#### RI: Honors Research (3 credits)

# Course Description:

*RI: Honors Research* (ENG 4910). Honors Research builds upon the work completed in Honors Seminar and facilitates the writing of a 20-40 page honors thesis that makes an original intellectual contribution to the discipline. You will continue your training in identifying, reading, evaluating, and contextualizing literary scholarship while adhering to the standards and best practices of research-level literary scholarship. The course may include library research visits, presentations on different research and analytical methodologies, and peer editing workshops. We will work through successive drafts of the thesis in workshops focused on content, style, structure, and tone. Throughout this course, you will be strengthening your argument in dialogue with existing scholarship in order to produce a thesis that can be communicated effectively in its written form and in a conference-style presentation. This course is limited to students accepted to the English Honors Program who have completed Honors Seminar.

**Grades and Requirements:**

Your grade will be based on five components: the revised thesis proposal from Honors Seminar; the annotated research bibliography; your active engagement with class discussion and peer review of thesis drafts; and the final written version of your thesis and the presentation of this research in a conference presentation.

Thesis proposal 10%

Annotated Bibliography 10%

Class participation (inc. peer review participation on Canvas and in class) 20%

Thesis (including submission of various drafts) 50%

Conference presentation of thesis research 10%

Thesis Proposal–A 5 page document modeled on a professional publication proposal (see Canvas for examples) in which you will summarize your topic, situate your research in relation to prior scholarship, and articulate your critical intervention. The thesis proposal should indicate substantial revision from the one you submitted at the conclusion of Honors Seminar.

Annotated Bibliography–A list of 10-15 sources related to your argument, summarized to their main points, contributions to your topic, and a brief statement on how your project challenges/extends their arguments.

Class participation and Peer Review Worksheets/Notes– In addition to engaged participation throughout the semester, students will give constructive feedback to their peers in workshops.Students are responsible for uploading a copy of your work into Canvas at least two days before the workshop on the specific section of the thesis. The instructor will set up a discussion board for each portion of the thesis that undergoes workshop and revision. This will allow the class to access and write comments about the work in the discussion forum. This will be an important part of the workshopping process, as well as in-class discussions.

Thesis (20-40 pages)– Drafts must be posted on Canvas at least 48 hours prior to workshopping. Late or missing drafts will negatively impact your grade.

Conference Presentation – Your 8 minute conference style presentation to your peers and faculty of the English department. Note: In addition to the required presentation, students are encouraged to submit an abstract for consideration as an 8 minute presentation at the Annual Undergraduate Research Symposium (abstract due March 7, conference on Friday, April 1).

**Required Texts:**

Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, *The Craft of Research*, by Wayne Booth. 3rd edition. University of Chicago Press, 2008. ISBN: 9780226065663

Gerald Graff, Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing.* ISBN: 978-1469028613

Charles Lipson*, How to Write a BA Thesis.*University of Chicago Press, 2005.ISBN: 9780226481265

Modern Language Association.*MLA Handbook for Writers of Research Papers*. ISBN # 1603290249

## Schedule of Readings and Assignments

(N.B. T= Tuesday, R= Thursday. All dates and assignments in this schedule are provisional, and may be changed by the instructor at any time without notice.)

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| **Wk** | **Date** | **Required Reading/Viewing Assignments** | **Work Due** |
| 1  | T, 1/12R, 1/14 | Introduction to courseResearch Methods, Booth et al, *Craft of Research* Chapters 1-2Working with Sources, *They Say/I Say* front matter and Part 1 |  |
| 2 | T, 1/19R, 1/21 | Research Methods, Booth et al *Craft of Research*Chapters 3Visit by Dr. Julieann Ulin, Director of the Honors ProgramResearch Methods, Booth et al *Craft of Research*Chapters 4 | Revised thesis proposal and research plan due (5 pages) 1/21 |
| 3 | T, 1/26R, 1/28 | Lipson, *How to Write a BA Thesis*, Part I: Getting Started Writing with Sources, *They Say/I Say* Part 4, example readingsResearch Session at FAU Library led by Kristen Padron, MLIS |  |
| 4 | T, 2/2R, 2/4 | Lipson, *How to Write a BA Thesis*, Part II: Framing Your TopicLipson, *How to Write a BA Thesis* Part III, Conducting Your Research | Revised Research Annotated Bibliography due 2/5 |
| 5 | T, 2/9R, 2/11 | Thesis draft workshop: Introductions. *MLA Handbook*Thesis draft workshop: Introductions | Draft/ Peer Review  |
| 6 | T, 2/16R, 2/18 | Thesis draft workshop: IntroductionsThesis draft workshop: Chapter 1 | Draft/ Peer Review  |
| 7 | T, 2/23W, 2/25 | Thesis draft workshop: Chapter 1Thesis draft workshop: Chapter 2 | Draft/ Peer Review  |
| 8 | T, 3/1R, 3/3 | Thesis draft workshop: Chapter 2Thesis draft workshop: Chapter 2Lipson, *How to Write a BA Thesis* Part IV, Writing Your Best | Draft/ Peer Review  |
| March 7-13: Spring Break, No ClassesMarch 7 – 100-150 word abstracts due to Undergraduate Research Symposium |
| 9 | T, 3/15R, 3/17 | Thesis draft workshop: Introductions draft 2Thesis draft workshop: Introductions draft 2 | Draft/ Peer Review  |
| 10 | T, 3/22R, 3/24 | Thesis draft workshop: chapter 1 draft 2Thesis draft workshop: chapter 1 draft 2 | Draft/ Peer Review  |
| 11 | T, 3/29R, 3/31 | Thesis draft workshop: chapter 1 draft 2Thesis draft workshop: chapter 1 draft 2 | Draft/ Peer Review  |
| 12 | T, 4/5R, 4/7 | Thesis draft workshop: chapter 2 draft 2Thesis draft workshop: chapter 2 draft 2 | Draft/ Peer Review  |
| 13 | T, 4/12R, 4/14 | Thesis draft workshop: chapter 2 draft 2Thesis draft workshop: chapter 2 draft 2 | Draft/ Peer Review  |
| 14 | T, 4/19R, 4/21 | Conference Presentations to peers and English facultyCanvas Discussion – Peer Review of Conclusions | Thesis Presentation  |
| 14 |  4/28 | Final Thesis Due | Final Thesis  |

**Field Advisor**

It is recommended that each member of the Honors Research Seminar choose a field advisor—a faculty member who can offer guidance and support in the specific field of research. The choice of this advisor is left to the individual student. The advisor is not required to read the thesis, but to offer suggestions for research.

**RI Designation:**

**Integration of Student Learning Outcomes (SLO) for Research Intensive Courses and Assignments:**

This Research Intensive (RI) course contains multiple assignments designed to help students conduct research and inquiry at an intense level through the achievement of six student learning objectives (SLO). For the purposes of assessment, the final submitted thesis will demonstrate the level of achievement for all six SLOs:

SLO 1: Knowledge. In a 20-40 page final thesis, students will demonstrate content knowledge and research skills in the field of literary studies and adhere to the highest standards of written literary analysis. The thesis will indicate the consultation and command of existing research on the topic and will make a clear intervention in that critical discussion and contribution to knowledge.

SLO 2: Formulate Questions. In the thesis proposal, students will formulate research questions appropriate to the field of literary studies and that can be addressed within the scope of the thesis project. Over the course of the semester, students will refine these questions based on their developing interests, research and writing. The thesis will present the question and indicate a sustained engagement with the question.

SLO 3: Plan of Action. Following the submission of the thesis proposal and in consultation with the professor and peers, students will address the questions posed by the thesis proposal by identifying and gathering relevant critical sources. While research plans may require different strategies, students will be expected to identity key library resources and databases for their research and to draw upon the skills they have acquired throughout the major to compile their annotated research bibliography. Students will work effectively to request material via interlibrary loan if necessary and to meet all draft and peer review deadlines. The thesis will demonstrate the consultation of relevant scholarly sources and a level of polish in terms of writing and thinking that indicates a well-paced approach.

SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others through the construction of an annotated research bibliographyof 10-15 sources, through engaged peer review, and through revision. The annotated bibliography will evaluate the contributions and limitations of critical sources and will demonstrate the completion of the groundworknecessary to address the questions formulated by the thesis proposal. Through the submission of thesis drafts for online and in-class peer review, students will evaluate the work of their classmates and use peer feedback to revise their own work. The thesis will acknowledge and incorporate relevant existing research and intervene within or beyond the existing critical discussion.

SLO 5: Ethical Conduct. Students will present research in a manner that clearly identifies the sources for ideas and concepts and that clearly distinguishes between his or her ideas and concepts and those of other scholars. All work submitted that draws upon material found in Special Collections, archives, or is protected by copyright adheres to the restrictions placed upon the use or quoting of such material. The thesis will meet MLA guidelines for the citation and acknowledgement of sources and will meet FAU’s standards for academic integrity.

SLO 6: Communication. Students will submit a final written thesis and will communicate their research through a conference-style presentation to peers and English faculty at the conclusion of the semester. Students are encouraged to submit an abstract for consideration to the Undergraduate Research Symposium (abstract due March 7, conference on Friday, April 1) and to submit a 1500-4000 word section of their thesis to the Florida Atlantic University Undergraduate Research Journal (<http://www.fau.edu/ouri/ug_research_journal.php>).

##### Note on RI designation: If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional funding opportunities, workshops and information at <http://www.fau.edu/ouri>.

##### Grading Scale: 93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 68-69 = D+; 66-67 = D; 65 = D-; 0 – 64 = F

##### Course Policies

* Punctual attendance is required at all classes. Each absence beyond the third will automatically lower your course grade for the semester by 1/3 letter grade. Two unexcused late arrivals or unexcused early departures will constitute one ‘absence.’ Information on the University’s policies on excused absences may be found here:<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>
* Please ensure that all cellphones, pagers, and other electronic devices, except those used to access course texts, are turned off during class!
* All written work must be turned in at the beginning of the class period on the days specified in the syllabus. Late work will not be accepted under any circumstances. I do not accept e-mail submissions of written work, unless indicated otherwise on the assignment.
* I expect each student to participate actively in class discussions and workshopping activities. Obviously, this also means you must keep up with the writing assignments and provide your work to the class in a timely manner. As you will see, a significant portion of the final grade will be determined by your involvement in class discussion.
* If you have questions or concerns about the coursework or your performance in the class, I encourage you to meet with me during my office hours or make an appointment.

**Disability Policy Statement:**

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie, and Jupiter, however, disability services are available for students on all campuses. See http://www.fau.edu/sas/ for more information. In Boca Raton, SU 133 (561-297-3880); in Davie, LA131 (954-236-1222); in Jupiter, SR 117 (561-799-8585)

**Code of Academic Integrity:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001: <http://www.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf>