

## **ENG525 Research Methods**

**(3 credit hours)**

### **Course Syllabus**

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#### **Course Description**

This course is a practical introduction to doing research in graduate school. It will introduce students to “joining the scholarly conversation” in their chosen concentration, including finding, evaluating, and using appropriate graduate-level sources. The course will begin with a discussion on the differences between an undergraduate and a graduate education, including expectations in the classroom, and then move to practical skills in working with primary and secondary sources, including the importance of peer review. Students will ultimately write a critical history on a topic or text of their choice, chosen with help from the instructor.

#### **Course Learning Outcomes**

By the end of this course, you will be able to:

1. Find and evaluate appropriate graduate-level secondary sources.
2. Integrate secondary sources into academic writing effectively.
3. Compile and synthesize important research appropriate to chosen topic.
4. Assess the work of others as part of the peer review process.

#### **Prerequisites/Corequisites**

Bachelor’s degree and ENG505

#### **Required Textbook(s) and Resources**

Semenza, Gregory. (2010). *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities. 2nd edition.* Palgrave Macmillan.

Be sure to review the weekly **Explore** sections for library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

## Learning Activities

The learning activities in this course consist of practical applications designed to help students understand graduate level research in the humanities. Students will compose an annotated bibliography, a literature review, and a critical history of an artifact, as well as smaller activities that will give students insights into becoming a junior scholar.

## Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, the Key Assessment is the final paper, the Critical History.

## Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
<b>Discussions</b> Activity 1.1 (n/a) Activity 1.2 (20)	<b>Discussions</b> Activity 2.1 (20)	<b>Discussions</b> Activity 3.1 (20)	<b>Discussions</b> Activity 4.1 (20)	<b>Discussions</b> Activity 5.1 (20)	<b>Discussions</b> Activity 6.2 (20)	<b>Discussions</b> Activity 7.2 (20)	<b>140</b>
<b>Assignments</b> Activity 1.3 (60)	<b>Assignments</b> Activity 2.2 (50) Activity 2.3 (50)	<b>Assignments</b> Activity 3.2 (100)	<b>Assignments</b> Activity 4.2 (100)	<b>Assignments</b> Activity 5.2 (150)	<b>Assignments</b> Activity 6.1 (50) Activity 6.3 (50)	<b>Assignments</b> Activity 7.1 (50) Activity 7.3 (200)	<b>860</b>
<b>80</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>170</b>	<b>120</b>	<b>270</b>	<b>1000</b>

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

## Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Look At Me! – Initial Post
Week 1: Graduate vs Undergrad education Qualitative vs Quantitative research “Joining the scholarly conversation”	<input type="checkbox"/> WED: Activity 1.1: Look At Me! – Secondary Posts <input type="checkbox"/> WED: Activity 1.2: Expectations and Research – Initial Post <input type="checkbox"/> SAT: Activity 1.2: Expectations and Research – Secondary Posts <input type="checkbox"/> SUN: Activity 1.3: Quoting Exercise
Week 2: Primary vs secondary sources Databases	<input type="checkbox"/> WED: Activity 2.1: Primary and Secondary Sources – Initial Post <input type="checkbox"/> SAT: Activity 2.1: Primary and Secondary Sources – Secondary Posts <input type="checkbox"/> SUN: Activity 2.2: Primary Source <input type="checkbox"/> SUN: Activity 2.3: Electronic Database Activity

<b>Topic</b>	<b>Learning Activities</b> (Due by 11:55 p.m. ET on day designated)
Week 3: Peer reviewed journals Book reviews Citation styles	<input type="checkbox"/> WED: Activity 3.1: Academic Publishing – Initial Post <input type="checkbox"/> SAT: Activity 3.1: Academic Publishing – Secondary Posts <input type="checkbox"/> SUN: Activity 3.2: Journal Review
Week 4: Annotated Bibliographies	<input type="checkbox"/> WED: Activity 4.1: Evaluating Annotated Bibliographies – Initial Post <input type="checkbox"/> SAT: Activity 4.1: Evaluating Annotated Bibliographies – Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Annotated Bibliography
Week 5: Literature Reviews	<input type="checkbox"/> WED: Activity 5.1: Evaluate Use of Lit Reviews – Initial Post <input type="checkbox"/> SAT: Activity 5.1: Evaluate Use of Lit Reviews – Secondary Posts <input type="checkbox"/> SUN: Activity 5.2: Literature Review
Week 6: CFPs Presenting at conferences	<input type="checkbox"/> MON: Activity 6.1: Peer Review of Lit Review – Initial Post <input type="checkbox"/> WED: Activity 6.2: Conference Presentations – Initial Post <input type="checkbox"/> THU: Activity 6.1: Peer Review of Lit Review – Secondary Posts <input type="checkbox"/> SAT: Activity 6.2: Conference Presentations – Secondary Posts <input type="checkbox"/> SUN: Activity 6.3: CFP Proposal
Week 7: Critical histories Wrap-up	<input type="checkbox"/> MON: Activity 7.1: Proposal Peer Review – Initial Post <input type="checkbox"/> WED: Activity 7.2: Lit Reviews vs. Critical Histories – Initial Post <input type="checkbox"/> THU: Activity 7.1: Proposal Peer Review – Secondary Posts <input type="checkbox"/> THU: Activity 7.3: Critical History of an Artifact <input type="checkbox"/> SAT: Activity 7.2: Lit Reviews vs. Critical Histories – Secondary Posts

## Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## For More Information:

Be sure to review the [Support, Policies, and Procedures](#) addendum.