

ENGLISH 690--INTRO TO GRADUATE STUDIES (Fall 2019)

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445 PLC, 346-3010
Office Hrs: M 3-5, Th 12-2

Description

This course provides a rigorous introduction to scholarly writing and speaking through the process of conceiving, researching, writing, and revising one long paper and presenting this work as a conference paper at the end of the term. We will also analyze, discuss, and workshop components of scholarly writing. In addition, the course serves as an introduction to graduate studies in English at UO and to career paths and professional lives and work that follow graduation.

Learning Outcomes

English 690 will (1) offer strategies for success in graduate study in the English Department; (2) build familiarity with professional tasks and institutions, through explanation, discussion, and assignments/experiential learning; (3) facilitate each student's progress toward the goals of (a) writing clearly, persuasively, and in accordance with conventions of formal writing in field and (b) producing substantial research projects with faculty guidance, including the basics of close reading, graduate-level argumentation, and the development of theses and bibliographies; (4) familiarize students with the resources of Knight Library and its staff; and (5) acquaint students with some of the history and philosophy/methodology of the discipline of modern literary study.

The course meets Mondays and Wednesdays from 12:00-1:50 p.m. in PLC 448.

Required Readings:

Gregory Colon Semenza, *Graduate Study for the 21st Century*

Additional essays for workshops or discussions will be made available as pdfs on the course Canvas website: canvas.uoregon.edu.

Recommended Resources: James L. Harner, *Literary Research Guide*, 5th ed.; MLA, *MLA Style Manual and Guide to Scholarly Publishing*, 3rd ed.; Ross Murfin and Supriya M. Ray, *Bedford Glossary of Critical and Literary Terms*, 2nd ed. Another great resource is Purdue's Online Writing Lab (OWL), which provides access to MLA and other bibliographic reference formatting systems: https://owl.purdue.edu/owl/purdue_owl.html.

Requirements

1. Interpretive essay, 3-5 pages, due Wed. Oct. 2.
2. Self-evaluations, 2 pages each, due Oct. 2 and Dec. 4
3. Oral Presentation on an article or chapter from your own seminar paper's bibliography
4. 12 –15-page seminar paper that you're writing for another seminar, submitted in stages: abstract, draft, final paper, presentation (see syllabus for deadlines)
5. 12 - item annotated bibliography pertaining to seminar paper, due Monday., Nov. 4.
6. Presentation version of seminar paper, edited for 10-minute reading at mini-conference (Monday-Tuesday, December 2-3)
7. 2 questions about class readings marked with *, to be posted on Canvas by 6 p.m., night before class and 1 question about a classmate's article or chapter (see #3), brought to class on the day that person presents the piece. You may substitute for ONE set of questions a 200-word response to a lecture, workshop, or panel relevant to your scholarly interests that you attended. For another set of questions you may substitute a brief description of an informational interview with a person whose career interests you (and who is not in an academic professorial position).
8. 2 or 3 short written assignments (related to workshop topics)

Additional Requirements

Punctual, regular attendance and participation in discussion are required.

Incompletes will be given only for a documented emergency.

Grades

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| Interpretive essay, self-evaluations | comments, grade, 0% of final grade |
| Questions on readings | (part of class participation grade) |
| Oral presentation on article | 15% |
| Seminar paper: | |
| Abstract | 5% |
| Draft | 15% |
| Final version | 25% |
| Bibliography | 15% |
| Conference Presentation | 15% |
| Class Participation, including other writing | 10% |

Accommodations

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, you must contact the Accessible Education Center (<https://aec.uoregon.edu/>) by the end of the first week of class. That office will help provide needed accommodations.

Course Schedule

Week One: Close Reading: Theory and Practice

W 10/2 Course Introduction **Interpretive essay (3-5 pp), self-evaluation (2 pp) due**

Week Two: The “Culture” of Graduate School, Close Reading

M 10/7 Writing workshop 1: Close reading: Description; Micro-theses

*Reading: Editors of *SubStance*, “Close Reading: A Preface.”

W 10/9 Writing Workshop 2: Close reading: Words and Meaning

*Reading: Rachel Conrad, “Children Coming Home: The Anticipatory Present in Gwendolyn Brooks’s Poems of Childhood.”

*Reading: Semenza, Chapters 1-3

Week Three: Close Reading, Situated Knowledge, Situated Learning

M 10/14 Writing Workshop 3: Situated Knowledge

*Readings: Martina Vasil and Joyce McCall, “The Perspectives of Two First-Generation Graduate Students Pursuing Doctoral Degrees in Music Education”; Kirsten Edwards and Denise Taliaferro Baszile, “Scholarly Rearing in Three Acts: Black Women’s Testimonial Scholarship and the Cultivation of Radical Black Female Inter-Subjectivity.”

W 10/16 Library Visit

Meet at Knight Library, Rm TBA

Guest: Jeffrey Staiger, Humanities Librarian

*Reading: Andy Barrett, “The Information-Seeking Habits of Graduate Student Researchers in the Humanities”

Week Four: English Departments and Literary Scholarship—History, Methods, Ideology

M 10/21 Discussion Q and A: Publishing—Guest speakers Gina Filo and Kyle Keeler

W 10/23 Writing Workshop 4: Style/Audience/Copia

Copia Exercise due

*Reading: Semenza, Chapters 4-6

*Readings: Mark Carrigan, Chapters 2 and 9

Discussion Q and A: Blogging and Social Media—Guest speakers

Week Five: English Departments in Social, Economic, and Political Contexts

M 10/28 *Readings: Barbara Hernstein-Smith, “Contingencies of Value,” Semenza, Ch. 9.
Sample annotated bibliography entry due

W 10/30 Writing workshop 5: Introductions

*Reading: Christopher Newfield, *The Unmaking of the Public University*,
Introduction, Chapters 9, 13.

*Benjamin Schmidt, “The Humanities are in Crisis,” *The Atlantic* (Aug. 23 2018),
<https://www.theatlantic.com/ideas/archive/2018/08/the-humanities-face-a-crisisof-confidence/567565/>

Discussion/Q&A 1: Conferencing

Week Six: Thinking About Writing and Publishing (Print and Digital)

M 11/4 Writing workshop 6: Incorporating and citing criticism

*Reading: Semenza, Chapter 10 **Annotated Bibliography due by noon**

W 11/6 Writing workshop 7: Sentences; Abstracts, Paragraphing
Publishing case studies

Week Seven: Bibliography as Conversation

M 11/11 Digital Humanities—Guest speakers

Final paper abstract due

W 11/13 Presentations begin! Readings from your bibliographies

Week Eight: Collaboration and Social Media in the Humanities

M 11/18 Presentations.

*Reading: Jennie M. Burroughs, “No Uniform Culture: Patterns of Collaborative
Research in the Humanities.”

W 11/20 Presentations

Week Nine: Higher Education and Public Humanities

M 11/25 Thinking about Careers

Final paper draft due.

Devoney Looser, "The Hows and Whys of Public Humanities," *MLA Profession* (Spring 2019), <https://profession.mla.org/the-hows-and-whys-of-public-humanities/>

W 11/27 Thinking about Careers

Week Ten: Revision, Revision, Revision

M 12/2 Presentations

Writing Workshop: Close Reading for your papers

W 12/4 Presentations

Writing Workshop: Diction/Grammer/Sentences

Finals Week: Conference!

M 12/9 Northwest MLA mini-conference, 9 am – 4 pm

W 12/11 **Final paper due 6 pm**

Self-evaluation (2 pp.) due