



**English 5306: Studies and Research Techniques in English Literature: Early Modern Women's
Writing
Spring 2017**

Dr. Sarah Roche

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Office: Castroville 100C

Office Hours: Tuesday through Thursday 9:00 – 3:00 and by appointment

Course Description

In English 5306 students will explore the preprofessional literary world of the 1500s to the 1700s to find a wide range of female writers using surprisingly different genres. To provide context, students will read materials on the social, historical, and literary contexts of the literature. The course grade will be earned by completing weekly discussions, a seminar paper, and two exams.

Note: This is an online course, so please pay special attention to the university policies about web courses below.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Demonstrate familiarity with early modern women's writing in a range of genres: Assessed through Discussion Board; seminar paper, tests
- Analyze the various social, historical, and literary contexts in which these texts were written: Assessed through Discussion Board, tests
- Develop and hone critical writing skills and research methods: Assessed through seminar paper

Required Texts and Resources

Paul Salzman *Early Modern Women's Writing: An Anthology 1560-1700* Oxford World's Classics
Articles posted to Blackboard

Assignments

All assignments are due in Blackboard by 11:59 p.m. on the day they are due.

All assignments are explained in handouts with rubrics outlining how student work is evaluated and graded.

Discussions

Original Discussions are due Fridays and responses to two students are due Sundays. For each discussion you will respond to a prompt in a way that is interesting and thought-provoking for our class. Your discussion will succeed if it promotes an engaged conversation.

Tips:

- Know how to post discussions; follow the Week 1 prompt carefully
- Write carefully and save each discussion in a folder from which you will copy and paste each week's discussion posting.
- Write about your own responses to and critique of the readings. Support your discussions with at least two references to the texts and discuss those references. Avoid at all costs retelling the story or summarizing the reading; the highest grade possible for summary is C-. Never copy and paste from other sources; the highest grade for copying is F.
- Cultivate our community of learners by responding carefully and genuinely; responses to each other are more important than our original postings, so revise, edit, and proofread them too.
- Nurture your ethos; revise by developing smart ideas then edit and proofread your short texts.
- Be succinct; we are all busy and don't have time to read long, unrevised, unedited discussions. Deliver your ideas in sharp, precise prose. Each discussion posting should be about 200 to 300 words—very short, no room for excess wordiness.
- Time commitment: It should take you a few hours (developed over a few days) to draft your discussion. Then you should spend at least 30 minutes to one hour editing and crafting the most precise language you can achieve. Spend more time editing for usage and grammar and saving the final draft.

Abstract, Annotated Bibliography, Proposal, and Seminar Paper

Abstract

Abstract. 250 words. Describe the question you plan to explore for your seminar paper. Identify author and works you may focus on. Suggest the significance of your research and how it will contribute to our class's understanding of early modern literature. To succeed you will need to quickly preview sources; aim to survey at least ten sources with five of them being academic books. Use interlibrary loan early, say by January 27th.

Annotated Bibliography

An annotated bibliography is a list of sources used for your seminar paper. Annotated bibliographies generally serve two purposes: they help scholars keep track of their sources efficiently, and they help other researchers quickly review literature on a specific subject.

Your bibliography should do the following for each source:

1. Summarize the source, including the source's thesis, key points, and the most significant detail or evidence supporting those points.
2. Evaluate the source. Does it make a strong argument? Is it logical? Does the author develop interesting conclusions? Does the author illustrate ideas fully and effectively? Is the author's thesis and supporting development convincing? Is it useful compared to other sources?
3. Explain how the source supports your work: Can you use it in your paper and how? Does it offer arguments and evidence that are valuable to your research? Has it changed how you think about your topic? Does it contradict your approach or ideas?

Proposal

More detailed than the abstract, the proposal should provide your thesis, outline, survey of literature, method, and statement about significance.

The proposal should begin with a paragraph that provides some background ideas at the beginning to establish context. Tell readers what general topic you will consider and then guide them to the specific research question you will address. In the first paragraph, you should write about five sentences, as you start narrowing down the broader topic. The last sentence of your paragraph should signal to the reader where you will be going in your more focused research question/thesis.

Start the second paragraph of your proposal with the idea that you ended the first paragraph on. Now you can start moving to the more focused area your research will cover. In this paragraph, state your thesis and a brief outline of how you plan to execute the thesis.

Also summarize your sources and how they contribute.

Conclude by explaining why your paper is significant.

Provide a Works Cited page.

Seminar Paper

For this seminar paper, explore a question about early modern women's writing that contributes to our class's understanding of the literature. Write a fifteen-page paper (including Works Cited pages) suitable for presenting at a professional conference.

Exams

Exams will consist of essay questions.

Grade Determination

Assignment	Points Possible	Date Due
Discussions (20)	10 points each; 200 total	Fridays/Sundays (see BB) Note Week 12 exceptions
Abstract	50	February 17
Midterm Exam	200	March 3
Annotated Bibliography	100	March 10
Proposal	50	April 7
Seminar Paper	200	April 28
Final Exam	200	May 8

Grading

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 - 59

POLICIES

Online Course Policy

- Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. This means you must have the computer and connectivity necessary to stream and view videos, create and post videos, and submit assignments. Rio Grande College computer labs are available as back up.
- Students must submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information.
- Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.
- The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook.

Late Papers/Assignments

To pass the class you must successfully complete and turn in to me each assignment by the due date. If you fail to turn in any assignments, even one, you may earn an F for the course.

Grade Changes

Please discuss your grades with me during the semester. Once the semester is over and I have entered grades into the system, however, I will not consider grade changes unless I, myself, miscalculated. Please do not ask for extra credit or chances to revise after the fifteenth week of class because I will refuse such appeals. You should know that you have the right to appeal your grade. According to the Sul Ross Rio Grande College Student Handbook, "if you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department [in this case, Dr. Roche]" (17).

ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu .

Schedule

Note: For each week's reading, read the author listed as well as contextual materials in the Blackboard folder for each author.

Week 1 January 17 – 20 Isabella Whitney; discussion 1 due 1/20 and responses to two students due Sunday 1/22

Week 2 January 23 - 27 Aemilia Lanyer 21-39; discussion 2 due 1/27 and responses to two students due Sunday 1/29

Week 3 January 30 - February 3 Aemilia Lanyer 39-62; discussion 3 due 2/3 and responses to two students due Sunday 2/5

Week 4 February 6 - 10 Anne Clifford; discussion 4 due 2/10 and responses to two students due Sunday 2/12

Week 5 February 13 - 17 Mary Wroth 82-107; Abstract is due this Friday, 2/17

Week 6 February 20 - 24 Mary Wroth 107-136; discussion 5 due 2/24 and responses to two students due Sunday 2/26

Week 7 February 27 – March 3 Eleanor Davies, Priscilla Cotton and Mary Cole, and Hester Biddle; Midterm Exam is due March 3

Week 8 March 6 - 10 Margaret Cavendish *Bell in Campo* The First Part 172-207; Annotated Bibliography due 3/10

Week 9 March 20 - 24 Margaret Cavendish *Bell in Campo* The Second Part 208-238; discussion 6 due 3/24 and responses to two students due Sunday 3/26

Week 10 March 27 - 31 Margaret Cavendish prose and poetry (238-246 and 167-171); discussion 7 due 3/31 and responses to two students due Sunday 4/2

Week 11 April 3 - 7 Dorothy Osborne; Proposal due 4/7

Week 12 April 10 – 13 Katherine Philips; discussion 8 due Thursday 4/13 (not Good Friday) and responses to two students due Monday 4/17

Week 13 April 17 - 21 Aphra Behn *The City-Heiress: Or, Sir Timothy Treat-All* (283-338); discussion 9 due 4/21 and responses to two students due Sunday 4/23

Week 14 April 24 - 28 Aphra Behn *The City-Heiress: Or, Sir Timothy Treat-All* (338-377); Seminar paper is due 4/28

Week 15 May 1 – 5 Aphra Behn *The Wandering Beauty*; discussion 10 due 5/5; no responses due

Final Exam Week The final exam is due Monday, May 8 by 11:59 p.m.