

Introduction to Literary Research, Spring 2013

LITT 2123: 002
TR 8:30-10:20, F 202

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Course Description:

This course introduces students to the evaluation and use of scholarly literary resources, electronic as well as traditional library materials. Students conduct directed research in order to understand selected primary works within critical and cultural contexts.

Prerequisite: *Open only to LITT majors and minors. One Literary interpretation course (may be taken as a co-requisite).*

This course has two essential goals. Students should:

- **Learn to apply course material** (e.g., produce writing that demonstrates your ability to integrate effectively literary research methods, tools and texts)
- **Learn to analyze and critically evaluate ideas** (e.g., critically evaluate a range of literary research methods, tools and texts)

Other important goals for this course include:

- **Developing skill in expressing yourself in writing** (e.g., sharpening your critical writing and analysis skills, particularly in regard to your writing about literature and incorporating scholarly sources)
- **Developing specific skills, competencies, and points of view needed by professionals in the field** (e.g., this course provides foundational knowledge for careers related to literary studies)

Required Texts:

Mark Twain, *Adventures of Huckleberry Finn*, A Case Study in Critical Controversy, 2nd. Ed. Gerald Graff and James Phelan, eds. New York, Bedford/St. Martin's, 2004. ISBN: 9780312400293 (**NOTE: You must have this edition of the book!**)

Diana Hacker, *A Writer's Reference*. 7th edition. New York: Bedford/St. Martin's. (2010) ISBN: 9780312601430 (**NOTE: you must purchase book with online access:** <http://dianahacker.com/writersref>)

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. 2nd ed. W.W. Norton (2009) ISBN: 978-0393933611

Accommodation for Students with Special Needs: Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations should contact the Learning Access Program located in the West Quad

Building, Suite 110 or by calling 652-4988. Additional information on the program may be obtained from Stockton web site <http://www2.stockton.edu/wellness/lap.html>.

Academic Dishonesty: Dishonesty of any kind will not be tolerated in this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Please be aware that plagiarism (one form of academic dishonesty) includes, but may not be limited to: using all or part of a source, either directly or in paraphrase, either intentionally or unintentionally, whether that source is published, or online, or taken from a fellow or former student, *without properly acknowledging that source*. **If you are found to have represented the work or ideas of others as your own, intentionally, or unintentionally, you will face serious consequences:** students who are found to be dishonest will receive academic sanctions and risk failing the course. Other sanctions may also apply and all cases will be reported to Academic Affairs. **You are responsible for knowing this college policy:** <http://intraweb.stockton.edu/eyos/page.cfm?siteID=14&pageID=62>. Contact your instructor if you have questions.

Expectations and Policies:

“Literary Research” is one of the most demanding courses in the Literature program. Unlike a typical literature class where the bulk of the work consists of reading books outside of class and discussing them in class, much of the work of this course will require substantial time spent in the library and on-line conducting research. You cannot complete this class successfully without spending many hours in Stockton’s library. You will also be asked to attend at least one event outside of class, and to make connections between literature, literary research, and the “real” world. You will need to plan your schedule accordingly to allow time to complete this work in the campus library, especially during the first half of the semester.

You will be expected to:

1) Attend class: Regular attendance is necessary and it counts. More than 4 absences and your grade will drop one mark; more than 5 and it will drop two marks; more than 7 and you will not pass. Lateness disrupts the learning experience of other students (and distracts me), so make every effort to arrive on time. Two instances of lateness (or leaving before the end of class) will count as one absence. Any exception to this policy requires documentation for all absences and approval for special accommodations with the Wellness Center.) I will not give incompletes at the end of the semester unless arrangements are made well in advance and you have appropriate reasons and qualify according to College policy;

2) Attend class meetings prepared: this means bring the appropriate text(s) and DO THE READING WITH GUSTO; this is a discussion-based class and if you haven't done the reading, thought a little about it, and have ready access to it, you will not be able to contribute and the class (as well as your grade) suffers accordingly.

3) Participate in large and small group discussions and assignments: this course is what you make of it and will work *only* if everyone actively contributes;

4) Complete all assignments: passing the course requires timely completion of ALL assignments, long and short, in- class and out-of-class. You risk failing the course if you do not complete all assignments. *It is not my responsibility to make sure that you have handed in all*

assignments; it is yours. No late/incomplete assignments will be accepted after the last day of class;

5) Unplug and Single Task: silence cell phones before entering class, cease text messaging, and do not surf the web or check email during class. An inability to unplug will negatively impact your final grade. This and other disruptive behavior (e.g., sleeping in class, inappropriate language directed at students/instructor, perpetual lateness, leaving class frequently, etc.) constitutes grounds for grade reduction and/or dismissal from class.

Assignments:

- Reference Resources (10%)
- Recognizing Scholarship Assessment (10%)
- Research Questions (15%)
- *They Say, I Say* Literature Review (10%)
- Citation Mechanics and other quizzes [announced and unannounced] (5%)
- Powerpoint or Prezi Presentation (10%)
- *They Say, I Say* thesis proposal and draft, 5-source preliminary bibliography (10%)
- Final Paper: annotated bibliography & essay (20%)
- Attendance, class participation, & Stockton arts event review (10 %)

Grading Scale:

100-94: A	82.9-80: B-	69.9-67: D+
93.9-90: A-	79.9-77: C+	66.9-63: D
89.9-87: B+	76.9-73: C	62.9-60: D-
86.9-83: B	72.9-70: C-	59.9 & below: F

Description of Major Assignments:

Class Participation and Stockton Arts Event Review: Class participation—both *verbal* contributions and silent *active listening* to your peers and instructor—is a required element of the course. You may also post messages to our Blackboard discussion board and/or visit instructor office hours as part of your class participation. *Students who miss a class are encouraged to post a response to the missed day's reading prior to the next class period.*

Coming to class with questions and passages to discuss raises your class participation.

As part of your class participation, you will attend a Visiting Writers Series reading or a Stockton Performing Arts Center play and post a brief review, following the specific instructions posted on Blackboard. This assignment must be posted to Blackboard no later than 2 weeks after the event or by the last day of class, whichever comes first. Be sure to sign in for Ultra Credit if you attend a Visiting Writers reading or submit your ticket stub. Approved events will be posted in syllabus. Arrange an alternative assignment no later than March 1 if your work/family schedule does not allow you to attend one of the pre-approved events.

Reference Resources: The purpose of this assignment is to familiarize you with the Stockton Library and the wide variety of reference materials available to you. Successful completion of this assignment will also help to prepare you for the Individual Research Questions you will be given later in the semester. You will download this document in Blackboard, and then locate those sources in the library and online and record information about them for your own future use. Fill in the information for the wide variety of reference resources and then print the document and submit it to your instructor. (Due 2/12)

Recognizing Scholarship: You will read the opening pages (or complete texts) of a number of secondary sources on a selected primary text. Using intrinsic clues (such as information about the author, publisher or journal as well as the quality of writing and research itself) discuss the merits of the texts as scholarship. Discuss in what ways these sources may or may not be considered scholarly. The essay you write should have a title, an introductory paragraph and conclusion, 1-2 paragraphs of discussion per source, and a list of works cited. (Due 2/21)

Research Questions (aka “The Treasure Hunt”): You will receive and complete up to 7 distinct research questions. Answering the questions requires extensive time in Stockton's library, including but not limited to on-line databases. Most of the questions cannot be adequately researched using the web. **If you do find answers using the web, you are required to verify the answer using the resources of the Stockton library.** Failure to verify web answers with print/database sources will result in points being deducted. You will submit answers and a thoughtful description of your research process in a well-written format. *Students frequently ask whether this research can be completed at local town libraries. The short answer is no. Other college libraries will provide many of these answers, but most local libraries do not have the reference sources or academic focus needed to complete this level and type of research.* (Due 3/5)

Citation mechanics quizzes: When a mechanics quiz is assigned, you will need to go to the website for the Diana Hacker book, *A Writer's Reference*: <http://dianahacker.com/writersref>. This link will take you to the homepage. In the right hand corner, near the top of the page, you will see a column that says "Register" -- click on the link for "Student." You will need to register in order to complete the exercises. For "instructor email" please type in my email address, as follows:
deborah.gussman@stockton.edu
When you are registered, logged in, and ready to do the work, you can go to the link for "Research Exercises" and complete the assigned exercises listed in the syllabus. Your results will automatically be sent directly to me.

Your goal is to answer at least 8 out of 10 questions correctly on each exercise set. If you receive an average of 80% or above on the assigned exercises (listed on the schedule below), you will receive a grade of **100%** for your Citation Mechanics quiz grade. If you have completed the assigned exercises, but have not achieved an average score of 80%, you may complete the following additional exercises to raise your average: MLA E-ex 2-2, 2-3, 2-4, 2-5, 3-2, 3-3, 3-4, 4-2, and 4-5. These exercises must be completed no later than February 22nd. Students that do not achieve an average score of 80% for a 100% evaluation will earn the given average: e.g., a student with a 79% average will earn a 79% for this assignment. (various due dates on syllabus)

They Say, I Say Literature Review: This project focuses on the “they say” part of the *They Say, I Say* equation. You will read five scholarly essays that together form a “conversation” on an issue (or issues) raised in Twain’s novel and write a 1200-word paper (4-5 pages) that summarizes the important points and positions in that conversation. Citations in the paper and bibliography should follow 2009 MLA guidelines. I will be providing assistance in identifying appropriate essays. (Due 3/21)

PowerPoint presentation: The edition of *Huckleberry Finn* we are using locates Twain in relation to the critical controversies his novel has engendered. Another lens for examining this book is the influence of other writers and literary movements. To that end, you will complete research on another American writer (to be assigned) and present your knowledge

to the class. Individual presentations will take 8-10 minutes; specific instructions for the presentation can be found on Blackboard. (Various dates, will be assigned)

***They Say, I Say* Thesis Proposal/Draft (2-3 pages) with Preliminary Annotated**

Bibliography: This project focuses on both sides of the *They Say, I Say* equation. It asks you to introduce what you have to say by situating it in what “they say.” You’ll write the opening pages for your final critical research essay. This opening should establish your topic (chosen from a list of possibilities I have provided) and your thesis in the context of the critical conversation on the issue it addresses. Additionally, you will turn in a preliminary annotated bibliography of at least 5 appropriate scholarly sources. Citations in the paper and bibliography should follow 2009 MLA guidelines. We will “workshop” this draft in class. (Due 4/11)

Final paper: research, annotated bibliography & essay: You will write a research essay of 6-8 pages on Adventures of Huckleberry Finn that engages with one of the critical controversies presented in our edition (your previous assignments should help you to come up with ideas for this project). In addition, you will include an annotated bibliography with at least 10 appropriate scholarly sources. Articles from websites will not be accepted as scholarly sources. The essay itself must incorporate the work of at least five of these scholarly sources. This is the culmination of the course; it should be a work of substance. (Due 4/30)

Email Policy: Please keep the following in mind when communicating with me outside of class: I usually check my email each day in the morning. Please plan your email questions accordingly and, while I often respond immediately, allow a twenty-four hour time frame for my reply.

If you were absent, contact a classmate with questions about missed material and then visit office hours if you still have questions.

Visit instructor office hours to discuss grades. This includes final grades. Grades should be discussed in person during office hours or other arranged meetings.

Office Hours Policy: Think of my office as an extension of the classroom and use my office hours to discuss any aspect of the reading and material covered during class: come chat with me about your class projects, writing, questions about the reading, quizzes, lecture or discussion, ideas you wish to develop, reading and interpretive strategies you’d like to try, and so on.

Late Assignment Policy: I understand that life is full of surprises and sometimes those surprises influence your coursework and your ability to complete assignments. As a community of learners, we also recognize that we have a responsibility to the group, to our instructor, and to ourselves. We understand that every action has a consequence—even when circumstance may limit our power to act. To balance individual and community needs, we have the following guidelines for late assignments.

- Papers are due at the beginning of class.
- Late papers will be docked 5 percentage points per day late. So, if a B (85%) paper due on Monday were passed in on Tuesday, the recorded grade would be B- (80%). If it were passed in on Wednesday, the paper would earn a 75%. And so on and so forth.

Paper Extension Policy: Any student who asks the instructor **prior to** the due date may receive a 2-day extension from the due date listed on the syllabus. After 2 days the late paper penalty will go into effect. No exceptions. Of course, the extension policy will only help students who have

drafted a paper and follow the expected practice of backing up documents. Back up all your files and you will be a much happier and successful individual. You may not be happy when your computer explodes or your flash drive crashes, but at least you will not be despondent. I also strongly encourage all students to keep a personal copy of every assignment and to keep all returned assignments with my feedback until the end of the term. *Reminder, no assignments will be accepted after the last class meeting.*

Paper Revision Policy: This course is based on the principle that revisions take place *before* the instructor evaluates a paper for a grade. To this end, consider dropping in during office hours or other arranged meetings to discuss your papers in advance of due dates. Drop in at any stage of the writing process: from your initial brainstorming to nailing down those final brass tacks. I will happily read and comment on thesis statements (usually between 1-3 sentences) via email. If you wish me to look at longer drafts, drop by my office hours. Additionally, I encourage you to use your peer resources during the draft and revision process, including Stockton's Writing Center: <http://intraweb.stockton.edu/eyos/page.cfm?siteID=70&pageID=2>. All writing submitted as a final draft should be error-free. You are expected to proofread for typographical, spelling, mechanical, and grammatical errors. I will mark down for mechanical and grammatical errors.

Want to keep up-to-date with the Literature Program? "Like" our Facebook page:
<http://www.facebook.com/pages/The-LITT-Program-at-RSCNJ/245341072249>.

CLASS SCHEDULE

Note: This syllabus is a work-in-progress and subject to change. If you are late or miss class, you are responsible for finding out what you missed and/or what changes were made to the syllabus or schedule. All changes will be posted to Blackboard.

January

22 Class overview. **Reference Resources** assignment posted on Blackboard for downloading and printing.

24 Scholarly vs. non-scholarly sources: Read handouts on evaluating sources and Wikipedia (posted on Blackboard).

29 Introduction to Twain. Read "The Life of Samuel Clemens and the Reception of *Huckleberry Finn*" 19-26. Introduction to resources and research strategies at Stockton.

31 *Adventures of Huckleberry Finn*, 27 – 124. **Recognizing Scholarship Assessment** assigned.

February

5 Read: Twain, 124-173.

7 Evaluating sources (review sample packet) and MLA format: Review guidelines on MLA format in Hacker, pp 372-401. **Complete on-line quizzes: E-ex MLA 4-3, 4-4, and 4-6.**

12 **Reference Resources assignment due in class.** Review of citation mechanics and plagiarism issues. Short film: *Crediting Your Sources* (call #: VH LB CYS). Research Questions assigned.

Event: 2/13 Professor Jim English on Global English Studies, 3:30 -5:00 pm. More info on English: <http://www.english.upenn.edu/~jenglish/Home/JENGLISH.html>

14 Strategies for approaching research questions. Evaluating research materials; how to discover trends or focus in criticism, strategies for approaching questions. Read Twain, 173-215. Your answer to one of your research questions (your choice) with citation due on Blackboard by 5:00 pm.

19 Read Twain, 215-263. Evaluating research materials: how to identify standard/authoritative editions and biographies, strategies for approaching research questions. **Complete on-line Hacker quizzes E-ex MLA 2-1, 3-1, and 4-1.**

Event: 2/19 Ravenswood Reading with Poet Mark Doty, 8-9 pm, AS 102. More info on Doty: <http://www.poets.org/poet.php/prmPID/91>

21 Read **TSIS**, 1-73. **Recognizing Scholarship Assessment due.** Discussion of using secondary sources in your own work. *They Say, I Say* Literature Review assigned.

26. Read: “The Controversy over the Ending . . .” 277-282, and selected criticism in Twain. All Hacker quizzes must be completed by this date

28 Read Twain, “The Controversy over Race” 256-362 and selected criticism in Twain.

March

5 **Research Questions due in class.** Read *TSIS* 101-132.

Event: Visiting Writers Series with Sommer Browning (TBA). More info on Browning: http://www.birdsllc.com/index.php?option=com_content&view=article&id=85%3Aeither-way-im-celebrating&catid=35%3Abooks&Itemid=18

7 Read “The Controversy over Sexuality” and selected criticism in Twain.

[March 11-15: Spring Break]

19 Introduction to Zotero. Peer review of literature review (bring 2 copies of draft, 2 pages minimum).

21 **They Say, I Say Literature Review due in class.** *They Say, I Say* Thesis Proposal/Draft with Annotated Bibliography assigned. Discussion of topics for final essays.

Event: Professor Martha Nell Smith on Digital Humanities @ 4:30 in L112. More info on Smith: <http://www.mith.umd.edu/mnsmith/>

26 Preceptorial Advising – no classes

28 Do’s and Don’ts of writing an annotated bibliography and review of sample bibliographies. PowerPoint assignment introduced.

April

2 Review of topics and theses.

- 4 First impressions: Sample theses and paper openings.
- 9 Lasting impressions: Sample Papers.
- 11 ***They Say, I Say* thesis Proposal/Draft and Preliminary Annotated Bibliography due.**
Draft workshop: bring 2 copies of paper to class.
- 16 Draft workshop.
- 18 **Powerpoint presentations.**
- 23 **Powerpoint presentations.**
- 25 **Powerpoint presentations.**
- 30 **Powerpoint presentations (if needed). Final papers with complete annotated bibliographies due in class.**

May

- 8 Senior grades due.
- 11 Commencement.
- 14 Remaining student grades due.