

**Research Methods**  
**RELI 5780A**  
**Religion**

Carleton University  
 College of Humanities  
 Winter 2013

Fridays 2:30-5:30pm; PA 2a46

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### **Evaluation and Objectives**

The mark you receive will be based on whether and to what extent you meet the course objectives:

- 1) To engage fully and participate *every* week;
- 2) To perform at a high level on course exercises;
- 3) To offer high quality interaction (detailed questions, comments, critiques, support) on the work of your peers;
- 4) To submit a high quality *20 page written section of your MA Essay plus bibliography* on or before April 27, 2013.

There is in this course no “minimum” and then you’re done. It is not the case that participation is worth x%, and interaction with your peers happens twice and is worth x%. They all work together and measure together whether you have met the objectives of the course. When it comes to the “quality” of your interaction with your peers, the questions are: Were you helpful and did you ask useful questions? Were you fully engaged? Were you comatose? When it comes to the “quality” of your workshop exercises (RefWorks, editing exercises, etc), the questions are more obvious: How well did you master RefWorks? Did your editing improve the work, or worsen it?

The graduate student grade-range most prominent in North America is A+ to B-, where a B- is the equivalent to an F, a B is equivalent to a D. It is *generally* the case that graduate grades in the B range mean you will not be going on to doctoral level work. Take them extremely seriously.

- B+ indicates that you barely met the objectives;
- A- indicates that you met the objectives but only adequately;
- A indicates that you met the objectives really well;
- A+ indicates that you went well beyond the objectives.

### Work Schedule

Jan 11	The process of writing long papers. How we do research. How we publish.
Jan 18	Marshalling Data, Mastering RefWorks
Jan 25	In-Class Presentation of MA Essay Outlines 1 (ZA, LA, EED, MG)
Feb 1	In-Class Presentation of MA Essay Outlines 2 (FM, KS-G, LS, LT)
Feb 8	Discussion of Editing Exercises
Feb 15	Student-led Seminar 1 (ZA, LA)
Feb 22	No Class (Reading Week)
Mar 1	Student-led Seminar 2 (EED, MG)
Mar 8	Student-led Seminar 3 (FM, KS-G)
Mar 15	No Class (Conference)
Mar 22	Student-led Seminar 4 (LS, LT)
Mar 29	No Class (University Closed)
April 5	Discussion of MA Essay Proposals (ZA, LA, EED, MG)
April 10	Discussion of MA Essay Proposals (FM, KS-G, LS, LT)

**NB:** Presentation order: the order of presenters is alphabetical by last name. You are free to arrange with a classmate to exchange dates if you wish, but you must let me know in advance. Otherwise, the assumption will be that the order here stands.

### Course Exercises

#### *Write an Academic Agenda* (Jan 11)

- Due electronically on Jan 11.
- Chart an academic agenda for yourself. What do you have to do to finish on time? How are you going to do it? What are your weaknesses as a scholar?
  - Is it your writing? Systematic research? Synthesizing material?
    - More importantly: how are you going to address your weaknesses? Being a scholar is about being self-critical, self-aware.

#### *Editing Workshop* (Jan 11-Feb 8):

- Step One: On Jan 11, submit (original electronic file, not the marked up copy) to me a document you wrote for any university course in the past.
- Step Two: On Jan 11, I will give you a book review written by me, into which I have introduced errors. Edit it. Hand it in at the start of class on Jan 18.
- Step Three: On Jan 18, I will give you 2-3 pages of your own work for you to edit. Edit it by hand, return it to me at the start of class on Jan 25. I will make copies of your edited page during the break and distribute it to everyone.
  - The objective here is to learn to become ruthless editors of your own writing

- Step Four: On Feb 1, we will have an editing workshop and discussion, in which we will peer-review everyone's *self-editing*.
- Step Five: Write a brief reflection piece on how you might become better editors of your work. Due at the start of class Feb 8.

***In-Class Presentation of MA Essay Outlines*** (Jan 25-Feb 1)

- Students will present a 2-3 page outline (point form is fine, with some prose, but it should be fairly detailed) of what they think their MA Essay will look like.

***Annotated RefWorks Bibliography*** (Feb 15)

- On Feb 15, you will “share” with me your annotated RefWorks Bibliography. By this point your bibliography should be very nearly full, but I do not need to see the whole thing. I only need to see 20 annotated items from your bibliography.
- Annotation means you have read the work, can say a few words by way of summary, and offer a few thoughts on what it contributes to your work.
- Having this deadline forces you to make sure your work is advancing, and it helps me know your work better.

***Seminars*** (Feb 15-Mar 22)

- Students assign one article or chapter each (not whole books please) that: a) got them thinking about their research topic; or b) represent the key issues or questions in their research topic; or c) were foundational in setting the boundaries of their research topic.
- Each student leads a one-hour seminar discussion of the article she (or Lorne) assigned. Others should come having read the piece, and prepared to discuss, ask questions, challenge, etc. You are also encouraged to think how, if possible, the work you're reading might intersect in any way with your own project.
- The key here is that your peers learn more about your topic, beyond just the title/description, but also about the questions, issues, theories, ideas, etc. This will enable them to be better interlocutors when they are engaging critically with your proposal.

***Submission and Peer-evaluation of Research Essay Proposal Summaries*** (March 29 – April 10)

- Papers must be distributed one week before they are being discussed in class (March 29 for those going on April 5; and 3 for those going on April 10). Papers will either be sent to each other, or to me for distribution.
- Students will read the proposals closely, and come to class prepared to engage rigorously and assist in improving the proposals. Proposals will not be read or presented in class, since everyone will have read them already. Class time will be devoted exclusively to discussing each others' proposals.
- Proposal Summary should be 10 pages of written text.

***Final Submission of MA Research Essay Proposal***

- Due April 27, 2013.

- 20 double-spaced pages including notes. There should be a full bibliography (not merely a works cited list) but this does not count towards the page-count.
- Bibliography and notes should follow Chicago Style (quick guide is available here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html); please follow the “Notes and Bibliography” option, not “Author-Date”).
- The content of the proposals will vary according to the type of work being undertaken. I will trust you to consult with your essay director to establish the best form for you. Remember, the goal is to end up with a proposal that jump-starts you on your summer essay project, and that sets you up to complete it on time. As you’re writing the proposal, imagine and expect that parts of it may end up verbatim in the essay itself. In other words, this isn’t *just* a proposal; you’re actually starting to write your essay!

## REGULATIONS COMMON TO ALL HUMANITIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 3, 2012**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 10, 2013**.

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

### PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

### ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library