

**English 500 A01 and A02 Fall 2014
Introduction to Textual Studies
and Methods of Research**

McPherson Library A003
A01: Mondays, 1:30-4:30 (CRN 11433)
A02: Thursdays, 1:00-4:00 (CRN 11434)

This document contains embedded hyperlinks and is best viewed on a computer or electronic device. Download a copy from the ENGL 500 A01 CourseSpace.

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Course at a Glance

Class	A01	A02	Topic(s)
1	Sept 8 th	Sept 3 rd	General Research Tools, Databases, Bibliographies, Finding Aids, and Digital Libraries
2	Sept 10 th	Sept 10 th	Writing Like a Graduate Student
3	Sept 15 th	Sept 17 th	Taxonomy of Tool Types / Research Tools in your Sub-discipline / Research Questions and Claims
4	Sept 22 nd	Sept 24 th	From Research Questions to Papers
5	Sept 29 th	Oct 1 st	Entering the Academic Conversation / Mobilizing Your Knowledge
6	Oct 6 th	Oct 8 th *	Analytical Bibliography
7	Oct 20 th	Oct 15 th **	Descriptive Bibliography
8	Oct 27 th	Oct 29 th	Transmission of Texts
9	Nov 3 rd	Nov 5 th ***	Textual Criticism
10	Nov 17 th	Nov 19 th	Issues in Transcription, Collation, Palaeography
11	Nov 24 th	Nov 26 th	Digital Literary Editing Workshop
12	Dec 1 st	Dec 3 rd	Presentations and Course Conclusion

* Thanksgiving Monday is Oct 13th.

** No class for A02 on Oct 22nd. I may be away at a conference; if not, I'll hold extra office hours.

*** Reading Break is Nov. 10-12th.

General Information

About Dr. Janelle Jenstad



CLE C327 (regular office); CLE D222 ([MoEML](#) office); CLE B043 ([HCMC](#))



250-721-7245 (leave a local callback number)



janelle.jenstad



jenstad@uvic.ca (but read policy below first!)



Call me “Janelle” if you feel comfortable doing so. Otherwise, “Dr. Jenstad” is fine.

Office Hours

Formal office hours (subject to change) will be Tuesdays, 10-12 (cancelled on Sept 9th and shifted to 11-1 on Sept 30th). Office hours are a time when you can knock on my door, phone, or Skype and be sure to find me in my office. I can also meet with you by appointment at other times throughout the week. To make an appointment, send me a very short email. You may also look for me in my office(s) or in Special Collections; I may deal with your question on the spot, or I may need to book a time for you to return. Always bring your calendar with you.

Email Policy

I provide academic advice to students ONLY in person, by Skype, or by telephone; in-person meetings are the most effective. Do not email me unless you want to set up an appointment outside office hours, submit an assignment, or send information (e.g., a link or an article) that would be of value to the entire class. I won't answer any emails from students that require more than confirmation of a time or acknowledgement of receipt. Save complex enquiries for face-to-face meetings when we can use the white board, access databases together, and pull books off my shelves. Sample short email:

Can we meet tomorrow (Thursday, Oct. 2) at 2:00, 2:30, or 3:00 in Special Collections to look at John Stow's 1633 *Survey of London*?

Firstname Lastname

English 500

Contact phone number [if you'd like me to call you]

You can dispense with the polite salutation (not advisable when you are writing to other profs, however).

Allergy Alert. Please avoid wearing scent or scented products to class or to my office.

Course Description and Learning Outcomes

Flipped Classroom

For the most part, this course tries to “flip” the classroom. You will be responsible for reading, learning, and understanding content on your own time. I will use class time for “content delivery” only when there is no suitable reading to assign. We will use our class time mainly to activities that entail application, analysis, and evaluation. Your assignments ask you to apply, analyze, evaluate, and create. See [Brame, “Flipping the Classroom,”](#) for a quick overview of Bloom’s Taxonomy and the “flipped classroom” model.

Course Content

The course covers four areas:

1. methods of scholarly research and dissemination of research (also known as knowledge mobilization)
2. enumerative (reference) bibliography and appropriate forms of citation and documentation
3. Analytical/descriptive/historical bibliography, textual criticism, and editorial practice
4. disciplinary issues in English and aspects of professional life

Learning Outcomes

This course will give you the opportunities, knowledge, and skills to achieve the learning outcomes listed below. How thoroughly and well you achieve these learning outcomes depends on the effort you put in, of course. I encourage you to focus your research assignments on your own existing and emerging fields of interest.

Area	Learning Outcomes By the end of this course, you will be able to ...
Scholarly research and dissemination	<ul style="list-style-type: none">• use common research tools and databases in our discipline and in your sub-discipline effectively and with awareness of their strengths and limitations.• use keywords, subject headings, search strings, and Boolean operators proficiently.• describe the medium, scope, content-type, and in-built tools of a finding tool, reference work, database, or collection.• locate primary documents in archives and rare book libraries.• locate print and digital surrogates of primary documents.• recognize the research questions (implied or stated), warrants (implied or stated assumptions), main claims, methodologies, and types of evidence in a scholarly argument.• articulate your own research question, warrant, claim, methodology, and evidence.• identify key conferences and publication venues in your field (journals, presses, moderated blogs, scholarly

Area	Learning Outcomes By the end of this course, you will be able to ...
	<p>websites).</p> <ul style="list-style-type: none"> • plan the steps required to develop a research question into potentially publishable paper. • recognize established and emerging forms of peer review.
Enumerative (reference) bibliography	<ul style="list-style-type: none"> • articulate the rationale behind citation systems • recognize which aspects of citation are variable and therefore governed by a citation system like MLA or Chicago. • choose a medium for saving your sources and research notes effectively (i.e., a medium that works for you). • record metadata about your sources precisely and accurately. • critique and possibly even contribute to metadata in a catalogue, finding aid, or bibliographic database. • produce an exhaustive enumerative bibliography.
Analytical/descriptive/historical bibliography, textual criticism, editorial practice	<ul style="list-style-type: none"> • deploy the vocabulary listed in the “Glossary of Bibliographical and Textual Terms” (Williams and Abbott 142-70) • understand and articulate the difference between literary criticism, various forms of bibliography, textual criticism, and scholarly editing • understand the difference between works, texts, and documents (digital or material) • put the rise of the printing into historical context • understand why knowing the transmission of texts matters to literary criticism • understand the basics of how handpress books were composited, imposed, quired, and bound • understand how the advent of the machine press affected book manufacture • grasp the issues at stake in understanding, preserving, and archiving born-digital literary materials (this field is a moving target, so we can't expect to master it in this course) • use the terms edition, impression, and state correctly • perform a basic bibliographical description of a book from the handpress period • describe a letter/artifact in UVic's literary archive • name and identify the varieties of scholarly editing, their rationale, and the types of editions produced thereby • find resources for the study of palaeography as your research interests demand • understand the basic principles of mark-up of texts • undertake a diplomatic transcription using a set of transcription rules

Area	Learning Outcomes By the end of this course, you will be able to ...
	<ul style="list-style-type: none"> • encode a short text in TEI, using an XML template and a pre-determined TEI tagset
Disciplinary issues in English and aspects of professional life	<ul style="list-style-type: none"> • enter the academic conversation • write a “state-of-the-art” footnote • choose a sub-discipline in our field (if you are in one of the concentrations [e.g., MEMS] or on the 598, 599, or PhD tracks) • position your work with respect to developments in the field • understand the place of DH in English departments • conceptualize a DH component to your work (and plan ahead for DHSI if you wish) • identify the tone and scope of the academic conversation in a particular venue • call upon basic time management and prioritization skills • ask for a letter of reference

Conduct and Rules of Engagement in the Seminar Room

Because graduate seminars are driven in part by student discussion, you will need to be well prepared for each class. If medical circumstances necessitate your absence, you must inform me as early as possible (via email if necessary); otherwise, attendance is required. Courtesy, common sense, and the mutual benefit to be gained from sharing ideas with other people will incline you, I hope, to listen attentively and respond respectfully to your peers. The following statement was approved by the Senate for inclusion in all syllabi: “The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members.” Let us strive as a class community to realize this ideal in our interactions.

Readings

Required Purchases (go to Campus Bookstore in person or have them shipped to you). Used copies are fine.

📖 Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago: U of Chicago P, 2008. Print.

📖 CPAC for English 500. The content is the same as in my F2012 coursepack.

📖 Williams, William Proctor, and Craig S. Abbott. *An Introduction to Bibliographical and Textual Studies*. 4th ed. New York: Modern Language Association, 2009. Print.

Other required readings

- 📖 Links and .pdfs will be posted to the English 500 CourseSpace. All students (A01 and A02) should log into the A01 CourseSpace. I have manually added all students in A02 to the A01 CourseSpace

Recommended Purchases

- 📖 See list at the end of this syllabus for more book recommendations.
- 📖 *MLA Handbook for Writers of Research Papers*. 7th ed. Available in Textbooks and in General Books at the Bookstore.
- 📖 Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. 2nd ed. New York: Norton, 2010. Print. Available in General Books at the Bookstore.

Indispensable Library Resources

UVic has institutional subscriptions to the following resources. If you are on campus, logged into to UVic via a [VPN connection](#), or logged into the library's databases already, clicking on the link will take you directly to the resource.

- 📖 *Chicago Manual of Style*. 16th ed. Web. <http://www.chicagomanualofstyle.org/home.html>. You can also buy a print edition in General Books at the UVic Bookstore.
- 📖 Harner, James L. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 6th ed. Web. <http://www.mlalrg.org/>.
- 📖 *The ALA Guide to Reference*. Web. <http://www.guidetoreference.org/HomePage.aspx> See especially the "[Editor's Guide: Literature](#)."

Assignments

Overview of Assignments

- 70% Seven short assignments (x 10% each)
- 5% Presentation
- 25% Major Summative Exercise

Short Assignments

- ✍️ **Research Tools:** You will critique a specialized research tool. Introduced Class 3. Due 9 days later.
- ✍️ **Arguments and Questions:** You will articulate a research question, thesis, methodology, and exigency appropriate for an essay-length argument. Introduced Class 4. Due 9 days later.
- ✍️ **Scholarly Journals:** You will identify four key journals in your field, research their submission requirements, and summarize their contribution to the scholarly conversation. Introduced Class 5. Due 16 days later.

- ✎ **Descriptive Bibliography, Finding Aids, and Metadata:** You have a choice here. You will write a bibliographical description and copy notes for a rare book from the hand press period OR draft a catalogue entry and description of a literary manuscript in our literary archives. Introduced Class 7. Due 9 days later.
- ✎ **Knowing the Text:** You will describe the production and publication history of a particular text, as one would for the Textual Note in an edition. Introduced Class 8. Due 9 days later.
- ✎ **Assessing Editions:** You have a choice here. You will compare either a scholarly edition and a teaching edition of one literary text, or a print edition and a digital edition of a text. Introduced Class 9. Due 9 days later.
- ✎ **Transcription and Encoding:** You will transcribe and encode (in TEI) a short poem selected by the editors of the *Victorian Poetry Network*. Introduced Class 10. Opportunity to work on it during Class 11. XML file due no later than 2 days after Class 12.

Presentation

- 🗣️ You will give a short [PechaKucha](#) presentation or [lightning talk](#) (we'll take a vote) on the book or literary manuscript that you worked on for your **Descriptive Bibliography, Finding Aids, and Metadata** short assignment. Introduced Class 7. Delivered during Class 12.

Major Summative Exercise

- ✎ You will compile, organize, and introduce an **exhaustive, enumerative bibliography** of sources relevant to one of your current research interests or projects. Using five entries from this list, you will then offer readers an **annotated bibliography** that briefly summarizes and explains the significance of each source. The work you undertake for this project might be of use for an actual research project you need to complete (such as a seminar paper for another course or a 598 essay). Introduced Class 1. We will discuss writing annotations during Class 5. Due one week after Class 12.

How to Submit your Assignments

I do all my grading electronically now, using the tools under the Review tab in Microsoft Word to make corrections and supply comments. I find that I write more (and better) comments using this method. Additional benefits are that you don't have to become paleographers to read my handwriting, that we both have a record of your work and my comments thereon, and that you can simply "accept changes" and continue to work on the document.

Save your work in a .doc or .docx file. If you do not have Microsoft Word on your computer, download OpenOffice or LibreOffice (for free) and send me a .odt file. I *can* write comments on a .pdf file but it's difficult to make inline corrections. [Note that you'll submit the Transcription and Encoding assignment as a .xml file.]

Give your file a title that includes your surname, the course number, and the assignment name (e.g., smith_500_tools, with no spaces between characters).

Please submit all assignments as email attachments to jenstad@uvic.ca. I will acknowledge receipt as soon as I open your email and save your file to my computer, with a simple “Got it. Thanks!” message. There is no need to write a message but DO include a subject line with the assignment name.

Privacy Concerns and Archiving

Note that I will save your assignments in my UVic email and on the hard drive of my computer. I will delete all your assignments from my email and computer six months after the end of the course. If there’s any chance that you will ask me for a reference letter in the future, KEEP the marked assignments that I return to you.

Grading

Note Bene: To pass this course, you must submit the seven short assignments, give a presentation to your peers, and submit the major summative assignment (Enumerative and Annotated Bibliography). Failure to complete and submit these nine assignments will result in a grade of N.

Grading and Grade Conversions (from <http://web.uvic.ca/calendar2014-09/GRAD/FARe/Grad.html>)

Grade	Grade Point Value	Percentage *	Description	Achievement of Assignment Objectives
A+	9	90 - 100	Exceptional Work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85 - 89	Outstanding Work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80 - 84	Excellent Work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts.
B+	6	77 - 79	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73 - 76	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills

				may be lacking.
B-	4	70 - 72	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65 - 69		
C	2	60 - 64		
D	1	50 - 59		
F	0	0 - 49	Failing grade	Unsatisfactory performance. Wrote final examination and completed course requirements.

Policies and Penalties

- Late assignments will be penalized at 1% per day and will receive minimal commentary.
- Unless there are extenuating circumstances (e.g., medical or family emergency), I will not normally grant extensions. This policy helps you move through the graduate program in a timely fashion, ensures fairness to all students, and helps me manage my workload.
- As you know, plagiarism is inimical to the academic enterprise. If it were to happen at this level, the penalties enacted would be severe, as dictated by the Policy on Academic Integrity (POAI) in the University Calendar (<http://web.uvic.ca/calendar2014-09/GRAD/FARe/PoAcI.html>).
- The POAI forbids “multiple submission” (“the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution”). You may have some concern about this clause because I ask you to base your assignments in English 500 on your research for other courses. Generally, I’m not grading the same things as your instructor in the other course(s) will be. I leave it to the other professor to grade your ideas and argument; I focus on form, rhetoric, exhaustiveness, citation style, ability to redact/describe, ability to use tools effectively, and so on. If you have any concerns, let me know.

Schedule and Reading List

We will look at items from the Rare Books, Special Collections, and the Archives in some class sessions. For those sessions, you will need to leave food and beverages in the cubbies in the Special Collections Reading Room before you enter the classroom. Please wash your hands before those sessions and bring a pencil or electronic device for note-taking (not a pen).

General Notes on schedule, readings, and assignments:

- Some assignments are linked to more than one class. These assignments calls upon skills that we will develop over several weeks.

- By the end of the course, you'll have read all of Williams and Abbott, *An Introduction to Bibliographical and Textual Studies*. We'll be reading the sections out of order; you might want to read the whole book straight through early in the term.
- Likewise, by the end of the course, you'll have read most of Booth, Colomb, and Williams, *The Craft of Research*. We'll be reading the sections out of order; you might want to read the whole book straight through early in the term.
- Consult the glossary at the back of Williams and Abbott, *An Introduction to Bibliographical and Textual Studies* (142-70).
- Familiarize yourself with the *MLA Handbook* and the *Chicago Manual of Style* early in the term. Being able to find what you need in these volumes is a useful skill.

Detailed Schedule

Class 1. General Research Tools, Databases, Bibliographies, Finding Aids, and Digital Libraries

Follow-up reading and homework

- 📖 Send a writing sample to Dr. Surridge if you have not already done so. 8-10 pages will suffice. **Do not edit or clean-up your file**; Dr. Surridge is looking for passages that can be *improved*. She will include them in her Powerpoint presentation (anonymously). Send a .doc, .docx, or .rtf file by email attachment directly to lsurridg@uvic.ca and cc me (jenstad@uvic.ca) so that I know you have met this obligation for the course.
- 📖 Booth, Colomb, and Williams. Chap. 5: "From Problems to Sources." Chap. 6: "Engaging Sources."
- 📖 Harner, *Literary Research Guide* (6th ed.). "[Types of Sources.](#)" Check out the sources listed at the bottom of the page.
- 📖 Semenza, "The Research Stage," 93-103 of "The Seminar Paper" (in CPAC)
- 📖 *Chicago Manual of Style* [14.1](#), [14.2](#), [14.3](#), [14.4](#), [14.5](#), and [14.13](#).
- 📖 If you are not already intimately familiar with MLA citation style, now's the time to read or review Chapter 5 of the *MLA Handbook for Writers of Research Papers*.

Optional follow-up reading

- 📖 Harner, "[Introduction.](#)"
- 📖 Semenza, 82-89 of "The Graduate Seminar" (in CPAC). Note that this chapter presupposes you are on the PhD track in the US; for "dissertation," substitute "598 paper."

Class 2. Writing like a Graduate Student

Guest Speaker: **Dr. Lisa Surridge**, Professor, Department of English; Editor of *Victorian Review*

Writing workshop. Class 2 will be a joint class meeting of A01 and A02 in the A02 timeslot. A01

students are strongly encouraged to attend. I will hold a make-up session for any AO1 students who are not available Wednesdays 1:30-4:20.

Readings

- 📖 Booth, Colomb, and Williams. Chap. 14: “Revising Your Organization and Argument.” Chap. 17: “Revising Style: Telling Your Story Clearly.”
- 📖 Semenza, “The Writing Process,” 103-15 of “The Seminar Paper” (in CPAC).

Class 3. Taxonomy of Tool Types / Research Tools in your Sub-discipline / Research Questions and Claims

Readings

- 📖 Gadd, Ian. “The Use and Misuse of *Early English Books Online*.” *Literature Compass* 6.3 (2009): 680-92. DOI 10.1111/j.1741-4113.2009.00632.x. Use your library sleuthing skills to find this article.
- 📖 Booth, Colomb, and Williams. Chap. 3: “From Topics to Questions.” Chap. 4: “From Questions to a Problem.”

Class 4. From Research Questions to Papers

Readings

- 📖 Booth, Colomb, and Williams. Chap. 7: “Making Good Arguments.” Chap. 8: “Making Claims.” Chap. 11: “Warrants.”

Class 5. Entering the Academic Conversation / Mobilizing Your Knowledge

Readings

- 📖 Booth, Colomb, and Williams. Chap. 10: “Acknowledgements and Responses.” Chap. 13: “Drafting Your Report.” Chap. 14, Quick Tip: “Abstracts” (211-12).
- 📖 Belcher, “Week 4: Selecting a Journal” (in CPAC)
- 📖 Review *Chicago Manual of Style* [14.1](#), [14.2](#), [14.3](#), [14.4](#), [14.5](#). Skim through all of [14: Documentation I: Notes and Bibliography](#) so that you know what’s there.

Class 6. Analytical Bibliography

We’ll be working with rare materials today.

Readings

- 📖 Williams and Abbott. Chap. 1: “Introduction.” Chap. 2: “Analytical Bibliography.”

Class 7. Descriptive Bibliography

We'll be working with rare materials today.

Guest speaker: Dr. Matt Huculak (Co-Director of the Modernist Versions Project; Post-Doctoral Fellow in Special Collections and the ETCL) on the Modernist Archives

Readings

 Williams and Abbott. Chap. 3: "Descriptive Bibliography."

Class 8. Transmission of Texts

We'll be working with rare materials today.

Guest speaker: [Heather Dean](#) (Associate Director of Special Collections) on Literary Archives

Readings

Williams and Abbott. Chap. 4: "A Text and its Embodiments."

Class 9. Textual Criticism

We'll be working with rare materials today.

Guest speaker: [Christine Walde](#) (Grants and Awards Librarian) on the Plath-Hughes mss (set up for next week)

Readings

 Williams and Abbott. Chap. 5: "Textual Criticism."

 Tanselle. "The Varieties of Scholarly Editing" (in CPAC)

Class 10. Issues in Transcription, Collation, Palaeography.

Readings

 Williams and Abbott. Chap. 6: "Editorial Procedure." "Appendix on Textual Notation."

Class 11. Digital Literary Editing workshop.

Co-teacher today: Martin Holmes, Programmer, Humanities Computing and Media Centre.

Class meets in **HSD A160** at 1:30. The computer lab is booked until 5:00 so that you can stay and finish your assignment in the lab if you wish. If you are not finished your assignment by the end of the class time, email your work to yourself. At your convenience, book time on a workstation that has oxygen loaded on it.

Readings:

 Kirschenbaum. "What is Digital Humanities and What's It Doing in English Departments?" (in CPAC)

📖 From the Text Encoding Initiative's "[A Gentle Introduction to XML](#)," read v.1 to v. 3.

Class 12. Presentations and course conclusion.

Additional Resources and Links

Location of Resources

Books whose call numbers begin with Z are divided (not entirely logically) between the main floor Reference collection, and the compact shelving in the basement. Generally, style manuals and enumerative bibliographies are on the main floor, and books about the practice of textual criticism are in the basement. In the compact shelving area, non-circulating Reference books are shelved with the circulating collection and some of the bound journals.

Some important journals in the field of textual criticism

Text: An Interdisciplinary Annual of Textual Studies. Stacks P47 T4. (The journal of The Society for Textual Scholarship.)

English Manuscript Studies. Z115 E5E55.

Studies in Bibliography. Z1008 V55.

The Library. Z1007 L5.

See *Year's Work in English Studies* (PE58 E6 and <<http://www3.oup.co.uk/ywes>>) for bibliographies of literary criticism and textual criticism in all fields of study.

** See also the journals in your sub-discipline for annotated bibliographies and articles of bibliographical interest; you will quickly learn which journals publish textual scholarship. **

Websites of Organizations

Note that many of these organizations offer scholarships and travel bursaries to students undertaking archival and bibliographical research!

- 🔗 Society for Textual Scholarship (STS). <http://www.textual.org/>. Gives Table of Contents for *Text* and full text of book reviews (but not of articles).
- 🔗 Bibliographical Society of the University of Virginia. <http://etext.virginia.edu/bsuva/>. Full text of *Studies in Bibliography* available here.
- 🔗 The Bibliographical Society of America. <http://www.bibsocamer.org/>. Has links to other bibliographical societies, as well as an overview of bibliographical resources on the web.
- 🔗 The Bibliographical Society of Canada. <http://www.library.utoronto.ca/bsc/>. Of special interest to Canadianists.
- 🔗 The Bibliographical Society of the United Kingdom. <http://www.bibsoc.org.uk/>. Has a lot of money available for scholars who need to use rare book materials in the UK.
- 🔗 SHARP: Society for the History of Authorship, Reading, & Publishing. <<http://www.sharpweb.org/>>.

Other Websites of Interest

- 🔗 *The Chronicle of Higher Education* online Advice section: <http://chronicle.com/section/Advice/66/>.
- 🔗 University of Pennsylvania CFP site: <http://call-for-papers.sas.upenn.edu/>.
- 🔗 The Professor is In. <http://theprofessorisin.com/>.

- 🔗 Modern Language Association (MLA): www.mla.org.
- 🔗 Association of Canadian Association of College and University Teachers of English (ACCUTE) Graduate Caucus: <http://www.accute.ca/gsc.html>.
- 🔗 The Versatile PhD: <http://versatilephd.com/>.
- 🔗 Beyond Academe: <http://www.beyondacademe.com/>.
- 🔗 #alt-academy: <http://mediacommons.futureofthebook.org/alt-ac/>.

Other Recommended Books

- 📖 Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York: Norton, 1993. I have a copy of this book in my office.
- 📖 Burnard, Lou, Katherine O’Keeffe, and John Unsworth, eds. *Electronic Textual Editing*. New York: Modern Language Association, 2006. Print. Online pre-print available at http://www.tei-c.org/About/Archive_new/ETE/Preview/.
- 📖 Butcher, Judith. *Copy-Editing: The Cambridge Handbook*. Cambridge: Cambridge UP, 1975. Print.
- 📖 Dunleavy, Patrick. *Authoring a PhD: How to Plan, Draft, Write, and Finish a Doctoral Thesis or Dissertation*. New York: Palgrave Macmillan, 2003. Print.
- 📖 Gaskell, Philip. *From Writer to Reader: Studies in Editorial Method*. Oxford: Clarendon, 1978. Print.
- 📖 Germano, William. *Getting it Published: A Guide for Scholars and Anyone Else Serious about Serious Books*. Chicago: U of Chicago P, 2001. Print.
- 📖 Goldsmith, John A., John Komlos, and Penny Schine Gold. *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure*. Chicago: U of Chicago P, 2001. Print.
- 📖 Greetham, D.C. *Textual Scholarship: An Introduction*. New York: Garland, 1992. Print.
- 📖 ----, ed. *Scholarly Editing: A Guide to Research*. New York: MLA, 1995. Print.
- 📖 Hall, Donald. *The Academic Self: An Owner’s Manual*. Columbus: Ohio State UP, 2002. Print.
- 📖 ----. *The Academic Community: A Manual for Change*. Columbus: Ohio State UP, 2007. Print.
- 📖 Harner, James L. *On Compiling an Annotated Bibliography*. 2nd ed. New York: Modern Language Association, 2000. Print. I will give you a photocopy of relevant pages.
- 📖 ----. *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*. 6th ed. New York: Modern Language Association, . Web. Access via library databases.
- 📖 Luey, Beth. *Handbook for Academic Authors*. 5th ed. Cambridge: Cambridge UP, 2010. Print.
- 📖 Sword, Helen. *Stylish Academic Writing*. Cambridge, MA: Harvard UP, 2012. Print.
- 📖 Toth, Emily. *Ms. Mentor’s New and Ever More Impeccable Advice for Women and Men in Academia*. Philadelphia: U of Pennsylvania P, 2008. Print.