

## ENGL 680—INTRODUCTION TO LITERARY RESEARCH—SPRING 2017

W 4:00-6:50 PM

G06 Colson Hall

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### OVERVIEW

This course is designed to introduce students to the research and writing skills necessary for advanced study in English. While research and writing skills will continue to be developed in other courses, this course provides an explicit foundation for understanding the expectations for and forms of research. ENGL 680 covers three areas:

- **Research methods:** locating, evaluating, and incorporating information from a variety of primary and secondary sources
- **Genres of academic writing:** understanding the expectations conventions of academic genres
- **Textual studies:** understanding the technologies of the transmission of texts

### TEXTS (no substitutions, please)

- *MLA Handbook*, 8<sup>th</sup> ed. (Modern Language Association of America, 2016)
- William Proctor Williams and Craig Abbott, *An Introduction to Bibliographical and Textual Studies*, 4<sup>th</sup> ed. (Modern Language Association of America, 2009)
- Mary Shelley, *Frankenstein*, ed. Susan Wolfson, 2<sup>nd</sup> ed. (Longman, 2006)
- Various materials available through eCampus or elsewhere online
- [recommended] Dino Franco Felluga, *Critical Theory: The Key Concepts* (Taylor & Francis, 2015)
- Library guide compiled by Kelly Diamond (<http://libguides.wvu.edu/engl680>)

### ASSIGNMENTS

This course will center partly on a set text (*Frankenstein*) and partly on some other primary work in your area of specialization, to which I will ask you to commit early in the semester and return frequently. Your course grade will comprise the following (all assignments are due in class):

- An “**evolutionary**” **table** tracing, and locating evidence of, the transmission of your primary work; approx. 1 p. (due Week 3). 5%
- An **edition** of a substantial excerpt from your primary work, plus a statement of your editorial principles; approx. 5 pp. (due Week 4). 15%
- An analysis of some **rare book** that is in our library and, if not itself the work that you are researching, in the same general field; approx. 1 p. (due Week 6). 5%

- A **bibliographical essay** summarizing recent scholarship on your primary work, plus a statement of how you plan to intervene and/or redress gaps therein; approx. 7 pp. (due Week 7). 15%
- A **book review** of one title from your bibliography, conforming to the protocols of a scholarly journal; approx. 5 pp. (due Week 8). 5%
- A fully sourced **research paper** representing an original contribution to the scholarship on your primary work, approx. 10 pp. (rough draft workshopped Week 9; revised draft due Week 10). 15%
- An **abstract** of a hypothetical, article-length version of your research paper, approx. 1 p. (due Week 12). 5%
- A research statement to accompany a hypothetical but specific **grant or fellowship application**, approx. 5 pp. (rough draft workshopped Week 13; revised draft due Week 14). 10%
- A **public-humanities** exercise in which you rework your research project for a variety of non-specialist and non-academic audiences, approx. 5 pp. (due Week 15). 10%
- **Miscellaneous** shorter activities, plus your in-class contributions overall (dispersed throughout the semester). 15%

#### SCHEDULE OF MEETINGS

Week	Date	Topics	Assignment Due (* denotes separate text)
1	1/11	Introduction—How to find stuff—Electronic resources for primary and secondary materials—Visit from Kelly Diamond, University Librarian	
2	1/18	Textual Scholarship—Textual transmission and criticism	<ul style="list-style-type: none"> <li>• Submit brief statement of interest in primary work</li> <li>• Read Williams &amp; Abbott, ch. 4 (pp. 57-70)</li> <li>• Read Mary Shelley, <i>Frankenstein</i> (1818), ed. Susan Wolfson (*)</li> <li>• Read Charles E. Robinson, from “Introduction to <i>The Frankenstein Notebooks</i>” (<a href="http://shelleygodwinarchive.org/contents/frankenstein/">http://shelleygodwinarchive.org/contents/frankenstein/</a>)</li> <li>• Read William St. Clair, from <i>The Reading Nation in the Romantic Period</i> (eCampus)</li> </ul>

3	1/25	Textual Scholarship, cont'd— Textual criticism and editing— Evaluating editions	<ul style="list-style-type: none"> <li>• Submit “evolutionary” table</li> <li>• Read Williams &amp; Abbott, ch. 5-6 + appendix (pp. 71-129)</li> <li>• Read Erick Kelemen, “Textual Criticism and Kinds of Editions” (eCampus)</li> <li>• Read Mary Shelley, <i>Frankenstein</i> (1831), ed. Stuart Curran (<a href="http://www.rc.umd.edu/editions/frankenstein">http://www.rc.umd.edu/editions/frankenstein</a>)</li> </ul>
4	2/1	Textual Scholarship, cont'd— Textual criticism and editing, cont'd	<ul style="list-style-type: none"> <li>• Submit edition with statement of principles</li> </ul>
5	2/8	Bibliography—History and technology of the book— Material culture—Analytical bibliography—Descriptive bibliography—Visit with Stewart Plein, Rare Book Librarian	<ul style="list-style-type: none"> <li>• Meet at West Virginia &amp; Regional History Center, Downtown Library</li> <li>• Read Williams &amp; Abbott, ch. 2-3 (pp. 15-56)</li> <li>• Read Erick Kelemen, “Text Technologies and Textual Transmissions” (eCampus)</li> <li>• Read Jon Bath and Scott Schofield, “The Digital Book” (eCampus)</li> </ul>
6	2/15	Bibliography, cont'd— Mechanics of documentation— Enumerative bibliography— Annotated bibliography—The bibliographical essay/literature review	<ul style="list-style-type: none"> <li>• Submit rare-book exercise</li> <li>• Submit enumerative bibliography</li> <li>• Read Preface (ix-xiv) and Part 1 (1-58) to <i>MLA Handbook</i> (*)</li> </ul>
7	2/22	Mapping and joining a scholarly conversation—The lay of the land—Foundations and genealogy—Theoretical terminology	<ul style="list-style-type: none"> <li>• Submit bibliographical essay with statement of intervention</li> </ul>
8	3/1	The book review	<ul style="list-style-type: none"> <li>• Read reviews of one book from previous exercise</li> <li>• Submit review of one other book from previous exercise</li> </ul>
	<b>3/8</b>	<b>SPRING BREAK—NO CLASS</b>	NB: Graduate Conference, plus meet-and-greet for newly admitted graduate students, will take place on Saturday 3/11!
9	3/15	Workshop on individual projects	<ul style="list-style-type: none"> <li>• Submit 10-pp. draft</li> </ul>

10	3/22	The journal article—Identifying significant journals—Impact factor—Writing to a culture—Visit from John Lamb, <i>Victorian Poetry</i>	<ul style="list-style-type: none"> <li>• Submit 10-pp. revision</li> </ul>
11	3/29	The journal article, cont'd	<ul style="list-style-type: none"> <li>• Submit list of significant journals with account of one</li> </ul>
12	4/5	Extramural funding—Identifying programs—Crafting an application	<ul style="list-style-type: none"> <li>• Submit abstract of hypothetical journal article</li> </ul>
13	4/12	Extramural funding, cont'd—Application workshop	<ul style="list-style-type: none"> <li>• Submit application draft</li> </ul>
14	4/19	The public humanities	<ul style="list-style-type: none"> <li>• Submit application revision</li> <li>• Read essays from <i>Profession 2014</i> by Laura Wexler, Matti Bunzl, James Chandler, Julie Ellison, Farah Jasmine Griffin, Jean Howard (<a href="https://profession.mla.hcommons.org/2014/11/">https://profession.mla.hcommons.org/2014/11/</a>)</li> </ul>
15	4/26	The public humanities, cont'd	<ul style="list-style-type: none"> <li>• Submit 10-pp. reworkings</li> </ul>