ELL302 Research in Language & Literature 2: Interdisciplinary Concepts & Procedures
Second Semester, 2014-2015 (MW, 3:00 – 6:00)
Dr. Marianne Rachel G. Perfecto (Language Studies)
Department of English, School of Humanities

[ELL 302 is a 6-unit course on interdisciplinary concepts and procedures in research jointly taught by Dr. Perfecto (for language studies – Weeks 1 to 8) and Dr. Veric (for literary studies – Weeks 9 to 16). This syllabus focuses on language studies.]

COURSE DESCRIPTION
This course engages the students, first of all, in extensive reading and intensive discussions in theories of research and knowledge production, first in language and literature study as these have been thought out and debated in the home discipline of ‘English.’ In doing so, it addresses the conjunctions and divergences between two aspects of the discipline: how exactly can a language researcher speak to a literary critic/scholar and vice versa? Secondly, the course explores exemplary quandaries and directions of transdisciplinary research within the Philippine/Asian and global contexts that might allow scholars to assess the transformative potential, within and beyond ‘English,’ of research projects of intending language and literature specialists.

Although focused on introducing students to the important distinctions among the basic concepts of knowledge production, research/scholarship, and criticism, the course is actually intended to train students in and expose them to two preconditional emphases in research design, especially given local conditions and needs: 1) the conceptualization of research (specifically leading to the formulation of the section ‘Theoretical and Conceptual Framework’ in a student’s research proposal); and 2) a critical examination of the imperatives and determinate limits of knowledge-production in a context like the Philippines where the material and institutional conditions for research are severely disadvantaged and where there is urgent need for basic or innovative work and socially relevant scholarship.

Course Objectives
At the end of the semester, the students should be able to
1. critically evaluate theses, dissertations, and research articles published in reputable journals particularly with regard to methodology and conceptual/theoretical framework;
2. articulate the theoretical and conceptual frameworks for their own proposal dissertation project
3. conceptualize the design of a methodology for their own proposed dissertation project
4. revise a fuller version of their proposed dissertation project
Course Requirements and Grading System

A. Course Requirements

1. Class participation: This includes (a) presentation and leading the discussions of assigned articles/topics, (b) presentation of the draft theoretical and conceptual frameworks, and (c) engagement in class discussions.

2. Written output: This includes (a) two issue-based essays, (b) a written articulation of theoretical and conceptual frameworks for the proposed dissertation project, and (c) a fuller version of the revised draft of the dissertation proposal - containing a clearly articulated research problem related to the use of the English language, employing a framework and research design suitable to the problem, with a substantial review of related studies and literature, and in the appropriate format. All written work must be submitted electronically.

B. Grading System

Class Participation – 50%
- Presentation of assigned articles (2 sets) - 20%
- Presentation of theoretical and conceptual frameworks - 15%
- Engagement in class discussions, activities - 15%

Written Output – 50%
- Two issue-based essays - 25%
- Revised dissertation proposal - 25%

100%

Course Outline and Time Frame

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 15</td>
<td>• The concept and understanding of Theoretical and Conceptual Frameworks</td>
<td>“Conceptual Framework: What do you think is going on? (supplementary reading, google drive)</td>
</tr>
<tr>
<td></td>
<td>• Understanding a variety of approaches to the study of English</td>
<td>What is the difference between a theoretical and conceptual framework?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Caroline Coffin and Kieran O’Halloran, “Describing English” (11 – 41)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ann Hewings and Sarah North, “Texts and practices” (42 – 75)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rajend Mesthrie and Joan Swann, “From variation to hybridity” (76 - 107)</td>
</tr>
</tbody>
</table>
How has English Studies accounted for the changing conceptualizations of the subject, particularly in relation to the language dimensions?  
How have language scholars accounted for the evolution of the varieties of English? |
| 3 Nov 24,26 | English in Studies of Language (Anabel & Susan)  
**Note:**  
Between Nov. 24 and Dec 17, submission of the two well thought out and well referenced scholarly written issue-based essays (8 – 10 pages).  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/7 Dec 15,17 Jan 5,7</td>
<td>Independent Study/Consultations</td>
<td></td>
</tr>
<tr>
<td>8 Jan 17</td>
<td>Presentation of fuller draft proposals</td>
<td>Focus on theoretical framework, conceptual framework and methodology</td>
</tr>
<tr>
<td>30 Jan</td>
<td>Final paper due</td>
<td></td>
</tr>
</tbody>
</table>
Required Readings


Suggested Readings


POLICIES

Attendance, Late Work, and Other Information
In this course, attendance is essential. Absent students will be responsible for finding out about material covered and assignments. No make-up work will be given. There is a maximum of three absences allowed per student. Note, however, that two lates are equal to one cut and thirty minute tardiness is considered a cut. A notice of absence is required if known ahead of time.

All assignments should be handed in on or before due date as specified in this syllabus. All assignments are requirements, not optional. No submission of such requirements would mean a zero mark. All assignments should be completed on or before the last day of the semester.

For the smooth conduct of class discussions, courtesy protocol requires that all mobile phones be turned off (or switched to silent mode) and kept away from sight.

Readings will be made available via google drive or the Reserved Section of the Rizal Library.

Intellectual Honesty
Plagiarism is considered a major offense in the Ateneo de Manila University. A plagiarized work will automatically receive a grade of C.

Incomplete Grade
A student who fails to submit the final paper will get a grade of INC. Students may complete their final requirement until the last Friday of February 2016. Failure to do so will incur the student a grade of B- or C.

Consultation Hours: By appointment <mgutierrez@ateneo.edu>
**GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A (96 - 100) | Demonstrates a comprehensive understanding of the concepts and their application in practice, and clear competence in writing, though it may have some lapses; format is appropriate throughout the paper. A paper in this category:  
  - effectively addresses the writing task  
  - is well-organized and well-developed  
  - uses clearly appropriate details to support a thesis or illustrate ideas and documents these consistently  
  - displays consistent facility in the use of appropriate language  
  - follows correct format all throughout the paper. |
| A- (91 - 95) | Demonstrates clear understanding of most of the concepts and their application in practice, and competence in writing, though it will probably have occasional lapses; format may be inappropriate in some minor areas of the paper. A paper in this category:  
  - effectively addresses the writing task, although it can be explored further  
  - is generally well-organized and developed  
  - uses details to support a thesis or illustrate an idea and documents these most of the time  
  - displays facility in the use of appropriate language  
  - follows correct format in most parts of the paper. |
| B+ (87 - 90) | Demonstrates understanding of the concepts, and their relationship with one another; minimal problems in writing; format may be inappropriate in some major parts of the paper. A paper in this category:  
  - may address some parts of the task more effectively than others  
  - is adequately organized and developed  
  - uses some details to support a thesis or illustrate an idea and documents these  
  - demonstrates adequate but possibly inconsistent facility in the use of appropriate language  
  - may contain a some errors in the format of the paper. |
| B (81-86) | Demonstrates some understanding of the concepts; some problems in writing; format may be problematic in major areas of the paper. A paper in this category may reveal one or more of the following weaknesses:  
  - partially addresses the writing task  
  - inadequate organization and development  
  - inappropriate or insufficient details to support or illustrate generalizations, with minimal documentation  
  - a noticeably inappropriate choice of words or word forms  
  - may contain major errors in the format of the paper. |
| B- (70 - 80) | Suggests misunderstanding of the concepts; severe problems in writing; format is problematic all throughout the paper. A paper in this category is seriously flawed by one or more of the following weaknesses:  
  - hardly addresses the writing task, or not at all  
  - serious disorganization or underdevelopment  
  - little or no detail, or irrelevant specifics, with no documentation  
  - serious and frequent errors in use of appropriate language  
  - serious problems with format. |

*based on TEST OF WRITTEN ENGLISH SCORING GUIDE\(^1\) Educational Testing Service, Princeton NJ