

**English 500 A02 Fall 2012**  
**Introduction to Textual Studies and Methods of Research**

Tuesday, 1:30-4:30, McPherson Library A003

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**GENERAL INFORMATION**

**Dr. Janelle Jenstad:** CLE C327; [jenstad@uvic.ca](mailto:jenstad@uvic.ca); 250-721-7245

**Email Policy**

In almost all cases, I prefer to work with you face-to-face. Use email only to set up appointments, submit assignments, or send information. I try to answer within 24 hours during the week, and will thus be particularly grateful for short emails that require only a yes/no decision, an acknowledgement of receipt, or a confirmation of a time. Please save complex enquiries for face-to-face meetings. Like most people, I value politeness and good grammar in emails.

**Office Hours:** Mondays, 11:30-12:30

I am usually on campus from 9:00 to 4:30 Monday to Friday. If my door is open, you are welcome to ask me if I have time to see you; if I cannot see you immediately, we can take the opportunity to make an appointment. You may also find me in CLE D222 (the MoEML office), HCMC (in the basement), or in Special Collections. I check email frequently on my iPhone and am happy to make same-day appointments by email, especially if doing so would obviate a lengthy email exchange!

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

**Course Description**

This course introduces students to research skills, textual studies, disciplinary issues in English, and professional life. The course covers bibliography (analytical, descriptive, and enumerative), methods of research, appropriate forms of citation and documentation, the dissemination of research, textual criticism, and editorial practice. Students will be encouraged to undertake research assignments in their fields of interest. Note: This course is compulsory for all English graduate students, except those who can show equivalent previous credit.

**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 or personal circumstances necessitate your absence, you must inform me of the situation as soon as possible; otherwise, attendance is required. Courtesy, common sense, and the joy of 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.

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## READINGS

### Required Texts

Available at the Campus Bookstore. Used copies are fine.

MLA. *MLA Style Manual and Guide to Scholarly Publishing*. 3<sup>rd</sup> ed. New York: Modern Language Association, 2008. Print. If you already have a copy of the *MLA Handbook* (7<sup>th</sup> ed.), you do not need to buy the *MLA Style Manual*.

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

Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. 2<sup>nd</sup> ed. New York: Norton, 2010. Print.

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

### Readings in Coursepack

Coursepack available at Campus Bookstore.

Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success*. Thousand Oaks, CA: Sage, 2009. Print. You have all but the first section of the chapter entitled “Week 4: Selecting a Journal.”

Kirschenbaum, Matthew G. “What is Digital Humanities and What’s it Doing in English Departments?” *ADE Bulletin* 150 (2010): 55-61. Print.

Semenza, Gregory Colón. *Graduate Study for the 21<sup>st</sup> Century: How to Build an Academic Career in the Humanities*. 2<sup>nd</sup> ed. New York: Palgrave Macmillan, 2010. Print. You have Chapters 4 and 5: “The Graduate Seminar” and “The Seminar Paper.”

Tanselle, G. Thomas. “The Varieties of Scholarly Editing.” *Scholarly Editing: A Guide to Research*. Ed. D.C. Greetham. New York: Modern Language Association, 1995. 9-32. Print.

### Recommended Purchase

See list at the end of this syllabus for more book recommendations.

*Chicago Manual of Style*. 16<sup>th</sup> ed. Print. In General Books at the Campus Bookstore. Online version thereof: <http://www.chicagomanualofstyle.org/home.html>. UVic has an institutional subscription to this resource. If you are on a campus connection, clicking on the link will take you directly to the resource. If you are off-campus or on a wireless connection, go the Library home page, select the [Databases](#) tab, and look for *Chicago Manual* by title.

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## ASSIGNMENTS

I will give you a detailed prompt for each assignment well before the due date.

### Overview of Assignments

- 5% Completion of three basic exercises
- 75% Six short assignments (x 12.5% each)
- 20% Enumerative and Annotated Bibliography

### Basic Exercises

1. Time management exercise.
2. Submit a writing sample from a recent essay for Dr. Surridge to use during her Writing Workshop. 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](mailto:lsurridg@uvic.ca).
3. TEI Workshop exercises. You will do these exercises during the workshops on Electronic Textual Editing. I do not expect you to continue working on them after class time; the point is to get as far as you can while you have me and the HCMC staff there to help you.

### Short Assignments \*\*

1. **Research Tools:** You will assess a few important research tools for a specialization within a subdiscipline of our field.
2. **Arguments and questions:** You will define a research question, thesis, methodology, and exigency appropriate for an essay-length argument.
3. **Scholarly Journals:** By surveying four journals, you will develop a sense of the venues for disseminating original research in your field of interest.
4. **Revising Your Own Writing:** By returning to an essay you have already submitted for marking or by considering a draft in progress, you will practice revision skills that will make your arguments stronger and clearer.
5. **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.
6. **Assessing Editions:** You will compare a scholarly edition and a teaching edition of one literary text. By analyzing each one, you will develop a sense of what editorial apparatus will best serve your research and pedagogical needs.

### Major Summative Assignment: Enumerative and Annotated Bibliography \*\*

You will compile an **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).

**\*\* To pass this course, you must submit the six short assignments **and** the major summative assignment (Enumerative and Annotated Bibliography). Failure to submit all of these **seven** assignments will result in a grade of N.**

### **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.

Please submit all assignments as email attachments to [jenstad@uvic.ca](mailto:jenstad@uvic.ca). Save your work in a .doc or .docx file. Give your file a title that includes your surname, the course number, and the assignment number (e.g., Smith 500-1 or something like that). If you do not have Microsoft Word on your computer, download OpenOffice (for free) and send me a .odt file. 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.

### **Due Dates**

Basic exercises are in grey.

Monday, Sept. 17: Research Tools  
Monday, Sept. 24: Time Management exercise  
Wednesday, Oct. 10: Arguments and Questions  
Monday, Oct. 22: Knowing the Text  
Tuesday, Oct. 16: Writing sample (send to Dr. Surridge)  
Monday, Oct. 29: Revising Your Own Writing  
Tuesday, Oct. 30: TEI exercise (due at 4:30 p.m.)  
Tuesday, Nov. 6: CSS exercise (due at 4:30 p.m.)  
Wednesday, Nov. 21: Scholarly Journals  
Wednesday, Nov. 28: Enumerative and Annotated Bibliography  
Monday, Dec. 3: Assessing Editions

All assignments are due by **9 a.m.** on the due date, unless otherwise indicated.

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## **GRADING**

### **Grading and Grade Conversions**

UVic is shifting to a percentage-based grading system. We are in "Phase I" of the transition. I quote from a memo from the Associate VP Academic Planning (primarily because those of you who were undergraduate students here will be aware of the former system):

Throughout Phase I, instructors are required:

- 1) to provide students with both the letter grade and the associated percentage equivalency for all graded course requirements in order to socialize the change to

the percentage grading system, both for themselves and for their students (many instructors already utilize percentages for graded course requirements so will not need to change their practice, other than to use the standard scale in the attached table).

- 2) to retain the percentage grades for each course requirement as well as the letter grade in order to determine the final percentage and corresponding letter grade.
- 3) to submit final grades through FAST as letter grades that have been determined in accordance with the approved percentage ranges (e.g., a final percentage score of 82 will be entered as an A-).

| Faculty of Graduate Studies - Grading Scale   |                   |                                      |   |   |
|---|-------------------|--------------------------------------|---|---|
| Grade   | Grade Point Value | Percentage for Instructor Use Only * | 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.  |
| Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work. |                   |                                      |   |   |

### Policies and Penalties

1. Late assignments will be penalized at 1% per day and will receive minimal commentary.
2. 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.
3. As you know, plagiarism is inimical to the academic enterprise. If it were to happen at this level, the penalties enacted (once I'd recovered from shock and disappointment) would be

severe, as dictated by the Policy on Academic Integrity (POAI) in the University Calendar (<http://web.uvic.ca/calendar2012/GRAD/FARe/AcIn.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. For example, in the “Revising Your Own Writing” exercise, I grade your ability to assess and revise your writing, not the ideas or the research. I therefore consider you to have submitted paratextual comments and revisions, not an argument based on research. I leave it to the other professor to grade your ideas and argument.

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## Schedule and Reading List

We will be pursuing four distinct but related threads through this course: (1) professional development and academic life; (2) taking a research project from guiding question stage to publication; (3) bibliography in all its manifestations; and (4) textual criticism. We will look at items from the Rare Books, Special Collections, and the Archives in some class sessions.

### General Notes on schedule, readings, and assignments:

- Some assignments are linked to more than one class. These assignments call upon skills that we will develop over several weeks.
- By Nov. 15, you will need to have read Graff and Birkenstein, *They Say, I Say*. I highly recommend that you read the whole book early in the term. It will be especially helpful for those of you who are TAs for English 147.
- 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.
- There’s a helpful glossary at the back of Williams and Abbott, *An Introduction to Bibliographical and Textual Studies* (142-70). You’ll want to refer to this glossary even though I’m not assigning it as formal reading.
- Familiarize yourself with the sections of *The MLA Style Manual and Guide to Scholarly Publishing* (or the *MLA Handbook*) early in the term. Being able to find what you need in this volume is a useful skill. Chapter 3, “Basics of Scholarly Writing,” will help you write cleaner essays for all of your courses.

### 1. Sept. 11. Doing Graduate Research

Guest visitor: **Scott Johnston**, Graduate Studies Librarian

Readings:

Deborah Tannen, “Agonism in the Academy: Surviving the Argument Culture” (214-20 in *They Say, I Say*).

Booth, Colomb, and Williams 9-15, 68-101 (esp. 69 and 85-87). Some of this material reviews skills you acquired in your undergraduate degrees. You can read this material quickly ... but do read it! The rest of the course assumes you have these research skills and builds upon them.

Topics: Research and reference tools; effective use of finding tools (electronic and print); research skills; documenting your research.

Assignment linked to this class: [Research Tools](#)

## **2. Sept. 18. Being a Graduate Student / Medieval Manuscripts**

Guest speaker (3:10-4:20): **Dr. Joseph Grossi**, Department of English (instructor of A01)

### Readings

Semenza, “The Graduate Seminar” and “The Seminar Paper” (in coursepack).

Booth, Colomb, and Williams 31-36, 38-40

Topics: Expectations in graduate school; working with manuscripts.

Assignments linked to this class: [Time management exercise](#); [Knowing the Text](#)

## **3. Sept. 25. What is Bibliography? / Paleography**

Guest speaker (2:30-4:20): **Dr. Laura Estill**, Banting Postdoctoral Fellow (Electronic Textual Cultures Lab)

Reading: [Williams and Abbott 1-14](#)

Topics: Types of bibliography (reference/systematic, historical, analytical, descriptive); introduction to archival research; preparing to read handwritten manuscripts.

Assignment linked to this class: [Knowing the Text](#)

## **4. Oct. 2. Research Questions and Research Careers**

### Readings:

Booth, Colomb, and Williams 40-67, 105-70

Jenstad, “Research Questions” (handout)

Topics: Developing and addressing research questions; building on your own questions; rhetoric of literary criticism; the parts and functions of a literary critical essay; the nature of your intervention and your “warrant” for it.

Assignment linked to this class: [Arguments and Questions](#)

## **5. Oct. 9. Book History and Print Culture I (Hand Press period) / Analytical (and some Descriptive) Bibliography**

### Reading:

[Williams and Abbott 14-32, 36-51, 57-64](#)

Topics: Materiality of texts; how early printed books were made; folios, quartos, and other book sizes; signature collation formula; quasi-facsimiles of title pages.

Spotlight on: Michael Drayton’s *Poly-Olbion*

Assignment linked to this class: [Knowing the Text](#)

**6. Oct. 16. Book History and Print Culture II (Machine Press period) / Descriptive (and some Analytical) Bibliography**

Reading: Williams and Abbott 32-35, 52-56, 65-70

Topics: Works versus texts; manuscripts, revisions, holograph texts, typescripts; how works come down to us.

Spotlight on: Robert Graves's *Goodbye to All That*; Wordsworth's "Song" ("She Dwelt among the Untrodden Ways")

Assignment linked to this class: [Knowing the Text](#)

**7. Oct. 23. Workshop on Successful Graduate Writing**

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

Reading: Booth, Colomb, and Williams 16-27, 173-269

Topics: Writing for readers; effective and clear writing for academic audiences; revising your own writing; strong documents; strong sentences.

Assignment linked to this class: [Revising Your Own Writing](#)

**8. Oct. 30. Electronic Textual Editing**

Guest Speaker: **Greg Newton** from the Humanities Computing and Media Centre

Reading: Kirschenbaum, "What is Digital Humanities and What's it Doing in English Departments?" (coursepack)

Topics: An overview of the Text Encoding Initiative (TEI), XML, and related tools; in-class exercise.

Assignment linked to this class: [TEI workshop exercise \(due Oct. 30 at end of class\)](#)

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| Meet in the Clearihue computer labs. CLE A105. Leave food and water outside. |
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**9. Nov. 6. Electronic Textual Editing**

Guest Speaker: **Greg Newton** from the Humanities Computing and Media Centre

Topics: Transcription, encoding, and presentation; cascading style sheets (CSS); in-class exercise.

Assignment linked to this class: [TEI workshop exercise \(due Nov. 6 at end of class\)](#)

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| Meet in the Clearihue computer labs. CLE A105. Leave food and water outside. |
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\*\*\*\*\* **Nov. 13. Reading Break** \*\*\*\*\*

**10. Nov. 15 (Thursday). The Academic Conversation**

Readings: *They Say, I Say* (xiii-155; 221-35)

Belcher, “Week 4: Selecting a Journal” (coursepack)

Chapters 6 and 7 of the *MLA Style Manual* (163-260)

Handout on Chicago style.

Topics: Entering the conversation; MLA Directory of Periodicals; acknowledging what has been said; the “state-of-the-art” footnote; social networking; your digital presence; reimagining the audience for your 598. Citing your sources; writing annotations; the relationship between annotations, “state-of-the-art” notes, and reviews; MLA citation style; Chicago citation style; house style of journals; DOIs.

[Assignments linked to this class: Scholarly Journals; Enumerative and Annotated Bibliography](#)

Note that this class is a Thursday! Normally, we meet on Tuesdays. However, the timing of Reading Break disadvantages our section of English 500 by leaving us with only 11 regular class meetings; A01 has kindly ceded one of its 13 regular class meetings to us to keep the two sections on the same schedule. If you cannot attend this Thursday class, contact me to arrange for a make-up class time.

**Nov. 20. Textual Criticism and Scholarly Editing I**

Readings:

[Williams and Abbott 71-89](#)

Tanselle, “The Varieties of Scholarly Editing” (coursepack)

Topics: Using and creating editions; critical apparatus (critical introduction, textual note, glosses, commentary, *et cetera*); choosing a copytext; types of editing (least to most interventionist); genetic editing; teaching versus scholarly editions.

Spotlight on: *Hamlet*

[Assignment linked to this class: Assessing Editions](#)

**Nov. 27. Textual Criticism and Scholarly Editing II; Looking Back / Looking Forward**

Reading: [Williams and Abbott 90-129](#)

Topics: Collation of variants; versioning; reading the textual apparatus in an edition; student research update; thinking about your 598 project; doctoral studies; life beyond academe; your skillset.

Spotlight on: Wordsworth’s “Song” (“She Dwelt among the Untrodden Ways”); *Ulysses*.

[Assignment linked to this class: Assessing Editions](#)

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**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](http://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*. 4<sup>th</sup> 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/](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*. 2<sup>nd</sup> 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*. 5<sup>th</sup> ed. New York: Modern Language Association, 2008. Print. I have a copy in my office.
- Luey, Beth. *Handbook for Academic Authors*. 5<sup>th</sup> 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.