignments as specified in the course syllabus, and must be current and prepared for the next class meeting.

Dr. Werner's Supplemental Attendance Policy

As per the English Department Attendance Policy, graduate students are permitted **one "free day."** You may miss one day with no questions asked (however, your homework assignments and papers are still due that day unless a pre-arranged extension has been granted—you won't be able to make up in-class work, and you won't get credit for attendance, but the absences won't count against you). After missing a day of class, your grade will be impacted by absences. **You cannot pass this class if you miss more than 3 classes.**

Cell Phones and Personal Technology

Please **turn off or silence your cell phone during class.** Texting and phone calls during class are **prohibited.** If seen texting or making phone calls during class, Dr. Werner will not say anything to you, but you will be marked **a "0" for that day's class participation.**

General Classroom Decorum

As adults, all college students are expected to observe common sense and basic courtesy during class. Respect for your instructor and fellow students is an absolute must for a healthy learning environment. **The instructor reserves the right to dismiss any disruptive student from the class when such behavior interferes with the learning progress of others.**

Special Student Needs

Any student who has a physical or learning disability must register with Student Disability Services and provide appropriate documentation to that office before special accommodations can be arranged. If you have a disability that you want to make the professor aware of, please do so at the end of the first day of class.

Note: The last day to withdraw from courses with an automatic assignment of the grade of "W" is Thursday, Nov 3, 2022.

Grading Policy

Grades

Letter or number grades will be given on all formal assignments (that is, those that contribute to the overall grade for the course). The instructor has full authority and responsibility for how grades should be determined and distributed, but grades must be documented by the instructor and should be reported in a reasonable period to the student and the administrative bodies that require grading information.

Evaluation: The final grade will be based on the following percentages (brief assignment descriptions are on the final page of the syllabus):

Grade Breakdown

Grade Conversions:

In Class activities and process activities	10%	Letter		Percentage	GPA Scale
Week's writings	10%	A	=	95+	4.0
Proposal for CC paper	5%	A -	=	90-94	3.7
Project 1	20%	B +	=	88-89	3.3
Projects 2, 3, 4	35%	B	=	84-87	3.0
Project 5 (CC paper)	20%	B -	=	80-83	2.7
		C+	=	78-79	2.3
		C	=	74-77	2.0
		C -	=	70-73	1.7
		F	=	69 and lower	0.0

In-class activities, process activities, and week's writings will affect borderline grades.

Evaluation Policy

Possible course and formal assignment grades are as follows: A, A-, B+, B, B-, C+, C, C-, and F.

A Range: Student has demonstrated exceptional ability to engage the assignment and the class provocatively and persuasively. The student demonstrates a clear understanding of underpinning scholarship and theory and applies that theory carefully and meaningfully to assignments. The student meets the highest expectations of originality, coherence of argument, formal command of English, and mastery of research conventions. The student meaningful contributes to the Burkean Parlor of the course. The student's work is interesting and engaging.

B Range: The student's work is average, though it typically meets expectations. The student's work demonstrates academic acumen but may be more run of the mill, less original, less engaging. This range demonstrates less ambition in graduate work and immersion in the Burkean Parlor. This range indicates potential and ability. The student has demonstrated an ability to build on existing strengths and shown strong potential for intellectual development. B- may indicate slippage in performance. It is a "getting there" grade but demonstrates work that needs more time, attention, and improvement. **B- indicates significant improvement must occur.**

C Range: The student is falling short of potential in both learning and presentation. Errors become more frequent, writer's interest in content may seem indifferent or careless, and individual growth level is underdeveloped. There is a lack of connection to the intellectual work of the course and/or the writing is highly problematic regarding standards of style and formatting. Arguments may be incoherent, disorganized, or under-supported. The student cannot remain in the course or program without significant improvement. **The work is not indicative of graduate level learning, knowledge, conversation, or departmental expectations.**

D Range: These are invalid grades for graduate students and cannot be assigned for final grades.

F: Indicates failure of the course or projects and unofficial withdrawal after the deadline. Failing projects demonstrate a lack of commitment to graduate work and/or education or the academic discourse community.

Brief descriptions of projects and main assignments (detailed project handouts will be given throughout the semester for each assignment).

Weekly reflections or discussion boards

These assignments will ask you to respond to the weekly readings in some way: see eCampus for all activity descriptions.

Project 1: Your group will create a bulletin board segment to explain your share of the MU English Studies umbrella to potential new students, including things like what the track covers, how to succeed in the track, and what types of things the track prepares you to do and ideas for where you might realistically get internships and jobs/career beginnings locally in the surrounding areas (Monmouth, Ocean, and Mercer counties).

Project 2: A 900-1,500-word response to the readings from Sept. 13, 20, 27.

Project 3: A 900-1,500-word analysis of a short story/novella or lyrical/ballad poem of your choosing. You should draw on one critical literary theory and at least two scholars who use that theory to analyze the text as well or texts similar to it in one way or another. You will present your own argument in the critical conversation.

Project 4: A 900-1,500-word analysis of a scholarly argument or public-scholarship nonfiction essay of your choice. You should draw on one critical rhetorical theory and at least two scholars who use that theory to analyze the text as well or texts similar to it in one way or another. You will present your own argument in the critical conversation.

Project 5: A critical conversation essay (1,500-2,500 words) in which you unpack the conversation scholars have about a specific novella, novel, or lengthy piece of non-literary non-fiction text of your choosing. This paper might examine differences in revised editions of the text (the 1798 and the 1800 editions of *Lyrical Ballads*, for example, or the shift in how a text is read over time—for examples, criticism on Faulkner's work), or a rhetorical analysis using a specific modern or rhetorical theory (such as Toulmin, Perelman, Gross, Wysocki, etc.). This requires outside research and 8-10 scholarly sources in the field pursuant to your specific text, published on a similar *area* of understanding that text. You won't be adding your own argument to this conversation but explaining what the conversation is and the import of the conversation to the larger scholarly, educational, and popular world.

Assignment Schedule

Readings Key:

(ISM): *Introduction to Scholarship in Modern Languages and Literatures*

(LT): *Literary Theory: An Introduction*

(MLA): *MLA Handbook for Writers of Research Papers, 9th Ed.*

(e): Reading available as a document/link on eCampus

On this day	Have this read by the start of class...	Have this completed and uploaded to eCampus assignments folder by the start of class...	Class activities
Week 1: Introductions			
Sept. 6	Introductions: syllabus, eCampus, assignments, Dr. W.'s email and eCampus.	Nothing	Main projects/assignments; group work, Teams site. Required texts. Group Assignments for Project 1
Week 2: Mapping the "Field" of English Studies			
Sept 13	MLA: Preface, Introduction, Chapter 3	Week's Writing on MLA reading	Time to strategize project 1
Week 3: Object of Literary and Rhetorical Study			
Sept 20	LT: p. 1- 46 LT: 79-208		Guest Speaker: Dr. JP Hanly; Time to work on Project 1
Week 4: Theory			
Sept 27	ISM: p. 3-125	Week's Discussion on differences between 3 branches of English Studies	Guest Speaker: Dr. Patrick Love; Discussion
Week 5: Theory			
Oct 4	ISM: 143-259	Discussion board PDF post Part 1: Post PDF of short story/poem/scene from film Part 2: Simple close reading: be prepared to discuss further in class	Guest Speaker: Dr. Jeff Jackson; Discussion
Week 6: Theory in Praxis			
Oct 11	Powell (e)	Week's Discussion: Indigenous People's Day; Project 1 Due	Discussion
Week 7: Theory in Praxis			
Oct 18	No class, Fall Break		

On this day	Have this read by the start of class...	Have this completed and uploaded to eCampus assignments folder by the start of class...	Class activities
Week 8: Critical Controversy and the Critical Conversation			
Oct 25	MLA: Chapters 1 & 2	Project 2 Due	Discussion, analysis, group activity; classroom TBA
Week 9			
Nov 1	No class meeting MLA Chapter 4	Week's Reflection	None
Nov 3	<i>Last day with Withdraw with "W" Grade</i>		
Week 10			
Nov 8	Meeting on Zoom John Gardner (e); Anne Lamott (e)	Project 3 Due	Guest Speaker: Prof. Alena Graedon; In class writing and reading creatively/craft talk activity
Week 11			
Nov 15	Herrick (e); Berlin (e); Wysocki (e); Foss (e); Young (e); Wardle (e)	Week's Reflection	Discussion/Analysis
Week 12			
Nov 22	MLA: Chapter 5	Project 4 Due	Annotated Bibliography activity; classroom TBA
Week 13			
Nov 29	ISM 260-311; MLA: Chapter 6	Proposal for critical conversation due	Discussion and elevator Pitch
Week 14			
Dec 6	No readings: work on Project 5!		Discussion and Project 5 Peer Review
Final Exam			
Dec 13	Reading Day: No class		
Thurs Dec 15 2:40-5:30pm OR Fri. Dec 15 5:45 – 8:30pm OR Reading Day, Tues, Dec. 13 4:30-7:20 pm		ISM: p. 312-330 Popular Scholars Needed (e) Stanley Fish (e) Project 5 due	Discussion