

College of Arts and Sciences
Department of Humanities and Cultural Studies

Research Seminar

HUM 6815-002
Fall 2022 / 3 Credit Hours
CRN: 87175

Instructor

Dr. Amy Rust, Associate Professor
arust@usf.edu

Term

Fall 2022
August 22, 2022 – December 9, 2022

Location

CPR 355

Virtual Office Hours

Microsoft Teams
Wednesdays: 9 – 10 am, or by appointment

Class Meetings

Working Group 1: Thursdays, 5 – 6:15 pm
Working Group 2: Thursdays, 6:30 – 7:45 pm

Course Description

A course emphasizing the practical aspects of research in the liberal arts, including analyzing primary sources, assembling a bibliography, synthesizing secondary sources, and defining an argument.

Overview

A required course for second-year master's students in the Liberal Arts program, Research Seminar has three central aims: First, it introduces students to academic writing and publishing through articles that discuss and / or illustrate humanities-based research. Second, it provides a laboratory for research ideas and strategies. Students present work in progress and respond to the contributions of peers. Third, it demands students write and workshop abstracts, proposals, and drafts in the service of thesis writing or alternative publishing goals.

BE FOREWARNED. This course is demanding, requiring to students to write nearly daily and participate in weekly workshops. Deadlines are firm and the standards high for all presentations, responses, works in progress, drafts, and revisions. Writing should be conceived and executed with care. It should consider faculty and peer input whenever possible. Participation should be focused, vigorous, and thoughtful. It should make space for all voices, questions, and concerns. A Research Seminar's success depends on its participants offering their time and talent to each other. Student work should reflect the responsibilities this ethic implies.

Learning Outcomes

By the end of this course, students are able to

- Describe the standards and practices of academic writing, peer review, and publishing in humanities-based fields.
- Analyze scholarly texts to identify research ideas and strategies.
- Write abstracts, proposals, and article-length papers in the service of thesis writing or alternative publishing goals.

Required Texts

The following texts are **REQUIRED**. Please bring **hard or e-copies** of readings to class. Be prepared to discuss readings at length.

- Belcher, Wendy Laura. *Writing Your Journal Article in Twelve Weeks*, Second Edition: A Guide to Academic Publishing Success. Chicago: University of Chicago Press, 2019. **(BELCHER)**

- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*, Fifth Edition. New York: W. W. Norton & Company, 2021. **(GRAFF / BIRKENSTEIN)**
- Course Reader, available in PDF format on the Canvas course site. **(CR)**

Recommended Texts

Though not required, students may find the following books and websites useful.

- Bolker, Joan. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. Toledo, OH: Owl Books, 1998.
- Goodson, Patricia. *Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing*, Second Edition. Los Angeles: Sage Publications, Inc., 2016.
- Lanham, Richard A. *Revising Prose*, Fifth Edition. London: Pearson, 2006.
- Mewburn, Inger. *The Thesis Whisperer*. Australian National University: <http://thesiswhisperer.com>.
- Silva, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. American Psychological Association, 2018.
- Tippery, Gabe. *Hacking the Thesis*. The Ohio State University: <https://u.osu.edu/hackingthethesis/>.
- Williams, Joseph M., and Joseph Bizup. *Style: Lessons in Clarity and Grace*, Thirteenth Edition. London: Pearson, 2020.

Assignments & Grading

Category	Percent of Final Grade
Attendance & Class Discussion	10%
Weekly Participation	20%
Abstract	5%
Research Presentation	8%
Proposal	12%
Working Bibliography	4%
Title	1%
Outline / Map	5%
Introduction (Revised)	20%
Section (Revised)	15%

Attendance & Participation

This course proceeds by way of in-class discussions and workshops. Student attendance and participation are instrumental to its success. For this reason, **ALL** absences must be *approved* by Dr. Rust in advance or *excused* after the fact through qualified documentation.

Participation is evaluated **each week** and by **two** methods:

1. Class Discussion

At the end of each Synchronous Session, Dr. Rust assigns each student a score, based on the following scale: 0 = did not attend; 1 = attended but did not engage at an appropriate level; 2 = participated at an appropriate level; 3 = exhibited superlative engagement. At the end of the term, these scores are added and scaled.

2. Weekly Participation

Weekly Participation requires students to engage in writing, revision, and / or review tasks, as noted in the Course Schedule. Late work is **not** accepted.

Weekly Participation is graded as follows:

- ✓+ These tasks are focused and coherent, exhibit a deep engagement with assigned prompts, and are well written with few grammatical errors.
- ✓ These tasks are reasonably focused and coherent, exhibit a moderate engagement with assigned prompts, and are largely well written.
- ✓- These tasks are unfocused or incoherent. They exhibit passing engagement with assigned prompts and have multiple grammatical errors.
- × These tasks are missing and / or incomplete.

NOTE: For the purposes of Weekly Participation and Peer Review, students are assigned a Partner at the start of the term. See “People” → “Groups” on Canvas for your assignments.

Research Presentation

Prompt forthcoming. **8 – 10 minutes**, including any audiovisual materials or handouts. Delivered in class, according to the Course Schedule. Audiovisual materials are due to Canvas *no later than 4 pm Thursday* for the Module in question.

Additional Assignments

The following Assignments are submitted to Canvas in **TWO STAGES**: first, for peer review during in-class workshops (due *no later than Tuesday @ 9 am* before relevant meetings and graded ✓+, ✓, ✓-, or ×); and, second, to Dr. Rust for letter grading, according to the Course Schedule.

- Proposal + Working Bibliography
- Related Literature
- Prelude & Contextual Literature
- Original & Theoretical Literatures
- Section

The following scale applies to all assignments and final grades:

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-
67 – 69	D+
63 – 66	D
60 – 62	D-
0 – 59	F

Course Schedule

MODULE 1: Introduction to the Course / Planning to Write

TUESDAY 23 Aug	THURSDAY 25 Aug
	<p><u>Read</u></p> <ul style="list-style-type: none"> • Course Syllabus • BELCHER, Week 1: Days 1 – 2 (Pages 14 - 38) <p><u>In-Class Handouts</u></p> <ul style="list-style-type: none"> • HCS Thesis Timeline • HCS Thesis Proposal Guidelines • USF Graduate Student Committee Form • HCS Thesis Proposal Defense Form • ETD Title Page • ETD Certificate of Approval

MODULE 2: Getting Started / Abstracts & Research Presentations

TUESDAY 30 Aug	THURSDAY 1 Sept
	<p><u>Read</u></p> <ul style="list-style-type: none"> • BELCHER, Week 3 • Abstract Samples (CR) <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> • BELCHER, Week 3: Day 1 (Pages 99 – 101, Steps 1 – 3, with Partner) • BELCHER, Week 3: Day 2 (Pages 101 – 103, Steps 1 – 3, using Sample Abstracts, <u>not</u> 10 as instructed in Step 1) <p><u>In-Class Handouts</u></p> <ul style="list-style-type: none"> • Research Presentation Guidelines

MODULE 3: Advancing the Argument 1 / Statements of Purpose

TUESDAY 6 Sept	THURSDAY 8 Sept
<p><u>Assignment – DUE @ 4 pm</u> Abstract: BELCHER, Week 3: Day 5 (Pages 107 – 108, Steps 1 – 5, with Partners)</p>	<p><u>Read</u></p> <ul style="list-style-type: none"> • BELCHER, Week 2: Days 1 – 2 (Pages 60 - 84) • Statement of Purpose Samples (CR) • Williams & Bizup, Chapter 7 (CR) <p><u>Assignment – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> • Partners A: Research Presentations • Partners C: Research Presentations <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> • BELCHER, Week 2: Day 2 (Pages 83 – 84, Steps 1 – 3, with Partners, using Abstracts posted to Canvas on September 6) <p><u>In-Class Handouts</u></p> <ul style="list-style-type: none"> • Mind Mapping

MODULE 4: Advancing the Argument 2 / Proposals & Claiming Significance

TUESDAY 13 Sept	THURSDAY 15 Sept
<p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners A: Mind Map for Proposal Partners C: Mind Map for Proposal 	<p><u>Read</u></p> <ul style="list-style-type: none"> BELCHER, Week 6: Day 1 (Pages 190 - 208) Proposal Samples (CR) <p><u>Assignment – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners B: Research Presentations Partners D: Research Presentations <p><u>In-Class Handout</u></p> <ul style="list-style-type: none"> Proposal Peer Response

MODULE 5: Managing the Literature / Bibliography

TUESDAY 20 Sept	THURSDAY 22 Sept
<p><u>Assignment – DUE @ 9 am</u></p> <ul style="list-style-type: none"> Partners A: Proposal (Peer Review) Partners C: Proposal (Peer Review) <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners B: Mind Map for Proposal Partners D: Mind Map for Proposal 	<p><u>Read</u></p> <ul style="list-style-type: none"> BELCHER, Week 5: 150 – 168 BELCHER, Week 5: 181 – 187 Firth, “Turn Your Notes in to Writing” (CR) Hennegar, “Make Your Cornell Notes Template” (CR) Proposal Submissions <p><u>Assignment – DUE @ 4 pm</u> Working Bibliography</p> <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners B: Proposal Peer Response Partners D: Proposal Peer Response

MODULE 6: Moving Ahead / Beginnings & Ends

TUESDAY 27 Sept	THURSDAY 29 Sept
<p><u>Assignment – DUE @ 9 am</u></p> <ul style="list-style-type: none"> Partners B: Proposal (Peer Review) Partners D: Proposal (Peer Review) 	<p><u>Read</u></p> <ul style="list-style-type: none"> BELCHER, Week 10 Introduction Sample (CR) Proposal Submissions <p><u>Assignment – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Thesis Title (BELCHER, Week 10: Day 1) (Pages 302 - 303) Partners A: Proposal (Revised) Partners C: Proposal (Revised) <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners A: Proposal Peer Response Partners C: Proposal Peer Response

MODULE 7: Engaging the Literature / Related Literature 1

TUESDAY 4 Oct	THURSDAY 6 Oct
	<p>Read</p> <ul style="list-style-type: none"> • BELCHER, Week 5: 174 – 180 • BELCHER, Week 5: 187 – 188 • Related Literature Samples (CR) <p>Assignments – DUE @ 4pm</p> <ul style="list-style-type: none"> • Partners B: Proposal (Revised) • Partners D: Proposal (Revised) <p>In-Class Handout Related Literature Peer Response</p>

MODULE 8: Joining the Conversation / Related Literature 2

TUESDAY 11 Oct	THURSDAY 13 Oct
<ul style="list-style-type: none"> • Partners A: Related Literature (Peer Review) • Partners C: Related Literature (Peer Review) 	<p>Read</p> <ul style="list-style-type: none"> • GRAFF / BIRKENSTEIN, Parts 1 – 2 • Related Literature Submissions <p>Weekly Participation – DUE @ 4 pm</p> <ul style="list-style-type: none"> • Partners B: Related Literature Peer Response • Partners D: Related Literature Peer Response

MODULE 9: Analyzing Evidence / Prelude & Contextual Literature

TUESDAY 18 Oct	THURSDAY 20 Oct
<p>Assignment – DUE @ 9 am</p> <ul style="list-style-type: none"> • Partners B: Related Literature (Peer Review) • Partners D: Related Literature (Peer Review) 	<p>Read</p> <ul style="list-style-type: none"> • BELCHER, Week 7 • Prelude & Contextual Literature Samples (CR) <p>Weekly Participation – DUE @ 4 pm</p> <ul style="list-style-type: none"> • Partners A: Related Literature Peer Response • Partners C: Related Literature Peer Response <p>In-Class Handout Prelude & Contextual Literature Peer Response</p>

MODULE 10: Writing about Writing / Crafting Better Prose

TUESDAY 25 Oct	THURSDAY 27 Oct
<p>Assignment – DUE @ 9 am</p> <ul style="list-style-type: none"> • Partners A: Prelude & Contextual Literature (Peer Review) • Partners C: Prelude & Contextual Literature (Peer Review) 	<p>Read</p> <ul style="list-style-type: none"> • GRAFF, Part 3 • Pinker, “Why Academics Stink at Writing” (CR) • Prelude & Contextual Literature Submissions <p>Weekly Participation – DUE @ 4 pm</p> <ul style="list-style-type: none"> • Partners B: Prelude & Contextual Literature Peer Response • Partners D: Prelude & Contextual Literature Peer Response

MODULE 11: Thinking about Thinking / Original & Theoretical Literatures

TUESDAY 1 Nov	THURSDAY 3 Nov
<p><u>Assignment – DUE @ 9 am</u></p> <ul style="list-style-type: none"> Partners B: Prelude & Contextual Literature (Peer Review) Partners D: Prelude & Contextual Literature (Peer Review) 	<p><u>Read</u></p> <ul style="list-style-type: none"> BELCHER, Week 5: 169 – 174 Original & Theoretical Literatures Samples (CR) Prelude & Contextual Literature Submissions <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners A: Prelude & Contextual Literature Peer Response Partners C: Prelude & Contextual Literature Peer Response <p><u>In-Class Handout</u> Original & Theoretical Literatures Peer Response</p>

MODULE 12: Drawing a Map / Organization

TUESDAY 8 Nov	THURSDAY 10 Nov
<p><u>Assignment – DUE @ 9 am</u></p> <ul style="list-style-type: none"> Partners A: Original & Theoretical Literatures (Peer Review) Partners C: Original & Theoretical Literatures (Peer Review) 	<p><u>Read</u></p> <ul style="list-style-type: none"> BELCHER, Week 9: Days 1 – 2 (Pages 256 - 273) Organization Samples (CR) Original & Theoretical Literatures Submissions <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> BELCHER, Week 9: Day 2 (Page 273) Partners B: Original & Theoretical Literatures Peer Response Partners D: Original & Theoretical Literatures Peer Response

MODULE 13: Wrapping Up / Editing

TUESDAY 15 Nov	THURSDAY 17 Nov
<p><u>Assignment – DUE @ 9 am</u></p> <ul style="list-style-type: none"> Partners B: Original & Theoretical Literatures (Peer Review) Partners D: Original & Theoretical Literatures (Peer Review) 	<p><u>Read</u></p> <ul style="list-style-type: none"> BELCHER, Week 11 Williams & Bizup, Chapter 8 (CR) Original & Theoretical Literatures Submissions <p><u>Assignment – DUE @ 4 pm</u> Outline / Map</p> <p><u>Weekly Participation – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> Partners A: Original & Theoretical Literatures Peer Response Partners C: Original & Theoretical Literatures Peer Response <p><u>In-Class Handout</u> Section Peer Response</p>

MODULE 14: Bringing it All Together / Introduction (Revised)

TUESDAY 22 Nov	THURSDAY 24 Nov
Assignment – DUE @ 4 pm Introduction (Revised)	NO CLASS

MODULE 15: Forging Ahead 1 / Section (Peer Review)

TUESDAY 29 Nov	THURSDAY 1 Dec
Assignment – DUE @ 9 am <ul style="list-style-type: none">• Section (Peer Review)	Read <ul style="list-style-type: none">• Thesis Survival Guides (CR)• Goodson, “Exercises 21 – 23” (CR)• Section Submissions (Partners) Weekly Participation – DUE @ 4 pm Section Peer Response (Partners)

MODULE 16: Forging Ahead 2 / Section (Revised)

THURSDAY 8 Dec
Assignment – DUE @ 4 pm <ul style="list-style-type: none">• Section (Revised)

Course Policies

First Day Attendance

Students must attend class in person on **Thursday, August 25**, to avoid being dropped from the course.

Late Assignments

Contact Dr. Rust *in advance* of deadlines to negotiate the submission of late work.

Incomplete (I) Grades

This course follows current university policy concerning incomplete grades. An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by Dr. Rust. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit are changed to “IF” or “IU,” whichever is appropriate.

Assignment Retention

Students are responsible for maintaining electronic copies of all work uploaded to Canvas until final grades post.

Turnitin.com

The automated system Turnitin.com is used in this course. It compares student assignments with billions of websites and a database of student papers. After an assignment is processed, Dr. Rust receives 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>.

Student Evaluations

All classes at USF make use of an online system through which students provide feedback to the University regarding courses. Surveys are made available at the end of the semester, and the University notifies students by email when the response window opens. Your participation is encouraged and valued.

Important Dates

Dates in the Course Schedule are subject to change. Visit <http://www.usf.edu/registrar/calendars/> for USF's academic calendar. The last day to **Add / Drop** this course is **Friday, August 26**. The last day to withdraw is **Friday, October 29**.

University Policies

COVID19

Vaccines: USF strongly encourages vaccines, and boosters, where recommended, for all vaccine-preventable diseases. Student Health Services on all three USF campuses offers the COVID vaccine and boosters and the annual flu shot to students for no cost / low-cost medical services covered by student fees. Call (813) 974-2331 for an appointment.

Testing: Anyone with flu-like symptoms (fever, cough, sore throat, runny nose) or who may have been exposed to COVID-19 or the flu should get tested for these diseases as treatments are available and isolation may be warranted to prevent the spread of disease to others. USF offers COVID-19 testing for students through Student Health Services. Call (813) 974-2331 for an appointment. Students who test positive should notify Dr. Rust immediately to arrange accommodations.

Masks: Individuals may choose to wear a mask on USF campuses.

Academic Integrity

Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. Violations of academic integrity include cheating, plagiarism (using the words and / or ideas of others without attribution), and submitting the same work for more than one assignment in more than one course. Plagiarism need not be intentional. If you have any doubts about what constitutes plagiarism, please consult Dr. Rust in advance of assignment deadlines. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF Regulation 3.027](#).

Academic Accommodation

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the [Student Accessibility Services website](#) for more information.

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process ([USF Regulation 3.025](#)) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Sexual Misconduct / Sexual Harassment

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact

the [USF Center for Victim Advocacy](#): 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: usf.edu/title-ix.

Intellectual Freedom and Viewpoint Diversity Act (House Bill 233)

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the [USF Student Conduct Code](#).

Campus Free Expression Act (House Bill 7)

It is fundamental to the University of South Florida's mission to support an environment in which divergent ideas, theories, and philosophies are openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussions of ideas that you find uncomfortable, disagreeable, or even offensive. In the classroom, ideas are presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the ideas presented are supported by credible research and critical peer review. This course asks you to engage with complex ideas and demonstrate your understanding of those ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs ([USF Policy 10-045](#)). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and / or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or [their website](#)), or Student Outreach and Support (socat@usf.edu or [their website](#)).

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to:

Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and [ALERTUSF](#) messages for important general information ([USF Policy 6-010](#)).

Canvas Technical Support

Students experiencing technical difficulties with Canvas may refer to the “Canvas Help” page on the course homepage. They may also contact the Canvas help desk by calling (813) 974-1222 or emailing help@usf.edu.