

Sul Ross State University

English 5300 Studies and Research Techniques in Bibliography and Critical Theory

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by appointment

Course Description

ENGL 5300 will help you build a foundation for your career as researchers and instructors. This course will give you practice in and feedback on finding, evaluating, and analyzing primary and secondary print and digital sources. As you delve more deeply into the qualitative research process, you will explore critical theory through Lois Tyson's accessible *Critical Theory Today*. A series of short assignments and conversations will culminate in a qualitative research paper suitable for the Sul Ross State University Research Symposium in April 2020.

Course Texts

- See Blackboard for Lois Tyson's *Critical Theory Today: A User-Friendly Guide*. 2nd ed.
- MLA handbook—I had planned to assign MLA; however, some of your first posts indicate your area of research is the field of education for which APA would be more appropriate. I will leave this text optional; you may select the APA handbook instead.
- My instruction on the research process is informed by John W. Creswell's *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th edition, Sage, 2014. This text is optional, and you may have it if you have taken Education research courses.

Course Objectives (CO) After completing ENGL 5300, students will be able to do the following:

1. Plan a qualitative research process
2. Locate sources in bibliographies, databases, special collections
3. Organize and manage sources using a research management tool such as Mendeley or Zotero
4. Apply critical theory to the interpretation of a work of literature or a humanities subject
5. Produce a publishable qualitative research paper

Activity	Points out of 100	Date Due	Course Objectives
Discussions (10)	200	weekly	CO 1, 2, 4

Instructional Video #1	200	9/15	CO 3
Instructional Video #2	200	10/13	CO 2
Research Paper	200	11/17	CO 1, 2, 4, 5
Reflection and Revision	100	12/1	CO 4, 5
Final Exam	100	12/11	CO 1, 4, 5

Discussions

We'll engage in weekly discussions of the critical theories we are reading, of how certain of those theories may provide us with helpful lenses for interpreting our research, and of questions, discoveries, and challenges of the research process. Our discussions should be supported with references to the literature. We should respond to at least two colleagues in the class.

Instructional Videos

Because in some ways this class is a skills class—we are enhancing our research skills—we will produce two videos teaching students specific tasks in the research process. The videos or screencasts will be submitted to Discussion Board so that we can view each other's instructions.

Research Paper

This paper is the focus on your work in the course. Using critical theories and a guided research process, you will produce a research paper suitable for presentation at a conference including the SRSU Research Symposium in Alpine—usually scheduled for April.

Reflection and Revision

You will receive formative feedback on your paper that you may use to revise it. You will preface your submission with a reflective introduction that assesses your process and how appropriate and/or helpful the course instruction was.

Final Exam

An essay opportunity for you to demonstrate your understanding of Critical Theory and the value of the research process.

Course Policies

SRSU Distance Education Policy: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. 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. 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.

Procedures and Policies for Blackboard Courses

Course assignments must be produced in formats that we can open and read. In general, saving files as Microsoft Word documents or as rtf files will be best. If you have questions about Blackboard, contact Sandy Bogus at 432-837-8523 or sbogus@sulross.edu or Rusty Klein at rklein@sulross.edu or 432 837 8595.

Scholastic Honesty

All work submitted must be your own and must be written exclusively for this class; the use of sources must be appropriately, correctly, and consistently documented.

Americans with Disabilities Act

Sul Ross State University-Rio Grande College 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 in Del Rio, Eagle Pass, or Uvalde who seek accessibility services should contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Sul Ross State University-Rio Grande College, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu. Students in Alpine who seek accessibility services should contact Mary Schwartze in Accessibility Services in Ferguson Hall 112 Telephone: 432 837-8203. E-mail: mschwartz@sulross.edu.

Schedule

Week 1

August 28 – September 1

Read *The Great Gatsby* and *Critical Theory Today* Ch 1

Week 2 The Research Problem and Questions

Sep 4 – 8

Read *Critical Theory Today* Ch 2 Psychoanalytic criticism

Week 3 Research Design and Methods (Organizing and Managing Sources)

Sep 11 – 15

Read *Critical Theory Today* Ch 3 Marxist criticism

Week 4 Gathering Primary and Secondary Sources

Sep 18 – 22

Read *Critical Theory Today* Ch 4 Feminist criticism

Week 5 Analyzing Sources; Writing the Literature Review

Sept 25 – 29

Read *Critical Theory Today* Ch 6 Reader-response criticism

Week 6 Creating a Database of Sources; Organizing Sources into Categories (the Literature Map)

Oct 2 – 6

Read Latino/a Literary Theory—readings in Bb

Week 7 Identifying and Playing with Theoretical Approaches

Oct 9 – 13

Read *Critical Theory Today* Ch 5 New criticism

Week 8 Analyzing and Organize Emerging Themes

Oct 16 – 20

Read *Critical Theory Today* Ch 7 Structuralist criticism

Week 9 Synthesizing Sources and Discovering Patterns and Themes

Oct 23 – 27

Read *Critical Theory Today* Ch 8 Deconstructive criticism

Week 10 **Completing the Research Paper; Peer Review**
Oct 30 – Nov 3
Peer review of research paper drafts
Read *Critical Theory Today* Ch 9 New historical and cultural criticism

Week 11 **Revising the Research Paper using Peer Feedback**
Nov 6 – 10
Read *Critical Theory Today* Ch 10 Lesbian, gay, and queer criticism

Week 12 **Research Paper due 11/17**
Nov 13 – 17
Read *Critical Theory Today* Ch 12 Postcolonial criticism

Week 13 **Using Formative Feedback to Revise**
Nov 20 – 24

Week 14 **Reflection and Revision due 12/1**
Dec 4 – 8

Week 15 **Final Exam due 12/11**
Dec 8 - 11