

“In the Idiom”
English 760/23931(6832): Introduction to Graduate Studies
Autumn Term 2005 (3 credits)

M. G. Aune
320D Minard Hall
231-7176
m.aune@ndsu.nodak.edu

Tuesday 3.30 – 6.00
Askanase B 06
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.

Grading

6 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*

Richard Russo, *Straight Man*

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 23 August

Reading

Gerald Graff and Andrew Hoberek "Hiding it from the Kids;" William Germano "The Scholarly Lecture;" Thomas H. Benton. "The Five 'Virtues,'" "So You Want to Go," and "If You Must Go"

Discussion

1. Graff and Hoberek, Germano, Benton
2. Disciplines

Week 2 Tuesday 30 August

Reading

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

Discussion

1. 1st faculty talk Prof. Birmingham & Prof. Rupiper Taggart
2. Medieval & Renaissance (DB); Restoration/18th Century (KGJ)
3. Eliot

Writing

Revision of Statement of Purpose
Précis of Eliot

Week 3 Tuesday 6 September

Reading

Roland Barthes, "The Death of the Author"*

Discussion

1. Faculty talk: Prof. Sullivan
2. Barthes
3. Romanticism & Victorian (BW); 20th Century British (MF)

Writing

Précis of Barthes

Week 4 Tuesday 13 September

Reading

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

Discussion

1. Faculty talk: Prof. Cosgrove
2. American Literature 1585 – 1914 (BW); 20th Century American (MT)
3. Foucault

Writing
Précis of Foucault

Week 5 Tuesday 20 September

Reading
Henry Louis Gates, Jr. "Canon-Formation..."*
Discussion
1. Faculty talk Prof. Brown & Professor Shaw
2. Gates
3. African American Literature (MT); Cultural Studies (MWillman)
Writing
Précis of Gates

Week 6 Tuesday 27 September

Reading
John Guillory "The Canon as Cultural Capital"*
Discussion
1. Faculty talk: Professor Totten??
2. American Studies (CGJ); Film & Media Studies (EJ)
3. Guillory
Writing
Précis of Guillory

Week 7 Tuesday 4 October

Reading
Eve Kosofsky Sedgwick "Axioms 4-6"*
James A. Berlin "An Overview"*
Discussion
1. Faculty talk: Prof. Peterson??
2. Gender Studies (DB); Native American Studies (KGJ)
4. Berlin & Sedgwick
Writing
Précis of Berlin or Sedgwick

Week 8 Tuesday 11 October

Reading
Scholes pp. 1-36
Discussion
1. Faculty talk: Professor Brooks (3.30)
2. Scholes
3. Literary Theory (EJ); History & Theory of Rhetoric (CGJ)
Writing

Week 9 Tuesday 18 October

Reading

Scholes pp. 37 – 68

Discussion

1. Faculty talk: Prof. Krishnan??
2. Scholes
3. History and Theory of Composition (RW); Pedagogy & Service Learning (MF)

Writing

Week 10 Tuesday 25 October

Reading

Scholes pp. 69 – 102

Discussion

1. Technical/Professional Writing (MWillman);
Writing Center Theory and Research (MWarner)
2. Faculty talk: Prof. Helstern

Writing

Week 11 Tuesday 1 November

Reading

Scholes pp. 103 – 42

Discussion

1. Faculty talk:
2. General Linguistics (RW);
Applied Linguistics and Second Language Acquisition (MWarner)

Writing

Week 12 Tuesday 8 November

Reading

Scholes pp. 143 – 80

Booth Chapters 1-6

Discussion

1. Faculty Talk: Professor O'Connor??
- 2.

Writing

Week 13 Tuesday 15 November

Reading

Gibaldi pp. 151 – 55, 230 – 35

Booth Chapter 7-11

Discussion

1. Research

Writing
Review of Scholes

Week 14 Tuesday 22 November

Reading
Booth Chapters 12, 13, 14, 16
Graduate Handbook
Discussion
1. Being a graduate student at NDSU
Writing
Journal Review

Week 15 29 November

Reading
Russo
Discussion
1. Library Research
2.
Writing
Research Protocol

Week 16 6 December

Reading
Russo
Discussion
1. Professionalization, CV, organizations, conferences
2. Russo
Writing
CV
Book review

Gerald Graff and Andrew Hoberek. "Hiding it from the Kids." *College English*. 62.2 (November 1992), 242-54.

T.S. Eliot. "Tradition and the Individual Talent." *Selected Prose of T.S. Eliot*. ed. Frank Kermode. New York: Harcourt Brace Jovanovich, 1975. 37-44.

Roland Barthes. "The Death of the Author." *Image Music Text*. Trans. Stephen Heath. New York: Hill & Wang, 1977. 142-48.

Michel Foucault. "What is an Author?" *The Foucault Reader*. New York: Pantheon, 1984. 101-20.

John Guillory. "The Canon as Cultural Capital." *Cultural Capital: The Problem of Literary Canon Formation*. Chicago: U of Chicago P, 1993.

- Henry Louis Gates, Jr. "Canon-Formation, Literary History, and The Afro-American Tradition: From the Seen to the Told." *Afro-American Literary Study in the 1990s*. ed. Houston A. Baker, Jr. & Patricia Redmond. Chicago: U of Chicago P, 1989. 14-39.
- James A. Berlin. "An Introduction." *Rhetoric and Reality: Writing Instruction in American Colleges, 1900-1985*. Carbondale: Southern Illinois UP, 1987. 1-19.
- Eve Kosofsky Sedgwick. "Axioms 4-6." *Epistemology of the Closet*. Berkeley: U of California P, 1990. 40-59.

Field Reports

These reports are designed to help us acquire a sense of the breadth of English studies. You each will be assigned two 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. You will prepare an html version of your materials that you will give to me and I will add it to the course website.

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 all with a detailed sense of the various fields that make up English Studies, and to practice your informal presentations skills.

Medieval & Renaissance
Restoration/18th Century
Romantic & Victorian
20th century

American literature 1585 – 1914
American literature 20th century
African American Literature

Gender Studies
American Studies
Native American Studies

Cultural Studies
Film and Media Studies
Literary Theory

History and Theory of Rhetoric
Pedagogy & Service Learning
Technical and Professional Writing

History and Theory of Composition
Writing Center theory and research

General Linguistics

Applied Linguistics & Second Language Acquisition

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

Course Journal

In your course journal, you should make an entry about each one of the faculty presentations. These should be 250 – 500 words long. They are to be your reaction to and thoughts about the faculty member's scholarly interests, field, and how he/she represents that field. I am looking for you to write as an emerging scholar.

Précis

A précis is an objective summary in the most efficient language you can summon. It should be exactly 250 words long, exclusive of title and header information. It should communicate the

argument, support, and important terminology to your reader. Seven précis are assigned, you are required to write at least six.

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.

Your second review 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 a list of about ten journals relevant to your scholarly interests and an assessment of one particular journal. 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?

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 for a course here. Begin by choosing a topic and identifying your role (pace Booth et al) and your audience and their expectations. Then work that topic into a research problem, and if possible, a claim (thesis). In a brief report (ca. 500 words) answer as many of the five questions as you can: What do you claim? What reasons support that claim? What evidence supports those reasons? Do you acknowledge this alternative/complication/objection, and how do you respond? What principle (warrant) justifies connecting your reasons to your claim? 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 section 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.