

“In the Idiom”
English 760/21121: Introduction to Graduate Studies
Autumn Term 2004 (3 credits)

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Tuesday 3.30 – 6.00
Minard 320 Conference Room
Office Hours: 2.00-3.00 PM T & Th
and by appointment

<http://www.ndsu.edu/ndsu/maune>

Objectives

As a means of distinguishing who was in from who was out, jazz musicians would play using particular musical forms and talk using a particular form of slang. Those who understood were in the idiom, those who did not were out. This course is designed to help you learn how to be in the idiom of the discipline of English Studies. 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 calling if you prefer a theological metaphor.

We will examine in particular the identity shift that occurs when one begins graduate work. You are simultaneously students and teachers. Very often you are asked to approach texts in a different way than when you were an undergraduate. The readings and discussions in this course, and especially the faculty visits to the class will help to create a sense of community and shared labor that will help prepare you for the rest of your graduate experience.

Our coursework will consist of discussion and presentations. We will read a variety of critical and theoretical works with relevance to all three emphases in the master’s program. These works focus on the construction of authorship, the canon debate, and the history of the study of English in the U.S. The presentations are designed to help you gain a conception of the scope of scholarship and teaching that can be included under the term English Studies. To this end, we will also have brief presentations by the faculty emphasizing their work and identity as scholars. The course will also include a unit devoted to research skills and methods for scholarship on the graduate level. Finally to help maintain some perspective, we will read and discuss an academic novel emphasizing what we have learned about the discipline and the profession.

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

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|--------------------------|-----|
| 4 Précis | 20% |
| Course Journal | 10% |
| 2 Reviews | 40% |
| Scholarly Journal Review | 20% |
| Research Protocol | 10% |

Texts

Wayne C. Booth, et al., *The Craft of Research* (2nd ed.)

Gibaldi, *MLA Style Manual and Guide to Scholarly Publishing* (2nd ed.)

Robert Scholes, *The Rise and Fall of English*

Jane Smiley, *Moo*

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>.

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 course website.

Week 1 24 August

Reading

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

Discussion

1. Graff and Hoberek
2. Disciplines

Week 2 Tuesday 31 August

Reading

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

Discussion

1. 1st faculty talk Prof. Birmingham & Prof. Rupiper Taggart
2. Medieval (Kelli Muzzy) & Renaissance (Ronda Portman)
3. Eliot

Writing

Revision of Statement of Purpose
Précis of Eliot

Week 3 Tuesday 7 September

Reading

Roland Barthes, "The Death of the Author"*

Discussion

1. Faculty talk: Prof. Sullivan (4.30)
2. Barthes
3. Restoration/18th Century (Luc Chinwongs); Romanticism (Brent Jaenicke) & Folklore (Beth Ecker)

Writing

Précis of Barthes

Week 4 Tuesday 14 September

Discussion

1. Faculty talk: Prof. Cosgrove
2. Victorian (Dani Kvanvig) & 20th Century British (Terry Mondry)
3. Foucault

Reading

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

Writing

Précis of Foucault

Week 5 Tuesday 21 September

Reading

Discussion

1. Faculty talk Prof. Brown & Professor Shaw (3.30)
2. Guillory
3. American Literature 1585 – 1820 (KM); 1820 – 1865 (BE); & Cultural Studies (Mia Peltier);

Writing

Week 6 Tuesday 28 September

Reading

John Guillory “The Canon as Cultural Capital”*

Discussion

1. Faculty talk: Professor Totten (3.30)
2. American Literature 1865 – 1914 (Marsha Johansen); 20th century American (Melissa Vosen) & African American Literature (Darren Buttke)
3. Guillory

Writing

Précis of Guillory

Week 7 Tuesday 5 October

Reading

Scholes pp. 1-36

Discussion

1. Faculty talk: Prof. Peterson
2. Prose (MJ); Poetry (KM); & Drama (DB)
4. Scholes

Writing

Week 8 Thursday 12 October

Reading

Scholes pp. 37 – 68

Discussion

1. Faculty talk: Professor Brooks (3.30)
4. Scholes
2. American Studies (LC); Film and Media Studies (Carly Hearn) & Gender Studies (DB)

Writing

Week 9 Tuesday 19 October

Reading

Scholes pp. 69 – 102

Discussion

1. Faculty talk: Prof. Krishnan
2. Scholes
3. History and Theory of Composition (MV) & History & Theory of Rhetoric (TM)

Writing

Week 10 Tuesday 26 October

Reading

Scholes pp. 103 – 42

Discussion

1. Pedagogy (CH); Technical/Professional Writing (TM); & Writing Center Theory and Research (DK)
2. Faculty talk: Prof. Helstern

Writing

Week 11 Tuesday 2 November

Reading

Scholes pp. 143 – 80

Discussion

1. Faculty talk: Prof. Salting
2. Computers and Writing (BE) & Service Learning (MJ)

Writing

Week 12 Tuesday 9 November

Reading

Booth Chapters 1-6

Discussion

1. Faculty Talk: Professor O'Connor (4.30-4.45)
2. General Linguistics: Syntax/Semantics (DK); Phonology (MV); & Morphology (RP)

Writing

Review of Scholes

Week 13 Tuesday 16 November (meet in cluster)

Reading

Gibaldi pp. 151 – 55, 230 – 35

Booth Chapter 7-11

Discussion

1. Research
2. Being a graduate student at NDSU
3. &
Literary Theory (BJ) Historical linguistics (RP)

Writing

Journal Review

Week 14 Tuesday 23 November

Reading

Booth Chapters 12, 13, 14, 16
Graduate Handbook

Discussion

1. Psycholinguistics (LC), Sociolinguistics (CH), Applied Linguistics & Second Language Acquisition (MP)

Writing

Week 15 30 November

Reading

Discussion

1. Comparative Literature (BJ); Native American Studies (MP)
2. Library Research
- 3.

Writing

Week 16 7 December

Reading

Smiley

Discussion

1. Professionalization, CV, organizations, conferences
2. Smiley

Writing

Research Protocol

Extra Meeting 14 December

Reading

Smiley

Discussion

1. Smiley

Writing

CV
Book review

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 fifteen-minute presentation on that particular item to the class. You will prepare 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. Bring copies of this material for everyone in class. Give a copy to me on disk so that I may upload to the course website for your general use.

Do not read from your handouts. Use your outline and bibliography to record the factual material. Use your speaking time to point out highlights, trends, important moments, theories, or figures. You are welcome to present problems and conflicts in order to facilitate discussion among your classmates. The goals of these presentation are to provide you with a sense of the various fields that make up English Studies, and to practice your informal presentations skills.

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| Medieval | American literature 1585 – 1820 |
| Renaissance | American literature 1820 – 1865 |
| Restoration/18 th Century | American literature 1865 – 1914 |
| Romantic | American literature 20 th century |
| Victorian | African American Literature |
| 20 th century | |
| Gender Studies | Cultural Studies |
| American Studies | Film and Media Studies |
| Folklore | Comparative Literature |
| Native American Studies | |
| Poetry | Drama |
| Prose | Literary Theory |
| History and Theory of Rhetoric | History and Theory of Composition |
| Pedagogy | Service Learning |
| Technical and Professional Writing | Writing Center theory and research |
| Computers and Writing | |
| General Linguistics | |
| Syntax/Semantics | |
| Phonetics/Phonology | |
| Morphology | |
| Psycholinguistics/Cognitive Science | |
| Historical Linguistics (Language Change/reconstruction; HEL) | |
| Sociolinguistics (Anthropological Linguistics) | |
| Applied Linguistics & Second Language Acquisition | |

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

Assignments

Book review

Many journals publish book reviews, some try to several hundred per year. The function is twofold, first to give books publicity and second to inform scholars about new books in their field. The typical book review has three parts. First, the bibliographic information about the book: author, title, place, publisher, year, ISBN, number of pages, cost, binding. Second a general summary of the book: a restatement of its argument, identification of primary texts, and methodology. This will also generally include a brief biography (two sentences) of the author. The last part is an evaluation and contextualization of the book. Where does it fit in its field? What does it contribute to the field? This part is evaluative, but rarely critical. Proportionally, the second section is generally, but necessarily, the longest.

Length: 2,000 to 3,000 words

Your first review is of Scholes' book (due 9 November).

Your second review (due 10 December) is of a scholarly book that interests you. It can be new or old, in your field or out. If you would like suggestions you might ask me or any of the faculty members who have spoken to us.

Journal Review

This is to be an assessment of a scholarly journal in your field or a field that interests you. The review should be directed at someone who would potentially be submitting an article to the journal. Include all requirements for submissions, names, addresses, format, length. Try to determine how the review process works, what the theoretical angle seems to be, and in what sort of writing (in terms of subject matter) does the journal seem to be interested. I would expect this to be two to three pages. Bring a copy for me and for everyone else in the class.

You may have to read several numbers of the journal to get a sense of what sort of material is accepted. How long has the journal been in existence?

Due: 13 November

Research Protocol

Think of this as a recipe or a road map for a research project that culminates in an annotated bibliography. It is to be a description of the process you would follow to do the initial research for a paper you might write. Begin by choosing a topic and then generating a working thesis. From here, start generating your bibliography. What bibliographies, databases, indices would you use to find your primary and secondary sources? Next, compile a bibliography of sources you would use for the research project. Prepare the bibliography in MLA style, but after each entry add the following information: where you can access the item. That is, can it be found at the NDSU library? Tri-College? Interlibrary Loan? Is it an on-line source? Then add a sentence or two that gives a general sense of the content of the item.

This item is designed to demonstrate your ability to access and utilize scholarly resources. The product itself should be in *scrupulously* correct MLA style. (If you prefer another style, that is fine but it too must be similarly perfected.) If it is not correct, it will be returned to you for revision.

Due: 30 November

Faculty Presentations (Directions for Faculty)

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?

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?