

Introduction to Literary Research

LITT 2123:002
Fall 2009
TR 10:30-12:20

Dr. Deborah Gussman
Office: F-137
Office Hours: TR 1:30-2:30 and by appointment.
Phone: (609) 652-4657
Email: Deborah.Gussman@stockton.edu and through Blackboard
Webpage: <http://titania.stockton.edu/gussman>

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. One previous LITT course.*

Required Books:

Rebecca Harding Davis, Life in the Iron Mills . Bedford/St. Martin's (1997)
ISBN-13: 978-0312133603

Diana Hacker, A Writer's Reference with 2009 MLA Update 6th edition (2010)
ISBN: 0-312-59332-5
ISBN-13: 978-0-312-59332-2

Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing. W.W. Norton (2006)
ISBN-10: 0393924092
ISBN-13: 978-0393924091

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 and discussing them in class, much of the work of this course will take place outside of the classroom. Many of your assignments will require substantial time spent in the library and on-line doing research. You cannot complete this class successfully without spending many hours in Stockton's library. You will also be asked to 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, especially during the first half of the semester. We will also spend some time in class discussing strategies for organizing time and for managing stress. Regular attendance is expected in this course 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.

Understand that most of the assignments for this course cannot be done at the last moment. I intend to rigorously enforce the due dates in this syllabus, and will deduct points from late work. You will need to plan ahead. If you need extra help, ask for it. E-mail is the best way to contact me. (I check my mail regularly throughout the day, but never late at night, so trying to reach me at 2:00 am the day an assignment is due won't be effective. Again, plan ahead.)

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.

For obvious reasons, please silence cell phones and do not text message, check email, listen to music, or surf the web during class.

Assignments:

- Reference Resources (5%)
- Recognizing Scholarship (10%)
- Research Questions (15%)
- Single Annotation & Paraphrase Assignment (10%)
- Citation Mechanics and other quizzes [announced and unannounced] (10%)
- Powerpoint Presentation [or Service learning option] (15%)
- Attend and review outside event (5%)
- Draft of final paper, preliminary bibliography and research process (5%)
- Final Paper: annotated bibliography & essay (25%)

Grading Scale:

100-93: A	82.9-80: B-	69.9-67: D+
92.9-90: 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:

- **Recognizing Scholarship:** You will be reading and evaluating the opening pages (or complete texts) of 8 secondary sources. Using both extrinsic and intrinsic clues (such as information about the author, publisher or journal that might be obtained from MLA or Academic Search Premiere, as well as the quality of writing and research itself) you will discuss the ways in which these sources might, or might not, be considered scholarly. The paper you turn in for this assignment will be prepared as an essay, with a title, an introductory paragraph and conclusion, approximately 1-2 paragraphs of discussion per source, and a list of works cited in MLA format.
- **Research Questions:** You will receive up to 8 research questions in this very important assignment. You are expected to spend extensive time in Stockton's

library, including but not limited to on-line databases, tracking down answers. 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 research of this sort.*

- **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 will take you to the homepage. In the right hand corner, near the top of the page, you'll see a column that says "Register" -- click on the link for "Student" below. You will need to register in order to complete the exercises. For "instructor email" please type in my full 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. 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: 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 October 6th.
- **Annotation and Paraphrase Assignment:** This assignment is completed in preparation for the final research essay. You will be asked to locate one or two articles on Rebecca Harding Davis's work and to place helpful annotations of each article online. You will also be asked to identify and paraphrase the main and supporting arguments.
- **PowerPoint presentation (or Service Learning *):** 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.
- **Final paper: research, annotated bibliography & essay:** You will write a research essay of at least 6 pages on Harding Davis or a literary topic related to *Life in the Iron Mills* (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 15 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.

* The Optional Service Learning project will be at the Rittenberg Middle School in Egg Harbor City or other local sites to be determined. Those participating in service learning will substitute their work on this project for the second research/Powerpoint assignment (15% of your final grade). Those students will **not** be exempt from reviews and class focus on these issues. Your participation in the project will involve roughly 2 hours a week to be spent at the Rittenberg school or other service learning site (several time slots are available), journal-keeping about the experience and your creation of one grammar lesson (or handout) for 7th or 8th graders (or other projects tba depending on site). Specific arrangements and due dates will be settled during the first couple of weeks of the semester.

Special Needs:

Students with disabilities who seek accommodations should contact the Learning Access Program located in West Quad 110 (609/652-4998). More information can be found at www2.stockton.edu/wellness/lap.html

Academic Honesty: The Literature program expects students to maintain the highest standard of academic honesty. You should make yourself aware of Richard Stockton College's Academic Honesty Policy, which can be found in the Student Handbook (intraweb.stockton.edu/eyos/page.cfm?siteID=67&pageID=2#10). You should also make yourself familiar with the penalties for violations of the policy and your rights as a student.

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, as follows:

1. If this is the first time the student has been found to have plagiarized, he/she will receive an "F" for that paper or assignment and/or the course.
2. For second offenses of plagiarism, the student will receive an F for the course.
3. Whenever possible, a student who is found to have plagiarized a paper or assignment, in full or in part, should meet with the professor of the class for which the paper is written in order to review and discuss the suspect work.

Additionally, in accordance with Stockton College policy, Literature faculty will report all instances of plagiarism to the Provost of Academic Affairs. Students may be subject to discipline by the college, such as being placed on academic probation or expelled. If you have a question specific to a paper you are working on, please bring it to my attention. I will be happy to discuss areas of ambiguity that may exist in your mind.

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.

September

9/3 Class overview. Reference Resources assignment posted on Blackboard for downloading and printing.

9/8 Read handouts on evaluating sources and Wikipedia (posted on Blackboard). Service Learning option introduced (Tara Ronda guest speaker)

9/10 Class meets in the Library, E-221 with Mr. David Lechner. Introduction to resources and research strategies at Stockton. **Pages 1, 2, and 8 of Reference Resources due in class.**

9/15 Sample Recognizing Scholarship pretest packet posted on Blackboard. Introduction to Rebecca Harding Davis – read pages 3-25 in *LITIM*. **Page 19 of Reference Resources assignment due in class.**

9/17 Class meets in Computer Lab for Recognizing Scholarship pre-test. Discuss pretest and how to evaluate sources. *Recognizing Scholarship* packet and instructions posted on Blackboard. Review guidelines on MLA format in Hacker, pp 378-404. **Complete on-line quizzes: E-ex MLA 4-3, 4-4, and 4-6.**

9/22 **Reference Resources assignment due in class.** Review of citation mechanics and plagiarism issues. Short film: *Crediting Your Sources* (call #: VH LB CYS)

9/24 Read “Life in the Iron-Mills” in *LITIM* 39-74. In-class discussion and group work.

*** Out of class event: Ordinary Lives of Engagement Speaker Series presents LITT program alum Emily Heerema of City Heroes South Bronx [<http://www.cityyear.org>] on Monday, September 28 at 3:35 in the TRLC

9/29 Continue discussion of “Life . . .” Complete on-line Hacker quizzes E-ex MLA 2-1, 3-1, and 4-1. Guest speaker: Prof. Marcello Spinella on altruism and stress reduction.

October

10/1 Read in *LITIM*: “Work and Class” 77-83, Longfellow, “The Village Blacksmith” 83-84, De Tocqueville “That Aristocracy . . .” 85-88, Whitman, “A Song For Occupations,” 136-143, Fern, “Sewing Machines” 156-157, and Anonymous, “Factory Life” and “My Experience” 169-174.

10/6 **Recognizing Scholarship assignment due in class.** Individual **Research Questions** handed out. Strategies for approaching research questions. Evaluating research materials; how to discover trends or focus in criticism, strategies for approaching questions. All on-line Hacker quizzes must be completed by this date.

Guest Facilitator: Prof. Emari Digiorgio (wear comfortable clothes!)

*** Out of class event: Tuesday, October 6th at 2:30 p.m. in the PAC for the 6th Annual Fannie Lou Hamer Human and Civil Rights Symposium: “Civil Rights and Social Activism in the Age of Obama: What’s Next?” with keynote speaker, Donna Brazile.

10/8 Read: Jane Atteridge Rose, “Reading 'Life in the Iron-Mills' Contextually: A Key to Rebecca Harding Davis's Fiction” posted on Blackboard. Evaluating research materials: how to identify standard/authoritative editions and biographies, strategies for approaching research questions.

10/13 Read in *LITIM*: “Social Reform and the Promise of the Dawn,” 203-208, Brownson, “The Laboring Classes, 209-220, Emerson, from “American Civilization, 220-221, Beecher, ”Practical Hints” 221-226. Your answer to one of your research questions (your choice) with citation due in class.

10/15 *Single Annotation/Paraphrase* assignment introduced. Read TSIS 1-27, and William L. Watson, 'These mill-hands are gettin' onbearable': The Logic of Class Formation in 'Life in the Iron Mills” posted on Blackboard.

10/20 Read TSIS 28-47 and “Art and Artists” 293-299, “Hint to American Artists” 308-312, “The Process of Sculpture” 317-326.

10/22 Class cancelled, Prof. Gussman at a conference. Working on **Research Questions**.

*** Out of class event: Ordinary Lives of Experience Speaker Series presents Roz Talley of Covenant House [<http://www.covenanthousenj.org/>], Monday, October 26 at 3:35 in the TRLC.

10/27 Preceptorial Advising, no classes.

10/29 **Research questions due in class.** **Research Essay** and **Annotated Bibliography** assignments introduced. Review of sample theses and essays. Read TSIS 51-63.

LITT Program Alumni Networking event: 4:30-6:30 TRLC [Note –this does not count as an “outside event” for Research.]

November

11/3 Read Melville, “The Tartarus of Maids” in *LITIM* 176-188; and Molyneaux, “Sculpture in the Iron Mills” (posted on BlackBoard). Review sample essays.

[W 11/4 Preceptorial advising, no classes]

11/5 **Single/Annotation Paraphrase** assignment due. Introduce **Powerpoint Assignment**. Do's and Don'ts of writing an annotated bibliography and review of sample bibliographies.

***Out of class event: Saturday, November 7th, trip to the National Constitution Center in Philadelphia, vans will leave from Stockton at 9 a.m.; students can also meet us at the NCC in Philadelphia. Please contact Matt Walker (Matthew.Walker@stockton.edu) in Residential Life to reserve spots.

11/10 Discussion of topics for final research essays. Read TSIS 64-97 and William H. Shurr, "Life in the Iron Mills": A Nineteenth-Century Conversion Narrative." 245-257 (posted on Blackboard)

11/12 Class cancelled, Prof. Gussman at a conference. Proposal for final **Research Essay** due on Blackboard by midnight on 11/13.

11/17 Read in *LITIM*: "Women and Writing" 357-362, Hawthorne, "Letter to Ticknor," 363-365, Fuller, "The Great Lawsuit" 365-372, Kirkland, "Literary Women" 384-393, Fields, "Life and Letters," 424-427.

11/19 Read Lucy Morrison, "The Search for the Artist in Man and Fulfillment in Life—Rebecca Harding Davis's 'Life in the Iron Mills'", posted on Blackboard.

*** Out of class event: Ordinary Lives of Experience Speaker Series presents Kevin Henson, MARS program alum and Knowles Science Teaching Foundation fellow (<http://www.kstf.org/>) on Thursday, November 19 @ 4:30 in F-111.

11/24 Workshop on draft (3 pages) of final essay and sample student papers.

11/26 Thanksgiving Holiday: No classes

December

12/1 Powerpoint presentations

12/3 Powerpoint presentations

12/8 Powerpoint presentations.

12/9 Service Learning round table. **Final papers due in class.** Class post mortem.

12/13 Fall Graduation.

