ENGL 5302.001: Bibliography and Research Methods  
Fall 2023, 6:00–8:30, Thursday, Ferguson 183

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Office Hours: MW 2:30–3:30, TR 9:30–11:00, 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.

Required Texts:  
The MLA Handbook, 9th ed. (MLA)  
Belcher, Writing Your Journal Article in Twelve Weeks, 2nd ed. (Belcher)  
978-0226499918  
Heart of Darkness (Case Studies in Contemporary Criticism), 3rd ed. (HD)  
978-0312457532  
NB: Additional readings will be supplied. You will also need to obtain (but not necessarily buy) a recent, book-length monograph in literary criticism to review (see below).

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 faculty member (preferably English) 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 turned in and 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 (a monograph, not an anthology). 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 21 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 21 September). The point is to locate and correctly cite (practically) every secondary work on the matter at hand within an agreed timeframe (e.g., the last ten years) and to annotate a subset of those items. (So you should start on this project right away, because some of the items will doubtless need to be requested through ILL.) The bibliography will be preceded by an introduction of at least 2000 words 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. 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.

**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**: The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of
Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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).

**Student Wellness and Well-Being:** SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to
support students’ mental health and wellness. Many of these resources are free, and all of them are confidential:

**On-campus Resources: The Dean of Students Office** (Rusk Building, 3rd floor lobby)  
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)  936.468.7249  dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  936.468.1041

The Health and Wellness Hub “The Hub”  
Location: corner of E. College and Raguet St.  
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person—mind, body and spirit. Services include:

- Health Services  
- Counseling Services  
- Student Outreach and Support  
- Food Pantry  
- Wellness Coaching  
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  thehub@sfasu.edu  936.468.4008

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343  
- National Suicide Crisis Prevention: 9-8-8  
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
- johCrisis Text Line: Text HELLO to 741-741

**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**

| Week One | 31 Aug | Introduction to course: Hermeneutic circles and recursion, forms of literary scholarship, research processes, and selected resources |
| Week Two | 7 Sep | Erick Kelemen, *Textual Editing and Criticism*, part 1 (excerpts TBS)  
Richard Altick and John Fenstermaker, *Art of Literary Research, 4th ed.*  (excerpts TBS)  
Robert Scholes, “Learning and Teaching” (TBS)  
Self-assessment due |
| Week Three | 14 Sep | Belcher, introduction and week 1  
MLA 3, 2.1–59  
Sample conference papers and abstracts (TBS) |
Week Four  21 Sep  Belcher, weeks 2–3  
MLA 2.60–125  
Umberto Eco, “On Some Functions of Literature” (TBS)  
Sample article summaries (TBS)  
**NB: Book Review books and Annotated Bibliography topics must be selected by this date.**

Week Five  28 Sep  Belcher, weeks 4–5  
MLA 2.126–39 and appendix 1  
James L. Harner, *On Compiling an Annotated Bibliography* (TBS)

Week Six  5 Oct  Belcher, weeks 6–8  
MLA 4  
**Article Summary due**  
Sample book reviews (TBS)

Week Seven  12 Oct  *The Chronicle of Higher Education* (articles TBD)

Week Eight  19 Oct  Chicago Style, parts of book (materials TBS)

Week Nine  26 Oct  MLA 5–7

Week Ten  2 Nov  HD parts 1 and 2, first three items in part 3

Week Eleven  9 Nov  HD, last four items in part 3  
**Book Review due**

Week Twelve  16 Nov  Belcher, weeks 9–12  
Sample published interviews and letters (TBS)  
Jeffrey Williams, “Criticism Live” (TBS)  
Scott Donaldson, “The Cheever Misadventure Revisited” (TBS)

*(Thanksgiving: Asynchronous module on Permissions/“Fair use”)*

Week Thirteen  30 Nov  Belcher, weeks X–0  
J. L. W. West, III, “Annotating Mr. Fitzgerald” (TBS)  
Christa Jansohn, “Annotation as Cultural Activity” (TBS)  
Sample commentaries and annotated editions (TBS)

Week Fourteen  7 Dec  Sample thesis and book proposals (TBS)  
**Professor Reports due**

Finals Week  14 Dec  **Annotated Bibliography due and presented**