

Skip
to
content

Search

Small Text Normal Text Large Text



Sections

[Home](#) [News](#) [Members](#) [Projects](#) [About](#)

Personal
tools

You are not logged in [Log in](#)

You are here: [Home](#) » [Projects](#) » [KnowledgeBase Syllabus Archive](#) » [Syllabuses](#) » [English 496](#)

Navigation

- [Home](#)
- [Projects](#)
- [cyhist](#)
- [KnowledgeBase Syllabus Archive](#)
- [Syllabuses](#)
- [Leonardo Electronic Almanac](#)
- [About the Center for Literary Computing](#)

Log in

Name
Password
Forgot your password?

English 496

Document Actions



Marilyn Francus, ENGL 496, Fall 2005, Senior

Capstone

Office: 443 Stansbury Hall

Office Phone: 304-293-3107 X33442

E-Mail: mfrancus@mix.wvu.edu (alternate: yfrancus@bellatlantic.net)

Office Hours: Tuesdays and Thursdays, 1:30 - 3:00, and by appointment.

August 23 Introduction

August 25 Critical Reading

August 30 Critical Reading

September 1 Critical Writing Exercise

September 6 Generating a Topic

September 8 Writing Workshop for Short Essay

September 13 Writing Workshop for Short Essay

September 15 Basic Editing

September 20 Bibliographies and the Research Essay **Short Essay Due**

September 22 Bibliographies and the Research Essay

September 27 Writing an Annotated Bibliography

September 29 Library Day

October 4 Peer Workshops for Annotated Bibliography

October 6 Writing a Prospectus **Annotated Bibliography Due**

October 11 Tutorial Day for Research Paper Prospectus

October 13 Class Cancelled

October 18 Peer Workshops for Research Paper Prospectus

October 20 Drafting a Research Paper **Research Paper Prospectus Due**

October 25 Class Cancelled

October 27 Tutorial Day for Research Paper Draft

November 1 Peer Workshops for Research Paper Draft

November 3 Writing Workshop for Research Paper Draft

November 8 Editing of Research Paper Draft

November 10 Draft of Research Essay Due

November 15 Addressing Research and Writing Challenges in
Process

November 17 Documentation of Sources/Final Editing of Research
Paper

November 22-24 Thanksgiving Recess

November 29 Tutorial Day for Research Essay

December 1 Strategies for Oral Presentations **Research Essay
Due**

December 6 Oral Presentations

December 8 Oral Presentations /Conclusion

Textbooks:

Harner, James. *Literary Research Guide*. 4th ed. NY: Modern
Language Association, 2002.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th
ed. NY: Modern Language Association, 2003.

Textbooks are on order at the WVU Bookstore. Please purchase the
textbooks when they arrive at the bookstore, for they return
textbooks to the publisher if they remain unsold.

Course Description:

In ENGL 496 you will pursue an extensive research project in
literary or cultural studies, culminating in a substantial scholarly

essay. The course will help you develop your research and writing skills, as you will have an opportunity to explore in depth a particular topic that interests you. If you are considering graduate school in English or a related field, you will find this course especially useful as you work on a writing sample to support your application.

Course Objectives:

By the end of the course, you should develop an authoritative understanding of a topic within English studies, based on research, evaluation, analysis, and written and oral presentation. Through the assignments, you should be able to demonstrate

- awareness of academic discourse and research on a particular topic.
- skills of research, analysis, argumentative development, and critical thinking.
- appropriate tone, style, and sentence structure of academic writing, including synthesis of research.
- command of academic written English and conventions of documenting research.
- proficiency in oral presentation of research, analysis, explication, and argument.

Course Requirements:

Short paper (5 pages, double-spaced)

Annotated preliminary bibliography for research paper (7 entries, 50 words each)

Prospectus for research paper (~500 words)

Oral presentation on research (10 minutes plus discussion)

Research paper (20-25 pages, double-spaced, with appropriate documentation)

You will be expected to keep up with the readings, attend and participate in class, tutorials, and peer workshops, and check your MIX e-mail account daily.

Submission of Assignments:

1. Your written assignments should be typed, double spaced, with sufficient space in the margins for comments. One-inch margins will do.
1. It is highly recommended that you keep a photocopy or a back-up disk of all the work that you submit.
2. Hand in your assignments on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).

Grading

Your final grade will be determined as follows:

10% Short paper (5 pages, double-spaced)

10% Annotated preliminary bibliography for final paper

10% Prospectus for final paper

10% Oral presentation

60% Final paper (30% of this grade will be based on your final essay draft)

Grading Criteria:

A (90-100) – Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments and responses on examinations are clearly organized, choose compelling evidence to substantiate the analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions, whether it appears on an exam, a quiz, or in an essay.

B (80-89) – Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments and responses on examinations show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work, whether on a test, an essay, or a quiz, requires some substantive revisions but few or no stylistic ones.

C (70-79) – Average work; the assignments for the course have been completed, but not necessarily in a professional or timely manner. The written assignments and responses on examinations show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work, whether on a test, an essay, or a quiz, requires significant substantive or stylistic revisions.

D (60-69) - Less than average work; the assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment (exam, quiz, or essay). Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.

F (<59) - Inadequate work; the assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Plagiarism

The following definitions of Academic Dishonesty are excerpted from the West Virginia University Academic Integrity/Dishonesty Policy, available online at <http://www.arc.wvu.edu/admissions/integrity.html>

1. Plagiarism: Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to: submitting, without appropriate acknowledgement, a report, notebook, speech,

outline, theme, thesis, dissertation, or other written, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper.

2. Cheating and dishonest practices in connection with examinations, papers, and projects, including but not limited to:

1. Obtaining help from another student during examinations.
2. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own.
3. The unauthorized use of notes, books, or other sources of information during examinations.
4. Obtaining without authorization an examination or any part thereof.

3. Forgery, misrepresentation, or fraud:

1. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.
2. Use of University documents or instruments of identification with intent to defraud.
3. Presenting false data or intentionally misrepresenting one's records for admission, registration, or withdrawal from the University or from a University course.

4. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.
5. Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation.
6. Knowingly furnishing false statements in any University academic proceeding.

Cases of academic dishonesty will result in a grade of "F" for the course and appropriate academic discipline. If you have any questions about academic dishonesty, and how to avoid it, please contact me.

Student Professionalism

In this class you will write, respond, and report on reading and writing processes constantly. English 496 encourages collaborative learning through small and large groups, formal and informal writing activities, peer response workshops, and tutorials. This course relies upon constructive criticism--being receptive to others' ideas, and presenting one's own ideas in a helpful manner. There will be multiple venues for you to offer and receive constructive criticism. On tutorial days, each student will meet individually with me to discuss their work in progress, and we will not meet as a class. During peer workshop days, groups of students will meet with each other to discuss their work in progress, and we will not meet as a class (although I will expect e-mail updates regarding the peer workshops). We will evaluate and discuss student writing as a class during writing workshop days.

Participation.

Participation includes coming to class, conference, or tutorial prepared and on time, taking part in discussions, asking questions, contributing your knowledge and insights in whatever form is suitable, receiving in turn, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each meeting. Lack of participation will compromise your final grade.

Attendance.

Because participation is so important in this class, it's vital that you attend and be on time. Please know that there are consequences for missing class, tutorial, or peer workshops:

1. More than three absences from class, tutorial or peer workshop will compromise your grade.
2. Five or more absences from class, tutorial or peer workshop will normally result in a final grade of F.

Situations may arise that, on a rare occasion, make it impossible for you to attend a class, tutorial, or peer workshop. That's why two absences are allowed; you would be wise to reserve them for emergencies. If you do have to miss class, you are responsible for obtaining any handouts or assignments you may miss or for making up work (such as critiques of drafts) that you owe to peer group members. If you are worried about meeting a deadline or missing a class, make sure you contact me in advance.

Should you need assistance during a time of difficulty or crisis, please contact Tom Sloane, Associate Dean, in the Office of Student Life in E. Moore Hall, 304-293-5611.

Social Justice Policy

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

Created by [sbaldwin](#)
Last modified 2006-04-19 01:13 PM

Note: Mac IE not supported. Use Mozilla or Safari. Copyright © 2000-2008 by Sandy Baldwin.



This site conforms to the following standards:

