Prerequisites for courses satisfying CO14 include junior or senior standing and completion of all General Education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.

Course Description

This course, a required course for students majoring in Literature, will introduce students to the basic components that make up a senior-level research project. Students will learn how to enter academic conversations, craft arguments, and draw conclusions based on intensive research, writing, and discussion. Additionally, students will be trained to communicate effectively with diverse audiences, and they will gain knowledge about how to read and write critically. The course will culminate in a multi-component research project that builds on previous coursework in English literature as well as research and writing skills developed in these and other courses. This project will include a substantial bibliography, project proposal and conference-length essay, which may be presented at an academic conference and/or used as a writing sample for graduate school or job applications.

Student Learning Outcomes

- Articulate an original research question to pursue in a research project (CO14)
- Develop and design appropriate steps and tasks to conduct a research project based on an original research question, including posing a viable research question, determining effective ways to undertake research to answer it (applies CO3; CO14)
- Evaluate effective and less effective research strategies for academic writing and research in literature (applies CO3)
- Critically interpret, analyze, discuss, evaluate, and integrate a variety of primary and secondary readings in literature, criticism, and literary theory
- Write the results of a research study focusing on the analysis of a literary work in its critical and/or cultural context in the appropriate academic format for the discipline of English (applies CO1, CO3, CO5; CO14)

Silver Core Objective Fulfilled: This course fulfills Core Objective 14 (Application): Students will be able to demonstrate knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance.
**Silver Core Objectives Applied:** This course applies the following core objectives:

*Core Objective 1:* Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

*Core Objective 3:* Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

*Core Objective 5:* Students will be able to describe the processes by which past and present societies have been created and perpetuated through their history, ideas, and cultural products. Students will engage both historical and contemporary cultural texts through critical reading, analysis, and interpretation in the context of culture, society, and individual identity.

**Required Texts**

- *Adventures of Huckleberry Finn* by Mark Twain and edited by Gerald Graff
- *The Craft of Research (3rd Edition)* by Wayne Booth, Greg Colomb, and Joseph Williams
- Course Reader

**Course Expectations**

Phones, Laptops, and Other Electronics: We all will be responsible for maintaining a good learning environment for everyone enrolled. When you enter the classroom, make sure all portable electronic devices are turned off. This includes cell phones, blackberries, ipods, and MP3 players. You may use a laptop or notebook computer to take notes, of course, but playing games, checking Facebook, or sending email during class time *even once* will lose you this privilege for the rest of the semester.

Argumentation: Mutual respect and good academic argument will be required in this course. At any time, one or more of us might disagree strongly with others in the class. The topics we will cover are often emotionally charged or otherwise challenging. We all need to act in ways that keep discussion going. Express your views, especially when others might disagree, thoughtfully. Pay attention carefully to your peers, allow them to finish their thoughts, and offer your comments in reply. For purposes of this course, “good academic argument” means avoiding personal attacks or faulty generalizations (for example, use of unexamined stereotypes). Be prepared to provide *background or evidence in support of any statements you write or say.*

Statement on Academic Dishonesty: “Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.”
Statement of Disability Services: “Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.”

Statement on Audio and Video Recording: “Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

Statement for Academic Success Services: “Your student fees cover usage of the Math Center (775) 784-4422, Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.”

Statement on Online Course Evaluations: “Your chance to evaluate this English course will appear two weeks before the last day of classes in the form of a new course on your WebCampus home page. This new course contains only the evaluation survey. These online course evaluations are extremely important to your instructor and to the Department of English, so please take a few minutes to complete your course evaluation when it becomes available. The evaluation is completely anonymous and your comments can never be connected with your name. Instructors cannot see the evaluation course on WebCampus and will not have access to the contents of these evaluations until after final grades have been posted.”

**Grading**

This course uses plus/minus grades and the university’s grading system, which is listed below:

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**Grade Breakdown**

**Class Participation, Short Writing Assignments, and Attendance [20% course grade].** Students will be expected to attend class meetings regularly, participate actively in discussions, turn in weekly writing assignments (which must be typed) on time, and read all primary and secondary readings as scheduled. Excessive absences (beyond two)
or excessive tardiness will adversely affect your grade; subtractions of one letter grade per day on your final participation grade will be imposed.

**Two 5-7 Page Essays [20% course grade]**. Students will choose from a list of questions and will be required to provide factual information, careful interpretation, and strong arguments well-grounded in theories addressed in the course. All written assignments must be submitted on time as unexcused late work will not be accepted. These will be evaluated according to the following criteria:

- Use of relevant course readings to support claims, observations, and interpretations.
- Reflection on course material (theoretical readings, literary texts, class discussions, etc.) and development of ideas.
- Organization, clarity of presentation, and readability, including careful proofreading.
- Use of language and approach that is appropriate for the audience.

**A Multi-Component Research Project [40% course grade]**. The research paper, which will offer a sustained analysis of a literary work in its critical context and will make an argument about the work’s relation to larger cultural issues, will be handed in during finals week, though you will work on it throughout the semester. Your research paper will include:

1. A two-page proposal that outlines the topic, methods, and potential resources for research.
2. A selected annotated bibliography of 10-15 sources (MLA, APA, or Chicago style documentation).
3. A 15-20 page research paper (MLA, APA, or Chicago style documentation). Students will turn in a rough draft well prior to the final due date to obtain instructor aid. A final, polished version is required on the due date.
4. A short (5 min) in-class presentation on the project.

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**Unit 1: A Case Study in Academic Criticism**

**Week One: Reading Literature: A Case Study (Formalism and Race)**

Reading: *Huckleberry Finn* 1-100, Trilling, Eliot, and Marx 284-305

*Huckleberry Finn* 100-131, Henry 359-383, Fishkin 407-450

Writing: Write a short essay in which you analyze form, style, or racial politics in *Huck Finn*. Be sure to cite appropriate scholarship for this exercise.

**Week Two: Reading Literature: A Case Study (Gender and Sexuality)**
Reading: *Huckleberry Finn* 132-216, Walker and Jehlen 485-518
*Huckleberry Finn* 216-264, Fiedler 528-535

Writing: Write a short essay in which you analyze gender or sexuality in *Huck Finn*. Be sure to cite appropriate scholarship for this exercise.

**Week Three: Workshop Paper #1**

Activity: Workshop Paper #1
Writing: Paper #1 due

**Unit 2: Making a Claim and Supporting It**

**Week Four: Parts of Argument**

Reading: Booth Chapter 7 “Making Good Arguments: An Overview”
  Theodor Adorno and Max Horheimer
  Stuart Hall “Notes on Deconstructing the Popular”
Writing: 250 word essay identifying the parts of argument of Hall’s and Adorno’s text

**Week Five: Claims and Evidence**

Reading: Booth Chapters 8 and 9 “Making Claims” and “Assembling Reasons and Evidence”
  Dick Hebdige “The Function of Subculture”
Writing: 250 word essay identifying the parts of argument of Hebdige’s text

**Week Six: Presenting Evidence**

Reading: Booth Chapter 15 “Communicating Evidence Visually”
  Kobena Mercer “Black Hair/Style Politics”
Writing: 250 word essay identifying evidence in Mercer’s text

**Week Seven: Acknowledgements and Responses**

Reading: Booth Chapter 10 “Acknowledgements and Response”
  Angela McRobbie and Jenny Garber “Girls and Subcultures”
Writing: Paper #2 rough draft due

**Week Eight: Warrants**

Reading: Booth Chapter 11 “Warrants”
Activity: Paper #2 Workshop
Writing: Paper #2 due
Unit 3: Introductions, Conclusions, and Writing Style

Week Nine: Problem Formation

Reading: Booth Chapter 16 “Introductions and Conclusions”
Judith Butler “Imitation and Gender Insubordination”
Writing: 250 word essay identifying Butler’s introduction structure

Week Ten: The Use of Research

Reading: Booth Chapter 1 “Thinking in Print”
Janice Radway “The Readers and Their Romances”
Writing: 250 word essay identifying Radway’s parts of argument, including introduction and conclusion.

Week Eleven: Readers

Reading: Booth Chapter 2 “Connecting with Your Reader”
Robin Kelley “Congested Terrain: Resistance on Public Transportation.”
Writing: Final Paper Bibliography due

Week Twelve: Writing and Rewriting

Reading: Booth Chapter 14 “Revising Your Organization and Argument”
Writing: Final Paper Proposal due

Week Thirteen: Creating Clear Sentences

Reading: Booth Chapter 17 “Revising Style”
Mike Davis “Fortress L.A.”
Writing: Final Paper Outline due

Week Fourteen: Drafting

Reading: Booth Chapter 13 “Drafting Your Report”
Writing: Final Paper Draft 1 due

Week Fifteen: Final Workshop

Reading: Booth V “Some Last Considerations”
Activity: Workshop Final Paper

Week Sixteen: Finals Week
Writing: Final Portfolio due (Papers 1 and 2, Final Paper, Bibliography, and Proposal)