

LITT 2123: Introduction to Literary Research

Spring 2011

T/H 10:30am-12:20pm; F201

Dr. Kristin J. Jacobson (aka Dr. J)

Office: J-236

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Office Hours: Tues. 9am-10:15am, Thurs. 1pm-2:15pm
and by appointment.

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Course Description: This course introduces students to the evaluation and use of scholarly electronic as well as traditional library resources for literary studies. Students conduct directed research in order to understand selected primary works within critical and cultural contexts. Developing your writing ability, particularly in the use and incorporation of sources, is an important course goal. Prerequisite: *Open only to LITT majors and minors who have completed one literary interpretations course.*

In particular, 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:

- Flannery O'Connor, *A Good Man is Hard to Find and Other Stories* (1955) ISBN: 9780156364652
- Diana Hacker, *A Writer's Reference with 2009 MLA Update* 6th edition (2010) ISBN: 0312593325 OR *A Writer's Reference* 7th edition (2010) ISBN: 0312601468 **NOTE: 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 Edition (2010) ISBN: 9780393933611

Recommended Texts:

- Ross Murfin and Supryia M. Ray, *Bedford Glossary of Critical and Literary Terms*. 3rd Edition (2009) ISBN: 9780312461881
- *MLA Handbook for Writers of Research Papers*. 7th Edition (2009) ISBN: 9781603290241

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://intra.web.stockton.edu/eyos/page.cfm?siteID=14&pageID=62>. Contact your instructor if you have questions.

Course Requirements:

"Introduction to 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:** you are allotted 4 absences for fatigue, illness, cocktail flu, personal reasons, malfunctioning alarm clocks, doctor's appointments, etc. (Note: I do not distinguish between excused or unexcused absences. If you miss four days and then get the flu and miss another day, you will lose 50 points for the fifth absence. Any exception to this policy requires documentation for all absences and approval for special accommodations with the Wellness Center.) **Students entering class after the instructor records attendance, who leave before class ends, or who disappear for a substantial part of any class will be considered absent.** For each absence after your first four, your final grade **will be reduced 50 points per additional absence**, down to and including "F." Regular, spirited class attendance is a crucial component to passing this course. 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: **You will loose five points every time your phone disrupts class, I tell you to cease text messaging, and/or am required to ask you to cease other inappropriate uses of technology during class.** All 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	50 points
• Recognizing Scholarship Assessment	100 points
• Research Questions	150 points
• <i>They Say</i> Literature Review	100 points
• Citation Mechanics Quizzes	50 points
• Annotated Bibliography with Zotero	100 points
• <i>They Say, I Say</i> thesis proposal and draft, 5-source preliminary bibliography	50 points
• Presentation	100 points
• Final Paper	200 points
• Class Participation & Stockton Arts Event Review	100 points
	1000 points total

Grading Scale

100-95: A	89.9-87: B+	79.9-77: C+	69.9-67: D+
94.9-90: A-	86.9-83: B	76.9-73: C	66.9-63: D
	82.9-80: B-	72.9-70: C-	62.9-60: D-
			59.9 & below: F

Description of Major Assignments:

Class Participation and Stockton Arts Event Review: (100 points total; Review [50 points] and Participation [150 points]) The Two Scores Are Added Together and the total is divided by 2, for example: $40+140 = 180/2=90$ points out of 100) 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.* Frequently leaving class, the inability to take part in discussion, tardiness, leaving class early, sleeping, text messaging, and other disruptive behavior lowers your class participation grade and, when not corrected, may be grounds for dismissal from the class. **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 (200 word, 2-3 paragraphs) summary describing the event and making a claim about its appeal (negative, positive, or mixed) or describing an impact on your learning; include at least two pieces of concrete evidence to support your claim. 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 with Dr. J if you attend a Visiting Writers reading or submit your ticket stub to her. **Approved events 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: (50 points) 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 need to download this document located in Blackboard and then locate the sources listed 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.

Recognizing Scholarship: (100 points) You will read the opening pages (or complete texts) of a number 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.

Research Questions: (150 points) 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 researched adequately using the web. **If you do find answers using the web, you are required to verify the answer using Stockton library's resources.** 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.*

Citation Mechanics Quizzes: (50 points) When a mechanics quiz is assigned, you will need to go to the website for Diana Hacker's 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: jacobsok@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 in each exercise set. If you receive an average of 80% or above on the assigned exercises (listed in 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. **All exercises must be completed no later than February 22.** 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.

Annotated Bibliography with Zotero: (100 points) You will select and write an annotated bibliography of 10 appropriate scholarly sources related to Flannery O'Connor. Articles from websites/non-peer reviewed articles/books will not be accepted as scholarly sources. These sources and your annotations (about 1 paragraph per source) will be added to our group bibliography in Zotero. Only one student may annotate any individual source. You may only annotate no more than one essay assigned as reading for the class. You will need to check our Zotero site to make sure another student has not already selected the source. If someone has, then you will need to select another source to annotate. **Start this project early as you may need to use interlibrary loan to retrieve your sources!** See Assignment description for more details.

They Say Literature Review: (100 points) This paper 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 one of O'Connor's short stories and write a 1200-word paper (about 4-5 pages) that summarizes the important points and positions in that conversation. Citations in the paper and bibliography should follow 2009 MLA guidelines. You may connect this assignment with the essays you annotate for our class bibliography in Zotero. See Dr. J if you need assistance in identifying appropriate essays.

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 will write the opening pages for your final critical research essay. This opening should establish your topic 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.

Presentation: (100 points) You will complete research on some aspect of O'Connor's life, career, or influence and present your knowledge to the class. *The presentation must have a visual component (e.g. handout or PowerPoint).* Plan and practice your individual presentation so it is 8-10 minutes.

Final paper: You will write a research essay of 6-8 pages on one or two of O'Connor's stories (your previous assignments should help you to come up with ideas for this project). The essay must incorporate the work of at least five scholarly sources. Articles from websites/non-peer reviewed articles/books will not be accepted as scholarly sources. This is the culmination of the course; it should be a work of substance.

Email Policy: Please keep the following in mind when communicating with me outside of class:

1. Use Blackboard email for all course-related correspondence.
2. 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.
3. Always try to visit my office hours with specific questions about course material. If you were absent, contact a classmate with questions about missed material and then visit office hours if you still have questions.
4. Visit instructor office hours to discuss grades. This includes final grades. Grades should be discussed in person during office hours or other arranged meetings. I will not discuss grades via email.

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. The instructor will happily read and comment on thesis statements (usually between 1-3 sentences) via Blackboard email. If you wish the instructor to read longer drafts, drop by her office hours. Additionally, Dr. J encourages 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>.

Syllabus—LITT 2123*

Week 1:

Jan 18 **Class Overview:** Download and print Reference Resources assignment (posted in Blackboard; due Feb. 8).

Jan 20 **Scholarly vs. Non-scholarly Sources:** Read handouts/links on evaluating sources and Wikipedia (posted on Blackboard).

Week 2:

Jan 25 **Introduction to Stockton Library and Zotero:** Download, print and read Zotero handout (posted in Blackboard). Watch the Zotero videos. **MEET IN D004**

Jan 27 **Introduction to O'Connor:** Read "A Good Man is Hard to Find" (9-29); "The River" (30-52). Recognizing Scholarship Assessment assigned.

EVENT: Visiting Writers Reading: Cindy King, Thursday, Jan. 27, 8pm, F111

Week 3:

Feb 1 **O'Connor:** Read "The Life You Save May Be Your Own" (53-68); "A Stroke of Good Fortune" (69-84).

Feb 3 **Evaluating Sources and MLA Format:** Review Recognizing Scholarship assessment assignment; further discussion of how to evaluate sources. Review guidelines on MLA format (Hacker 6th Edition, pp 378-404; 7th Edition, pp. 372-401). **Complete on-line quizzes: E-ex MLA 4-3, 4-4, and 4-6. Due: Recognizing Scholarship Assessment**

Week 4:

Feb 8 **Citation and Plagiarism:** Review of citation mechanics and plagiarism issues. Short film: *Crediting Your Sources* (call #: VH LB CYS). Research Questions assigned (due 3 March). **Due: Reference Resources Assignment**

PAC: *The Pillowman*, By Martin McDonagh, Wednesday, February 9 through Saturday, February 12: 7:30pm; Sunday, February 13: 3:00pm

Feb 10 **Strategies for Approaching Research Questions:** Evaluating research materials; how to discover trends or focus in criticism, strategies for approaching questions. Read "A Temple of The Holy Ghost" (85-101) and "The Artificial Nigger" (102-129) for class discussion.

Week 5:

Feb 15 **Evaluating Research Materials:** how to identify standard/authoritative editions and biographies, strategies for approaching research questions. Read "A Circle in the Fire" (130-154) and "A Late Encounter with the Enemy" (155-168) for class discussion. **Complete on-line Hacker quizzes E-ex MLA 2-1, 3-1, and 4-1.**

Feb 17 **O'Connor:** Read "Good Country People" (169-196) for class discussion. **Due: Answer to one of your research questions (your choice) with citation. Post to Blackboard BEFORE class begins.**

PAC: *Voices*, Freed Yorick Ensemble, Thursday • February 17 • 7:30pm

Week 6:

Feb 22 **O'Connor:** Read "The Displaced Person" (197-251) for class discussion. **All Hacker quizzes must be completed by this date.**

Visiting Writers Reading: Kathy Sedia, Wednesday, Feb 23, 8pm, F111

Feb 24 **Using Secondary Sources:** Read *TSIS* 1-73 and Peter A. Smith, "Flannery O'Connor's Empowered Women" (posted in Blackboard) for in-class discussion of using secondary sources in your own work. *They Say Literature Review* assigned.

* Class Schedule subject to changes with notice. Readings and assignments are listed on the day they are due.

Week 7:

Mar 1 **Annotated Bibliographies:** Do's and Don'ts of writing an annotated bibliography and review of sample bibliographies.

Mar 3 **Due: Research Questions**

Week 8:

Mar 8 **O'Connor Criticism:** Group work on O'Connor criticism. Read *TS/S* 101-132 & O'Connor criticism (posted in Blackboard): David H. Evans "Cut! . . . Flannery O'Connor's Apotemnophilic Allegories"; Nicolas Witschi "Reading Flannery O'Connor"; Charles Clay Doyle "A good man is hard to find": The Proverb".

EVENT: 8 March, 6PM, Alton: "How to Make Feminism Your Own: 10 Years of Manifesting Feminism" Author-Activists Jennifer Baumgardner and Amy Richards discuss what feminism means today, how you can make feminism a part of your life, and some of the barriers we still face—and how to vanquish them.

Mar 10 **O'Connor criticism:** Irwin Streight "The Ghost of Flannery O'Connor in the Songs of Bruce Springsteen"; Betsy Bolton "Placing Violence, Embodying Grace: Flannery O'Connor's 'Displaced Person'" **Due: *They Say, I Say* Literature Review**

March 12-20: Spring Break**Week 9:**

Mar 22 **Selecting a Topic:** *They Say, I Say* Thesis Proposal/Draft with Annotated Bibliography assigned. Discussion of topics for final essays.

Mar 24 **Developing a Topic:** Presentation assignment introduced.

Week 10:

Mar 29 **NO Class: Preceptorial Advising**

Mar 31 **Honing a Topic and Thesis:** Review of topics and thesis statements. **Due: Post Presentation topics to Blackboard.**

Event: Visiting Writers Reading: B.R. Smith, March 31, 8pm, F111

Week 11:

Apr 5 **First Impressions:** Sample thesis statements and paper openings.

Apr 7 **Lasting Impressions:** Sample Papers.

Week 12:

Apr 12 Draft workshop. **Due: *They Say, I Say* Thesis Proposal/Draft and Preliminary Annotated Bibliography**

Apr 14 Draft workshop.

Week 13:

Monday, April 18: deadline to drop full-term class for W grade

Apr 19 **Powerpoint presentations.**

Apr 21 **Powerpoint presentations. Due: Zotero Annotated Bibliography (10 sources)**

Friday, April 22: Annual LITT program bash, TRLC, 4:30pm-6:00pm

Week 14:

Apr 26 **Powerpoint presentations.**

Apr 28 **Powerpoint presentations. Due: Final Paper**