

HUM 3800-0001-RI: RESEARCH METHODS IN HUMANITIES & CULTURAL STUDIES

T&TH: 9:00 – 10:15am

HEC 0118

Fall 2021

Instructor: Dr. Christian Ravela

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Office Hours: Wednesday 9:00am-10:00am or by appointment

Zoom URL: <https://ucf.zoom.us/j/95395049784?pwd=dDJYYzlBbGprdHo1M1pTcnhtSU0rUT09>

COURSE DESCRIPTION: CONSUMER CULTURE AND ADVERTISEMENT

HUM 3800: Research Methods in Humanities provides students a theoretical and practical guide to researching and writing for humanities and cultural studies scholars. To do so, the course is divided into 3 distinct units. First, it will review the norms of academic culture and writing. Second, it will introduce students to the cultural and scholarly norms of cultural studies, laying out its particular social and epistemological concerns, values, and stakes. It will also present the central cultural studies methodologies— interpretive textual analysis and approaches to cultural archives. Third, and the longest unit, it will lay out some practical steps in the process of research and writing. These include: getting to know the conversation, invention, developing a research question, collecting primary and secondary sources, evaluating sources, analyzing primary sources, planning and composing drafts, revision, and translating research into presentation forms. Ultimately, I hope to demystify the creative process that humanities/cultural studies scholars rarely discuss by focusing on the assumptions and basic practices necessary for successful research in cultural studies.

To make the research process more manageable within the constraints of the semester, the class will be focused on a general field of inquiry within Cultural Studies—The Politics of Consumer Visual Culture. Thus, you will be very briefly introduced to theoretical principles and key concepts that organize this field. Furthermore, class research will be focused on a set of primary source databases on US advertisements. These databases will provide specific primary sources that will ground your research on US consumer culture.

HUM 3800: Research Methods in Humanities is designated as a Research-Intensive (RI) course. This designation will be noted on your transcripts. Your active engagement in the research and/or creative scholarship process will be the core of your learning experience in this course. A significant portion of your grade for Hum 3800: Research Methods in Humanities will be derived from both your active participation in the research process and the tangible course-related product(s) that comes out of said project.

STUDENT LEARNING GOALS

- Understand the norms, values, stakes, and methods that guide and shape cultural studies scholarship.

- Engage in a process of inquiry—identify and explore meaningful questions or problems for cultural studies scholars
- Understand the various stages of research and undergo the process involved in each major stage: including planning a project, developing a question, drafting an argument, and revising one’s writing.
- Understand how cultural studies researchers explore questions and construct knowledge in conversation with one another.
- See secondary sources as inviting response, not as ultimate authority.
- Understand how to find, evaluate, and use secondary sources and primary sources of various kinds in order to explore problems and questions.
- Synthesize ideas and sources purposefully.
- Make defensible cultural studies claims that emerge from inquiry and exploration.
- Document sources as appropriate for audience, purpose, and genre.

REQUIRED TEXTS & SUPPLIES:

Course Readings:

- Alan McKee’s “What is Textual Analysis”
- Anne McClintock’s “Soft-Soaping Empire: Commodity Racism and Imperial Advertising”
- Selections from Sturken & Cartwright’s *Practices of Looking: An Introduction to Visual Culture*
- Selections from Graff & Berkenstein’s *They Say, I Say: The Moves that Matter in Academic Argument*
- Selections from Turabian, Kate L., et al. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed.
- Selections from Harris’s *Rewriting: How to Do Things with Texts*
- John Storey’s “Cultural Studies: An Introduction”
- Selection from Booth, Wayne et al’s *The Craft of Research*

Required Course Supplies:

- Laptop/Computer
- Microsoft Office (Free for UCF students)
- Zoom Account

REQUIRED WORK & GRADING

University Required Work (0%)

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.

Reflection #1: What is Academic Culture and Practice (7.5%)

In the first unit, we will be reading material about the norms and basic research and writing practices of academic culture. Reflection is your opportunity to formalize your understanding of academic culture and practice. This assignment will be assessed on the following criteria: 1) accuracy and nuance of description of norms and values of academic research, 2) accuracy and nuance of description of practices of academic research, and 3) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

Reflection #2: What are the norms, practices, and values of Cultural Studies scholarship (7.5%)

In the second unit, we will be reading material to familiarize ourselves to the scholarly norms and methods of cultural studies. This reflection thus serve as opportunities to consolidate your understanding of cultural studies scholarly norms and methods. This assignment will be assessed on the following criteria: 1) accuracy and nuance of description of ideas and values of Cultural Studies research, 2) accuracy and nuance of description of methodological norms and practices of Cultural Studies research, and 3) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

Research and Writing Process Folder (30%)

This course relies heavily on your on-going engagement with class reading as well as your on-going work with collecting and analyzing secondary and primary sources for your research. Throughout the semester, I will assign smaller tasks, both in and out of class, that aid in this research process. These include things like text annotation, library tutorials, research consultations, thought documents, research memos, peer review, rough drafts, conferences with me, as well as the smaller tasks that accumulate into the larger researched article. I will let you know when a given assignment falls into this category.

Also, the submission process of these assignments will vary from one another. Some will be submitted electronically while others will be submitted in paper. I will indicate the submission process for each assignment. With that said, you will be responsible for keeping and bringing with you to class all written paper assignments. At the end of the semester, you will submit all of these assignments as part of your final research paper.

Lastly, assessment of these smaller assignments will vary between two systems. Either they will be assessed by a complete/incomplete system or a +✓/✓/-✓/Incomplete system. You will be told ahead of time when this will happen.

Research Proposal (5%)

Through a series of three in-class activities, free-writes, and thought document reflections, you will determine possible questions or issues that could lead to more investigation. From this exploration, you will write a 1-2 page proposal that describes your question or problem, why question/problem matters to humanities/cultural studies scholars, and name some potential primary sources and how they are relevant to your research question. This assignment will be assessed on the following criteria: 1) the thoroughness and thoughtfulness by which you fulfill the above and 2) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

Annotated Bibliography (15%)

An annotated bibliography is a list of sources for your research project. Its purpose is to give you a bird's-eye view of who said what on your topic, and to keep your sources organized so that you can better understand the academic conversation that you will be entering through your research. This assignment will be assessed on the following criteria: 1) accuracy and nuance of citation and descriptive summary, 2) thoroughness and thoughtfulness of evaluative summary, and 3) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

Research Article (25%)

This researched article will develop a claim that emerges from and is supported by substantive primary and secondary research. This article will be written for and thus contribute knowledge to the discipline of Cultural Studies. The final article should be 3,500-4,000 words in length (not including title page, abstract, and work cited page), written in MLA style, and appropriate for the discourse community of *UCF Undergraduate Research Journal*. This assignment will be assessed on the following criteria: 1) rhetorical effectiveness of explaining and motivating a problem that instigates your research question in the

introduction, 2) the specificity and comprehensive by which you lay out a claim in the introduction, 3) the quality and originality of your ideas, 4) rhetorical effectiveness of integrating secondary sources to develop your argument, 5) effectiveness of proving claims through analysis of primary sources, 6) thoughtfulness by which you conclude your argument, 7) effectiveness of the argument's organization and clarity, and 8) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

Peer Review (10%)

A central component of academic publishing is double-blind peer review in which scholarly experts anonymously evaluate the strength and merits of a manuscript and make recommendations for improvement and publish. Thus, you, too, will go through this process, though not anonymously. This will entail:

1. Completing a draft of the research paper.
2. Writing a Peer Review Letter that summarizes a manuscript's arguments, evaluates the manuscript's strengths and weakness, and poses recommendations for revision based on evaluations;
3. Writing a Revision Letter that responds to criticism and explains how the manuscript has been revised to address criticism and recommendations

You will be given a formal prompt that will elaborate the assignment and provide further guidance.

GRADING SCALE

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

Disclaimer: This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

ASSIGNMENT POLICIES

Paper Format:

All submitted papers, except for the final research paper, must be written in a .docx or .pdf format. Remember that, as a UCF student, you have free access to Microsoft Office. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type in the upper right-hand corner of the first page (single spaced, please).

Revision Policy:

For this class, you are given the option to revise the following assignments for a higher grade: Reflection #1, Reflection #2, Research Proposal, and the Annotated Bibliography. However, you lose the right to revise these papers if they were submitted late or if they were incomplete at time of submission. These revised papers may be submitted to me at any time until the final day of instruction (12/02). If you do not submit a revision at that point, you forfeit your right to do so.

In order to submit a revised paper, you will also need to perform two other tasks on top of revisions. First, your revised draft must highlight all parts of the paper that have been changed from the previous one. You will also need to include the unrevised paper as well. Second, and most important, you will also need to draft a letter addressed to me that both identifies the revisions that you have made and explains how these revisions addresses the issues that I raise in my comments to your original paper. Without accomplishing these other tasks, I will not accept any revised submissions. Submission of these materials can be sent to

me directly through email.

Late Work and Commenting Policy:

Only formal assignments like the reflection on scholarly norms and methods of cultural studies, research proposal, and annotated bibliography will receive formal written comments. All other assignments will have varying degrees of feedback. All late assignments will be docked a full letter grade for every day it is late, which, after the fifth day (including weekends), the assignment will no longer be accepted. Also, I will not provide comments on any late assignments or incomplete assignments. However, you may come to my office hours for verbal feedback. Of course, exceptions will be made for extraordinary circumstances with written documentation.

Academic Integrity:

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating:

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Turnitin:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

COURSE POLICIES

Communication:

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with your name (e.g. Sincerely, Dr. Ravela). As of 2009, Knightmail is the only official student email at UCF. Class rosters list Knightmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightmail addresses. Students are responsible for checking their Knightmail accounts regularly

Email Response:

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hours or class time.

Diversity and Inclusion:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu

- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
- Ombuds Office – <http://www.ombuds.ucf.edu>

COVID-19 POLICIES

Regarding COVID-19:

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Regarding Masks in the Classroom:

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines](#). Masks are required in approved clinical or health care settings.

COVID-19 and Illness Notification:

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness:

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability:

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

ACCOMMODATIONS

Accessibility Accommodations, Ferrell Commons 185, 407-823-2371, sas@ucf.edu

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual

academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4401.2MakeUpAssignmentsorAuthUnivEven>

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/docu>

RESOURCES AND OPPORTUNITIES

University Writing Center, Trevor Colbourn Hall 109, 407-823-2197, uwc@ucf.edu

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Student Academic Resource Center, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

CALENDAR

This calendar is subject to revisions, additions, and removal at my discretion, which is based on my assessment of the class throughout the semester.

Week	Date	Reading & Work Due
Week 1	Tuesday – 08/24	Introduction to the Course & Professor
	Unit #1: On Academic Culture and Practices	
	Thursday – 08/26	Understanding the Norms and Practice of Academic Culture Read: Kate Turabian's <i>Manual for Writers</i> : 5-12, 129; Booth at al's Craft of Research, Graff & Berkenstein's They Say/I Say, Argument as Research Understanding the Norms and Practices of Academic Culture
Friday – 08/27	Complete: Syllabus Quiz on Webcourse	
Week 2	Tuesday – 08/31	Understanding the Norms and Practice of Academic Culture Continue discussion of Kate Turabian's <i>Manual for Writers</i> : 5-12, 129; Booth at al's Craft of Research, Graff & Berkenstein's They Say/I Say, Argument as Research
	Unit #2: Humanities/Cultural Studies Academic Culture and Methodologies	
	Thursday – 09/02	Understanding the Specific Norms of Cultural Studies Scholarship Read: John Storey's "Cultural Studies: An Introduction"
Week 3	Tuesday – 09/07	Continue discussion of John Storey's "Cultural Studies: An Introduction"
	Thursday – 09/09	Read: Alan McKee's "What is Textual Analysis" Understanding Methodology of Cultural Studies Scholarship: Textual Analysis

Week 4	Tuesday – 09/14	Understanding Methodology of Cultural Studies Scholarship: Constructing Archives
	Thursday – 09/16	Analyzing Examples of Humanities/Cultural Studies scholarship Read: Anne McClintock’s “Soft-Soaping Empire: Commodity Racism and Imperial Advertising”
	Friday – 09/17	Submit: Reflection #1: What is Academic Culture and Practice
Week 5	Unit #3: Research and Writing Process	
	Getting to Know an Academic Conversation Phase: Consumer Culture and Advertisement	
	Tuesday – 09/21	Introduction of the Research Proposal Introduction to Visual Culture Read: Introduction from <i>Practices of Looking: An Introduction to Visual Culture</i> Read: Chapter 1: “Practices of Looking: Images, Power, and Politics” from <i>Practices of Looking: An Introduction to Visual Culture</i>
	Thursday – 09/23	Introduction to Consumer Culture Read: Chapter 6: “Consumer Culture and the Manufacturing of Desire” from <i>Practices of Looking: An Introduction to Visual Culture</i>
Week 6	Inspiration/Invention Phase	
	Tuesday – 09/28	Library Day #1 with Associate Librarian Richard Harrison Developing an Archive & Finding Inspiration: Exploring Primary Source Databases
	Thursday – 09/30	In-Class Work Time with Me: Continue Developing an Archive & Finding Inspiration: Exploring Primary Source Databases
	Friday – 10/01	Submit: Thought Document #1 Submit: Reflection #2: What are the norms, practices, and values of Cultural Studies scholarship?
Week 7	Tuesday – 10/05	Moving from a Topic to a Question to a Working Hypothesis Bring: Thought Document #1
	Thursday – 10/07	NO Class Meeting – Individual (Zoom) Conference with Me
Week 8	Finding and Reading Secondary Sources Phase	
	Tuesday – 10/12	Determining What to Research from Your Proposal Introduce Annotated Bibliography Bring: Research Proposal Submit: Research Proposal
	Thursday – 10/14	Library Day #2 with Associate Librarian Richard Harrison Searching Databases for Secondary Sources
Week 9	Tuesday – 10/19	Prepping for Analysis Synthesis Matrix Annotating and Note Taking
	Using Cultural Studies Methodology: Textual Analysis of Primary Sources Phase	
	Thursday – 10/21	In-Class Work Time with Me: Analyzing Primary Sources
	Friday – 10/22	Submit: Practicing Interpretive Textual Analysis #1
Week 10	Tuesday – 10/26	In-Class Work Time with Me: Analyzing Primary Sources
	Wednesday – 10/27	Submit: Practicing Interpretive Textual Analysis #2

Composing Phase		
	Thursday – 10/28	Introduce Research Paper Claims & Evidence
	Friday – 10/29	Submit: Annotated Bibliography Submit: Draft of Claim Worksheet
Week 11	Tuesday – 11/02	Outlining a Research Paper and Purposefully Integrating Secondary Sources
	Thursday – 11/04	Integrating and Writing an Effective Textual Analysis
	Friday – 11/05	Submit: Draft of Textual Analysis Submit: Identifying Features of an Effective Textual Analysis Submit: Initial Paper Outline
Week 12	Tuesday – 11/09	Writing Effective Introductions & Conclusions
	Thursday – 11/11	Writing Titles and Citational Practices
	Friday – 11/12	Submit: Initial Draft of Research Paper Sign-Up for Student Conference
Week 13	Tuesday – 11/16	NO CLASS – (Zoom) Conference with Me
	Thursday – 11/18	NO CLASS – (Zoom) Conference with Me
Week 14	Peer Review as the Revision Process	
	Tuesday – 11/23	Peer Review as the Revision Process Introduce Peer Review Assignment Submit: Revised Complete Draft of Research Paper for Peer Review
	Thursday – 11/25	NO CLASS – Thanksgiving Break
Week 15	Tuesday – 11/30	In-Class Work Time with Me: Peer Review as the Revision Process Submit: Peer Review Letter
	Thursday – 12/02	Reflection on the Course
Week 16	Thursday – 12/10	Submit: Research Paper Submit: Peer Review Revision Letter