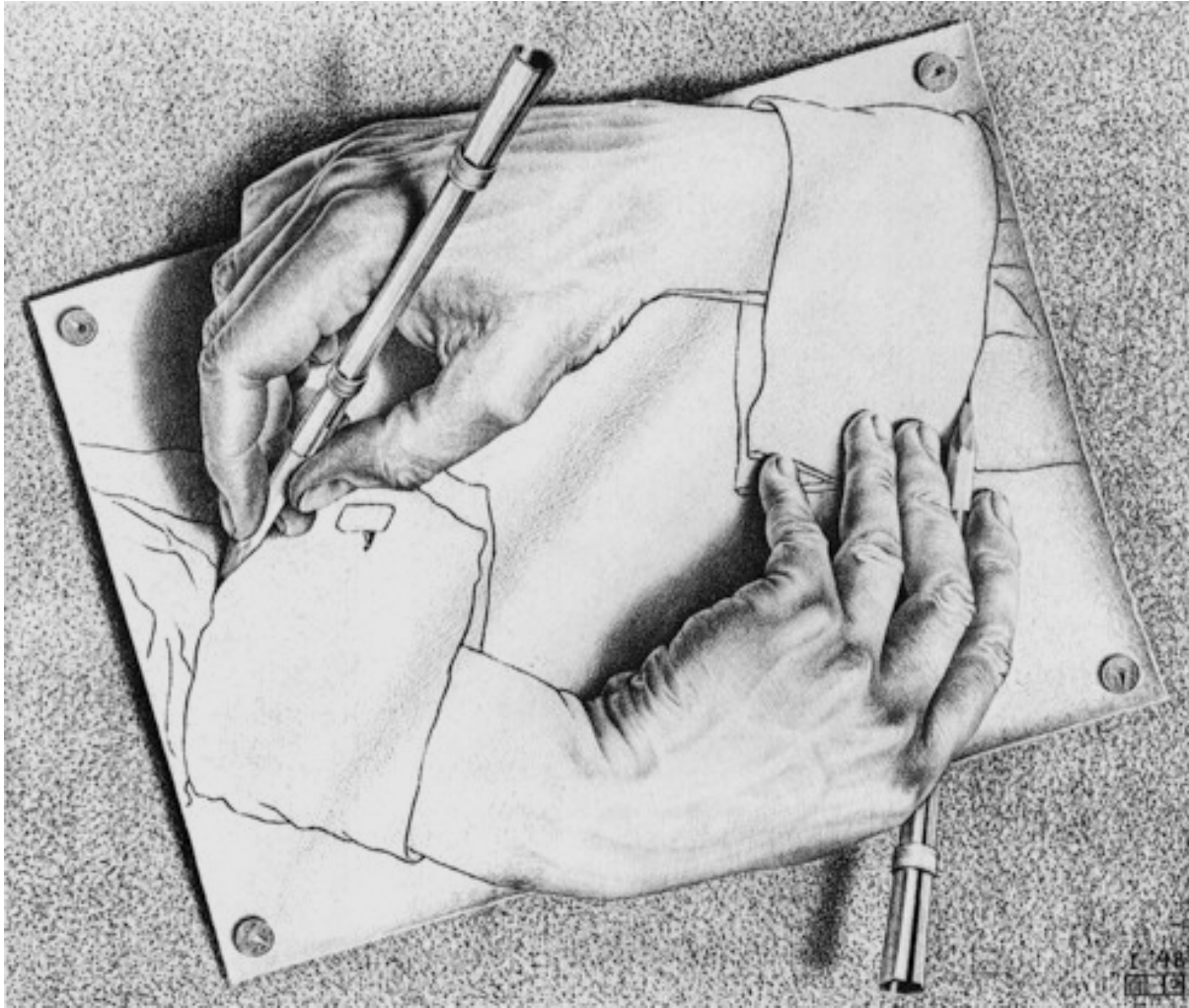
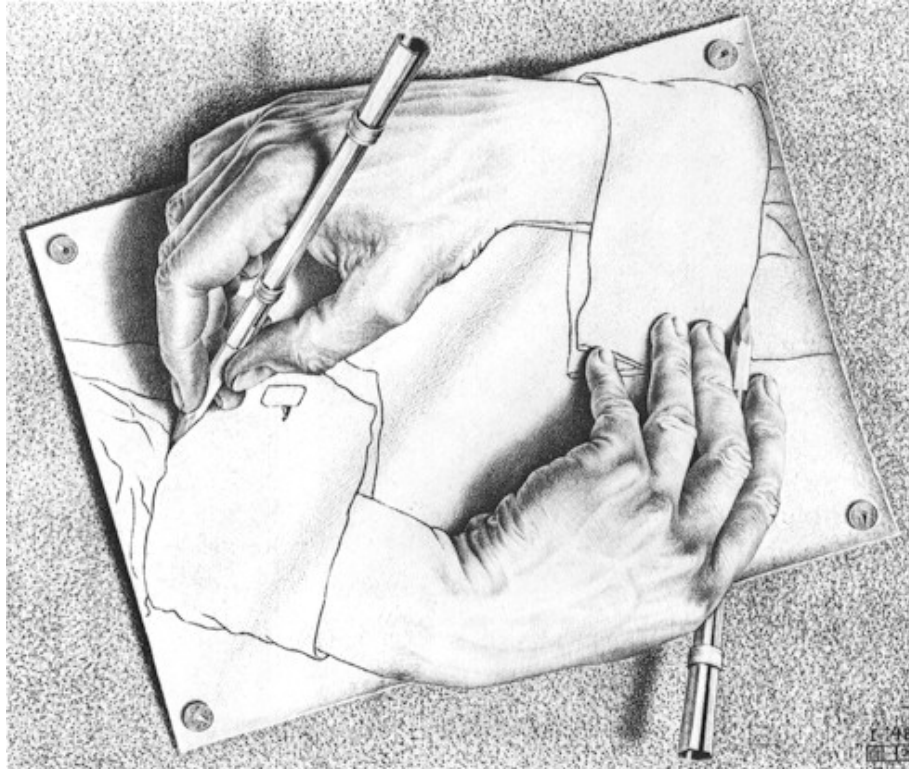


ENGLISH 5330.02
GRADUATE RESEARCH: METHODS AND THEORIES



DR. PAUL W. CHILD
FALL 2017

ENGLISH 5330.02
GRADUATE RESEARCH: METHODS AND THEORIES
FALL 2017
(THREE SEMESTER CREDIT HOURS)



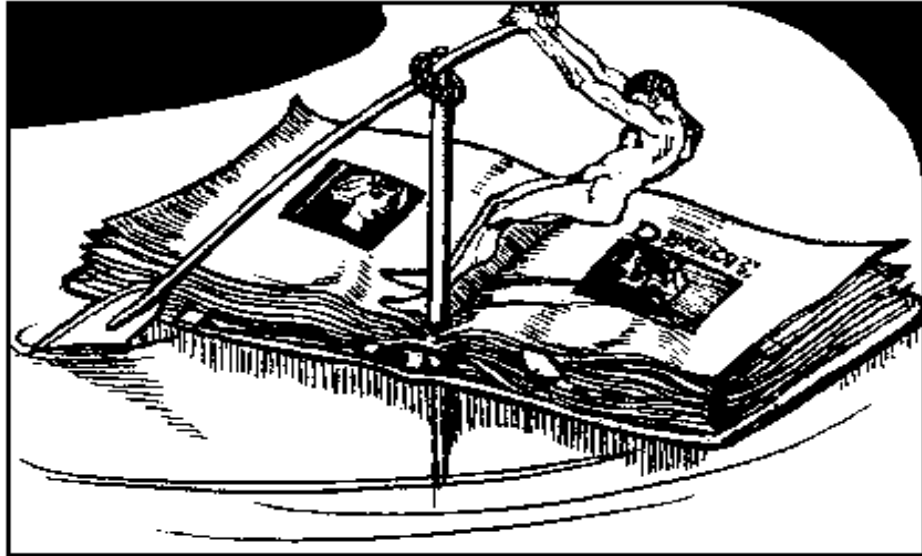
DR. PAUL W. CHILD

CAMPUS OFFICE: EVANS 204
TELEPHONE: 936-294-1412
E-MAIL: ENG_PWC@SHSU.EDU

CLASS DAY AND TIME
TUESDAY 6:00 P.M. TO 8:50 P.M.

CLASS LOCATION
THE WOODLANDS CENTER 253

OFFICE HOURS
THE WOODLANDS CENTER: BY APPOINTMENT
HUNTSVILLE CAMPUS: MWF 12:00 P.M. TO 2:00 P.M.



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ENGLISH 5330.02

FALL 2017

DR. PAUL W. CHILD

COURSE DESCRIPTION

English 5330 (Graduate Research: Methods and Theories), a gateway class for graduate students in English at Sam Houston State University, begins by determining the kinds of sophisticated (and simple) questions that a reader should ask about a work of literature and the approaches that one might take in engaging those questions.

It turns then to systematic methods for developing and defending a significant argument about a work: Each student will undertake intensive, practical bibliographic research on an assigned text; engage the critical debate over the work and issues; and make her or his own contribution to that debate in a seminar paper, using scholarly apparatuses appropriate to the field. Because of the importance of participating in the ongoing critical conversation about the works, the course spends some time considering critical approaches and methods for bibliographic research in both print and electronic resources.

Requirements include a class presentation of critical approaches to reading, a controlled critical paper, research exercises, a seminar project (including preliminary steps and final term paper), an oral presentation of your research findings, and active and steady participation.

Prerequisites: Acceptance (in some status) as a graduate student at Sam Houston State University

Course value: Three semester credit hours.

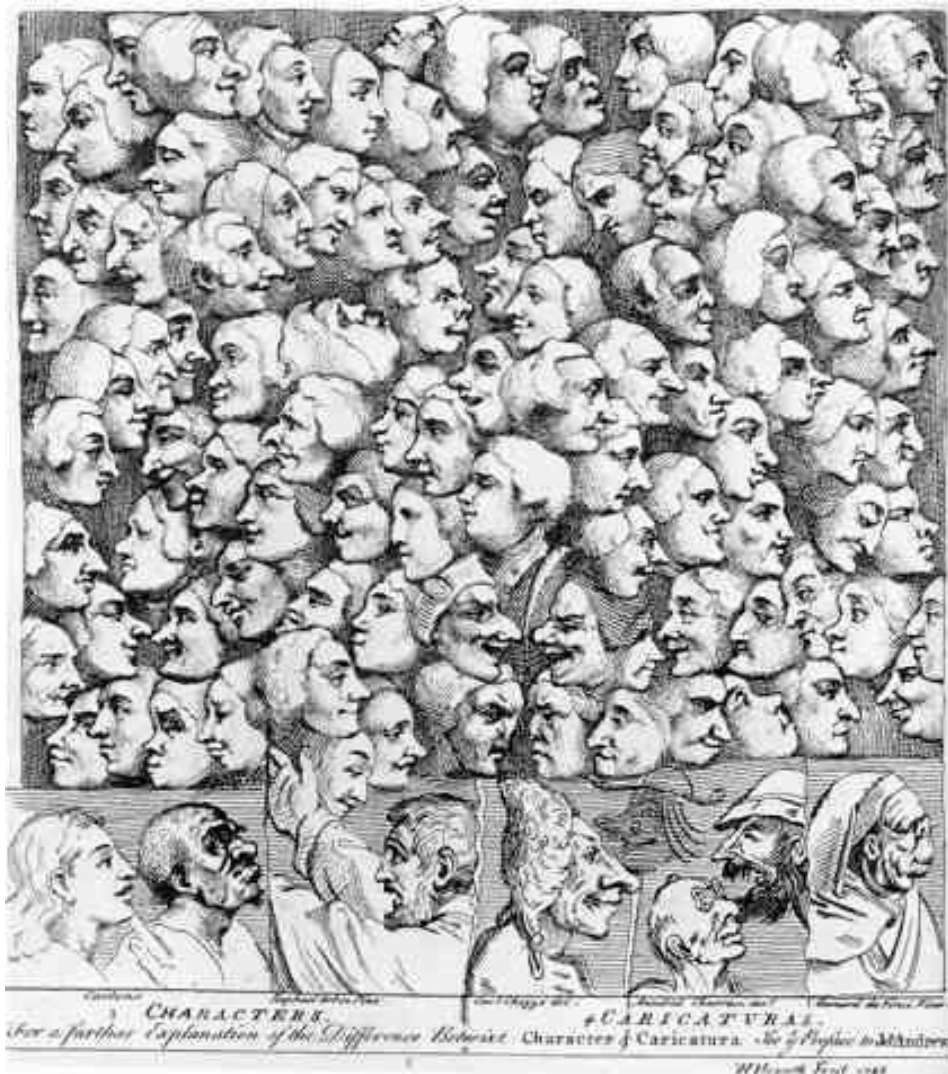
COURSE OBJECTIVES

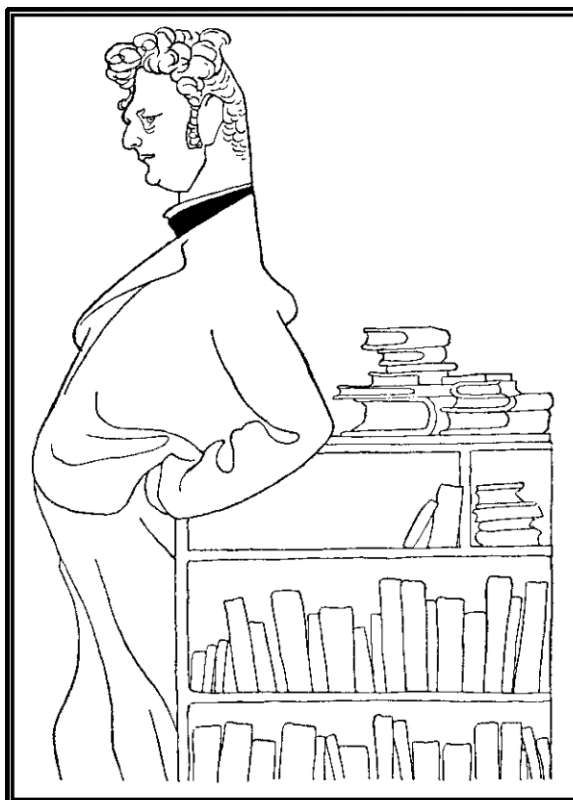
The course aims primarily to

- develop your graduate-level reading of literature
- develop your graduate-level skills in formulating and writing arguments about literature

The course aims secondarily to help you

- navigate printed and electronic research resources
- familiarize yourself with critical theories of reading
- establish hypotheses about works of literature
- read and annotate secondary sources critically
- engage the critical conversation about a work
- produce a scholarly argument about a work
- use critical apparatuses according to prescribed forms
- use prescribed manuscript form
- present your research findings orally





POLICIES AND REQUIREMENTS

DR. PAUL W. CHILD

OFFICE: EVANS 204

TELEPHONE: 936-294-1412

E-MAIL: ENG_PWC@SHSU.EDU

OFFICE HOURS: THE WOODLANDS CENTER: BY APPOINTMENT

HUNTSVILLE: MWF 12:00 P.M. TO 2:00 P.M.

I. REQUIRED TEXTS

Aside from Swift's *Gulliver's Travels* and Twain's *Adventures of Huckleberry Finn*, copies of which I presume you already have or can find easily enough, please get the following texts:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008. 978-0-226-06556-3

Guerin, Wilfred, et al., ed. *A Handbook of Critical Approaches to Literature*. 6th ed. New York: Oxford UP, 2011. 978-0-19-539472-6

MLA Handbook for Writers of Research Papers. 8th ed. New York: The Modern Language Association of America, 2009. 978-1-60329-262-7

II. COURSE REQUIREMENTS (WITH APPROXIMATE RELATIVE VALUES)*

- Controlled Critical Paper (15%)
- Research Exercises (10%)
- Reading Theory Presentation (10%)
- Seminar Project (to include all preliminary steps and final critical research paper) (50% collectively)
- Oral Presentation of Research (10%)
- Participation (5%)

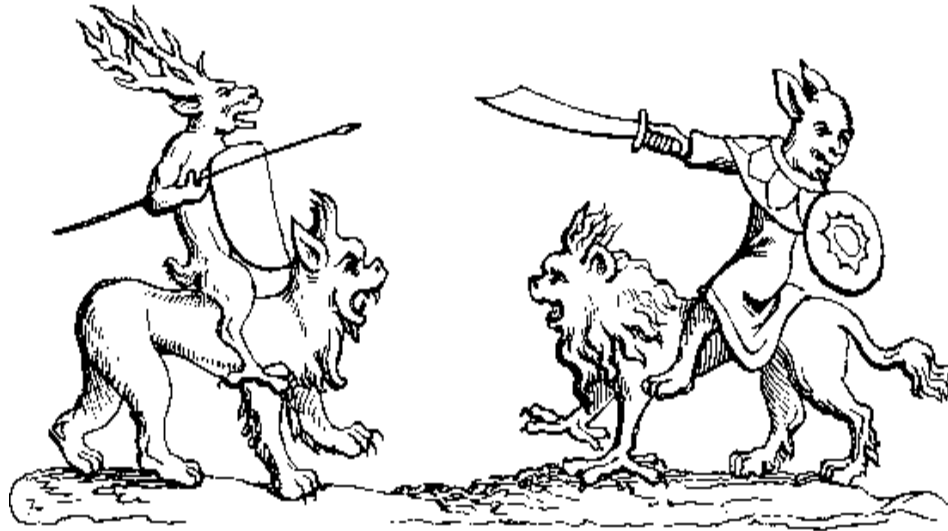
III. ASSIGNMENT SUBMISSION POLICIES

To avoid incurring incremental *penalties* of one letter grade for every late calendar day (and your professor's frowns), turn in all assigned materials on time. An absence does not excuse you from turning in an assignment on the due date.

All work submitted for credit must be typed and formatted strictly according to MLA conventions governing the submission of manuscripts.



* To receive credit for the course, you must submit/complete all of these major requirements.



IV. ATTENDANCE

Since you have chosen to take this graduate course, I presume that you *want* to be here. Accordingly, I expect that you will *never* miss a session, except under the most unusual circumstances. If you have a job, a demanding pet, “personal problems,” or any other extracurricular distractions that will prevent your attending class weekly and submitting all assignments on time, please take another class.

An extended illness does not excuse you from the requirement that you attend class; my rationale is that if you are too ill to attend all classes, you should withdraw from your courses and try again when you can make a serious commitment to them without distraction or dis-ease.

Please come to class having read all the assigned materials carefully and thoughtfully. I expect that all of you will engage class discussions enthusiastically, even if you are naturally shy.

V. ACADEMIC DISHONESTY

For definitions of academic dishonesty in general, I refer you first to the Sam Houston State University policy statement about such dishonesty in Paragraph 5.3 of the “Code of Student Conduct and Discipline” in the Sam Houston State University *STUDENT GUIDELINES*. Please read through the short description very carefully.

Plagiarism (a word that comes from the Latin term for plundering) is literary theft, the intentional or sometimes merely careless stealing of someone else’s words or ideas and the passing them off as one’s own without giving due credit to the original author. Plagiarism not only defeats the very purpose of the educational process—to make an independent thinker and writer of you—but also constitutes academic fraud. Any assignment convicted of plagiarism will fail; in serious and clearly deliberate cases, the student will fail the course and face the appropriate dean for further disciplinary action.

Unintentional plagiarism is plagiarism nonetheless.

VI. ADDENDA

Pace your reading and writing assignments well; I am reluctant to give incompletes.

Please observe the customary classroom courtesies.

Students with Disabilities: Sam Houston State University responsibly observes the Americans with Disabilities Act. If you have a disability that may adversely affect your work in this class, please register with the SHSU Counseling Center and talk with your professor about how he can best help you. All disclosures of disabilities will be kept strictly confidential. No accommodation can be made until you register with the Counseling Center, however. Contact the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, by calling (936) 294-1720.

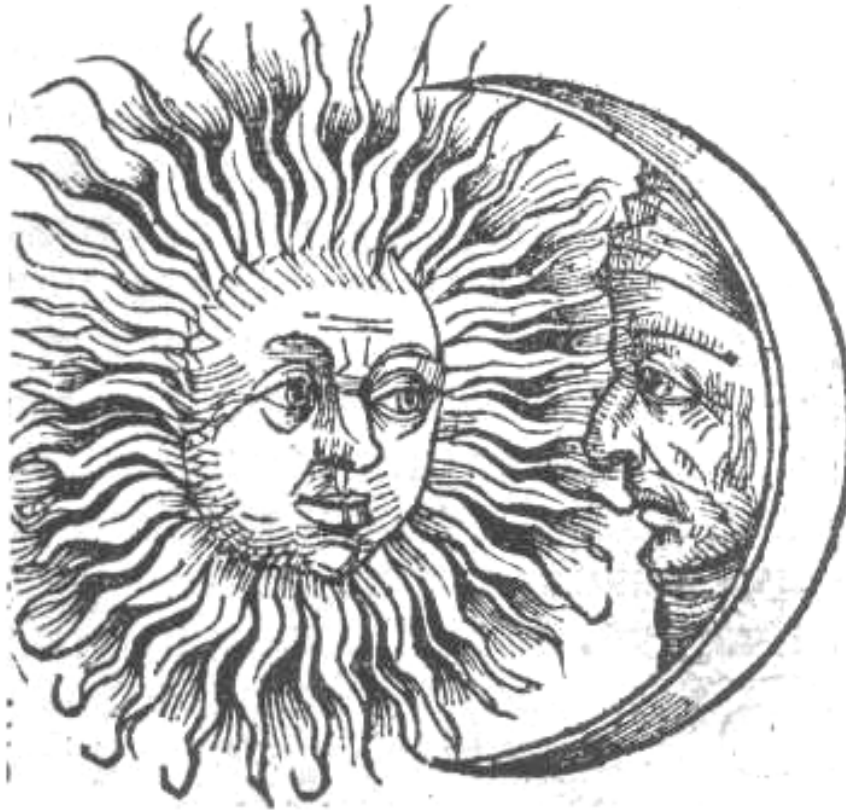
Observance of Religious Holy Days: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself or herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s) early in the term.

Visitors in the Classroom: I always welcome visitors in the classroom—a chance for *you* to show off. But the visitor must not disrupt the classroom with his or her attendance.

Instructor Evaluation: The University asks that you complete a course/ instructor evaluation form toward the end of the term. So if you bide your time patiently, you will have the opportunity to turn the tables on your professor by evaluating *him*.

Concealed Handgun Carry Policy: As of August 1, 2016, in accordance with Texas Government Code Section 411.2031, a licensed, trained individual twenty-one years of age or older is permitted to carry a concealed handgun into this classroom; the individual is not required to disclose that he or she is carrying the concealed handgun. Instructor's additional policy: Students who carry concealed weapons into this classroom are not *allowed* to disclose—that is, to show or to announce to other students in the classroom that they are carrying a concealed handgun—except in the event of an active shooting situation. Disclosure for any other reason constitutes “open carry,” which is forbidden on campuses of public universities in the State of Texas.

And Finally: I reserve the right to make minor changes in the syllabus.



SCHEDULE OF CLASS MEETINGS AND ASSIGNMENTS

Following our first class session on Tuesday, September 5, we will meet on the following dates, from 6:00 p.m. to 8:50 p.m., unless otherwise noted. Please complete the reading and writing assignment for each evening as indicated. Toward the end of the term, there are a couple of evenings for which I have not made assignments; presumably, you'll be busy enough with your research at that time.

The reading and writing for the class are both steady and demanding, as appropriate to a graduate course, so please pace yourself well.

UNIT ONE: READING TEXTS

TUESDAY, SEPTEMBER 12: THE "PRECRITICAL RESPONSE"

Reading Assignment: Swift, *Gulliver's Travels*

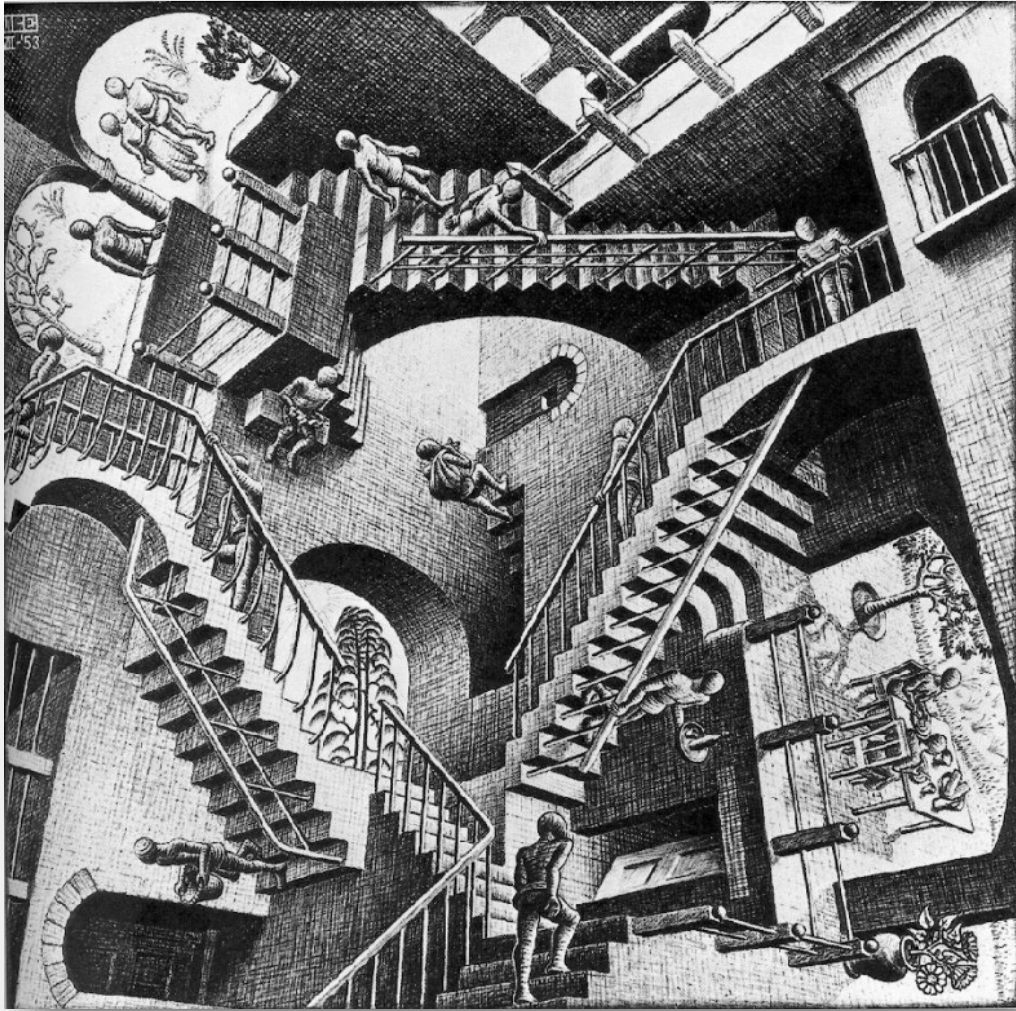
Reading Assignment: Guerin, "Getting Started: The Precritical Response" (1-16)

TUESDAY, SEPTEMBER 19: CRITICAL THEORIES

Assignment: Critical Theories Presentations

TUESDAY, SEPTEMBER 26: CRITICAL THEORIES

Reading Assignment: Twain, *Adventures of Huckleberry Finn*



UNIT TWO: FACT-FINDING AND BIBLIOGRAPHIC RESEARCH

TUESDAY, OCTOBER 3: TEXTS AND EDITORIAL PROCESSES

Writing Assignment: Annotations of five secondary sources for *Huckleberry Finn* paper

TUESDAY, OCTOBER 10: FINDING FACTS

Writing Assignment: “Controlled” Critical Paper

Research Assignment: Show me the authoritative edition of the primary text assigned for your term research.

TUESDAY, OCTOBER 17: THE ENUMERATIVE BIBLIOGRAPHY

Reading Assignment: Booth et al., Chapters 1-5 (pages 9-83)

Research Assignments: Deadline for reading primary text. Submit “precritical” response to your primary text. Submit topics of interest and the critical questions or problems that your research might set out to solve.

TUESDAY, OCTOBER 24: JUDGING SOURCES

Research Assignment: Submit research exercise.

Reading Assignment: Booth et al., Chapters 6-11 (pages 84-170)

UNIT THREE: MAKING THE CRITICAL ARGUMENT

TUESDAY, OCTOBER 31: THE ANNOTATED BIBLIOGRAPHY

Research Assignment: Submit enumerative bibliography.

Reading Assignment: Booth et al., Chapters 12-16 (including prologue to section) (pages 173-248)

TUESDAY, NOVEMBER 7: ENGAGING THE CRITICAL DEBATE

Research Assignment: Show me copies of works that you will annotate.

TUESDAY, NOVEMBER 14: FORMULATING YOUR ARGUMENT

TUESDAY, NOVEMBER 21: ORGANIZING YOUR ARGUMENT

Research Assignment: Submit annotated bibliography.

TUESDAY, NOVEMBER 28: DRAFTING YOUR PAPER

Research Assignment: Submit draft of introduction to your paper and sentence outline.

UNIT FOUR: ORAL PRESENTATION OF RESEARCH

TUESDAY, DECEMBER 5: PRESENTING YOUR RESEARCH ORALLY

Reading Assignment: Booth et al., Chapter 17 (pages 249-69)

Research Assignment: Submit final term paper'



THE END, YOURS TRULY, HUCK FINN.

GUIDELINES FOR RECOMMENDATION LETTERS

I am always happy to write recommendation letters for qualified students who are applying for employment, scholarships and grants, or further schooling. A few guidelines, however:

1. I cannot fairly write a recommendation for you without proper acquaintance. In order for me to write a letter, you must have completed a course with me and earned a grade of at least a *B* or have been acquainted with me in some other capacity at the University for at least a full semester.
2. Please make the request formally, letting me know very clearly what you are applying for (a particular scholarship or a particular field of study at a particular institution). Provide the names and addresses of the contact(s) to whom I should send the letter.
3. You must give me at least a couple of weeks and preferably more time to complete the letter. Often I am working under pressures of class or professional deadlines, so it is not possible for me to get letters out at the last minute. Plan your applications well in advance.
4. I can write a very good letter based on your performance in my class or my observation of you in some other capacity. But the more that I know about your other accomplishments and interests, the better the letter. Please send me a current curriculum vitae (note the spelling of that document) or, at least, a list of such accomplishments and interests, especially those that suit you well for the job, scholarship, or educational program for which you are applying.
5. If the institution or organization to which you are applying requires a cover sheet, please get that to me in due time. As a matter of form, sign the waiver that insures confidentiality. If I agree to write you a letter, it will be a good one, and I will e-mail you a copy of the letter. So you need not worry about my sabotaging your application with a damaging or less-than-enthusiastic recommendation. However, if you do not sign the confidentiality waiver, those on the receiving end might think that your referees have been less than honest.
6. While many institutions now allow for electronic submission of recommendation letters, please provide pre-addressed envelopes with postage if a hard copy is required.



YOUR PROFESSOR

Paul W. Child, who earned his PhD in 1992 from the University of Notre Dame, joined the Sam Houston State University English faculty in the fall of 1993 after failing as ditch-digger, rock musician, night auditor in a motel, and business manager for a building restoration contractor. His academic specialty is Restoration and 18th-century British literature, and he has scholarly interests in medical literature and the social history of medicine. He has published work on Jonathan Swift, author of *Gulliver's Travels* and "A Modest Proposal"; George Cheyne, doctor to the stars and lesser luminaries in 18th-century London and Bath; and the teaching of medical literature. Attempting to reinvent himself in his old age, Dr. Child is currently completing a Master's degree in the History of Medicine at Johns Hopkins University.