Course Description

ENGL 5302 is designed as an introduction to graduate-level scholarship in the three tracks of our MA program: Literary, Composition, and Borderlands Studies. Through assigned readings, library research (of both print and electronic resources), and interviews of English graduate faculty, we will explore the following:

• What are the dominant issues (or questions or problems) in the field? Or put another way, what animates scholarly research and dialogue in Literary, Borderlands, and Composition Studies?

• What are the research methods used to explore the issues in each field?

• How do we access scholarship and research? That is, how are research and resulting data/theories shared among scholars?

• How might we participate in scholarly discourse?

The class will involve full-group discussions, small-group workshops, individual research, and shared annotations.

Student Learning Outcomes
Upon completion of this course, students will be able to:

- Apply advanced research skills to graduate level inquiry
- Master documentation conventions
- Evaluate current issues in English studies
- Analyze research methods in English studies
- Create ways to disseminate and contribute to scholarly knowledge

**Texts**


A variety of other readings and hand outs.

**Graduate Studies Standards**

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

- Students read weekly assignments on time and come to the seminar with serious response and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own learning value.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. (I come to class because I want to share a learning experience with students. If you are not there and I am not aware of your situation, then I will not feel that sharing is occurring. This will make it more difficult for me to discern your experience in this course when it comes time to write down a 'final grade'.)
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

**Grades**

Your grade will be based on the following elements:
Documentation Exercise 10%
Resource Exercises 45%
Portfolio 45%

**Academic Integrity and Dishonesty**

**Students with Disabilities**

Federal ADA compliance: Those students with special needs (recognized and documented by the University) should notify me so we can discuss the availability of appropriate instructional aids or accommodations. These conversations will be confidential. If you do have special needs, you must register with the Office for Services for Students with Disabilities, Driftwood 101, 825-5816.

**Grade Appeal Process**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at [http://www.tamucc.edu/provost/university_rules/index.htm](http://www.tamucc.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Graduate Student Academic Integrity Statement**

English graduate students are expected to “conduct themselves in accordance with the highest standards of academic honesty” (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.
Attendance and Tardy Policy

If you are alive, you need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency, and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have some sort of personal emergency, such as an illness or death in the family, please notify student affairs and they will arrange for you to make up any missed work. If you miss because of school business (highly unlikely in grad school—these things may include a band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

Late work: Please notify me IN ADVANCE if an assignment is going to be late due to some emergency. Late work must be accompanied by a written explanation; if the late work is accepted, a penalty will accrue.

Academic Advising

Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

Class Schedule:

Research

Week #1 (August 24-26)
Thursday: Introduction to the course – the life of a scholar at TAMU-CC; logging on to WebCT; Professional Organizations

Week #2 (Aug 29-Sept 2)
Tuesday: Mann, Part I (Preface and Chapters 1-4)
Thursday: Mann, Part II (Chapters 5-10)
Hand out documentation exercise

Week #3: (Sept 5-9)
Tuesday: Mann, Part III (Chapters 11-15, Appendix).
Thursday: Documentation Styles
Reading due: Robert Connors, “The Rhetoric of Citation Systems.”
Week #4: (Sept 12-16)
Tuesday: Types and Methods of Research
Reading due: Lauer & Asher, Composition Research/Empirical Designs; Addison & McGee, Feminist Empirical Research
Thursday: Qualitative vs. quantitative research
Writing due: Documentation exercise
Hand out resource exercise

Week #5: (Sept 19-23)
Tuesday: Archival Research
Reading due: Harner, “Guides to Manuscripts and Archives”
Thursday: Open Access Scholarship
Guests: Sarah Sutton and Denise Landry-Hyde

Literary Studies

Week #6 (Sept 26-30)
Tuesday: Textual Scholarship
Reading due: Shillingsburg, “Textual Scholarship: A Brief Introduction”
Thursday: Digital Scholarship
Reading due: Robinson, “Current Issues in Making Digital Editions of Medieval Texts”

Week #7: (Oct 3-7)
Tuesday: Literary Canon building and Professional Journals
Reading due: Altieri, “An Idea and Ideal of Literary Canon”
Thursday: Professional Journals.
Reading due: Norman, “The Scholarly Journal and the Intellectual Sensorium”

Week #8: (Oct 10-14)
Tuesday: Interviews with Literature Faculty
Reading due: assigned handouts

Studies in Rhetoric and Composition

Thursday: History of the field
Reading due: Connors, “Writing the History of Our Discipline”
Week #9: (Oct 17-21)
Tuesday: Overview of Classical Rhetoric (Corbett)
Writing due: Resource Exercise #1 (Literary Studies)
Thursday: Overview of Composition Pedagogy (Lindemann)

Week #10: (Oct 24-28)
Tuesday: Overview of Technical and Professional Writing.
Thursday: Assessing Writing
Reading due: Yancey, “Looking Back as We Look Forward”

Week #11 (Oct 31-Nov 4)
Tuesday: Journals in the field
Thursday: Interview with Rhet/Comp faculty
Reading due: handouts

**Borderlands Studies**
Week #12 (Nov 7-11)
Tuesday: Issues and Research in Borderland Studies
Reading due: B. Anderson, Imagined Communities and Basch et al., “Transnational Projects: A New Perspective” and “Theoretical Premises”
Thursday: Issues and Research in Borderland Studies
Reading due: Lunsford, “Toward a Mestiza Rhetoric”
Writing due: Research exercise #2 (Rhet/Comp)

Week #13: (Nov 14-18)
Tuesday: Issues and Research in Borderland Studies
Reading due: Guerra, “Putting Literacy in its Place”
Thursday: Your scholarly career
Reading due: Parker & Riley

Week #14: (Nov 21-23)
Tuesday: Ethical Use of Student Writing in Composition Research
Reading due: P. Anderson, “Simple Gifts: Ethical Issues in the Conduct of Person-Based Composition Research; “Guidelines for the Ethical Treatment of Students and Student Writing in Composition Studies”
Writing due: Resource Exercise #3 (Borderlands)

Week #15: (Nov 28-Dec 2)
Tuesday: The Future of English Studies
Reading due: Scholes 1-68
Thursday: The Future of English Studies
Reading due: Scholes 69-127

Week #16 (Dec 5-6)
Tuesday: The Future of English Studies / Course Evaluations
Reading due: Scholes 128-190
Portfolios due: date and time of final examination.