Description of the course: ENGL 5302 is designed as an introduction to graduate-level scholarship in the three major fields of English studies: Literary, Linguistics, and Composition Studies. Through assigned readings, library research (of both print and electronic resources), and interviews of English graduate faculty, we will explore the following:

- What are the dominant issues (or questions or problems) in the field? Or put another way, what animates scholarly research and dialogue in Literary, Linguistics, and Composition Studies?
- What are the research methods used to explore the issues in each field?
- How do we access scholarship and research? That is, how are research and resulting data/theories shared among scholars?
- How might we participate in scholarly discourse?

The class will involve full-group discussions, small-group workshops, individual research, and shared annotations.

Objectives of the course: Students will be able to

- Identify and articulate issues that inform the three fields of English.
- Improve research skills needed to investigate topics in Literary, Linguistics, and Composition Studies.
- Employ appropriate resources and tools that further scholarly communication.
- Apply skills in pursuing individual research interests.
- Analyze scholarly research.
- Evaluate theory.
- Dissect professional discourses.
- Evaluate issues raised in materials on the Masters reading list.
- Create a process of collecting, organizing and accessing on-going research.
- Enter and even further the scholarly “conversation” in the discipline through oral and written communication.

Required Texts:
Evaluation and Grading:
Resource Exercises - 30% of the final grade (2 x 15%)
Documentation Exercise - 10% of the final grade
Portfolio - 15% of the final grade
Research Journal - 15% of the final grade
Daily work - 30% of the final grade (includes WebCT posts, Nicholls facilitations / responses, discussion of scholarly journals and exam materials, group work / discussion in class, etc.)

Graduate Studies Standards:
The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.
1. Students read weekly assignments on time, completely, to the last page, and they come to the seminar with serious response and a willingness to discuss.
2. Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own sake.
3. Students expect that they will attend 100% of the time, and make home arrangements that this will happen. They don’t assume that there are a certain number of allowable "skips."
4. Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everybody participates. Students don’t put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

Late Assignments: Please call me if an emergency arises and you cannot attend class. I will not accept late assignments unless you have made previous arrangements.

Plagiarism will result in failure in the course and a recommendation for expulsion from graduate school.

Class Schedule:
Week #1 (August 27-29)
    Thursday: Introduction to the course – the life of a scholar at TAMU-CC; logging on to WebCT. Portal, ILL, Periodicals list

Week #2 (Sept 1-5)
    Tuesday: Mann, Part I (Preface and Chapters 1-4)
    Thursday: Mann, Part II (Chapters 5-10) Documentation styles
                Hand out documentation exercise

Week #3: (Sept 8-12)
    Tuesday: Mann, Part III (Chapters 11-15, Appendix). Hand out organizations lists
    Thursday: Professional organizations in English
Week #4: (Sept 15-19)
  Tuesday: Types and Methods of Research
    Information specialists: D. Landry and S. Sutton on Open Access
  Thursday: Qualitative vs. quantitative research
    Reading due: Charney and R. Haswell (hand outs)
    Writing due: Documentation exercise
    Hand out resource exercise

Linguistics
Week #5: (Sept 22-26)
  Tuesday: Issues and Research in Linguistics
    Reading due: Sommer (pp. 3-19) and Hopper (pp. 20-47)
  Thursday: Issues and Research in Linguistics
    Reading due: Byrnes (pp. 48-69)
    Hand out list of linguistic journals in Bell Library

Week #6 (Sept 29 – Oct 3)
  Tuesday: Identifying key journals in the field
  Thursday: Faculty Interview – Javier Villarreal
    Reading due: handout

Rhetoric and Composition
Week #7: (Oct 6-10)
  Tuesday: Issues and Research in Rhetoric and Composition
    Reading due: Jarratt (pp. 73-102) and Bartholomae (pp. 103-125)
  Thursday: Issues and Research in Rhetoric and Composition
    Reading due: Diana Cárdenas, “Creating an Identity: Personal, Academic, and Civic Literacies”

Week #8: (Oct 13-17)
  Tuesday: Issues and Research in Rhetoric and Composition
    Reading due: Freire, Paulo. Chapter 2 of Pedagogy of the Oppressed
    and Yagelski, Robert. Chapter 1 from Literacy Matters: Writing and
    Reading the Social Self.
  Thursday: Issues and Research in Rhetoric and Composition
    Reading due: Susan Stanford Friedman (pp. 260-293)

Week #9: (Oct 20-24)
  Tuesday: Examination list materials in Borderlands / Rhet Comp
  Thursday: Examination list materials in Borderlands / Rhet Comp

Week #10: (Oct 27-31)
  Tuesday: Journals in Borderlands / Rhet Comp
  Thursday: Guest speaker: Rich Haswell on Comppile
    Writing due: Resource Exercise #1
Literary Studies
Week #11 (Nov 3-7)
Tuesday: Issues and Research in Literary Studies
  Reading due: Marcus (pp. 143-159) and McGann (pp. 160-170)
Thursday: Issues and Research in Literary Studies
  Reading due: Gallagher (pp. 171-193)

Week #12 (Nov 10-14)
Tuesday: Issues and Research in Literary Studies
  Reading due: Holquist (pp. 194-208) and Franco (pp. 209-224)
Thursday: Issues and Research in Literary Studies
  Reading due: Donadey / Lionnet (pp. 225-244)

Week #13: (Nov 17-21)
Tuesday: Issues and Research in Literary Studies
  Reading due: Warren (pp. 245-259) and Venuti (pp. 294-311)
  Reading due: Bernstein (pp. 126-139) and handouts

Week #14: (Nov 24-26)
Tuesday: Identifying key journals in the field
  Assignment due: Resource Exercise #2

The Scholarly Profession
Week #15: (Dec 1-5)
Tuesday: Role of scholars in our culture
  Faculty interview: Susan Wolff-Murphy - ethics in composition research
  Reading due: handouts and Robbins (pp. 312-330)
Thursday: Your scholarly career
  Reading due: Parker & Riley, Ch 1-7
  Writing due: Research Journals

Week #16 (Dec 8-9)
Tuesday: Your scholarly career
  Reading due: Parker & Riley Ch 8-15
  Writing due: Course evaluations

Portfolios due: date and time of final examination.
Mann sign-up sheet  
5302 / Haswell

Part I - Tuesday (August 28)

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Part II - Thursday (August 30)

Chapters 5

Chapters 6, 7, 8

Chapter 9

Chapter 10

Part III – Tuesday (Sept 4)

Chapters 11 & 12

Chapter 13

Chapter 14

Chapter 15
Each person has @15 minutes, including time for questions. Time is firm in fairness to others. I am assuming that you will “teach” your materials, which includes handouts, demonstrations, etc.

1) Assume that your classmates have skimmed the material. It is your job to 1) highlight Mann’s main points, and 2) connect what Mann identifies in terms of sources, strategies, etc. to TAMU-CC’s Bell Library and its resources.

2) If Mann gives you a list of Encyclopedias, specialized Dictionaries, Bibliographies, etc., identify which ones our library has.

3) If Mann gives you a list of electronic databases, identify which ones our library has.

4) If our library supplies instructions for accessing our databases, make them available to your classmates (I will make copies for you if necessary).

5) If you are explaining Library of Congress subject headings or Boolean Logic, provide basic principles and examples, then identify web sites that provide additional information.

6) At the end of your presentation, explain how the materials in your chapter are important to a research process, when you would use them and why.

Rubric for grading. Teams will receive 1 - 8 points reflecting the following:

1-2 points Your presentation was clear and comprehensive in terms of the material in your assigned chapters.

1-2 points You provided helpful visual aids, illustrations, and examples.

1-2 points You used Mann’s book, alerting classmates to key features of your assigned chapters so that they can easily consult those sections.

1-2 points Your delivery was poised, professional, and personable.
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Tuesday, Nov 18

Warren

Venuti

Thursday, Nov 20

Bernstein
Course Assignment #1 - The Documentation Exercise (10% of final grade)

Conventions in documentation are exacting and change over time. But their purpose is to aid scholars in identifying, crediting, and pursuing research in the field. The “how” of documentation receives much of our attention, but even more important is the “what” and “why” of documentation.

Think of complete and correct citation as a rhetorical strategy.

Attached you will find two articles.

- The first uses Chicago-style documentation. Change it to MLA, marking through omitted text and clearly noting changes for text notes in the original. You may need to retype sections that you add.

- The second uses APA. Mark the text, changing the documentation to MLA. You may want to retype the bibliography if you feel you cannot clearly mark changes on the original.

And most importantly....
- Write a one-page conclusion about how APA, Chicago, and MLA achieve different rhetorical effects in these essays? Or put another way, why do social scientists prefer APA? Why do historians prefer Chicago?

Rubric for grading:
Accuracy accuracy accuracy
ENGL 5302/Haswell
Fall 2008

Course Assignment #2 – Resource Exercises (2 - 15% each of final grade = 30%)
Exercise #1 (Linguistics, Rhet/Comp, and Borderlands)
Exercise #2 (Literary Studies)

Page limit each exercise: 5 pages double-spaced (not including title page)

Materials to use: Specialty Encyclopedias, Dictionaries, and Guides, print and electronic journals, books, periodical indexes, print and online bibliographies, and Open Access venues.

Assignment: Produce a verbal “map” of your strategy for researching an initial bibliography for an issues in Literary Studies, and Linguistics – Borderlands - Rhetoric / Composition. The specific topic can come from another graduate course, an issue you plan to research, or an issue suggested in the Nicholls text and other assigned readings. Here are some examples.

- Literary Studies: Ethnic identity formation is an important part of cultural and postcolonial studies. How do major theorists define ethnicity (as opposed to race or nationality)?
- Linguistic Studies: How do linguists classify Tex-Mex as a language (an example of code-switching, mixed language, bilingualism, or another term)?
- Composition Studies: Many years ago William Perry outlined what he saw as patterns of intellectual development in undergraduates. Are there other such schemas? How does the principle of intellectual development help writing instruction?

In your “map” include:
• The sequence by which you consulted sources (where did you start and why? to what did you progress and why?).
• The most helpful sources that pointed you to appropriate publications.
• What were the related keywords or search terms (e.g., “controlled vocabulary”) that you used?
• Your sense of the complexity and/or difficulty of this question.
• What process did you use to track results and collect citations (index cards, electronic system, etc.)? How would you improve your method next time?
• A works cited list of 35 sources that directly pertain to your question. Subdivide those sources into subtopics as needed. Use correct MLA citation.

Note: The purpose of this exercise is to indicate a strategy and the tools that work most successfully given the research question you select. I am looking not only for the results of your search but also a narrative about how you went about making decisions. I do not expect you to validate your selection of sources by actually reading the books/articles that you identify (at this point).
Course Assignment #3 - Research Journal (15%)

The purpose of this assignment is to encourage you to
1) Design a process that you will maintain for the next two years (and perhaps thereafter!). That process involves faithfully digesting / researching titles on the examination lists as places as a place to start on building your own research database.

2) Reflect on the text you are reading, identify ideas that tie texts together, and then (in the case of the literature lists) begin examining secondary sources to enhance your understanding of both the literature and the “conversation” that is ongoing.

3) Establish a method of keeping track of your research in a way that allows materials to increase in an organized way as you proceed with your studies.

The requirements:
Structure and organize your journal in a way that best suits how you work. Because you will have to “host” me as your reader, you should provide a guide to reading your journal at the beginning.

First, show me how you would prepare 6 titles from the exam list (obviously these six would include the titles you prepared for class discussion). They can be from any / all of the exam lists (if you are sure of your track you can specialize even now). Develop the kinds of annotations that will prove helpful to you two years from now, so be more detailed here than in your discussion of exam materials in class. Assume you won’t have time to return to this text, so “do it” as thoroughly as you can.

Next, identify sources that directly respond to or cite your selected title. (Consult Web for Science to begin your search.) Skim them and record your notes (again, as completely as you can since you will revisit this material several semesters down the line). With literature, this is a simple process since what you are doing, in effect, is identifying secondary sources. With the Linguistics and Rhet/Comp, you are tracking the “conversation” and that will be more difficult to do.

Finally, reflect on the importance / influence / controversies surrounding your selected title. Why is it important to read? How do the secondary sources or response sources help clarify your understanding of the selected title?
Course Assignment #4 - The Portfolio
Due the day and time of the final exam.

At the beginning of our assigned final examination, you will hand in your course portfolio worth 20% of your final grade. It should contain the following (listed not in any necessary order):

1. Your reflections after faculty interviews. Include discussion of the materials handed out for the interviews, if you like. Draw your reflections back to our overriding questions: Why do we research? Why do we publish?

2. An essay that expresses your understanding of English Studies as a profession. Take into account our review of professional organizations, conferences, and journals. Think about how scholars communicate to each other, and how knowledge in the field is documented, learned, communicated, forgotten, amended. At the end of your essay, reflect on how your view of English as a profession / field of study has altered? How do you see yourself fitting into this discourse?

3. A final research product from another fall 2006 graduate course. And in relation to this…

4. An essay describing the research skills your have developed and the resources you have discovered to be valuable. Include your assessment of the progress you have made as a scholar and researcher this semester.

5. A final assessment of ENGL 5302. What you found helpful? What you would change? What you would add?

Limitations: Hand in nothing bigger than a one-inch binder.