

English 760/20401: Introduction to Graduate Studies

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Tuesday & Thursday 11.00 – 12.15
Minard 320 Conference Room
Office Hours: 2.00-3.00 PM T & Th
and by appointment

Objectives

This course is designed to introduce you to graduate study of English and introduce the graduate study of English to you. Another way of describing the goal of this course is to start a discussion of how to do being a graduate student.

In contrast to undergraduate studies, graduate studies demand a disciplinary, insider knowledge of the vocation. This includes research, teaching, professionalization, and a certain critical self-awareness. As with any vocation, you will constantly be faced with the question, “Why are you doing what you are doing?” As an undergraduate, the answer is generally easy to come by, a degree is a means to something greater, usually a job. But graduate study exists in a twilight area between “job” and “education.” It is a vocation, a calling if you prefer a theological metaphor.

Requirements

I will not take attendance, however regular attendance is crucial for active participation, so come to class. Various writing assignments will be due for each class meeting and you will be expected to be prepared to participate in the discussion. Précis assignments are objective summaries in the most efficient language you can summon. They should be 250 words long. Journal entries should be about 500 words long and should persuade me that you have read and thought about that topic. The book reviews should be formal, scholarly reviews. The first will be of Scholes’ book and the second of a book of your choosing from a field that interest you. Please see me if you would like details or examples. The journal review is to be a list of about ten journals relevant to your scholarly interest and a 500 - 750 word description and analysis of one journal of particular interest to you. The analysis should take into account audience, editorial preferences, format preferences and specific orientation of the journal.

Grading

3 Précis	10%
Course Journal	10%
2 Reviews	40%
Scholarly Journal Review	40%

Texts

James L. Harner, *Literary Research Guide* (4th ed.)
Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing* (2nd ed.)
Robert Scholes, *The Rise and Fall of English*
David Lodge, *Small World*

Patricia Bizzell and Bruce Herzberg, *The Bedford Bibliography for Teachers of Writing* (rec.)

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are asked to share these concerns with me as soon as possible.

Academic Honesty

I assume that all work you turn in for this course is yours, and any material that you have acquired from an outside source is documented properly. Failure to do so is considered plagiarism and will result in possible failure of the course. See NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct
<http://www.ndsu.nodak.edu/policy/335.htm>.

Late Papers

Late papers will not be accepted.

Attendance and Participation

Important parts of the work for this course will be done in small and large groups. This means that your consistent presence is important to the success of the class as a whole. If you are unable to attend class, you must contact me via phone or email within twenty-four hours. You are still responsible for any work done or due in class that day. Similarly, you are responsible for contacting your group members if you miss a class.

Participation includes not only contributing to class discussion, it also covers prompt attendance, listening and responding constructively to your classmates, attending class prepared to discuss the readings, and bringing your books and writing material to every class meeting.

Incompletes

A grade of incomplete will only be given by pre-arrangement, and then only under extraordinary circumstances.

Paper Format

Unless otherwise noted, all assignments are to be type-written, double-spaced, with one-inch margins, in twelve-point Times font. Your name, the date, the class, my name and the assignment are to be at the top of the first page. Don't forget to title your work. Any papers longer than one page must have page numbers and be stapled.

Calendar (subject to change)

These readings are available on-line at the Library's *Docutek (e-reserves)* site, accessible from a link on the Library's home page. The password is: graduate.

Week 1 26-28 August

Reading

Gerald Graff and Andrew Hoberek "Hiding it from the Kids"*

Discussion

1. Graff and Hoberek
2. Disciplines, Literary Theory (MA)

Week 2 Tuesday 2 September

Reading

T. S. Eliot "Tradition and the Individual Talent"*

Discussion

1. 1st faculty talk Prof. Birmingham & Prof. Rupiper Taggart
2. Medieval (Josh Kern) & Renaissance (MA)
3. Eliot

Writing

Revision of Statement of Purpose
Précis of Eliot

Week 3 Tuesday 9 September

Reading

Roland Barthes, "The Death of the Author" & "Authors and Writers"*

Discussion

1. Barthes
2. Restoration/18th Century (Shukti Banerjee) & Romanticism (Ally Godel)

Writing

Précis of Barthes

Thursday 11 September

Discussion

1. Faculty talk: Prof. Brooks

Week 4 Tuesday 16 September

Discussion

1. Faculty talk: Prof. Shaw and Prof. Sullivan

Thursday 18 September

Reading

1. Michel Foucault, "What is an Author?"*

Discussion

1. (Shukti Banerjee) & 20th Century British (Ally Godel)
2. Foucault Victorian

Writing

Précis of Foucault

Week 5 Tuesday 23 September

Reading

Scholes pp. 1-36

Discussion

1. Faculty talk Prof. Brown
2. Scholes

Writing

Thursday 25 September

Discussion

1. American Literature 1585 – 1800 (Kelly Cameron) & 1800 – 1875 (Josh Kern)
2. Poetry (Josh Hernandez)

Writing

Week 6 Tuesday 30 September

Reading

Scholes pp. 37 - 68

Discussion

1. Faculty talk: Professor Cosgrove
2. American Literature 1875 – 1900 (Shukti Banerjee)
4. Scholes

Writing

Thursday 2 October

Discussion

1. 20th century (Jennifer Rudnick) & African American Literature (Mariana Caballero)

Week 7 Tuesday 7 October

Reading

Discussion

1. Faculty talk Prof. Peterson
2. American Studies (Kelly Cameron), Prose (???)

Writing

Thursday 9 October

Reading

Scholes pp. 69 - 102

Discussion

1. Cultural Studies (Jennifer Rudnick), & Drama (Laure Seguela)
2. Scholes

Week 8 Thursday 16 October

Reading

Scholes pp. 103 - 42

Discussion

1. Faculty talk: Prof. O'Connor
4. Scholes

Writing

Thursday 18 October

Discussion

1. Film and Media Studies (Laure Seguela) & Gender Studies (Jennifer Rudnick)
2. History of Rhetoric (Laure Seguela) & Theory of Rhetoric (Josh Kern)

Week 9 Tuesday 21 October

Reading

Scholes pp. 143 - 80

Discussion

1. Faculty talk: Prof. Matchie
2. Scholes

Writing

Thursday 23 October

Discussion

1. History of Composition (Josh Hernandez) & Theory of Composition (Josh Hernandez)

Week 10 Tuesday 28 October

Reading

Harner on periodicals

Discussion

1. Pedagogy (Jennifer Rudnick) & Administration (Ally Godel)
2. Technical/Professional Writing (Kelly Cameron)

Thursday 30 October

Discussion

1. Faculty talk: Prof. Krishnan
2. Writing Center Theory and Research (Mariana Caballero)

Writing

Review of Scholes

Week 11 Tuesday 4 November

Reading

Harner

Discussion

1. Faculty talk: Prof. Salting

Thursday 6 November

Discussion

1. Computers and Writing (Josh Kern) & Service Learning (Shukti Banerjee)

Writing

Journal Review

Week 12 Thursday 13 November (11 November Veterans' Day holiday)

Reading

Discussion

1. General Linguistics: Syntax/Semantics (Ally Godel) & Phonology (Mariana Caballero) & Morphology (Mariana Caballero)
2. Applied Linguistics & Second Language Acquisition (Josh Hernandez)

Writing

Week 13 Tuesday 18 November (meet in cluster)

Reading

Gibaldi pp. 151 – 55, 230 – 35
Graduate Handbook

Discussion

1. Research
- 2.

Writing

Thursday 20 November

Reading

Graduate Handbook

Discussion

1. Being a graduate student at NDSU

Week 14 Tuesday 25 November (27 November Thanksgiving holiday)

Reading

Discussion

1. Psycholinguistics (Laure Seguela), anthropological linguistics (Kelly Cameron), historical linguistics (Ally Godel) and sociolinguistics (Mariana Caballero)

Writing

Research Protocol

Week 15 2- 4 December

Reading

Lodge

Discussion

1. Professionalization
2. CV
3. Organizations
4. Lodge

Writing

Book review due

Week 16 9 – 11 December

Reading

Lodge

Discussion

1. Professionalization
2. Lodge

Writing

CV due

Faculty Presentations

My initial idea for this presentation is a fifteen to twenty minute talk about yourself and how you came to be doing what you are doing. You might think of it as an intellectual or professional autobiography. It does not have to be formal or comprehensive. My goal in asking you to do this, is to present new graduate students with examples of people who have done what they are beginning, and done it successfully.

Some possible questions to frame your ideas around:

How do you describe what you do to someone outside the academy?

How do you describe what you do to someone inside the academy, but outside your discipline?

How do you describe what you do to someone inside your discipline?

Why did you choose to do what you are doing?

Who wrote the book of love?

What course(s) and instructor(s) influenced you/do you draw on/ do you emulate?

What texts and/or schools of thought have influenced you?

How did your sense of who you are professionally change during graduate school?

What was most rewarding about graduate school? Most challenging?

To what professional organizations do you belong?

Field Reports

These reports are designed to help us acquire a sense of the breadth of English studies. You each will be assigned several items from the list below. On the assigned day, you will give a twenty-minute presentation on that particular item to the class. You will turn in a one to two page outline of important writers and relevant cultural movements related to that topic, a bibliography* of the important writers and their works, and a list of relevant scholarly journals. The outline, bibliography, and journal list are to be turned in on disk and hard copy. I will upload them to the course website for your general use.

Medieval	American literature 1585 – 1800
Renaissance	American literature 1800 – 1875
Restoration/18 th Century	American literature 1875 – 1900
Romantic	American literature 20 th century
Victorian	African American Literature
20 th century	
Gender Studies	Cultural Studies
American Studies	Film and Media Studies
Poetry	Drama
Prose	Literary Theory
History of Rhetoric	Theory of Rhetoric
History of Composition	Theory of Composition
Pedagogy	Administration
Technical and Professional Writing	Writing Center theory and research
Computers and Writing	Service Learning
General Linguistics	
Syntax/Semantics	
Phonetics/Phonology	
Morphology	
Psycholinguistics/Cognitive Science	
Historical Linguistics	
Language Change/reconstruction; HEL	
Anthropological Linguistics	
Sociolinguistics	
Applied Linguistics	
Second Language Acquisition	

Topics we won't cover:

Comparative Literature, World Literature, Folklore

*This bibliography is to be assembled in the style appropriate to the field you are examining.