

English 3000-01W: Research and Methodology

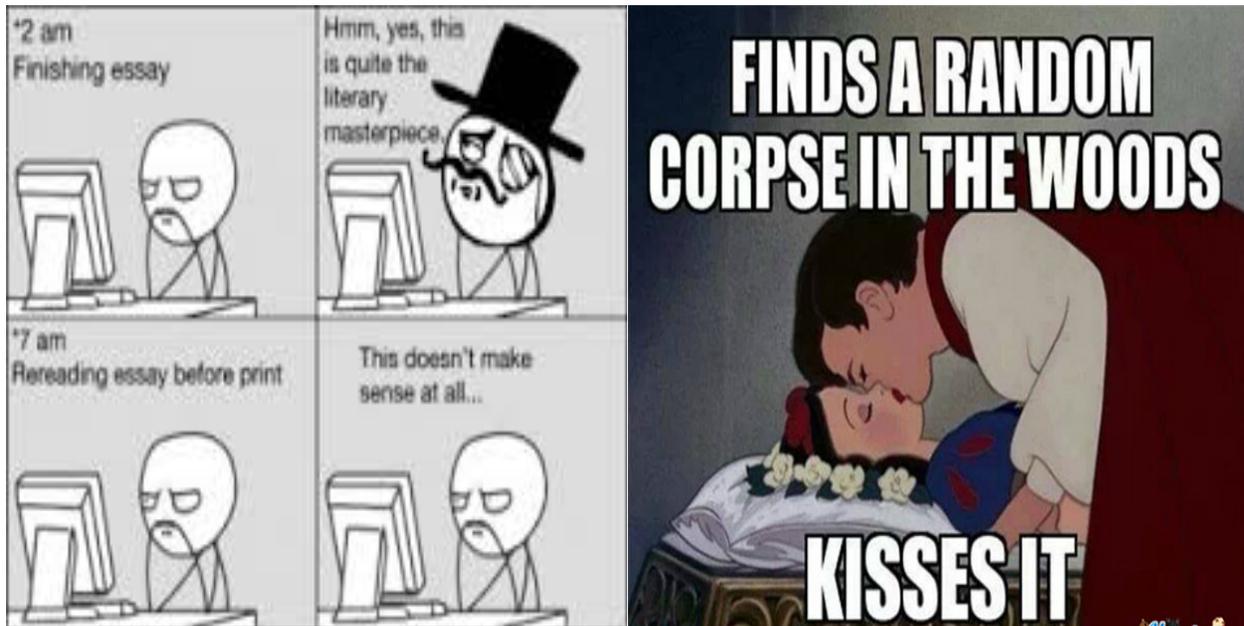
Fall 2017 * M/W 11-12:15 * TLC 1204

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Office Hours: M: 10-10:55 and 12:45-1:45; W: 10-10:55 and 4:50-6; Th: online 10-12 or by appt.



Course Description

As a pre-requisite for upper-division coursework in the English major, this course is designed to introduce students to the many possible ways of framing an interpretative intervention about a given text. Using a representative sampling of fairy tales as our case studies, we will discuss the conventions, theories, and skill sets that shape our contributions to and understandings of the discipline of literary studies. Students will hone their critical thinking, argumentative writing, and research skills through a variety of written assignments and oral presentations that will culminate in a seven-to-eight page final paper.

Course Objectives and Program Goals

The English Department has a commitment to writing instruction and revision in all of our classes. According to the revised English Program Learning Outcomes, English majors will be able to:

- Understand and assess the traditions, conventions, and contexts associated with the study of the English language and its literatures.
- Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and/or visual sources.
- Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Required Texts

Bonnycastle, Stephen. *In Search of Authority: An Introductory Guide to Literary Theory*. 3rd ed. Peterborough: Broadview Press, 2007.

Hallet, Martin, and Barbara Karasek, eds. *Fairy Tales in Popular Culture*. Peterborough: Broadview Press, 2014.

MLA Handbook. 8th ed. New York: Modern Language Association, 2016.

Zipes, Jack, ed. *The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm*. New York: Norton, 2001.

Supplementary readings are available online or via CourseDen

You'll also need to be able to view *Shrek* (2001), which you can stream through Amazon or watch at the library.

Required Work

Fuller descriptions of your written assignments and study guides for your exams will be posted to CourseDen.

- *Daily Participation* (15%): You are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. Challenge yourself to talk at least once a week if not once a class. Bringing both the texts we’ll be discussing and the notes you took while reading those texts to class is a good starting point for being prepared for class discussions. If I get the sense that you are not reading, I will incorporate reading quizzes into this component of your grade. I will post your participation grade twice: around midterm and at the end of the semester.
- *Paper One* (10%): a 3 to 4 page paper focusing on the close, analytical reading of a text or texts from the first third of the semester.
- *Paper Two* (10%): a 3 to 4 page argumentative paper in which you put your reading of a text into meaningful conversation with one of the theoretical approaches we have discussed.
- *Revision* (10%): you will revise one of your first two essays using the techniques discussed in class as well as the feedback you received on the original essay. You are strongly encouraged to go to the Writing Center as part of your revision process.
- *Research Paper Pitch* (10%): You will make an 8 to 10 minute presentation that outlines the focus and questions that are motivating your research for your final paper, as well as highlights your major discoveries thus far. As part of this presentation, you will turn in an annotated bibliography of the sources you will be using for your paper.
- *Research Paper* (20%): 7 to 8 page research paper that uses a minimum of four scholarly sources to advance an original, theoretically sophisticated argument about the text or texts of your choosing. Start thinking about what topic/texts you might want to explore early, especially as we discuss the various fairy tale case studies throughout the semester.
- *Midterm* (10%): a writing intensive exam covering the texts and theoretical concepts from the first half of the semester.

- *Final Exam* (15%): a writing intensive exam that focuses predominately on the texts and theoretical concepts from the second half of the semester. There will, however, be a couple of cumulative questions.

Attendance

You are expected to attend class daily and be on time. I take roll by asking the class a specific “attendance question”; if you show up after I am done with roll you will be considered late. You may miss three classes with no questions asked. Absences four and five will result in your final grade dropping by two percentage points each. Six or more absences will result in you not passing this class. Three late arrivals count as one absence. Leaving class early without permission also counts as an absence. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class discussions will negatively impact your participation grade.

Deadlines and Submitting Assignments

All of your work is due on the days and times indicated by the schedule below. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (4 points) for every day that it is late, including weekends. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me **well ahead** of that assignment’s due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due, but I am happy to do everything in my power to help you produce work that you are proud of. It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. “My computer ate my file” and “I thought I uploaded the file” are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly (backing your work up on Google Drive or another cloud service might also be advisable) and double check that ALL of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office (<http://uwgonline.westga.edu/>) directly.

Grading and Revision Policies

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. I do not offer extra credit for this class. You will be revising one of your first two papers as part of your work for this class. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive.

University Policies and Student Rights/Responsibilities

Please carefully review the following Common Language for all university course syllabi: https://www.westga.edu/administration/vpaa/assets/docs/facultyresources/common_language_for

[_course_syllabi_v2.pdf](#). It contains important material pertaining to university policies and responsibilities. These statements are updated as federal, state, university, and accreditation standards change, so you should review the information each semester.

Academic Honesty

The act of plagiarism—claiming someone else’s ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for assignment and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me **before** you turn your work in. Sources you should consult before talking to me include:

- The MLA Handbook you purchased for this class.
- The department's website: <http://www.westga.edu/%7Eengdept/Plagiarism/index.html>
- The Bedford/St. Martin student site:
http://bcs.bedfordstmartins.com/rewriting2e/#t_526483
- The research and citation section of Purdue’s online writing lab:
<http://owl.english.purdue.edu/owl/section/2/>

Submitting someone else's work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment in question.

Accessibility Services

UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at <http://www.westga.edu/counseling/4486.php>.

Classroom Environment

Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific project. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Help

I am always happy to meet with you outside of class to discuss readings, your progress in the class, or any other questions/concerns you might have. I will be in my office during the office hours listed at the top of this syllabus. (On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible.) If you are unable to come to office hours, let me know and we will figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please do not panic if you do not hear from me right away, especially if you send your email at, say, midnight. If, however, I have not responded in 24 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email writing@westga.edu.

UWG Cares

College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we have been in your shoes. If at any point during the semester you or someone you know starts to feel overwhelmed, I would encourage you to call the Counseling Center (it is free and anything you discuss can remain confidential) at 678-839-6428. If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that I am legally obligated to report any incident of sexual assault. If you are worried about someone who does not seem to want to ask for help, visit <http://www.westga.edu/uwgcares/> to file an anonymous report on that person. In case of emergency, don't be afraid to call national help lines, like that for the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673.

Schedule of Readings and Assignments (due the date on they are listed)

This syllabus is a general plan for the course and might be modified as the semester progresses to meet course objectives and address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending an updated syllabus.

Week One: Introductions

Aug. 9	Course overview: establishing expectations
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Week Two: Fairy Tales—an Overview

Aug. 14	On Fairy Tales as a literary genre <i>Homework due:</i> Zipes, “Cross Cultural Connections and the Contamination of the Classical Fairy Tale” (Norton); Tatar, “Fairy Tales in the Age of Terror” (<i>Popular Culture</i>); Gaiman’s “Instructions” (e-reserve)
Aug. 16	Case Study One: Amphibians as Suitors Summarizing and Paraphrasing <i>Homework due:</i> “Enchanted Frog” (e-reserve); “Frog Princess” (e-reserve); “The Princess and the Frog” (<i>Popular Culture</i>); “Hazel Tells Laverne” (<i>Popular Culture</i>)

Week Three: Literary Theory—Formalist Approaches

Aug. 21	Making Theory Work For You and Your Experience of the Text <i>Homework due:</i> “Why Study Literary Theory Now?,” Dialogism and the work of Mikhail Bakhtin” section from “Monologue and Dialogue in the Classroom,” “Paradigms, Paradigm Change, and Interpretation,” and “Reader-Response Criticism” (Bonnycastle)
Aug. 23	Literary Form and Literary Language Paper #1 Introduced <i>Homework due:</i> “Structuralism (i): The Birth of a Paradigm,” “Structuralism (ii): Syntagmatic and Paradigmatic Relations,” and “Structuralism (iii): Narratology,” (Bonnycastle)

Week Four: Case Studies Two and Three

Aug. 28	Case Study Two: Maidens, Half-Men, and Newly Minted Queens Close reading <i>Homework due:</i> “Compassionate Sisters and Ungrateful Demons” (Norton—2 stories); Grimm’s “Snow White” (e-reserve); Sexton’s “Snow White” (e-reserve); Gaimon’s “Snow, Glass, Apples,” Addonizio’s “Ever After,” and Silverstein’s “Mirror, Mirror” (<i>Popular Culture</i>)
Aug. 30	Case Study Three: Hostile “Forests,” Parentless Children, and Opportunistic Hags Thesis Statements. Bring two copies of introduction/thesis statement to class <i>Homework due:</i> “Abandoned Children” (Norton—3 stories); Rodari’s “Nino and Nina” (e-reserve); Nix’s “Hanzel’s Eyes” (<i>Popular Culture</i>); Prose’s “Hansel and Gretel” (e-reserve)

Week Five: Literary Theory—Deconstruction

Sept. 4	No class: Labor Day
Sept 6	Questioning Assumptions <i>Homework due:</i> “Deconstruction” (Bonnycastle) Paper #1 Due by noon tomorrow (9/7).

Week Six: Literary Theory—Historicist Approaches—and Case Study Four

Sept. 11	Introduce Paper #2 Contextualizing the Text <i>Homework due:</i> “Historical Criticism and New Criticism,” “New Historicism” (Bonnycastle); Duggan’s “Ideology and the Importance of Socio-Political and Gender Contexts” (e-reserve)
Sept. 13	Midterm Review Case Study Four: A Kiss Is Worth? <i>Homework due:</i> “The Fruitful Sleep” (Norton—3 stories); Alameddine’s “A Kiss to Wake the Sleeper” (e-reserve); Thackery’s “The Sleeping Beauty in the Wood” (http://www.surlalunefairytales.com/sleepingbeauty/fiction/annethackerayritchie.html) Hillard’s “The Fairy Tale in Victorian England” (e-reserve)

Week Seven: Literary Theory—Political Approaches

Sept. 18	Midterm Exam
Sept. 20	Subject Positions <i>Homework due:</i> “Feminism, Gender Issues, and Literature,” “Marxist Criticism,” and “Postcolonial Criticism and Multiculturalism” (Bonnycastle)

Week Eight: Case Study Five

Sept. 25	Howling at What, Exactly? <i>Homework due:</i> “Dangerous Wolves and Naïve Girls” (Norton—2 Stories); Carter’s
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	“Company of Wolves” (e-reserve); Dahl’s “Three Little Pigs” and Seibles’ “What Bugs Bunny Said to Red Riding Hood” (<i>Popular Tales</i>); “The Grandmother” (http://www.pitt.edu/~dash/type0333.html - millien); Wells’ “The Girl, The Wolf, and The Crone” (e-reserve)
Sept. 27	Responding to Other Critics <i>Homework due:</i> Bonner’s “Visualizing Little Red Riding Hood” and Orenstein’s “Red Hot Riding Hood” (<i>Popular Culture</i>) <i>Last day to withdraw from class with a “W” is 9/29.</i>

Week Nine: Case Studies Six and Seven

Oct. 2	Case Study Six: Inner Animals <i>Homework due:</i> “The Pig Prince,” “The Wild Boar,” and “Hans My Hedgehog” from “Beastly Born Heroes” (Norton); “The Ram” and “Beauty and the Beast” from “The Beast as Bridegroom” (Norton)
Oct. 4	Introduce Revision Requirements Case Study Seven: Helpful Animals <i>Homework due:</i> “Shrewd Cats” (Norton—4 stories) <i>Paper #2 due by noon tomorrow (10/5)</i>

Week Ten: Case Study Eight and Revision

Oct. 9	Introduce Research Paper, Presentations, and Annotated Bibliographies Case Study Eight: Flipping the paradigm and looking towards the future <i>Homework due:</i> <i>Shrek</i> ; “The Movies” (<i>Popular Culture</i>); “Conclusion: Resituating Authority” and “Postmodernism: Problems and Solutions” (Bonnycastle)
Oct. 11	Revision workshop: bring the paper you are working on to class

Week Eleven: Developing a Research Topic

Oct. 16	Finding and Evaluating Sources—meet in the Main Floor classroom of the library <i>Homework due:</i> come to class with several ideas about what topic you might want to pursue for your research paper
Oct. 18	Working with sources workshop <i>Homework due:</i> bring one source you found during or after our library session to class <i>Revisions due by noon tomorrow (10/19)</i>

Week Twelve: Bibliographies

Oct. 23	MLA style review <i>Homework due:</i> bring any sources you have questions about to class
Oct. 25	Polishing your pitch and annotated bibliographies workshop <i>Homework due:</i> bring necessary materials to class

Week Thirteen: Presentations

Oct. 30	<i>Presentations</i>
Nov. 1	<i>Presentations</i>

Week Fourteen: Developing Your Projects

Nov. 6	No class: mandatory individual meetings
Nov. 8	No class: mandatory individual meetings

Week Fifteen: Towards a final product

Nov. 13	Conclusions
Nov. 15	Peer review Bring two copies of your draft—at least five pages—to class

Week Sixteen: Thanksgiving Break

Nov. 20	No class.
Nov. 22	No class.

Week Seventeen: Conclusions

Nov. 27	Course Evaluations and Final Exam Review Editing workshop: bring a printed copy of your revised draft to class
Nov. 29	In-class component of final exam given; take home component assigned. <i>Research Papers due by noon tomorrow (11/30)</i>

Final Exam: Wednesday, December 6th, 11-1 pm