

Research Methods

RELI 5780 W

Religion

College of Humanities

Winter 2016

Wednesday 11:30-2:30pm; PA 2a46

Professor Z.A. Crook

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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 MRE plus bibliography* on or before April 26, 2014.

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 (bibliography, editing exercises, etc), the questions are more obvious: How well did you master the software? Did your editing improve the work, or worsen it? So, the mark you get in this course reflects my assessment of your term-long engagement, effort, and performance. You will not receive marks for any of the individual assignments.

The graduate student grade-range most prominent in North America is A+ to B-, where a B- is the equivalent to a D, and a C+ and lower is equivalent to an F. It is *generally* the case that graduate grades in the B range mean you are not suitable for doctoral level work in the field. Take grades in the B-range extremely seriously.

- A- = Good work (there is no shame in an A-);
- A = Excellent work;
- A+ = Outstanding/Exemplary work.

Work Schedule

Jan 6	The process of writing long papers. How we do research. How we publish.
Jan 13	Bibliography Software
Jan 20	In-Class Presentation of MRE Outlines 1 (SC1, SC2, ED, AK, GM)
Jan 27	In-Class Presentation of MRE Outlines 2 (MS, BT) (Class starts at 1pm)
Feb 3	Discussion of Editing Exercises
Feb 10	Student-led Seminar 1 (SC1, SC2)
Feb 17	Reading Week
Feb 24	Student-led Seminar 2 (ED, AK)
Mar 2	Memory and Identity Colloquium
Mar 9	Student-led Seminar 3 (GM, MS)
Mar 16	Student-led Seminar 4 (BT)
Mar 23	Discussion of MA Essay Section (SC1, SC2)
Mar 30	Discussion of MA Essay Section (ED, AK)
April 6	Discussion of MA Essay Section (GM, MS, BT)

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 9)

- Due electronically on Jan 9.
- 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? Writer's block?
 - More importantly: how are you going to address your weaknesses? Being a scholar is about being self-critical, self-aware.

Editing Workshop (Jan 6—Feb 3):

- **Step One:** On Jan 6, I will give you a book review written by me, into which I have introduced errors. Edit/Fix/Improve it by hand. On Jan 13, hand it back to me.
 - I will make individual appointments with each of you to go over the editing of my book-review before the next class.
- **Step Two:** On Jan 9, submit to me a (clean original electronic file, not the marked up) document you wrote for any university course in the past.
- **Step Three:** On Jan 20, I will give you 2-3 pages of your own work for you to edit. Edit it by hand
- **Step Four:** Jan 27, return your editing of your pages to me at the start of class. I will make copies of your edited pages during the break and distribute it to everyone for their peer review.
 - The objective here is to learn to become ruthless editors of your own writing

- **Step Five:** On Feb 3, we will have an editing workshop and discussion in class, in which we will peer-review everyone's *self-editing*.
 - The guiding question: did your classmates sufficiently edit their own work? I will moderate.

In-Class Presentation of MA Essay Outlines (Jan 20 + 27)

- 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 MRE will look like.
- The maximum time allowable for each outline discussion will be 30 mins.
- **NB:** On Jan 27, I am doing a guest lecture in another class 11:30-1:00, so we begin at 1pm on that day (which is why we have fewer presenters that day).

Annotated Bibliography (Feb 10)

- On Feb 10, you will send me an electronic version of your Annotated Bibliography. By this point your bibliography should be very full, but I do not need to see the whole thing. I only need to see 20 items with annotations from your bibliography.
- Annotation means you have read the work, can say a few words by way of summary, and offer a few critical 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.

Student-led Seminars (Feb 10-Mar 16)

- Students assign one article or chapter each (not whole books please) that:
 - got them thinking about their research topic; or
 - represent the key issues or questions in their research topic; or
 - were foundational in setting the boundaries of their research topic; or
 - all of the above.
- Each student leads a one-hour seminar discussion of the article assigned. Others should come having read the piece, and be 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. It might be a good idea to avoid spending all week talking about the article among yourselves, lest you deplete your conversation before I get to hear (and assess) it.
- 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 work.
- Readings must be distributed to us all one week before your session.

Abstract Writing (Feb 10-Mar 16)

- It is an important skill to be able to write an abstract. It will also be the only thing most people read of your crowning-achievement, your MRE. So, in preparation of that, I will lead a brief discussion on Feb 3 about how to write an abstract.
- After that, each of you will write a 150 word abstract (word limit strictly enforced) for all 7 readings that are assigned (e.g., that includes your own). The abstracts are due the same day the article is being discussed in class.

Peer-Review of MRE Section (March 23 – April 6)

- Papers must be distributed one week before they are discussed in class. Papers can either be sent to each other, or to me for distribution. Do not send things as PDFs.
- Students will read the works closely, and come to class prepared to engage rigorously and to assist in improving the works. These works 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' work.
- What is submitted for review should be 20 pages. This is not finished work, but the more finished the section is, the more useful the feedback you can hope to receive.

Final Submission of MRE Section (Due April 23)

- 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; 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 MRE director to establish the best form for you. Remember, the goal is to end up with a solid section that jump-starts you on your summer MRE project, and that sets you up to complete it on time.
- Please submit them to me electronically.
- I will glance at them, but **I will not mark them**. Since I am not your director (unless I am your director), it is not my job to do that close analysis. So, you may not hear from me at all. If I see that the work has been done, I'm satisfied.
- I strongly encourage you to maintain contact with your MRE directors throughout the course, and especially to make sure they see this work. They don't want any surprises coming out of this course (e.g., you decided on a new topic!).

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. 7, 2015**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2016**.

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/

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 6, 2015** for the Fall term and **March 6, 2016** for the Winter term. For more details visit the Equity Services website: carleton.ca/equity/accommodation/

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 a final assignment or take home, in courses without a final examination, 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 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library