This is a W2 Writing Intensive Course
This is a course for Literature Majors

REQUIRED BOOKS:

January

21 Introduction to course. Library research. See Literature Resources in Paper.
23 Library research; overview of Cornell’s Library Tutorials and Skill Guides.

28 First individual research questions handed out. Library research.

Literature Resources in Paper due.

30 Source Work and/or research.

February

4 Recognizing scholarship assignment handed out. Evaluating research.
Library research.
6 Library research.

11 First individual research questions due. Second individual research questions
delivered for PowerPoint presentation. Introduction to PowerPoint.
13 Writing footnotes; Crediting Your Sources (Call number: VH LB CYS; 29 mins.).

18 Recognizing Scholarship assignment due. Finding Information on the Internet.
Evaluating internet resources.
20  Introduction to the *American Weekly Mercury* hypertext project.

25  More on *AWM* project; mechanics; Powerpoint.
27  More on *AWM* project; mechanics; Powerpoint.

**March**

4  **First test on mechanics.**
6  **PowerPoint presentations.**

11  **PowerPoint presentations.**
13  **PowerPoint presentations.**  Introduction to Benjamin Franklin’s *Autobiography.*
    Assignment for research essay with annotated bibliography handed out.

18  Spring Break
20  Spring Break

27  *Autobiography.*

**April**

1  Preceptorial Advising.  No class.
3  **Hypertext annotations due.**  *Autobiography.*

8  *Autobiography.*
10  No class.

15  *Autobiography.*  Annotated Bibliographies due.
17  Research.

22  **Hypertext project completed.**
24  **Second test on mechanics.**

29  Research.

**May**

1  Research.

6  Last Day of Classes; **Research essay and annotated bibliography on the *Autobiography* due.**
**Thoughts on Research**

Successful research depends on your ability to ask questions—questions about literary genres, individual interpretations, culture, history, literary theories and more. You must be able to ask these questions without my prompting or the prompting of some other professor. You need to develop strategies for accessing information stored in a range of formats, some traditional and some untraditional. I will provide sample questions and strategies, but in the end you must create your own.

In order to sharpen your research skills, approach this course as though it were a complex research assignment. Push to examine the ideas and skills presented; interrogate the assignments, the texts, and the instructions I provide. Ask the following questions—and ask others.

What is the assignment? What kind of research and writing am I expected to produce?

What is the model I am to follow? What are its specific features? How is it put together?

What techniques or devices are used?

What is the purpose of the supporting examples or readings? How do they contribute to an understanding of the model?

Is it possible to reduce the model to a formula? to a precise generalized description of a few steps that must be followed or a few fundamental techniques that must be performed? If so, what are these steps? Can I think of the model as a blueprint or pattern for making more items of its kind?

How do earlier sections of the course help me understand the present assignment and model?

This section has been adapted, with permission, from Robert Scholes, Nancy R. Comley, and Gregory L. Ulmer, *Text Book*, St. Martin’s, 1995.

**Evaluation**

- Literature Resources in Paper 5%
- First individual research assignment 15%
- Recognizing scholarship assignment 5%
- Second individual research assignment/PowerPoint presentation 15%
- First Test on Writing Mechanics 10%
- Second Test on Writing Mechanics 5% [If 10 points higher than 1st, the 2nd test becomes worth the full 15%]
- Hypertext project 15%
- *Autobiography* research, bibliography & essay 30%
Assignments

Hypertext Project—Each student is responsible for researching, annotating, formatting, or editing portions of an issue of the American Weekly Mercury. In order for this project to succeed we must work effectively and intelligently within groups.

Autobiography Essay—Approx. 6-page research essay, including bibliography with at least 15 appropriate listings. The essay itself must incorporate the work of at least five scholarly sources. This is the culmination of the course; it should be a work of substance.

PowerPoint Assignment—Students will be placed in “theory/era groups.” Each group will focus on a particular literary theory or era (structural theory, Marxist theory, Victorian, post-modern, etc.). Within each group, one student will introduce the theory or era; other students will introduce the work of related authors, with a view toward the aforementioned theory or era.

Individual presentations should take 5-8 minutes. It should follow the order below:
1. Title slide with picture or illustration (1 slide)
2. Biographical material—presented as bullets (If appropriate. Use bullets to launch the sorts of things you want to say about your author’s life. Bullets will force you to speak off-the-cuff. You can’t just read bullets. (1-3 slides)
3. Bibliography of primary works—a chronological list of the works (with dates of first publication). Do not arrange this list alphabetically. You may also make reference to which works were most popular or those that were in some way more significant or interesting than others. (1-2 slides)
4. Bibliography of secondary works—must follow MLA style (1-2 slides)
5. Footnote—healthy paragraph. You should speak about what your footnote assignment was and talk about both the content and the research process you went through. (1-2 slides)
6. Works Cited—works you consulted for your bio and your footnote. Must follow MLA style. (1-2 slides)

While the number of slides listed above are only approximations, figure on producing anywhere from 8-12 slides. I don’t think you can do a good job with less. While a picture or illustration is only required for the title slide, you may want to include other pictures or illustrations throughout.

I will be considering the following in determining your grade:

- The design elements. Are the backgrounds appropriate to your subject? Can I read the text on the slides easily against the backgrounds. Is the text on the screen pleasingly arranged?
- Your speaking style: Are you just reading or are you really presenting your material. Are you making eye contact? Are you mumbling or speaking loudly enough and clearly?
- Grammar and mechanics: Is this presentation free of grammatical and typographical errors?
Some words of caution
Much of the work of this course will take place outside of the classroom. There will be days when class ends early in order to pursue research. There will be research days when class does not meet. Attendance, therefore, is mandatory. I will lower your grades on the assignment of my choice if you miss more than 3 classes. Understand that computer assignments cannot be done at the last moment. I intend to rigorously enforce the due dates in this syllabus. You will need to plan accordingly. If you need extra help, ask for it. E-mail is a great way to contact me.

All writing should be error-free. You are expected to proofread for typographical, spelling, mechanical, and grammatical errors. On the PowerPoint presentation, hypertext project, and Autobiography essay, I will mark down severely for mechanical and grammatical errors.

I will not give incompletes at the end of the semester unless you have warned me well in advance and have appropriate reasons.

Finally, it is not my duty to make sure that you have handed in all appropriate assignments; it is your duty.

Statement on Plagiarism
The Literature program expects all the work you turn in to be your own. If you are found to have represented the work or ideas of others as your own, intentionally, or unintentionally, you will face serious consequences, as follows:

1. Any student who is found to have plagiarized a paper or assignment, in full or in part, must meet with the professor of the class for which the paper is written.
2. The professor will review the suspect work with the student.
3. If this is the first time the student has been found to have plagiarized, he/she will receive an "F" for that paper or assignment and/or the course.
4. For second offenses of plagiarism, the student will receive an F for the course.

Additionally, and in accordance with Stockton College policy (http://www2.stockton.edu/bulletin/undergrad/chap7.pdf, see pp. 100-101) the literature program faculty will report all instances of plagiarism to the Vice President for Academic Affairs. Students may be subject to discipline by the college, such as being placed on academic probation or expelled.