Course Description:
This course will provide instruction in the process of researching and writing academic papers, and it will also help professionalize your work in the context of the field of English studies. To these ends, you will learn (or review, as the case may be) appropriate academic databases, methods of research, the theories informing critical approaches, how to apply these approaches to a primary text, how to write an academic paper, and how to use MLA style and documentation. Additionally, you will learn how to identify professional organizations, conferences, and journals relevant to your work. Part of this process will include learning how to write and submit a proposal for acceptance at a professional academic conference and how to write and submit a book review for publication in an academic journal. We’ll also explore how to streamline your work, so that work on any one project (e.g., a longer paper) can tie into conference presentations, book reviews, and/or journal publication. As graduate students, the level of work required from you—and your ability to work independently to problem-solve—will be significantly different than what was necessary as an undergraduate. Expect to be challenged beyond the boundaries of this particular classroom, as this course is intended to prepare you for success in your other courses and the program as a whole, by encouraging the independent work that is at the heart of graduate studies.

Required Texts:
- Readings on WSU Canvas for MENG 6010

Suggested Reading / Secondary Sources:
- Professional journals relevant to your interests.
- Academic journals in literature and critical theories relevant to your interests.
- Any book on literary theory that, as a result of your introduction to theory, piques your interest in reading more about the field or a particular approach.
- Any book on the history of American literature and English literature
- Literary Criticism Online (library database)
- The Oxford Guide to Literature in English Translation (available through library)
- Reading about the Profession:
Policies:

Attendance: I realize that “life happens”—work conflicts, illness, children’s needs, and so forth. Over the last decade of teaching I have worked out a policy that is equitable for all class members and that also preserves your privacy. Here are the details: There are no “excused absences,” but you get one absence without penalty. Illness, work conflicts, child care issues— in the interest of fairness, all are treated the same. The second absence will reduce your final grade by 4 points. Three absences or more typically results in a failing grade.

Class Participation & Conduct: Please come to class on time and prepared to discuss assigned reading and your writing. Habitually arriving late to class will negatively impact your grade. Active participation—defined as asking thoughtful questions, contributing meaningful insights to the class discussion and the like—improves your final grade; lack of such contributions hurts your final grade.

Academic Dishonesty: As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course and referral to the MENG Program Director.

Core Beliefs: According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student’s core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student’s request must articulate the burden the requirement would place on the student's beliefs.”

Disability Accommodation: PPM 3-34 notes: “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation.”

Emergency Campus Closure: In the event of an extended campus closure, check your WSU Wildcat email account for further instructions about how to keep up with class. It will be your responsibility to check in frequently with your WSU email account in order to complete the class.

MENG Learning Outcomes

Learning Outcome 1: Gather, analyze, and communicate information effectively as well as think creatively and critically.

Learning Outcome 2: Cultivated skills in close reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.
Learning Outcome 3: Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.

Learning Outcome 4: Acknowledge and articulate the significance of key primary text(s) in one specific literary genre, period, culture or style.

Learning Outcome 5: Demonstrate knowledge of an interaction with current scholarly criticism.

Learning Outcome 6: Ability to employ academic conventions and protocols for written or multimodal presentations, including the application of appropriate conventions, citation formats and style manuals.

By the end of the semester, you will be able to:

1. Produce a written text that demonstrates knowledge of MLA style and that effectively integrates sophisticated research;
2. Understand and apply a variety of critical approaches in your written work;
3. Know how to identify appropriate academic conference venues for your work and write and submit a proposal for consideration;
4. Know how to identify appropriate academic journals in your field and write and submit a book review for publication.
5. Understand how to effectively combine various academic projects and to streamline your work processes.

Assignments and Grades:

Your grade for the course is based on 100 points, and consists of the following assignments, posted on Canvas.

- Term paper, 15-20 pages. 45 points. (LO 1-6)
- Book review, submitted to an academic journal. 15 points (LO 1-6)
- Academic conference proposal, submitted in response to a conference RFP of your choice. 15 points. (LO 1-6)
- Special project. 15 points. (LO 1, 2, 6)
- Active classroom participation: frequent, quality contributions to class discussions, completed reading and writing assignments, participating in peer editing workshops. (10 points) (LO 1-6)

The course grading scale will be as follows:

- A 95-100
- B- 80-83
- A- 90-94
- C+ 77-79
- B+ 87-89
- C 74-76
- B 84-86
- C- 70-73

Grading Criteria Used for MENG 6010 Essays

(NOTE: ONLY grades of B- or higher count toward degree requirements)

A: An essay or paper in this category:
- is well developed and well organized
- clearly illustrates and develops key ideas
- displays a high degree of inventiveness & originality
- displays a sophisticated and superior use of language
- demonstrates syntactic variety
- is virtually free from errors in mechanics, usage, sentence structure, and diction

**B:** An essay or paper in this category:
- is well organized and developed, though it may have small flaws in organization or paragraphing
- illustrates and develops some key ideas
- displays good control of language and a consistent tone
- demonstrates some syntactic variety
- is generally free from errors in mechanics, usage, sentence structure, and diction

**C:** An essay or paper in this category:
- is adequately well developed and organized
- illustrates and develops one or two key ideas
- displays capable and accurate use of language
- may display occasional errors in mechanics, usage, sentence structure, and diction, but not a consistent pattern of such errors

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**Course Outline**

**Week One: Course Overview**

01/13  Syllabus • Project Management • WSU Canvas • Identify Interests, Professional Organizations, Conferences, Journals • Using the Library: Literary and Related Databases • Principles of Research

On Canvas: Glossary of Terms—familiarize yourself with terms and concepts essential to graduate-level work.

Read: Gregory Castle, “The Rise of Literary Theory” (PDF File on Canvas). Chapter 1, Getting Started: The Precritical Response (*A Handbook of Critical Approaches to Literature*)

**Week Two:**


Discuss assignment: Special Project

**Week Three:**

01/27  Read: *The Seventh Day*. Chapter 3, Formalist Approaches (*CAL*)

Discuss assignments: Special Project, Term Paper, and Book Review

**Week Four:**


Discuss assignment: Conference Proposal

**Due: Special Project Proposal Memo**

**Week Five:**

02/10  Read: *The Seventh Day*. Chapter 5, Literature and Linguistics (*CAL*)

Discuss assignment: Term Paper Proposal

**Week Six:**

02/17  Read: Chapter 6, The Psychological Approach (*CAL*).
Discuss assignment: Term paper, Special Project

Week Seven:
Discuss assignments: Book Review and Conference Proposal
Due: Term Paper Proposal

Week Eight:
03/02  Read: Chapter 8, Feminism and Gender Studies (CAL). Adam Sitze, Austin Sarat and Boris Wolfson, “The Humanities in Question.” College Literature 42.2 (Spring 2015): 191-220.
Discuss assignments: Conference Proposal and Book Review
Due: Special Project Status Report

Week Nine:
03/09  Read: Chapter 9, Cultural Studies, (CAL). Maria Takolander, “‘Energetic Space’: The Experience of Literature and Learning.” College Literature 36.3 (Summer 2009): 165-183.
Discuss assignment: journal evaluations for possible paper submission

Week Ten:
Discuss Draft of Annotated Bibliography

Week Eleven:
Discuss Term Paper Thesis, Bibliography, Book Review, and Conference Proposal

Week Twelve:
Discuss draft of Book Review & Query Letter/Email
Due: Final Draft of Conference Proposal

Week Thirteen:
Due: Final Draft of Book Review & Query Letter/Email

Week Fourteen:
Discuss Special Project Presentation and Status/Completion Document
Due: Completed Draft of Term Paper

Week Fifteen:
Discuss Term Paper
Due: 10-Minute Presentations on Special Project and Completion Document.

Final Draft of Term Paper due by Wednesday, April 27. Upload to Canvas.