ENGL 5302.001/002: Bibliography and Research Methods
Fall 2021, 6:00–8:30 W, Ferguson 292

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Office Hours: TR 8:00–9:00, W 2:00–5:00, and by appointment

Credit Hour Justification: ENGL 5302 (3 credits) typically meets once a week for 150 minutes or a twice a week for 75-minute sessions, for 15 weeks. The class also meets for a 2-hour final examination. Students are expected to complete a significant amount of weekly reading of primary, secondary, and tertiary source material. The weekly reading will be accompanied by such assignments as in-class and out-of-class writings, independent research projects, class presentations, and textual collation. The amount of writing will average between 30-40 pages over the semester and will require major research. The required outside of class workload will average 9 hours per week.

Course Description: An introduction to the profession; an emphasis on developing skills in research and bibliographic methods, such as electronic databases and traditional texts; intensive practice and application of those skills in graduate-level scholarly writing; additional concentration in rhetoric and critical theory. Required of all majors and first-year students.

Although “the profession” is changing, there is still an assumption built into this class (and the English MA) that the profession primarily involves teaching and scholarship (research/publishing). Since teaching is covered in ENGL 5380/5181, we will emphasize the methods, aims, and formats of professional literary scholarship.

Course Format: Two sections of this course exist, taught simultaneously as F2F and Livestream (Zoom). If you are Zooming, then this class is all that you are to be doing during class time. Cameras must be on unless otherwise instructed.

Abrams and Harpham, A Glossary of Literary Terms, 11th ed. (2014) [GLT]
NB: Additional readings will be supplied.

Course Requirements: This course is built around academic projects and discussion of those projects, their components, and their roles in the scholarly world; we will also be interested in the history and terminology of literary studies and current trends. You will be producing a variety of items this semester, about all of which you will receive more instructions as we proceed:

- Self-assessment: Circa 1000 words in which you describe your backgrounds and interest in literary studies and your future intentions with respect to literary studies. 10% of course grade.

- Professor Interview: You will find and read a published scholarly item by an SFA English faculty member other than me and then contact that professor to discuss that item’s genesis and publication history. You will prepare a summary report to be shared (orally) with the class. 10% of course grade.
- Article Summary: You will choose two recent, substantial scholarly articles from different authors over one author/work/topic that you know relatively well and summarize and evaluate and compare their claim(s) and perspective(s) in a review essay of circa 1500 words. 20% of course grade.

- Book Review: You will review, in circa 2500 words, a recent, book-length work of literary criticism (preferably a monograph). You are summarizing and evaluating, as with the article summary, but you are also contextualizing the book with respect to other books on the topic and/or other books by the author. 20% of course grade. Book selection due 15 September.

- Annotated Bibliography: Your most substantial production for the semester will be an annotated bibliography over an author, text, or topic first discussed with and approved by me (by 15 September). The point is to locate and cite (practically) every secondary work on the matter at hand and to annotate a subset of those items. (So you should start on this project as soon as feasible, because some of the items will doubtless need to be requested through ILL.) The bibliography will be preceded by an introduction that contextualizes the subject (e.g., its importance and critical history). 30% of course grade. Each student will present and discuss the project at course end.

NB: The remaining 10% of the grade will come from participation in discussion and brief weekly assignments (including the Asynchronous Response described below). Work that is due on a given date is due by the start of class; it will typically be submitted to a Dropbox in Brightspace/D2L.

Asynchronous Session: Due to the fact that the fall semester at SFA is shorter by one week than the spring, there is an “asynchronous module” built into this fall course to be done over Thanksgiving (and there should be such material built into every fall course).

Attendance: The official attendance policy for SFA (UP 6.7) includes the following: “Students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. […] Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work.”

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, UP 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

Academic Integrity (UP 4.1): Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the
components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Withheld Grades Policy:** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Title IX:** SFA strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex- and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy [UP 2.13]) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at [www.sfasu.edu/lumberjacks-care](http://www.sfasu.edu/lumberjacks-care).

**Mental Health Statement:** SFA values student mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student health and wellness:

- **Crisis Resources:**
  - Burke 24-hour crisis line: 1(800) 392-8343
  - Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

- **On-campus Resources:**
  - SFA Counseling Services
    - [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - 3rd Floor Rusk Building, 936-468-2401
  - SFA Human Services Counseling Clinic
    - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202, 936-468-1041
**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices](http://www.sfasu.edu/disabilityservices).

**Weekly Schedule**

Note: Our discussions will not necessarily be limited to the specific matter listed; this is just a plan by which to ensure coverage. (Of course, you should have read at least each week’s assigned material before class time.)

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<thead>
<tr>
<th>Week One</th>
<th>25 Aug</th>
<th>Introduction to course: Hermeneutic circles and recursion, forms of literary scholarship, research processes and selected resources</th>
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| Week Two | 1 Sep  | GLT A–D  
CMS section 1 (pp. 3–58)  
Kelemen, *Textual Editing and Criticism*, part 1 (excerpts TBS)  
Altick and Fenstermaker, *Art of Literary Research*, 4th ed. (excerpts TBS)  
**Self-assessment due** |
| Week Three | 8 Sep | GLT E–L  
CMS 5  
MLA section 3 (pp. 89–93)  
More from Altick and Fenstermaker  
Sample conference papers and abstracts (TBS) |
| Week Four | 15 Sep | GLT M–P  
CMS 6 and 13  
MLA 2.4–59  
Sample article summaries (TBS)  
**NB: Book Review books and Annotated Bibliography topics must be selected by this date.** |
| Week Five | 22 Sep | GLT Q–Z  
CMS 7–8  
MLA 2.1–3, 60–125  
Eco, “On Some Functions of Literature” (TBS) |
| Week Six | 29 Sep | CMS 9–10  
MLA 2.126–39 and appendix 1  
**Article Summary due**  
Sample book reviews (TBS) |
<p>| Week Seven | 6 Oct | <em>The Chronicle of Higher Education</em> (articles TBD) |
| Week Eight | 13 Oct | MLA 4–5 |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments</th>
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<tr>
<td>Week Nine</td>
<td>20 Oct</td>
<td>MLA 6 (CMS 14 by way of comparison)</td>
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<tr>
<td>Week Ten</td>
<td>27 Oct</td>
<td>CMS 2, MLA 1, Book Review due</td>
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<td>Week Eleven</td>
<td>3 Nov</td>
<td>Sample commentaries and annotated editions (TBS)</td>
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<td>Week Twelve</td>
<td>10 Nov</td>
<td>Sample published interviews and letters (TBS)</td>
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<td>Professor Reports due</td>
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<td>Week Thirteen</td>
<td>17 Nov</td>
<td>Sample thesis and book proposals (TBS)</td>
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<td>(Thanksgiving/Week Fourteen: Asynchronous module on CMS 4: Permissions/“Fair use”)</td>
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<tr>
<td>Week Fifteen</td>
<td>1 Dec</td>
<td>Summation and review, Asynchronous Response due</td>
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<tr>
<td>Finals Week</td>
<td>8 Dec</td>
<td>Annotated Bibliography due and presented</td>
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