Professor Amy L. Tigner

Office: Carlisle 206

Office Hours: I have office hours on Tuesdays, Wednesdays, and Thursdays.

If you want to make an appointment with me, please use this url:https://app.acuityscheduling.com/schedule.php?owner=11136201

Class meets Tuesdays 6-8:50 p.m.

[atigner@uta.edu](mailto:atigner@uta.edu)

**English 5370-001: Scholarly Argument or**

**How to Turn a Seminar Paper into a Publishable Article**

This course is designed to teach you the process of revising a seminar paper so that it becomes a publishable scholarly article. Each student is required to come to the class with a seminar paper from a graduate class. We will work on the nuts and bolts of producing a solid article length paper, including the discipline of scheduling work time, doing the necessary research on potential journals, revising the paper for research, content, and style. We will also work on how to write abstracts and letters to the editor. To facilitate the writing process, students will be working in writing groups. Everyone will be required to find appropriate conference where they might present their paper. At the end of the class, students will send their paper to a journal for consideration.

Schedule subject to change at the professor’s discretion.

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| Date | Class Activities/ Readings | Assignments Due |
| Week OSne 1/20 | Introduction to the class  Overview of good journal article writing.  Choosing your essay.  Time management—keeping a journal  Building your Bibliography  Looking for conferences  Looking for publications  Please read Belcher 1-41 before class begins; do the “tasks” and fill out any tables or charts in the workbook. |  |
| Week Two 1/27 | Introductions  Setting your schedule  Group A: Paper discussions  Readings: Belcher pp. 43-65; do the “tasks” and fill out any tables or charts in the workbook.  Totaro, “Securing Sleep”  Frye, “Incest and Authority in Pericles, Prince of Tyre” | **Group A**: Present original paper for class discussion.  You will need to email your paper to everyone no later than Friday, 1/23 noon but preferably before. |
| Week  Three  2/3 | Advancing your argument  Group B: Paper discussions  Readings: Belcher pp. 67- 96; do the “tasks” and fill out any tables or charts in the workbook.  Tigner “Eating with Eve” conference paper; reviewers comments from MQ; final article; | **Group B**: Present original paper for class discussion.  You will need to email your paper to everyone no later than Friday, 1/30 noon but preferably before. |
| Week Four  2/10 | Being a part of the conversation. Working with other scholar’s ideas.  Selecting a journal.  Choose a writing partner.  Group C: Paper discussions  Readings: Belcher, pp. 99-137; do the “tasks” and fill out any tables or charts in the workbook.  Carruth, “The Chocolate Eater”  Tompkins, “Consider the Recipe” | **Group C**: Present original paper for discussion.  You will need to email your paper to everyone no later than Friday, 2/6 noon but preferably before. |
| Week Five  2/17 | Looking for the right journal and building your bibliography  Last hour of class: Work-shopping with your partner. You will work on one person’s paper today and the other person’s next week.  Readings: Belcher, pp.139-169; do the “tasks” and fill out any tables or charts in the workbook.  McKenzie, “The Book as an Expressive Form”  Taylor, "Touchstone's Butterwomen" | Send your writing partner your paper on or before Friday 2/13.  **Journal entries due.** |
| Week  Six  2/24 | Strengthening Structure and Augmenting Argument.  Last hour: Workshop with writing partner: Focus on introductions and being a part of the conversations.  Reorganize into small groups.  Readings: Belcher, pp.171-187; do the “tasks” and fill out any tables or charts in the workbook.  Ngai, "The Cuteness of the Avant-Garde" | List of 5 possible journals with detailed description of why this journal would be a good fit.  Send your writing partner your paper on or before Friday 2/13 |
| Week Seven  3/3 | Marshaling Evidence:  Workshop with small groups: Focusing on argument and bibliography  Readings: Belcher, pp. 189-91; 197-199; do the “tasks” and fill out any tables or charts in the workbook.  Adler, “Imaginary Toads in Real Gardens”  Cavell, “Who does the wolf love?” | You will need to email your paper to small group members no later than Friday, 2/27 noon but preferably before. |
| 3/10 | Spring Break—No Class |  |
| Week Eight  3/17 | Reviewing/revising your introduction and constructing the conclusion  Looking at articles from *Early Modern Studies Journal*  Readings: Belcher 201-219; do the “tasks” and fill out any tables or charts in the workbook.  Available from *EMSJ* http://www.earlymodernstudiesjournal.org  Christensen, “Words about Women’s Work”;  Dodds, “Bawds and Housewives”  Pentland “Philip Mornay, Mary Sidney and the Politics of Translation” | Journal entries due  Small groups will “walk us through” one of the articles from *EMSJ* |
| Week Nine  3/24 | **No in-class meeting**—Writing Workshop with your small group. You should meet with your group to discuss your progress.  Readings: Belcher 221-233; do the “tasks” and fill out any tables or charts in the workbook. | You will need to email your paper to small group members no later than Friday, 3/20 noon but preferably before. |
| Week Ten  3/31 | Revising your article to conference length and Editing at the sentence level  Looking at articles from *Early Modern Studies Journal*  http://www.earlymodernstudiesjournal.org  Readings: Belcher 235-265; do the “tasks” and fill out any tables or charts in the workbook.  Available from *EMSJ* http://www.earlymodernstudiesjournal.org  Munroe, “Mary Somerset and Colonial Botany”  Mujica, “Healing on the Margins”  Morphis, “Swaddling England” |  |
| Week Eleven  4/7 | Writing an abstract and a bio  Readings: Belcher, pp. 267-270; do the “tasks” and fill out any tables or charts in the workbook.  All abstracts and bios from *EMSJ* <http://www.earlymodernstudiesjournal.org>  Volume 6 | Journal entries due |
| Week Twelve  4/14 | Workshopping the conference paper. | Conference versions of papers due- 8 pages to your small groups. You will need to email them and me by Friday 4/10. This is the paper that I will grade. |
| Week Thirteen  4/21 | Getting your paper ready to send to the Writing a cover letter  Readings: Belcher pp. 271-285; do the “tasks” and fill out any tables or charts in the workbook. |  |
| Week  Fourteen  4/28 | Conference Presentation | Presentation of conference papers |
| Week  Fifteen  5/5 | Conference Presentation | Presentation of conference papers |
| Finals Week  5/12 | Final paper due (no class) | Final papers due with abstract and bio and letter to the journal. |

Requirements:

Daily Writing:

Recording your daily writing in a journal: In each chapter of Belcher there is a schedule that I would like you to fill out. Periodically, I would like to see a copy of this page, so you will need to give me a hard copy.

Group work: Much of this class is designed around using your colleagues as sounding boards for your writing, so you will need to be willing to share your work and willing to read and comment generously on other people’s work. Make sure that you provide your work on time to your group members so that they have enough time to read and comment on your writing. Academic writing is really a collaborative effort, even though we often obscure this process. Before anyone reads a published article, it has been read and commented on by the editor(s) and the reviewers—often in multiple drafts. And before it gets to the journal, most writers ask friends/writing partners to comment on their writing before it is sent out. One of my main goals in this class is that you will learn to work well collaboratively—that you will be able to be helpful to other people in their writing and that you can take the utmost from other’s suggestions. You may in fact find life long writing partners in this class—who knows.

Conference Paper 10%

Conference Presentation 10%

Final article with abstract, bio, and letter to journal: 75%

**Attendance Policy:** Regular attendance is required.

**Drop Policy:** Please see university drop policy and deadlines.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.  Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.   Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include  suspension or expulsion from the University.

 "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Electronic Communication Policy:**The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students.  MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system.

All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/.

There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Grade Grievance Policy**:  Grade grievances will be handled according to the policies of the College of Science which are available in the office of the Dean of Science.

Adler, Doris. "Imaginary Toads in Real Gardens." *English Literary Renaissance* 11, no. 3 (1981): 235-60.

Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Los Angeles: Sage, 2009.

Carruth, Allison. ""The Chocolate Eater": Food Trade and Environmental Justice in Toni Morrison's Tar Baby." *Modern Fiction Studies* 55, no. 3 (2009): 596-619.

Cavell, Stanley. ""Who Does the Wolf Love?" Reading Coriolanus." *Representations* 3, no. Summer (1983): 1-20.

Christensen, Ann C. "Words About Women’s Work: The Case of Housewifery in Early Modern England." *Early Modern Studies Journal* 6 (2014): 1-28.

Dodds, Lara. "Bawds and Housewives: Margaret Cavendish and the Work of “Bad Writing”." *Early Modern Studies Journal* 6 (2014): 29-63.

Frye, Susan. "Incest and Authority in Pericles, Prince of Tyre." In *Incest and the Literary Imagination*, edited by Elizabeth Barnes. Gainsville University Press of Florida, 2002.

McKenzie, D. F. "The Book as an Expressive Form." In *The Book History Reader*, edited by David Finkelstein, and Alistair McCleery, 27-38. London: Routledge, 2002.

Morphis, Catherine. "Swaddling England: How Jane Sharp’s Midwives Book Shaped the Body of Early Modern Reproductive Tradition." *Early Modern Studies Journal* 6 (2014): 166-94.

Mujica, Barbara. "Healing on the Margins: Ana De San Bartolomé, Convent Nurse." *Early Modern Studies Journal* 6 (2014): 128-65.

Munroe, Jennifer. "Mary Somerset and Colonial Botany: Reading between the Ecofeminist Lines." *Early Modern Studies Journal* 6 (2014): 100-28.

Pentland, Elizabeth. "Philippe Mornay, Mary Sidney, and the Politics of Translation." *Early Modern Studies Journal* 6 (2014): 66-98.

Tigner, Amy L. "Eatling with Eve." *Milton Quarterly* 44, no. 4 (2010): 239-53.

Totaro, Rebecca. "Securing Sleep in Hamlet." *SEL* 50, no. 2 (2010): 407-26.