Eastern Illinois University
New Course Proposal
ENG 3002, Research Writing for Literary Studies

Please check one: ☐ New course    ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: ENG 3002
2. Title (may not exceed 30 characters, including spaces): RESRCH WRIT LIT
3. Long title, if any (may not exceed 100 characters, including spaces): Research Writing for Literary Studies
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☒ Fall ☒ Spring ☐ Summer Year: 2007
7. Course description (not to exceed four lines): In-depth study of genres of writing central to Literary Studies, in particular proposals, reviews, and criticism. Students will read models of scholarly writing in literary studies, as well as research, draft, and revise their own proposals, reviews, and articles, and master MLA style.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). N/A
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. ENG 1001G, 1002G
   c. Who can waive the prerequisite(s)?
      ☐ No one    ☒ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): N/A
   e. Repeat status:
      ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of ___ hours or ___ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: N/A
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: N/A
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] Writing Centered
10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other
Part II: Assurance of Student Learning

1. Learning Objectives of This Course:
The objectives for undergraduate students will be to:
- discuss, analyze, and review scholarly writing;
- employ the conventions of scholarly writing in literary studies, particularly those of proposal, review, and article writing;
- plan and conduct effective research, including evaluating sources, and using scholarly and archival databases such as JSTOR, Project Muse, and EEBO, and reference resources such as the OED and DNB;
- use MLA style with flawless precision.

2. & 3. Sample Assignments/Activities and Determination of Grades:
- Writing an abstract: 5%
- Writing two reviews: 30%
- Writing a proposal: 10%
- Writing a research paper: 35%
- Active preparation and class participation: 15%
- Presentation of research paper: 5%

4. N/A
5. N/A
6. This course is writing centered. The quality of students’ writing is the principal determinant of the course grade.

Part III: Outline of the Course
Class will meet for fifteen weeks, with either three 50-minute class sessions per week (MWF) or two 75-minute class sessions (TR) or one 150-minute session in the evening (3-0-3).

Sample Syllabus

Weeks 1 and 2: Introduction to the course; reading and discussion of Edith Wharton’s *The House of Mirth*


Week 5: Discussion of and workshops on writing a review of a single scholarly article

Weeks 7 and 8: Workshops on writing a comparative review and synthesis of articles

Weeks 9 and 10: Comparative Review due. Discussion of and workshops on research methodologies, proposal writing, and using MLA style

Week 11: Final workshop on project proposal, conferences to discuss students’ research projects, proposals due at conference

Week 12: Discussion of and workshops on writing abstracts and using MLA style

Weeks 13 and 14: Conferences and workshops on research projects; polish abstracts

Week 15: Abstract and Research Project due. Student presentations of research project

Part IV: Purpose and Need

1. **Department Rationale for Course.** Currently, the English Department needs an advanced writing course that provides an in-depth, semester-long workshop on research and writing in literary studies. The purpose of this course is to offer interested majors an opportunity to engage with genres of writing central to the discipline—in particular, proposals, abstracts, reviews and criticism—and to learn to produce such documents through discipline-specific critical thinking and library research. Students will read models of scholarly writing in literary studies, as well as draft and revise their own proposals, reviews, and articles, and master MLA style. This course enhances the department’s goal of preparing students for advanced study.

2. **Course Level and Prerequisites.** The course presumes basic training in literary studies. The prerequisites for English 3002 are English 1001G and 1002G.

3. **Similarity to Existing Courses.** 3002 differs markedly from other writing-centered courses in English because of its in-depth, discipline-specific focus, and its emphasis on critical thinking and writing genres within literary studies, a subset of English studies.

4. **Impact on Program.** In our revised curriculum, students will fulfill the advanced writing requirement by choosing from a variety of classes focusing on specialized areas of writing such as professional, technical, and creative. Among these choices, 3002 will give equal weight to genres within the discipline related to research and scholarship in literary studies. The course will serve students in ways that none of the current advanced writing courses does and increase our placement rate of students in notable graduate programs. Since the course is intended to serve English majors, it will not impact other university programs.

Part V: Implementation

1. All tenured or tenure-track English faculty may teach the course.
2. There are no additional costs to students.
3. Instructors may use different critical or case study editions of novels, plays, or poems than those listed below, or assemble course packets.


**Part VI: Community College Transfer:** A community college course will not be judged equivalent to this course.

**Part VII: Approvals**

Date approved by the department or school: **September 27, 2006**

Date approved by the college curriculum committee: **November 8, 2006**

Date approved by CAA: **November 30, 2006**