

EURO/FREN/LACS*6000

Research Methods Seminar

School of Languages and Literatures, M.A. Programs

University of Guelph

Fall 2021

Instructor: Clive Thomson (French Studies)
Contact: 519-824-4120, extension 54891, cthomson@uoguelph.ca
Office hours: Monday and Wednesday, 10:30 to 11:30, or by appointment

Important Notes:

- **This is an on-line course, held on Mondays, 2:30 – 5:00, using the Zoom platform. The on-line format of the course will continue to the end of September. The course will change to in-class format (face-to-face) in October if conditions relating to the covid pandemic are safe and if our international students have arrived in Guelph.**
- **All course meetings will be recorded and the recordings will be posted on the CourseLink website.**
- **The instructor will also arrange individual on-line meetings with students every two weeks, so that he can provide students with feedback on their assignments and answer their questions.**
- **A variety of course materials (videos, podcasts, articles, etc.) will be posted on the course website to be consulted asynchronously by students.**

Guest Participants:

- **Alena Barysevich** (French Studies, School of Languages and Literatures)
- **Brandon Carroll** (Instructor, SOLAL, and PhD student, ABD, University of Toronto)
- **Caitlyn Graves** (MA graduate, French Studies)
- **Dave Hudson** (Information Literacy, McLaughlin Library)
- **Asen Ivanov** (Michael Ridley Postdoctoral Fellow, THINC Lab and School of Languages and Literatures)
- **Antarpreet Kaur** (Teacher, Peel Board of Education and MA student, Professional Education program, Western University)
- **Jay Oliver** (Classical Studies, Gender and Sexuality Studies, School of Languages and Literature)
- **Michael Rosenfeld** (Postdoctoral Fellow, Université libre de Bruxelles, STRIGES research group (*Structure de recherche interdisciplinaire sur le genre, l'égalité et la sexualité*))
- **Hanna Volland** (MA graduate in the Crossways MA program, currently PhD student, French Studies, University of Toronto)
- **Justina Walker** (MA graduate, LACS program)
- **John Walsh** (Classical Studies, School of Languages and Literatures)

Introduction

The main objective of this course is to help students define the topic and the methodology for the Major Research Paper or thesis that they will complete by the end of their MA program. This course is also designed to expose students to a broad variety of research methodologies currently used in the Humanities and Social Sciences and to develop a solid understanding of the written and presentational demands required of a graduate student. Information about some potential careers for graduates of the MA programs will be provided.

Learning Outcomes

At the end of this course, successful students will have developed academic and professional skills that can be used in future projects and professional situations, such as:

- 1) writing their Major Research Paper, or writing and delivering a conference paper;
- 2) preparing scholarship and grant applications;
- 3) creating research and information management systems where a knowledge of library and archival tools is required.

This is a list of some of the more specific skills that students will be able to develop in the course:

- An ability to identify and develop new questions for research;
- An ability to write a clear and well-argued research paper;
- Communicative skills for use in presenting work to classmates and the scholarly community;
- Critical thinking skills for use in assessing the work of published scholars and the work of classmates.

Student Responsibilities:

- to attend classes prepared (having done the assigned readings);
- to participate in class discussions;
- to complete assignments on time;
- to complete all course requirements;
- to help maintain an environment conducive to learning.

Instructors' Responsibilities

- to come to class prepared;
- to help students attain learning objectives;
- to mark and return work in a timely manner;
- to assess all students fairly and to provide constructive feedback.

Assignments: Deadlines, Description, and Grading

(See course website for guidelines and examples of assignments)

NOTE: Students in the French Studies MA program will do all their assignments in French

Deadline	Assignment	Description	Grade %
September 27 Monday	Preparation of Curriculum Vitae and job application letter	<ul style="list-style-type: none"> • Students will prepare <ul style="list-style-type: none"> ○ an updated and detailed version of their Curriculum Vitae ○ a 400-word job application letter, for a career position that is of personal interest. • Submit Curriculum vitae and job application letter through the Dropbox by September 28. 	15%
October 18 Monday	Critique of a scholarly article	<p>Students will identify a scholarly article on-line (related to their course work or MRP) and write a 750-word critique of it. Send the URL for the article by email to Clive Thomson by October 12. Submit your critique through the Dropbox by October 18. In your critique:</p> <ul style="list-style-type: none"> • identify the theoretical approach taken by the author of the article • identify the contribution that the article makes to the advancement of knowledge • find 2-3 “weaknesses” in the article. • you will do an oral presentation of your critique in class on Oct 18 or 25 	20%
November 22 Monday	Peer Feedback on MRP proposal or conference paper proposal	<ul style="list-style-type: none"> • Give the draft of your MRP proposal to two students of your choice by November 22. • Ask the two students to send you their feedback (250 words) by email by November 29. • Ask the two students to also submit 	15%

		their feedback to Clive Thomson, through the Dropbox by November 29 .	
December 6 Monday	Revised version of the MRP	<ul style="list-style-type: none"> • Prepare a revised version of the MRP, in light of feedback received from peers. • Submit revised version of your MRP proposal by December 6 to Clive Thomson through the Dropbox. 	25%
December 13 Monday	Annotated Bibliography	<ul style="list-style-type: none"> • Prepare an annotated bibliography of scholarly articles or books (maximum of 10 titles) on a topic related to another course or to your MRP proposal. • Submit the annotated bibliography through the Dropbox. 	20%
December 13 Monday	Reflection Statement	<ul style="list-style-type: none"> • Write a 400-word statement in which you reflect on your learning process in the course. See Guidelines on CourseLink for preparing your reflection statement. • Submit your statement to Clive Thomson through the Dropbox by December 13. 	5%

Detailed Class Schedule.

Date	Topic	Instructors
Week 1: Monday September 13 2:30 – 4:00	<ul style="list-style-type: none"> • Introduction to the course. • Discussion of aims and expectations for the SOLAL MA programs. 	Clive Thomson
Week 2: Monday September 20 2:30 – 3:30	<ul style="list-style-type: none"> • What is interdisciplinary research? • The example of the work of Michel Foucault. 	Clive Thomson
3:30 – 4:30	<ul style="list-style-type: none"> • Workshop on applying for scholarship funding: OGS and SSHRC applications. 	Brandon Carroll
Week 3: Monday September 27 2:30 – 4:00	<ul style="list-style-type: none"> • Research in Classical Studies 	John Walsh
Week 4: Monday October 4 2:30 – 3:30	<ul style="list-style-type: none"> • Research in Linguistics 	Alena Barysevich

<p>3:30 – 4:30</p>	<ul style="list-style-type: none"> • Article critique: We will look at an example of how to carry out the critique of a scholarly article. • In preparation, please read and be prepared to discuss this article: <p>Q.C. Ian Freckelton, “COVID-19: Fear, quackery, false representations and the law,” <i>International Journal of Law and Psychiatry</i> (2020)</p> <p>https://doi.org/10.1016/j.ijlp.2020.101611</p> <ul style="list-style-type: none"> • A copy of this article is also posted as a pdf on the course website. 	<p>Clive Thomson</p>
<p>Week 5: Monday October 18</p> <p>2:30 – 4:00</p>	<ul style="list-style-type: none"> • Information literacy and research. • This workshop will focus on developing information research and information management skills at the graduate level. • Students will be introduced briefly to the purpose of the literature review, research tools (such as key journal databases), search strategies, and how to write an annotated bibliography. <p>Students will send to Dave Hudson, <u>before September 27</u>, a copy of their MRP topic and the research question that will guide their MRP project (dhudson@uoguelph.ca).</p>	<p>Dave Hudson</p>

<p>4:00 – 5:00</p>	<p>Presentation of critiques of articles:</p> <ul style="list-style-type: none"> • Students will present their critique of an article during the class. • In preparation for this presentation, students will choose an article related to the material in a course or to their MRP, identify its main argument and theoretical approach, and be prepared to lead a discussion of the article with the members of the class. • The presentations will last 5-10 minutes each. • Choose articles that are available on line and send the URL by email to Clive Thomson by October 12. Submit your critique by Dropbox by October 18. • Please ask one other student to read your article before the class. That other student will prepare a question related to your article. 	<p>Clive Thomson</p>
<p>Week 6 Monday October 25</p> <p>2:30 – 4:00</p>	<p>Research in the archives: “Old Boxes with Stuff Papers: Why Archival Research is Crucial”</p>	<p>Michael Rosenfeld</p>

<p>4:00 – 5:00</p>	<ul style="list-style-type: none"> Continuation of presentation of critiques of articles (from Week 5) 	<p>Clive Thomson</p>
<p>Week 7: Monday November 1</p> <p>4:00 – 5:00</p>	<ul style="list-style-type: none"> Research in Gender and Sexuality Studies 	<p>Jay Oliver</p>
<p>Week 8: Monday November 8</p> <p>2:30 – 4:00</p>	<ul style="list-style-type: none"> Research methods in multi-modal discourse analysis Please read this article in advance of the class (pdf on CourseLink): Leeuwen, T. (2011). Multimodality and multimodal research. In Margolis, E., & Pauwels, L. <i>The SAGE handbook of visual research methods</i> (pp. 549-569). London: SAGE Publications Ltd doi: 10.4135/9781446268278 	<p>Asen Ivanov</p>
<p>Week 9: Monday November 15</p> <p>4:00 – 5:00</p>	<ul style="list-style-type: none"> Careers in teaching 	<p>Antarpreet Kaur</p>

<p>Week 10: Monday November 22</p> <p>2:30 – 3:30</p>	<ul style="list-style-type: none"> • Workshop on Major Research Papers • Three MA students who have recently completed their MRPs will describe their experience and answer questions. 	<p>MA Students:</p> <ul style="list-style-type: none"> • Caitlyn Graves (French Studies) • Hannah Volland (European Studies) • Justina Walker (Latin American and Caribbean Studies)
<p>3:30 – 4:30</p>	<ul style="list-style-type: none"> • Workshop on knowledge mobilization: a discussion of ways to share the results of your research with other researchers: <ul style="list-style-type: none"> ○ Preparation of abstracts for conference presentations ○ Guidelines for submission of articles to journals 	<p>Clive Thomson</p>
<p>Week 11: Monday November 29</p> <p>2:30 – 4:00</p>	<ul style="list-style-type: none"> • Students will deliver a short (10 - minute) presentation in which they will discuss three relevant sources that they have used for their annotated bibliography. • Students will be asked to share how they discovered these sources (the tools and information-seeking strategies they used). • And why they chose the source for their work (i.e., how was the source relevant?). • By sharing this information with their colleagues, students will learn about useful tools and practices from each other. 	<p>Clive Thomson</p>
<p>Week 12: Tuesday</p>	<p>Research Round Table :</p>	<p>Clive Thomson</p>

<p>December 1</p> <p>2:30 – 4:30</p>	<p>Students will deliver a short (10 minute) presentation in which they will</p> <ul style="list-style-type: none"> • Describe briefly the latest version of their MRP project • Describe the research skills that they have developed while working on their MRP • Receive feedback from their peers. 	
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University Statements

1. Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

2. When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

3. Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

4. Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

5. Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website

<https://www.ridgetownc.com/services/accessibilityservices.cfm>

6. Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7. Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8. Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

9. Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

10. Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

11. Covid-19 Safety Protocols

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.