

AJ34110 The Profession of English

Fall 2010

Friday 9-12, Oct. 15, Oct. 22, Nov. 12, Nov. 26, Dec. 10, in the staffroom

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Office hours: Wed 13:00-15:00 and by appointment

Description

This course introduces students to the professional skills necessary for success in literary scholarship and teaching at institutions of higher learning. It consists of two projects which draw on the research and writing that students have done so far and plan to pursue in the future in their primary field of study. The assignments in these projects cover, for example, the making of a CV, organizing research material and preparing a comprehensive bibliography, becoming familiar with research opportunities and potential sources of funding, formulating grant and scholarship applications, composing conference presentation proposals, revising a presentation into an article and submitting the article for publication in a scholarly journal, getting oriented in current curriculum trends, and designing a course syllabus. Students will explore, draft, peer-review, workshop, and revise a variety of interconnected assignments, gradually building up a course portfolio.

Assessment:

Publishing and teaching project	50%
Bibliography project	30%
Class participation	20%

Please submit the course portfolio (a folder which should include evidence of all the supporting documents, drafts, and revised versions for the two projects) to Tomáš Hanzálek by noon on **Friday, January 28**.

Session 1/ October 15:

Assignment I: Publishing and teaching project I: The making of a CV

Your CV is usually your first introduction to a grant agency/ host at another university/ employer/ conference organizer/ publisher. As with everything else in the discipline, it is important to develop your own style while at the same time keeping up with the latest developments. What are the current expectations and possibilities?

- Find the CVs of three well-known scholars in your field and rank them, with some rationale of your ranking.
- Update your own CV.

Submit this information as an echo-assignment in ELF by noon on Wednesday, **October 13**, and bring a copy for your reference in class.

Assignment II: Bibliography project I: A biographical introduction

Knowing what has been done on your author(s) and where there is a lacuna in the existing scholarship is the foundation of your dissertation (and any other) research. Therefore, for each session, you will compile a list of sources in a particular category as relevant for your key author(s). The first step is deciding who you want to write about (at least at this stage in the program).

- Look over your old dissertation proposal and briefly describe the progress you have made since the time you wrote it (about 200 words).
- Write a brief biographical introduction that situates the key author(s) that you have decided on in a historical and literary context and justifies your choice to study her/him/them (about 400 words).

Submit this information as an echo-assignment in ELF by noon on Wednesday, **October 13**, and bring a copy for your reference in class.

Assignment III: Look at the other participants' assignments in ELF and prepare some feedback for each student.

Session 2/ October 22:

Assignment I: Publishing and teaching project II: Preparing a grant/scholarship application

To conduct research in your target culture and in libraries that have the necessary resources, you will most likely need to apply for a grant or a scholarship at some point in the program. What opportunities are there in your field of study?

- a. Find three potential sources of funding to support your research and study the application guidelines. Rank these sources, with some rationale of your ranking.
- b. Whether you actually plan to submit the application or not, fill in the application form and put together all the supporting materials required for your top choice.

Submit this information as an echo-assignment in ELF by noon on Wednesday, **October 20**, and bring a copy for your reference in class.

Assignment II: Bibliography project II: Primary works

Depending on which of these categories are applicable to your key author(s), compile as exhaustive a list as possible of the following: bibliographies of primary works, major institutional/ library collections, major repositories of journals, letters, and memorabilia, the author's separately published book-length works, manuscripts and unpublished works, and the textual situation of one work worthy of a critical edition.

Submit this information as an echo-assignment in ELF by noon on Wednesday, **October 20**, and bring a copy for your reference in class.

Assignment III: Look at the other participants' assignments in ELF and prepare some feedback for each student.

Session 3/ November 12:

Assignment I: Publishing and teaching project III: Preparing a conference presentation

Attending a conference is an integral part of the publication process: it sets a focus and a deadline, it provides an opportunity to get feedback from other experts, it offers exposure to other people's research, and it is a chance to network. Many conferences are organized annually by an international association. Where would you like to go and why?

- a. Find three conferences within a year from now (past or future) that would be appropriate for a paper you have written or are working on right now. Rank them, with some rationale of your ranking.
- b. Whether or not you actually plan to attend the conference, prepare an abstract according to the submission guidelines in your top choice. Edit your paper to a fifteen-minute oral version for a presentation in class. Submit this information, with whatever other materials the conference requires, as an echo-assignment in ELF by noon on Wednesday, **November 10**, and bring a copy for your reference in class.

Assignment II: Bibliography project III: Secondary works

Depending on which of these categories are applicable to your key author(s), and, if necessary, limiting the period of scholarship covered (for example, 1990-2010), compile as exhaustive a list as possible of the following: separately published bibliographies of secondary works, serial/ genre/ national/ period/ topical bibliographies, additional reference works, journals, newsletters, electronic discussion groups, web sites, and critical studies (dissertations, articles, book chapters, monographs). Submit this information as an echo-assignment in ELF by noon on Wednesday, **November 10**, and bring a copy for your reference in class.

Assignment III: Look at the other participants' assignments in ELF and prepare some feedback for each student.

Session 4/ November 26:

Assignment I: Publishing and teaching project IV: Preparing a journal article

Revising a conference presentation into a publishable article is hard (and it does not seem to get much easier with time). It helps to be invited to submit the article for consideration in a special issue or an essay collection, by a certain deadline. But often it is up to your own initiative to seek out publication opportunities and then keep to your own deadline. Trying to balance the realistic with the ideal, what are your best options?

- a. Find three publications that would be appropriate venues for your paper and rank them, with some rationale of your ranking.
- b. Revise your paper according to the submission guidelines for your top choice and write a letter to the journal or collection editor.

Submit this information as an echo-assignment in ELF by noon on Wednesday, **November 24**, and bring a copy for your reference in class.

Assignment II: Bibliography project IV: Biographical works

Based on the research you have done so far, what are the most reliable sources of biographical information on your key author(s) and what major problems face a prospective biographer?

Submit this information as an echo-assignment in ELF by noon on Wednesday, **November 24**, and bring a copy for your reference in class.

Assignment III: Look at the other participants' assignments in ELF and prepare some feedback for each student.

Session 5/ December 10:

Assignment I: Publishing and teaching project V: Preparing a course proposal

Ideally, your research fuels your teaching and vice versa, even though you will probably need to develop a much broader variety of courses than your research focus covers. Based on the situation at Masaryk University or at a university where you would like to work after graduation, what kinds of courses would you be most likely to teach?

- a. Find three BA-level and three MA-level syllabi in your area, and rank them, with some rationale of your ranking.
- b. Design your own BA-level course and a related MA-level course.

Submit this information as an echo-assignment in ELF by noon on Wednesday, **December 8**, and bring a copy for your reference in class.

Assignment II: Bibliography project V: The state of the existing scholarship

Evaluate the sources you have found in the previous bibliography assignments, select and annotate the ten most important works on your author(s), and identify what the most pressing need for future scholarship is. How does your dissertation project contribute to satisfying this need?

Submit this information as an echo-assignment in ELF by noon on Wednesday, **December 8**, and bring a copy for your reference in class.

Assignment III: Look at the other participants' assignments in ELF and prepare some feedback for each student.