Spring 1-15-2011

ENG 3002-001: Research Writing for Literary Studies

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English 3002: Research Writing for Literary Studies
Spring 2011
Coleman 3691 – 2:00 (T/R)

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Required Texts


*Additional readings listed in the Daily Schedule will be provided as handouts, as email attachments, or through library databases or library reserve. You will be responsible for printing electronically accessed articles, and for bringing printed, carefully read copies of them to class.*

**COURSE POLICIES AND PROCEDURES**
(read the following carefully; these words constitute our contract, and I will request your written agreement to them)

**Course Description:** This advanced course is designed for English majors who want to learn more about (1) planning and conducting effective research; (2) discussing, reviewing, and analyzing in-depth, scholarly writing on literature and film; and (3) writing their own reviews, proposals, and articles. Research writing in literary studies always begins with immersion in a specialized area of study; ours will be multiculturalism. We will also read secondary works that reveal and utilize some of the theoretical approaches that scholars have taken to such literature.

**Assignments**
- Written Reviews (2) 20%
- Research Essay Proposal 10%
- Research Essay 35%
- Research Essay Abstract 10%
- Research Essay Presentation 10%
- Participation, Attendance, Quizzes 15%

Final grades will be calculated on a 100-point scale (100 to 90 = A, 89 to 80 = B, and so on).

**Regarding Quizzes:** Because the answers to unannounced quizzes come up in class after quizzes are taken, **they cannot be made up** (even if you come to class late, and even if you have a legitimate explanation for your absence). These quizzes are one way to reward those who attend class regularly and on time. I recognize that some students must be absent at times; accordingly,
when I compile your quiz grades at the end of the semester into an average score, I will drop the lowest one—if you miss a quiz, that will be your one dropped quiz. If you don’t miss any quizzes, I will still drop your lowest score from your quiz average.

**Late Work:** Daily assignments and peer reviews falling under the participation grade cannot be made up. I will consider granting extensions on assignments on a case-by-case basis. To receive an extension, you must cite truly extenuating circumstances for the request. Extensions will be granted entirely at my discretion. In the case that you should fail to submit an assignment on time, you will be penalized 15% for each day that the assignment is late. You may turn assignments before their due dates if you know you must miss class that day.

**E-mail Activity:** Enrollment in this class requires an e-mail account, and you must check it frequently for messages pertaining to the course (that is, several times per week, at least). You already have an EIU account; you’re welcome to use another type of account, but just be sure you use one for this course that you tend to check frequently, and be sure that messages pertaining to this course do not end up in your “Junk Mail” folder. We will use our course listserv (or “e-mail discussion list”) for announcements and for occasional extension of in-class discussion. E-mail is also the quickest, easiest way to reach me if I am not in my office; I welcome any and all e-mailed questions and comments.

Using e-mail is crucial for this course—if you do not send me an e-mail message (tdeengles@eiu.edu) by Friday, January 14 at 3:00 p.m., I will assume that you have chosen against fully participating in the course, and I will therefore drop you. In that message, (1) tell me which course you’re in (English 3002); (2) describe yourself in whatever way you choose, including your career aspirations; (3) write a statement to the effect that you have read and agree (or perhaps in part disagree with, which is fine, if you explain why) with these course policies and requirements; and (4) as with all emails you send to instructors, “sign” it by adding your name at the end of the message. Sending me this message will also constitute your “signature” of our course contract, that is, these policies and procedures that you are reading. I will then use your email address to subscribe you to the class listserv (you don’t have to subscribe to it yourself).

**Attendance Policy:** The rule regarding attendance is: be here. I will take attendance, and I expect you to attend class every day, on time, and prepared to discuss the material listed for that day on the “daily schedule.” Up to three absences is okay; after that, each absence will lower your final grade in this course by one letter. Keep in mind that missing class frequently will lower your final grade as well as your grade on the reading quizzes. In addition, note that coming to class “prepared” means coming to class with that day’s assigned reading—anyone who does not have the day’s assigned reading with them may be considered absent.

Regarding tardiness: this is a small class, so late arrivals are disruptive—if for some bizarre reason you wish to get on my bad side, you can easily do so by developing the habit of arriving late for class. If you will not be able to arrive for this class on time because of other commitments, drop it and take another section. Finally, you are responsible for all assignments, whether you attend class or not. Get to know one or two other students in class, or get in touch with me, so you can find out about any missed assignments before you come to class.

**Classroom Environment:** In class, I expect all of you to participate in discussions (class participation will be figured into your final grade). The best way to demonstrate that you are an
active, engaged, and interested reader is by contributing regularly to class and group discussions, and by paying close, respectful attention to what everyone else has to say.

During most of our sessions, I do not plan to lecture; students learn better when they contribute together to a positive, challenging, interesting learning environment. If you have questions, no matter how simple or complicated, go ahead and ask, either in class or via e-mail—chances are that other students have the same question.

Also, so that you don’t distract others, please do not eat food or chew gum during class (beverages are okay); silence your cell phone and do not use it for texting during class; and do not use a computer in class.

**Academic Dishonesty:** Instances of academic dishonesty, including plagiarism, will be reported to EIU’s Judicial Affairs Office. The penalty for academic dishonesty is failure in the course. You need to submit only original work in this class. Also, carefully document all sources for both rough and final drafts according to the 7th edition of the *MLA Handbook*. Make sure, in particular, that any quoted material in your written work appears in quotation marks. If you have concerns about your use of sources, please meet with me to discuss them before turning in your work.

**The Office of Disability Services:** If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

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**DAILY SCHEDULE**

*This schedule may be subject to change; any changes will be announced well in advance.*

Complete each reading before class on the day it’s listed.

**T Jan 11**  Introduction to the course

**R Jan 13**  before class, print out and read Richard Dyer’s essay (sent to you via email), “White”

**F Jan 14**  3 p.m. **Deadline** for sending Dr. Engles (tdengles@eiu.edu) the e-mail that’s described above (under “E-mail Activity”)

**T Jan 18**  Morrison, *Playing in the Dark*, pages v to 44; also, bring to class a two-page description of your scholarly writing—what do you see as your strengths? And your weaknesses?

**R Jan 20**  *Playing in the Dark*, 44-end

**T Jan 25**  Chopin, *The Awakening*, 3-44
R Jan 27  *The Awakening*, 44-88

T Feb 1  *The Awakening*, 88-end & Michèle A. Birnbaum, “‘Alien Hands’: Kate Chopin and the Colonization of Race”

R Feb 3  Rebecca Aanerud, “Fictions of Whiteness: Speaking the Names of Whiteness in U.S. Literature”; Discussion of Review 1 (on Joyce Dyer, “Reading *The Awakening* with Toni Morrison,” which you’ll read on your own before Tuesday)

T Feb 8  Writing Workshop—Commas and Unnecessary Passive Voice

R Feb 10  Draft of Review 1 due; peer review

T Feb 15  Final draft of Review 1 due; Dee Watts-Jones, “Healing Internalized Racism: The Role of a Within-Group Sanctuary among People of African Descent”; Review 2 assigned

R Feb 17  Morrison, *The Bluest Eye*

T Feb 22  *The Bluest Eye*

R Feb 24  *The Bluest Eye* Essay, TBA

T Mar 1  Essay, TBA

R Mar 3  Writing Workshop—Constructing Better Sentences; read before class: *Line by Line*, “Loose, Baggy Sentences” (Chapter 1)

T Mar 8  (Semester Midpoint) Draft of Review 2 due; peer review

R Mar 10  Final Draft of Review 2 due; Research Essay assigned

Mar 14-18  Spring Break

To be continued . . .

(The rest of the Daily Schedule is coming soon.)