

Advanced Research Writing: Theories, Methods, Practices

Instructor: Robert Kaplan
WRT 380: Section 01
Office: Humanities 2110; phone: (631) 632-7398; email: robert.kaplan@stonybrook.edu
Office Hours: Tuesday, 12:00pm-1:00pm; Thursday, 7:00pm-8:00pm; and by appointment
(Wednesdays are generally good days)
Library Liaison: Dana Haugh; dana.haugh@stonybrook.edu

Course Description

Good research skills are critical to academic success. Most disciplines require writing based upon research, as arguments and explanations make little impact on audiences without effective supporting evidence, drawn from relevant scholarship on the subject. This involves knowing how to use appropriate databases, source materials, and composing processes, as well as negotiating the values, genres, and languages of the scholarly communities in which one is researching. In this course, students will learn fundamentals of research methods, practice these methods in a series of integrated research and writing assignments, and engage in critical reflection about research and writing. Students will focus on an area of disciplinary interest to them, and practice these essential research and writing skills through a series of projects: library assignments, research log, research proposal, annotated bibliography, literature review, abstract, and research paper.

Course Prerequisite: WRT 102

Course Learning Objectives:

- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts;
- research a topic, develop an argument and organize supporting details;
- articulate information needs by formulating research questions and identifying key words and concepts;
- evaluate and synthesize researched information;
- utilize appropriate sources as evidence to support claims and demonstrate how they do so;
- analyze texts to understand how and why they communicate their messages and effects to audiences;
- achieve communicative purposes for different audiences and contexts;
- put researched sources into conversation with each other for audiences who may not be familiar with them or with their original contexts;
- show evidence of careful sentence-level editing in final drafts at acceptable levels of accuracy in syntax, grammar, semantics, and punctuation;
- cite and document sources by using appropriate academic conventions;
- review other writers' work as well as their own in order to improve aspects of writing, such as organization, clarity, tone, and uses of evidence; and

- exhibit awareness of the relation of one's writing practices and coursework to other academic, professional, and lived contexts.

Course Assignments

Research Proposal. Your research proposal presents to your readers the disciplinary topic in your major, minor, and/or potential career, as well as your rationale for it, which you will use as the focus of all the work that you do this semester. While you will discover new information as you continue to work on your topic after you have submitted your proposal, and your thoughts about it will continue to evolve, your proposal is a substantial piece of research, thinking and writing; it is not something to be done at the last minute. Learning how to write a proposal is key to succeeding in the research process, as it demonstrates your capacity to explore your topic, narrow it down to a specific area of discussion, and evaluate how well the materials you find serve as evidence for the assertions you make about it. Therefore, be sure to give yourself sufficient time to conduct a significant amount of research in order to find a workable topic, to read more scholarly materials than you actually will use in order to find out what people have already written about it as well as to determine which are most relevant, and to draft and revise accordingly.

Your proposal should contain all of the following elements, but you can combine any of them into the same paragraph as you see fit: 1) A *brief overview* of the general disciplinary topic that your research will cover and its significance, including 2-3 scholarly sources to provide substantiation for your assertions (you may also use 2-3 authoritative sources for the overview only, but these are in addition to, not in replacement of, the scholarly sources); 2) A *statement* as to what your specific research topic will be and your justification for choosing it, including 2-3 scholarly sources to provide substantiation for your assertions; 3) your *thesis* about that topic, with a brief explanation of it and how you are inserting yourself into the larger disciplinary conversation; 4) A *brief literature review* of 6-8 scholarly sources (including those that you use in #1 and #2 above) that puts those sources into conversation with each other to broadly summarize a) the scholarly discussion(s) within your specific research topic, b) the major works in it that you have found to date, and c) that topic's significance (which may or may not be the same as the significance of the general disciplinary topic). The literature review should be the largest part of your proposal, as it demonstrates your knowledge of the topic, your willingness and ability to engage scholarly materials respectfully and accurately no matter your agreement or disagreement with them, and your ability to evaluate and synthesize multiple sources; and 5) A *bibliography*, titled and using discipline-appropriate citation format, that should include all sources you discuss in #1-#4 above.

The final version of your research proposal should be 3-4 pages, excluding the bibliography. You will submit a first version of it, which will count as a Journal grade, prior to submitting the final version. *The final version of the research proposal will be worth 5% of your overall grade.*

Research Log. An integral part of conducting research is learning how to keep track of your research process and results with the goal of researching thoughtfully and intentionally. The research log is a table that you will continuously fill out as you conduct your scholarly research

so that you can evaluate your research process by keeping an ongoing record of your research successes and failures, as well as note search terms and/or areas that need further exploration. In it, you will record the databases you search, the search terms you use, your results, what is or is not useful about them, etc. I will post a template on Google Docs for you to use; you are welcome to modify it to suit your needs, but only do so keeping its purpose in mind. I will check your research log at various times during the semester; some of those times are noted on the syllabus and some are not, so please be sure to keep it current. I do not expect you to be researching all the time, but as the research process is iterative, I do expect you to be conducting in-depth or follow-up searches multiple times over the semester and to be keeping a record of when you do so. Each time I check your research log will count as a Journal grade (see below); *the final version of the research log will be worth 5% of your overall grade.*

Annotated Bibliography. An annotated bibliography requires structured short descriptions of the scholarly sources that you use in your literature review (see below) and research paper. It includes a brief summary of each source, written in the *rhetorical precis* form, which will help you to pinpoint each source's main features and to evaluate its usefulness for your research project. It is a critical component of the research process that requires you to synthesize each of the sources that you find and will utilize for other writing assignments in this class; it also will provide you with a quick reference to the material that you have already researched, will serve as an additional record of your research process, and will help to keep me aware of your research materials. I will give you an annotated bibliography worksheet which breaks down the *rhetorical précis* form into its various parts, and we will use the worksheet to develop the annotated bibliography through multiple stages. The first version of the annotated bibliography must use all of the scholarly sources in the final version of your research proposal; the final version of your annotated bibliography must use all of the scholarly sources in the final version of your literature review. *The first version of the annotated bibliography will be worth 5% of your overall grade; the final version will be worth 10% of your overall grade.*

Literature Review. Conducting a review of the literature is critical to any scholarly endeavor, as it demonstrates your capacity to research a topic deeply and to integrate your findings into a clear presentation of that topic's parameters. We will spend time discussing what a literature review is and how to write one. In brief, it is an in-depth *description* of the major points of discussion in the scholarly literature on your specific subject that informs your readers of the positions that people hold and why they hold them. In other words, it is an explanation of the discussion that scholars are having about the subject matter, not an explanation of the subject matter nor an argument about the subject matter; as the author of the literature review, you remain neutral in order to capture the intellectual state of the field. You discover these major points of discussion through the research process, reading and annotating multiple sources carefully to find recurring topics of scholarly conversation, as well as the evidence that different scholars use to support their positions.

The final version of your literature review should contain 12 scholarly sources, 2 of which must be scholarly books (i.e., full books, not essays in books that are collections of essays), and should be a minimum of 7-8 pages long, excluding the bibliography. You will submit two required versions of it prior to submitting the final version, although I am happy to review additional versions (or parts of versions) as well. Your first version will build directly

upon your research proposal, and should have 7-9 scholarly sources; *it will count as a Journal grade*. Your intermediate version should have 9-11 scholarly sources, one of which must be a scholarly book; *it will be graded with a letter grade, and will be worth 5% of your overall grade*. *The final version of the literature review will be worth 20% of your overall grade*. I will discuss the criteria by which I will grade each version, but as a version is, by definition, a work in process, the criteria will be different than those by which I will grade your final product. *Therefore, the grade on a version and on the final product do not necessarily bear a relationship to each other*.

Research Paper. Your research process will culminate in the writing of a 12-15 page research paper. This paper is not just a summary of your disciplinary topic but rather is a substantial piece of writing in which you make a claim about an aspect of your topic and support that claim with multiple points, scholarly evidence, extensive elaboration, and in-depth analysis. There are different types of research papers—for example, argumentative, explanatory, definitional—but all require evidence-based, intelligent writing that utilizes the scholarly materials you have found through your research, and about which you have already written in your annotated bibliography and literature review, in order to say something demonstrable about your topic. The difference between the genres is that while the annotated bibliography and the literature review focus on evaluating and integrating the sources that you will use in your research paper, the research paper focuses on your ideas about the topic that you then support using those sources and extrapolating from them. It is for this reason that, even though you will have completed your annotated bibliography and literature review prior to beginning the research paper, you may need to do a small amount of additional research once you are writing the paper itself, as through the process of writing you may discover new ideas that you then need to research in order to fully understand and support. Should that occur, that additional research should be documented on your research log.

Furthermore, since your research paper will explore a topic that is related to your major, minor, and/or potential career, you must think carefully about how to explain that topic to an audience that is not necessarily expert in that discipline. What does your audience need to know in order to understand what it is you are trying to say? What terms need to be defined? What assumptions are made by those who are inside your discipline that are not made by those who are outside of it? We will spend time in class discussing these and other important aspects of research writing.

You will submit two required versions of the research paper before submitting the final version of it. The first version will be 6-8 pages with a minimum of 8 scholarly sources *and will count as a Journal grade*. The intermediate version will be 9-11 pages with a minimum of 10 scholarly sources, at least 1 of which must be a scholarly book, *and will be worth 5% of your final grade*. The final version will have a minimum of 12 scholarly sources, at least 2 of which must be scholarly books; *it will be worth 25% of your final grade*.

Abstract. An abstract is a short overview of your research paper that generally begins with a brief explanation of the background and significance of your topic, is followed by your thesis and the major points that you make to support it, and ends with your conclusion. As the abstract is read prior to reading the paper itself—indeed, in your research process using the

library databases, you will read abstracts of a good number of your search results to determine whether or not to read the articles themselves—it is imperative that the abstract be understood by your readers as a stand-alone document.

In general, it is not good to wait until the paper is fully written before beginning the abstract, as the process of writing it can help you to formulate your ideas for the paper. Thus, you will draft the abstract with the intermediate version of the research paper; this version of the abstract will count as a Journal grade. *The final version of the abstract will be submitted with the final version of the research paper and will be worth 5% of your overall grade.*

Reflection Paper. Conducting research is not simply a mechanical process but is also an iterative and intellectual one. On the one hand, as one learns more about a topic, it often is easier to search for, find, and evaluate additional materials simply because one is more familiar with the terminology of the subject matter and knows more about it. At the same time, specific search strategies can be utilized at different points in the research process to help facilitate it.

Yet the goal of this course is not solely to teach students how to find materials, but also how to evaluate and synthesize them through reading and writing about them carefully and critically. As this is an intensive process, another goal is to help you to become more conscious of how you do that so that you can build upon your strengths as a researcher and research writer and work to identify, and hopefully to overcome, your weaknesses. Therefore, at the end of the semester you will write a short (3-4 page) reflection paper that discusses what you have learned about the research and the research writing processes. This paper is a personal narrative, but should be detailed and convincing. You will write a first version early in the semester that discusses the state of your knowledge and expertise when you begin the course; this will count as a Journal grade. The final version of the reflection paper will require you to take stock of what you have learned, how you have progressed, and what you think you still need to do to become an even better researcher and research writer; *it will be due on the last day of class and will be worth 5% of your overall grade.*

Journals. During the semester you will be assigned a number of low-stakes writing assignments which collectively will be known as the “Journal”; some Journal assignments are on the syllabus and others will be assigned in class. Like all other writing assignments, Journal assignments are due at the beginning of class, and must be typed and double-spaced. If you are absent for any reason other than for a religious holiday or a University-sanctioned event, you are still responsible for any Journal due that day; please email it to me as an attachment timestamped no later than the *beginning* of class or it will be considered late and will not be accepted. If you will be absent for a religious holiday or a University-sanctioned event, please let me know ahead of time so that we can make appropriate arrangements. Sometimes I will assign in class for the next class period a Journal that is not on the syllabus, so if you are absent for any reason, please find out either from me or from one of your classmates if that has occurred, as you will be responsible for submitting that assignment on time. Journal assignments will be graded check-plus, check, check-minus and check-minus-minus. A check-plus corresponds to an A, a check to a B, a check-minus to a C, and a check-minus-minus to a D. You will receive a 0 for any Journal assignment that is not turned in, that is late, that is handwritten or that is single-spaced.

Your final Journal grade will be based 25% on the number of assignments completed (completed all = A; missing 1 = B; missing 2 = C; missing 3 = D; missing 4 or more = F) and 75% on your assignment grades. You will have a grace of two assignments—that is, your two lowest grades will be eliminated and your Journal grade will be based upon the remaining assignments. *The Journal will be worth 10% of your final grade.*

Grading. All assignments are graded with letter grades (i.e., A - F), with a zero given for any assignment not submitted. We will discuss the grading criteria for each assignment, and I will write comments to help you improve your writing and to explain your grade. If you do not understand my comments or your grade, or if you disagree with them, you are always welcome to talk with me. At the end of the semester, I will take the letter grade that you have received on each assignment, convert it to its GPA equivalent (e.g., A = 4.0, A- = 3.7, B+ = 3.3, etc.), and calculate your final letter grade for the course with each assignment weighted as follows:

- Final version of research proposal: 5%.
- Final version of research log: 5%.
- First version of annotated bibliography: 5%.
- Final version of annotated bibliography: 10%.
- Intermediate version of literature review: 5%.
- Final version of literature review: 20%.
- Intermediate version of research paper: 5%.
- Final version of research paper: 25%.
- Final version of abstract: 5%.
- Final version of reflection paper: 5%.
- Journals: 10%.

Assignment Formatting and Due Dates. All assignments must be typed and double-spaced, with standard 1" margins and 12 point font; if you are submitting more than one page, please staple the pages together. Please type your name, the course name and number, and my name at the top of the left margin on the first page of all assignments; if you are handing in any version of a paper, please give it a title, which should be centered after the course information and above the first paragraph. *Double space everything, with no extra spaces between any paragraphs.* Put your last name and the page number on the upper right-hand corner of every page for every assignment, including Journals, drafts and any other low-stakes assignments. Proofread carefully, as the physical appearance of your essay gives the reader a first impression of you, and is therefore part of your credibility as someone whose work has validity.

While I do not expect any problems with following these guidelines and due dates, please let me know as soon as possible if you are having any so that we can devise a workable solution, as failure to follow the above may result in your grade for any assignment being lowered by at least one minus. Please also be aware that all assignments—whether any version of any paper or a Journal—are due at the beginning of class. Otherwise, your assignment will be considered late and your grade may be lowered by at least one minus (for a paper) or you will receive a zero (for a Journal). The grade for any paper not handed in by the end of class, whether a graded version or a final version, will be lowered by one full letter for each day late; please note that this means a 24-hour day, not each class day. Therefore, if you print your assignments on a public printer,

leave yourself sufficient time to do so and to get to class on time. The only exception is if you will be absent for a religious holiday, in which case we will make alternative arrangements.

Attendance. As WRT 380 is a workshop class, attendance is necessary and required; there are no excused absences, except for religious holidays or a University-sanctioned event. If you will miss a class for either of the above two reasons, please let me know ahead of time so that we can make appropriate arrangements. If you have more than four (4) unexcused absences you will fail the course. As with any class, you are responsible for any assignments due or given on days you miss.

Lateness. Please make every effort to be on time; it is disruptive if you come in late and you will miss crucial parts of the day's lesson. If you are not in your seat when class begins, you will be marked late. If you are more than 15 minutes late, or leave more than 15 minutes early, that will count as an absence (unless excused). Any combination of two latenesses and/or early departures will count as one absence. If you do not bring your materials or syllabus to any class, you will receive a warning; if you do that a second time, that will count as a lateness, as will each subsequent time that occurs.

Names and Pronouns: Stony Brook University affirms all gender identities and expressions. If you go by a name other than that on the class roster, and/or if you would like to be addressed with a specific pronoun, please inform me. It is the Office of the Registrar's policy that a student may set a preferred name through SOLAR to appear on the roster of all their classes. For instructions on how to do so, and for more information on the University's preferred name policy, go to <https://www.stonybrook.edu/commcms/registrar/policies/namepolicy.html>. For further assistance with issues regarding name and pronoun usage, please contact Stony Brook LGBTQ* Services at (631) 632-2941 or lgbtqservices@stonybrook.edu. Their website is <http://studentaffairs.stonybrook.edu/lgbtq/>.

The Writing Center. The Writing Center offers free, confidential, one-on-one tutoring on weekdays in Humanities 2009 to writers at all levels of competency. Standing weekly tutoring appointments are available. Writing Center tutors will not edit your work for you, but they can help you to generate and develop ideas, to organize your writing, and to learn how to find and to correct your own sentence errors. When visiting the Writing Center, please bring this syllabus, the relevant writing assignment, and all corresponding readings, notes and versions, and ask your tutor to email me a report of your session. Plan ahead, as availability can be scarce, especially at the end of the semester. The Writing Center's phone number is (631) 632-7405 and its website can be accessed at <http://www.stonybrook.edu/commcms/writrhet/writingcenter/index.html>.

Library Research and Reference Services. In addition to the library workshops that will be conducted specifically for this class, the library provides other research and reference services. In-person, walk-in assistance is offered at the main research and reference service desk, located in the Central Reading Room on the first floor of the Melville Library. For hours of operation, please see <http://library.stonybrook.edu/libraries/library-hours/>. In addition, "Ask-A-Librarian" is an electronic service, available via both email and on-line chat, which can be accessed through this link: <http://library.stonybrook.edu/research/ask-a-librarian/>. The library

also has subject specialists who can be contacted directly; go to <http://guides.library.stonybrook.edu/profiles> for a list of specialists.

Blackboard. I have set up a page for us on Blackboard where I will post articles and handouts, leave messages for you, and where we can continue our discussions. *Any assigned reading on Blackboard must be printed out and brought to class; failure to do so will result in you being marked late for that class.* Please check Blackboard every night before class. I will post by 10:00pm the night before class any last-minute changes to the syllabus or something important that I expect us to discuss the next day. If I do make a change and you come to class unprepared, that will count against you: either as a 0 for a Journal assignment, or as a lateness, or both, depending on the type of change I have made.

Electronic Communication: Email, and especially email sent via Blackboard, is one of the ways I will officially communicate with you for this course. It is SBU policy that all emails from me will be sent to your official University account. It is your responsibility to make sure that you read your email in it, *otherwise you will not receive emails that I send out and your work (and your grade) may suffer unnecessarily.* For most of you that is Google Apps for Education (<http://www.stonybrook.edu/mycloud>) but you may verify your official Electronic Post Office (EPO) address at: <http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo>.

If you choose to forward your official University email to an off-campus account, I am not responsible for any undeliverable messages to it, but you will be responsible for any missed assignments, changes to the syllabus or any other information. You can set up email forwarding using these DoIT-provided instructions found at: <http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>. If you need technical assistance, please contact Client Support at supportteam@stonybrook.edu or at (631) 632-9800.

Student Technology Services: TLT provides academic technology support to all students. If you require assistance with Blackboard or other academic technologies, please contact TLT at: helpme@stonybrook.edu; Phone: 631.632.9602; Chat: <http://www.stonybrook.edu/helpme>; or visit a SINC Site.

Students who need assistance with their personal devices can contact DoIT's service desk at: 631.632.9800; submit an online request; or visit the Walk In Center on the 5th floor of the Melville Library (West Campus), Room S-5410. For more information, visit: <https://it.stonybrook.edu/students>.

Americans with Disabilities Act. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services (DSS), ECC (Educational Communications Center) Building, Room 128, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. For more information, please go to the Disability Support Services website at <http://studentaffairs.stonybrook.edu/dss/index.shtml>.

Plagiarism and Academic Integrity. Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

Cell Phones and Laptops. Cell phones and smart phones must be turned off or muted, and put away during class. If I see your phone during class, I will ask you to put it away until class is over; I will mark you late the second time that happens and absent for a third and any subsequent occurrence, and I may ask you to leave the class for that day. If it rings because you forgot to turn it off or to mute it, you must quickly silence it and apologize to the class. You will receive a warning the first time this happens, I will mark you late the second time this happens and absent for a third and any subsequent occurrence, and I may ask you to leave class for that day. *However, if you are having a family emergency and need to check your phone if it vibrates, please let me know prior to class.*

Similarly, laptops, while not encouraged except for a DSS-documented need, are to be used only for coursework: note-taking, writing, researching, peer critiquing. They are not to be used for social media or surfing the web. If I see that you are doing so, you will receive a warning the first time this happens and the second time this happens I will mark you late; for a third and any subsequent occurrence, I will mark you absent and may ask you to leave class for that day and may prohibit you from using a laptop in class for the remainder of the semester.

Appointments/Seeking Help. My office hours are for you. You do not need to make an appointment but can come in at any time during them to go over material or comments of mine that you do not understand, to work through parts of essays, or to wrestle with ideas. I will be happy to assist anyone who seeks help. Students who do so improve significantly in their ability to write clearly and effectively, and learn much more than do students who stay home and sulk. If you cannot make my office hours, let me know and I will try to set up another time to meet.

Syllabus

Aug 29 T Introduction to class; review syllabus.

- 31 Th From Blackboard, print out and read Swales, “The Concept of Discourse Community.” For your Journal, answer the following questions *in your own words (not paraphrasing or quoting)*: 1) What is a discourse community? 2) What is a genre? 3) What is the relationship between the two? *Library assessment worksheet to be handed out.*
- Sept 5 T Labor Day observed. No class.
- 7 Th *Library assessment worksheet due.* For your Journal, write a 1-2 page personal narrative of your research writing experiences prior to this class. What have you learned about research writing, and about your research and research writing processes? What have been your successes? Your failures? What would you like to learn how to do or how to do better? Also, from Blackboard, print out and read the student model research proposal and bring it to class prepared to discuss. For your Journal, write a 2-3 paragraph preliminary description of your proposed research topic: What it is, what you know about it, what you want to find out about it and why, why it matters. In-class workshop and discussion of research logs.
- 12 T Meet in Library, Classroom A, Central Reading Room. *Library workshop.*
- 14 Th In-class workshop on narrowing topics. *Annotated bibliography worksheet to be distributed.*
- 19 T Meet in Library, Classroom A, Central Reading Room. *EndNote workshop.*
- 21 Th *First version of research proposal due.* Bring in one copy to be submitted to me and a copy for each of your small group partners. Peer critiquing workshop. *Annotated bibliography worksheet due for one source (will count as a Journal grade). Research logs should be current by this date.*
- 26 T In-class workshop on annotated bibliography and research proposal. Meet in SINC Site, TBD.
- 28 Th Meet in Library, Classroom A, Central Reading Room. *Library workshop. Full annotation due, in proper annotated bibliography format, of source from annotated bibliography worksheet (will count as a Journal grade).*
- Oct 3 T *Final version of research proposal due.* Bring in one copy to be submitted to me and a copy for each of your small group partners. Peer critiquing workshop and in-class workshop on moving from annotated bibliography worksheet to full annotated bibliography. *Annotated bibliography worksheet due for three new sources (will count as three Journal grades). Literature review handout to be distributed.*
- 5 Th From Blackboard, print out and read, “A Review of the Literature on Teaching Academic English to English Language Learners.” For your Journal, use the literature review handout as a guide to write an analysis of the structure of the

article. In that analysis, be sure to answer the following question: Why do you think the authors created the particular section headings that they created? *In-class workshop on literature reviews.*

- 10 T From Blackboard, print out and read the student model literature review and come to class prepared to discuss. *Invention draft of literature review due:* Bring to class your notes and annotations of all scholarly articles you have gathered to date; make a list of preliminary section headings for your literature review, with a rationale for each one, and a tentative list of articles to go under each heading, also with a rationale for each one. In-class workshop.
- 12 Th *First version of literature review due.* Bring in one copy to be submitted to me and a copy for each of your small group partners. For your Journal, write a detailed self-evaluation of at least one page. Peer critiquing workshop.
- 17 T Conferences. No class. *First version of annotated bibliography due, consisting of full annotations in proper annotated bibliography format (not the worksheet) of each scholarly source used in the final version of your research proposal.*
- 19 Th Conferences. No class. *First version of annotated bibliography due, consisting of full annotations in proper annotated bibliography format (not the worksheet) of each scholarly source used in the final version of your research proposal.*
- 24 T Bring to class any questions you have about the literature review. In-class workshop. Meet in SINC Site, TBD.
- 26 Th *Intermediate version of literature review due.* Bring in one copy to be submitted to me and a copy for each of your small group partners. For your Journal, write a detailed explanation of what you do and do not understand about the literature review genre.
- 31 T In-class workshop on literature review.
- Nov 2 Th In-class workshop on literature review. Meet in SINC Site, TBD.
- 7 T *Final version of literature review due.* In-class workshop on moving from literature review to research paper.
- 9 Th In-class workshop on research paper. Meet in SINC Site, TBD.
- 14 T *Final version of annotated bibliography due.* In-class workshop on research paper. Meet in SINC Site, TBD.
- 16 Th *First version of research paper due.* Bring in one copy to be submitted to me and a copy for each of your small group partners. Peer critiquing workshop. For your Journal, write a detailed self-evaluation of at least one page. As part of this self-

evaluation, reread the final version of your research proposal; discuss the similarities and differences between that proposal and the first version of the research paper, and analyze the writing, researching and thinking processes that led you to those similarities and/or differences.

21 T In-class workshop. Meet in SINC Site, TBD.

23 Th Thanksgiving. No class.

28 T In-class workshop. Meet in SINC Site, TBD.

30 Th In-class workshop. Meet in SINC Site, TBD. *Intermediate version of research paper due, with first version of the abstract.* Bring in one copy to be submitted to me and a copy for each of your small group partners. Peer critiquing workshop.

Dec 5 T In-class workshop. Meet in SINC Site, TBD.

7 Th In-class workshop. *Reflection paper due.*

Final version of research paper, with abstract, due TBD.