

College of Arts and Sciences
Department of Humanities and Cultural Studies
Research Seminar
HUM 6815-900
Fall 2023 / 3 Credit Hours
CRN: 85328

Instructor

Dr. Amy Rust, Associate Professor
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Term

Fall 2023
August 21, 2023 – December 7, 2023

Location

CPR 355

Office Hours

By appointment

Class Meetings

Thursdays, 5 – 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	25%
Abstract	3%
Research Presentation	8%
Proposal	15%
Related Literature Review	15%
Section Outline	4%
Section Revision	20%

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 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 and Group at the start of the term. See “People” 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
- Related Literature Review
- Section Revision

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 22 Aug	THURSDAY 24 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 • USF Graduate Student Committee Form

MODULE 2: Getting Started / Abstracts & Research Presentations

TUESDAY 29 Aug	THURSDAY 31 Aug
	<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 Partners) • 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 Handout</u></p> <ul style="list-style-type: none"> • Research Presentation

MODULE 3: Advancing the Argument 1 / Statements of Purpose

TUESDAY 5 Sept	THURSDAY 7 Sept
<p><u>Assignment – DUE @ 9 am</u></p> <ul style="list-style-type: none"> • Abstract (See BELCHER, Week 3: Day 5, Pages 107 – 108, Steps 1 – 5, with Partners) 	<p><u>Read</u></p> <ul style="list-style-type: none"> • BELCHER, Week 2: Days 1 – 2 (Pages 60 - 84) • Williams & Bizup, Chapter 7 (CR) <p><u>Assignment – DUE @ 4 pm</u></p> <ul style="list-style-type: none"> • Group 1: 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 your Argument from the Abstract posted to Canvas on September 5) <p><u>In-Class Handout</u></p> <ul style="list-style-type: none"> • Thesis Proposal Guidelines

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

TUESDAY 12 Sept	THURSDAY 14 Sept
	<p>Read</p> <ul style="list-style-type: none">• BELCHER, Week 6: Day 1 (Pages 190 - 208)• Proposal Sample (CR) <p>Assignment – DUE @ 4 pm</p> <ul style="list-style-type: none">• Group 2: Research Presentations <p>In-Class Handout</p> <ul style="list-style-type: none">• Proposal Peer Response

MODULE 5: Managing the Literature / Bibliography

TUESDAY 19 Sept	THURSDAY 21 Sept
<p>Weekly Participation – DUE @ 9 am</p> <ul style="list-style-type: none">• Group 1: Proposal (Peer Review)	<p>Read</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 for Group 1 <p>Weekly Participation – DUE @ 4 pm</p> <ul style="list-style-type: none">• Working Bibliography (BELCHER, Week 5: Day 2) (Pages 181 – 186)• Group 2: Proposal Peer Response for Group 1

MODULE 6: Moving Ahead / Beginnings & Ends

TUESDAY 26 Sept	THURSDAY 28 Sept
<p>Weekly Participation – DUE @ 9 am</p> <ul style="list-style-type: none">• Group 2: Proposal (Peer Review)	<p>Read</p> <ul style="list-style-type: none">• BELCHER, Week 10• Introduction Sample (CR)• Proposal Submissions for Group 2 <p>Assignment – DUE @ 4 pm</p> <ul style="list-style-type: none">• Group 1: Proposal (Revised) <p>Weekly Participation – DUE @ 4 pm</p> <ul style="list-style-type: none">• Title (BELCHER, Week 10: Day 1) (Pages 302 - 303)• Group 1: Proposal Peer Response for Group 2 <p>In-Class Handout</p> <ul style="list-style-type: none">• Mind Mapping

MODULE 7: Engaging the Literature / Related Literature 1

TUESDAY 3 Oct	THURSDAY 5 Oct
<u>Weekly Participation – DUE @ 9 am</u> <ul style="list-style-type: none">• Prelude• Mind Map + Synopsis	<u>Read</u> <ul style="list-style-type: none">• BELCHER, Week 5: 174 – 180• BELCHER, Week 5: Days 4 & 5 (Pages 187 – 188)• Related Literature Sample (CR) <u>Assignments – DUE @ 4pm</u> <ul style="list-style-type: none">• Group 2: Proposal (Revised) <u>In-Class Handout</u> <ul style="list-style-type: none">• Related Literature Peer Response

MODULE 8: Joining the Conversation / Related Literature 2

TUESDAY 10 Oct	THURSDAY 12 Oct
<u>Weekly Participation – DUE @ 9 am</u> <ul style="list-style-type: none">• Group 1: Related Literature Review (Peer Review)	<u>Read</u> <ul style="list-style-type: none">• GRAFF / BIRKENSTEIN, Parts 1 – 2• Related Literature Review Submissions for Group 1 <u>Weekly Participation – DUE @ 4 pm</u> <ul style="list-style-type: none">• Group 2: Related Literature Review Peer Response for Group 1

MODULE 9: Writing about Writing / Organization

TUESDAY 17 Oct	THURSDAY 19 Oct
<u>Weekly Participation – DUE @ 9 am</u> <ul style="list-style-type: none">• Group 2: Related Literature Review (Peer Review)	<u>Read</u> <ul style="list-style-type: none">• BELCHER, Week 9: Days 1 – 2 (Pages 256 - 273)• Related Literature Review Submissions for Group 2 <u>Assignment – DUE @ 4 pm</u> <ul style="list-style-type: none">• Group 1: Related Literature Review (Revised) <u>Weekly Participation – DUE @ 4 pm</u> <ul style="list-style-type: none">• BELCHER, Week 9: Day 2 (Page 273)• Group 1: Related Literature Review Peer Response for Group 2

MODULE 10: Analyzing Evidence / Original & Theoretical Literature 1

TUESDAY 24 Oct	THURSDAY 26 Oct
Assignment – DUE @ 9 am <ul style="list-style-type: none">• Section Outline	Read <ul style="list-style-type: none">• BELCHER, Week 5: 169 – 174• BELCHER, Week 7• Original & Theoretical Literature Sample (CR) Assignment – DUE @ 4 pm <ul style="list-style-type: none">• Group 2: Related Literature Review (Revised) In-Class Handout <ul style="list-style-type: none">• Original & Theoretical Literature Peer Response

MODULE 11: Thinking about Thinking / Original & Theoretical Literatures 2

TUESDAY 31 Oct	THURSDAY 2 Nov
Weekly Participation – DUE @ 9 am <ul style="list-style-type: none">• Group 1: Original & Theoretical Literature (Peer Review)	Read <ul style="list-style-type: none">• GRAFF, Part 3• Pinker, “Why Academics Stink at Writing” (CR)• Original & Theoretical Literature Submissions for Group 1 Weekly Participation – DUE @ 4 pm <ul style="list-style-type: none">• Group 1: BELCHER, Week 7: Days 2 & 4 (Pages 222 – 225 & Pages 231 – 235)• Group 2: Original & Theoretical Literature Peer Review for Group 1

MODULE 12: Bringing It All Together / Editing

TUESDAY 7 Nov	THURSDAY 9 Nov
Weekly Participation – DUE @ 9 am <ul style="list-style-type: none">• Group 2: Original & Theoretical Literature (Peer Review)	Read <ul style="list-style-type: none">• BELCHER, Week 11• Williams & Bizup, Chapter 8 (CR)• Original & Theoretical Literature Submissions for Group 2 Weekly Participation – DUE @ 4 pm <ul style="list-style-type: none">• Group 2: BELCHER, Week 7: Days 2 & 4 (Pages 222 – 225 & Pages 231 – 235)• Group 1: Original & Theoretical Literature Peer Review for Group 2 In-Class Handout <ul style="list-style-type: none">• Section Peer Response

MODULE 13: Write! Write! Write!

TUESDAY 14 Nov	THURSDAY 16 Nov
	NO CLASS

MODULE 14: Section Draft

TUESDAY 21 Nov	THURSDAY 23 Nov
<u>Weekly Participation – DUE @ 9 am</u> <ul style="list-style-type: none">Section Draft	NO CLASS

MODULE 15: Forging Ahead / The Long Game

TUESDAY 28 Nov	THURSDAY 30 Nov
<u>Weekly Participation – DUE @ 9 am</u> <ul style="list-style-type: none">Section Peer Response (Partners)	<u>Read</u> <ul style="list-style-type: none">Thesis Survival Guides (CR)Goodson, "Exercises 21 – 23" (CR)

MODULE 16: Section Revision

TUESDAY 5 Dec
<u>Assignment – DUE @ 9 am</u> <ul style="list-style-type: none">Section Revision

Course Policies

First Day Attendance

Students must attend class in person on **Thursday, August 24**, 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 25**. The last day to withdraw is **Saturday, October 28**.

University Policies

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.

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.