

Research Methods

RELI 5780

Thursday 11:30am-2:30pm; PA 2a46
Professor Z.A. Crook
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Office Hours: Mon 9-10am, Wed 1:30-2:30pm, or by appt.
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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 proposal plus bibliography* at the end of the course.

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 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.

Jan 5	The process of writing long papers. How we do research. How we publish.
Jan 12	Marshalling Data, Mastering RefWorks
Jan 19	Library Skills Visit (Rm 235, Library)
Jan 26	In Class Presentation of Student Outlines (x5)
Feb 2	Discussion of Editing Exercises
Feb 9	Student-led Seminar 1 (LB)
Feb 16	Student-led Seminar 2 (JG)
Feb 23	No Class (Reading Week)
Mar 1	Student-led Seminar 3 (CH)
Mar 8	Student-led Seminar 4 (AR)
Mar 15	Student-led Seminar 5 (SS)
Mar 22	No Class (Conference)
Mar 29	Discussion of Proposals (LB, JG, CH)
April 5	Discussion of Proposals (AR, SS)

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?
 - More importantly: how are you going to address your weaknesses? Being a scholar is about being self-critical, self-aware.

Editing Workshop (Jan 9-Feb 9):

- Step One: On Jan 9, 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 12, 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 19.
- Step Three: On Jan 19, I will give you a couple of pages of your own work for you to edit. Edit it by hand, return it to me at the start of class on Jan 26.
 - The objective here is to learn to become ruthless editors of your own writing
- Step Four: I will make copies of your edited page and distribute to everyone on Jan 26. On Feb 2, we will have an editing workshop and discussion, in which we will peer-review everyone's editing.
- Step Five: After Feb 2, write a brief reflection piece on how you might become better editors of your work. Due at the start of class Feb 9.

Annotated RefWorks Bibliography (Feb 16)

- On Feb 16, you will "share" with me your annotated RefWorks Bibliography. By this point your bibliography should be very nearly full, but I don't 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 2-Mar 15)

- Students will sign up to take a week in which they assign two articles or chapters (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.
- The key here is that your peers know a little 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.
 - 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.

Submission and Peer-evaluation of Research Essay Proposals (March 21 – April 5)

- On March 21, the first three presenters will submit their proposals to me by email; on March 29, the last two presenters will submit their proposals to me by email. I will turn them into PDFs and distribute them to the class immediately.
 - 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.
- Students will have the week to read the proposals closely, and come to class prepared to rigorously engage 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.
- Proposals should be 20 pages of written text. Bibliography should also accompany the proposal, but does not count toward the page limit. The bibliography should be thorough. 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 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. 5, 2011**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 5, 2012**.

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.11, 2011 for the Fall term and March 7, 2012 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 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 th Floor Library
Learning Support Service 520-2600 Ext 1125	4 th Floor Library