



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE February 13, 2009

1. ACADEMIC UNIT: Department of English

2. COURSE PROPOSED: ENG 331 American Drama 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Cajsa C. Baldini Phone: 5-7755
Mail Code: 0302 E-Mail: cajsa.baldini@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Neal A. Lester
Chair/Director (Print or Type)

Neal A. Lester
Chair/Director (Signature)

Date: 4/8/09

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus/Course Policies, p. 4.
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus/Course Policies, p. 4, Research Paper assignment sheet.
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus/Course Policies, p. 4, Research paper assignment sheet assignment sheet.
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Annotated Bibliography assignment sheet, Research Paper assignment sheet.
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
ENG	331	American Drama	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1	Annotated Bibliography assignment - 20%; Research Paper Assignment - 20%; Midterm & Final Exam - 40%	All of these assignments include significant reading, source and material analysis, and synthesizing/articulation of results in writing. Evidence: Syllabus/Course Policies, Assignment Sheets.
Criterion 2	The objective of the Annotated Bibliography Assignment is to observe basic research methods and develop research questions/theses, while guided by the instructor. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. First, students locate and record citations to books, periodicals, and documents that may contain useful information and ideas on their top	Annotated Bibliography Assignment sheet
Criterion 3	The Annotated Bibliography and Research paper are both substantial research/writing assignments (Total of ca. 30 p).	Annotated Bibliography Assignment sheet; Research Paper Assignment sheet.
Criterion 4	The Annotated Bibliography Assignment is graded by the instructor, and returned with suggestions for how to organize and revise the research into a fully developed Research Paper. The purpose of the Research Paper assignment is to learn how to analyze and apply sources for research purposes, but also to participate in an intellectual dialogue with the instructor, the class, and the academic community at large. The realization of the Research Paper is done in	Annotated Bibliography Assignment sheet; Explanatory memo.

	advisement with the instructor, usually during office hours, in particular for non-English majors who often have lesser experience in pursuing, documenting , and articulating research in the Humanities. At the end of the semester the Research Paper is returned to the student with comments on the development from the Bibliography assignment, and the final product.	
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memo

Department of English

To: The General Studies Council
From: Dr. Cajsá C. Baldini
CC: Prof. Neal Lester, Chair, Department of English; Prof. Maureen Goggin, Associate Chair, Department of English.
Date: 3/1/2009
Re: Application for Recertification for L-designation: ENG 331: American Drama

Comments: The purpose of this memorandum is to clarify evidence submitted and listed on Criteria Check Sheet for L-credit. Please note that this course is currently certified for L-credit, and that this application is for the purpose of recertification/continuation of this status.

Included in this package are the following supporting documents: 1) GS Course Proposal Cover Form 2) L-Credit Certification Checklist 3) ENG 331: American Drama Course Description 4) List of Primary and Secondary Readings 5) Syllabus and Course Policies 6) Annotated Bibliography assignment sheet 7) Research Paper assignment sheet.

Criterion 1: Written assignments for this course include an 1) Annotated Research Bibliography, 2) A Research paper (which is based on the research assembled and evaluated for the Annotated Bibliography assignment), 3) a Midterm Exam, and 4) A Final Exam. These assignments comprise 80% of the course grade.

Evidence included: Syllabus/Course Policies, Annotated Bibliography Assignment, Research Paper Assignment.

Criterion 2: Students complete two research assignments, an Annotated Bibliography assignment and a subsequent, linked Research Paper Assignment.

Evidence included: Annotated Bibliography Assignment, Research Paper Assignment.

Criterion 3: 2 major course assignments involve scholarly research, source criticism, synthesizing of ideas and concepts, and presentation thereof. In addition, students must formulate research questions and working theses for their projects. The thesis statement serves to focus the research and writing process, and helps students stay on topic as you are working. All writing assignments should be written in persuasive, elegant, and academically appropriate English.

Evidence included: Annotated Bibliography Assignment, Research Paper Assignment.

memo

Criterion 4: The Annotated Bibliography Assignment (ABA) precedes the Research Paper Assignment. The objective of the ABA is to observe basic research methods and develop research questions/theses, while guided by the instructor. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. First, students locate and record citations to books, periodicals, and documents that may contain useful information and ideas on their topic. Briefly examine and review the actual items. Then, students choose those works that provide the greatest completeness as to perspectives on their topic. Further they write a concise annotation that summarizes the central theme and scope of the book or article, including one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) possibly, compare or contrast this work with another cited, or (d) explain how this work illuminates the bibliography topic.

The ABA is then graded by the instructor, and returned with suggestions for how to organize and revise the research into a fully developed Research Paper. The purpose of the Research Paper assignment is to learn how to analyze and apply sources for research purposes, but also to participate in an intellectual dialogue with the instructor, the class, and the academic community at large. The realization of the Research Paper is done in advisement with the instructor, usually during office hours, in particular for non-English majors who often have lesser experience in pursuing, documenting, and articulating research in the Humanities. At the end of the semester the Research Paper is returned to the student with comments on the development from the Bibliography assignment, and the final product.

Evidence included: Annotated Bibliography Assignment, Research Paper Assignment.

C4

ENG 331: American Drama

Dr. Cajsa C. Baldini
Instructor on record

Current Catalog Description

Major works in the development of American drama from its beginnings to the present

Scope and Purpose

This course introduces students to the study of American Drama since colonial times through mid-20th century. In addition, it supplies an introduction to dramatic theory, its origins, and its terminology. The purpose of the course is to situate and study American drama and performative literature as a significant part of modern American cultural history, and to introduce students to the ways in which dramatic literature has contributed to the construction and deconstruction of American identities. Further, the course aims to motivate students to examine the broad social, political, religious, and cultural contexts in which these performances takes place.

ENG 331: American Drama | Readings

Dr. Cajsa C. Baldini
Instructor on record

Primary texts (6 full-length plays)

Required hardcopy readings:

- O'Neill, Eugene . *The Iceman Cometh*. Vintage Publishing. (ISBN: 0375709177)
- Williams, Tennessee . *A Streetcar Named Desire*. Penguin. (ISBN: 0451167783)
- Hansberry, *A Raisin in the Sun*. Vintage. (ISBN: 0679755330)

We will also be reading Robert Hunter's political farce *Androboros*, James Nelson Barker's *The Tragedy of Superstition*, and Anna Cora Mowatt's comedy *Fashion, Or, Life in New York*. These texts will be available online t <http://www.public.asu.edu/~cajsa/amdrama2009/>

Secondary texts

Aristotle's *Poetics* (selections).

James Monroe,¹ John Quincy Adams, et al, "The Monroe Doctrine" (selections).

Benjamin Franklin, "Letter to the French Academy of Sciences"

¹ James Monroe: Fifth President of the United States (1817–1825).

AMERICAN DRAMA

ENG 331

Cajsa C. Baldini

#22729

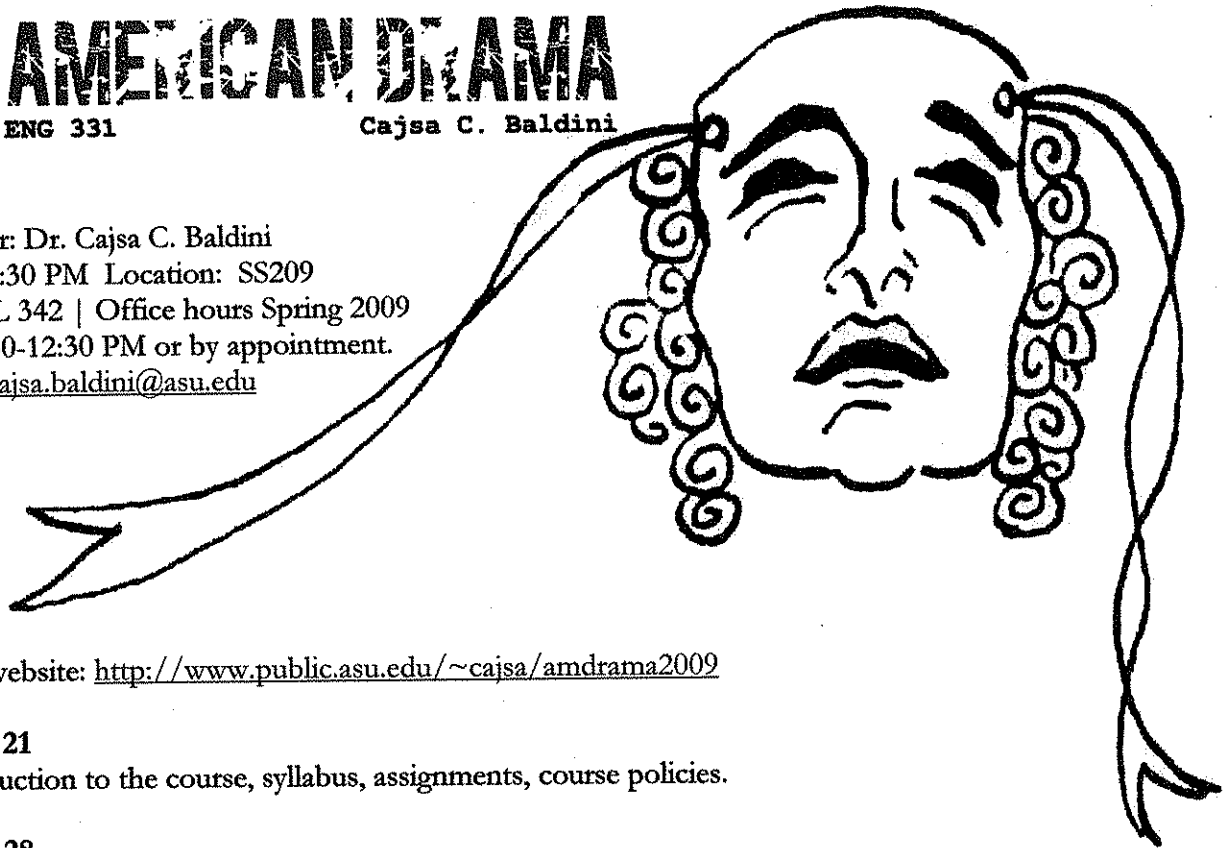
Instructor: Dr. Cajsa C. Baldini

W 4:40-7:30 PM Location: SS209

Office LL 342 | Office hours Spring 2009

MW 10:30-12:30 PM or by appointment.

E-mail: cajsa.baldini@asu.edu



Course website: <http://www.public.asu.edu/~cajsa/amdrama2009>

January 21

- Introduction to the course, syllabus, assignments, course policies.

January 28

- Introduction to the history of drama and dramatic theory
- Aristotle, *The Poetics* <http://classics.mit.edu/Aristotle/poetics.html>
Section 1, Part IV-XI; Section 2, Part XII-XVIII; Section 3, Part XXVI.
- Robert Hunter, *Androboros, a biographical [sic] farce in three acts, viz. The senate, The consistory, and The apotheosis*. Read first half – at
http://www.public.asu.edu/~cajsa/edrama/secure/hunter_androboros_fulltext.pdf

February 4

- Introduction to Early Republican Drama
- Readings : Robert Hunter, *Androboros, a biographical [sic] farce in three acts, viz. The senate, The consistory, and The apotheosis*. Read second half.
- Leder, Lawrence H., "Robert Hunter's *Androboros*." Bulletin of the New York Public Library, 1964. Online text (included with play, link above).

February 11

- Introduction to American Romanticism, and the emergence of an American Romantic Literature
- Readings : James N. Barker, *The Tragedy of Superstition* (1826). Read Acts I-III at
http://www.public.asu.edu/~cajsa/edrama/secure/barker_superstition2.pdf.
- James Monroe,* John Quincy Adams, et al, "The Monroe Doctrine":
<http://www.ushistory.org/documents/monroe.htm>

* James Monroe: Fifth President of the United States (1817–1825).

February 18

- Introduction to Late 19th Century American Drama and the Continuous Construction of a National Identity in Literature.
- Readings : James N. Barker, *The Tragedy of Superstition* (1826). Read Acts IV-V.

February 25

- Readings : Anna Cora Mowatt, *Fashion; or, Life in New York*, (1850). Online text: Dedication - Act V: <http://library.marist.edu/diglib/english/americanliterature/19c-20c%20play%20archive/fashion-index.htm>

March 4

- **In-class Exam I.** 45 minutes.
- Readings : *The Iceman Cometh*, cont. Read Acts I-III.

March 8-15: Spring Break ☺**March 18**

- Readings : *The Iceman Cometh*, cont. Read Act IV-V.

March 25

- *The Iceman*, cont.

April 1

- Introduction to Modern American Political Drama.
- Readings : Hansberry, *A Raisin in the Sun*.

April 8

- Readings : Cont. Hansberry, *A Raisin in the Sun*.

April 15

- Introduction to American Drama as Southern Gothic.
- Readings : Tennessee Williams, *A Streetcar Named Desire*. Introduction and Scenes 1-3.

April 22

- Readings : *Streetcar*, cont. Scenes 4-7.

April 29

- Cont., *Streetcar*, 8-11.
- Research paper due.

May 6: Final exam

COURSE POLICIES

Scope and Purpose

This course introduces students to the study of American Drama since colonial times through mid-20th century. In addition, it supplies an introduction to dramatic theory, its origins, and its terminology. The purpose of the course is to situate and study American drama and performative literature as a significant part of modern American cultural history, and to introduce students to the ways in which dramatic literature has contributed to the construction and deconstruction of American identities. Further, the course aims to motivate students to examine the broad social, political, religious, and cultural contexts in which these performances take place.

Books and readings

Some of the readings for this course will be available online. With works posted online, you will need to print the primary texts (dramas) and bring the printout to class for reference. To save paper I recommend you print double-sided if possible.

Online readings are linked from the course website

<http://www.public.asu.edu/~cajsa/amdrama2009> . If prompted for “username/password” when accessing a link, use “amdrama” and “open” (without quotation marks).

Required hardcopy readings:

- O'Neill, Eugene . *The Iceman Cometh*. Vintage Publishing. (ISBN: 0375709177)
- Williams, Tennessee . *A Streetcar Named Desire*. Penguin. (ISBN: 0451167783)
- Hansberry, *A Raisin in the Sun*. Vintage. (ISBN: 0679755330)

We will also be reading Robert Hunter's political farce *Androboros*, Anna Cora Mowatt's *Fashion, Or, Life in New York*. These texts will be available online.

Books are available in the ASU Bookstore. If you already own a different edition of any of the above plays, please see me to discuss if this edition is acceptable for this course. Other readings will be available online.

Attendance & Participation:

Because so much of your learning will take place in class, you must attend on a regular basis to receive credit for this course. If you miss three or more class meetings, your grade will be dropped one letter grade, regardless of your performance in the class. You cannot pass this course if you miss four or more class meetings. Attendance means being present, on time, and prepared for the entire class period. A student who is chronically late to class, leaves early, or is not prepared to participate in the day's work will not receive attendance and participation credit. I expect you to attend all class meetings and miss class only in rare and unavoidable circumstances. Should you arrive for class after I have called the roll, it is your responsibility to ensure that I correct the roll at the end of that class. Failure to attend class may also affect the grade given to you on the weekly reading quizzes, an important part of your grade, as it is carried out in class and may not be made up.[†]

[†] As this is a drama course, and drama is a highly visual and oral medium, students should be prepared to participate in-class dramatic readings and impromptu in-class performances, and to do so actively and enthusiastically.

Classroom Protocol/Participation:

We will spend much of our class time in discussion and analysis of the works we are reading. Regardless of the class format, you are expected to be prepared, to listen, to contribute, and to participate in an interested and knowledgeable fashion.

Grading:

Participation	200
Annotated Bibliography	200
Exam I	200
Final Research Paper	200
Exam II	200
Total points	1000

C1

A=901-1000; B=801-900; C=701-800; D=601-700; E<600.

+/- grades are used at the instructor's discretion.

(Late) Paper/Assignment Submission Policy:

Assignments will be reduced ½ grade for every day they are late. All assignments are due by midnight on the due date. Written assignments may be submitted by email (as attachment).

Essay/Paper/Annotated Bibliography Format:

Use MLA Format for citations. The final paper, a critical research paper, should be approximately 10 pages in length. You should use at least four secondary sources for final paper. None of these sources may be a webpage, or a website such as Wikipedia, Smartnotes, or similar. For more information on how to use MLA style, visit

http://www.public.asu.edu/~cajsa/Guide2Style_complete.pdf which is free resource provided courtesy of Profs. Anita Obermeyer and Gregory Castle.

A separate worksheet will be distributed for each writing assignment.

Quizzes and Exams:

Reading quizzes will be given frequently, and deal only with the primary readings due that day.

Quizzes will be given the first 10 minutes of class, and cannot be made up if you are not present or arrive late.

Exam I will cover all primary and secondary readings, and lecture materials covered up until March 4, and will be 45 minutes long. The exam will be primarily in essay format.

Exam II will cover the primary and secondary readings, and lecture materials of the entire course, but will focus on materials covered after March 9. It will be administered online on Blackboard (<http://myasucourses.asu.edu>) April 30- May 6. The exam will be primarily in essay format.

C2

Academic Honesty:

A student who plagiarizes part or all of a written assignment will receive an E for the assignment and further disciplinary proceedings at the instructor's discretion. Plagiarism occurs when a student claims credit for work s/he has not done personally, and includes submitting assignments produced by another student or writer, or putting sentences or ideas originally expressed by someone else into

a paper without noting their source. At the upper division level, you ought to have mastered the ability to properly distinguish in writing between your own and other writers' ideas using quotations, paraphrase, and in-text citation of source materials.

Academic Freedom and the Nature of Studies in the Humanities

This course, like most courses in the Humanities, investigates and queries a vast range of human ideas, behaviors, and concepts featured in literature as well as in life. These include class, gender, sexuality, politics, religion, and alternities within these areas and concepts. These may be offensive to some students. It is the responsibility of each student to review the syllabus and listed readings to decide if this may be the case. If you have questions, please contact the instructor to determine if this course is indeed suitable for you. *This should be done during the first week of the semester to accommodate other enrollment options.*

ANNOTATED BIBLIOGRAPHY ASSIGNMENT

C2
C3
C4

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a short, usually about 100-150 words, descriptive and evaluative paragraph, the actual annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Submit the annotated bibliography in the Blackboard Dropbox in .doc, or .rtf format. Due date: October 27.

Purpose of assignment:

A review of the literature on a particular subject, in this case, **the preliminary research you will do for your research paper for this class**. Consequently, you will need to think of a topic/thesis on which you may want to write your research paper. I know this is early in the semester, but try to decide on at least a tentative topic. It is also possible that your research for this assignment will help you find an interesting topic.

Annotations vs. Abstracts:

Abstracts are the simply descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

How to read:

In order to select the sources you want to include in your bibliography you will have to do a fair amount of reading. However, remember that at this point you are not reading for in-depth, detailed knowledge, but rather skimming and summarizing the main points of the source. Later, when you are writing your research paper, you will want to return to your sources and read them with greater attention to detail. However, you will then know from your annotated bibliography which sources are the most important to your topic, and which ones can safely be omitted.

How to write:

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic (See "Online resources" below). Briefly examine and review the actual items. Then choose those works that provide the greatest completeness as to perspectives on your topic. Cite the book, article, or document using MLA style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) possibly, compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Style:

Because each annotation is fairly brief, only directly significant details should be mentioned and any information apparent in the title can be omitted from the annotation. In addition, background materials and references to previous work by the same author usually are not included, unless you are listing these as well as separate entries in your bibliography..

Scope & Limitations:

You should phrase your topic/thesis in such a way that you do not have to read extreme amounts of sources in order to adequately cover the research area. In short, make sure you limit your topic adequately, and state the limitations in the title of your bibliography. The thesis for your bibliography will essentially be the same as for your research paper, though naturally you may want to modify the thesis as you find out more about the topic through your research.

Example:

John Keats's *Lamia*: An Annotated Bibliography on
Scholarly Writings Commenting on Woman-As-Serpent Imagery, 1980-2003.

By Jane X. Doe

Sources:

The bibliography should include a minimum of six secondary sources (that is, texts dealing with the work you are writing about), of which only one may be an online source. If you include an article found online, but which has previously been published in a hardcopy publication, that article may be counted as a non-online source. The ASU library offers many online articles these days, which can be found through the research databases (below).

The primary work (=novel, short story, epic, poem, play, etc) does not count as a source.

Please note that Wikipedia, Sparknotes, Enotes, and similar are *not* valid scholarly sources.

Correct Format for the Citations:

The bibliography should be organized in alphabetical order. Either MLA or APA documentation styles are acceptable, though MLA is preferred. Hybrids or mixtures of the two are not. The English Department guide to Style is an indispensable and highly recommended aid as well:

http://www.public.asu.edu/~cajsa/Guide2Style_complete.pdf

An example of a very well written annotated bibliography on Greek drama:

<http://members.tripod.com/DemKoutsogiannis/biblio2.htm>

How to locate your bibliography entries: Online resources:**Research databases:**

- o The Library catalog: <http://info.lib.asu.edu/lib/>
- o Go to <http://www.asu.edu/lib/resources/indexabs.htm>

These databases may be useful to locate articles and books relating to the subject you wish to cover with your bibliography. Search for the following databases by name: America: History and Life, Arts and Humanities Citation Index, Essay and General Literature, Historical Abstracts, Humanities Full Text, MLA Bibliography, Nineteenth Century Masterfile.

Sample Annotated Bibliography Entry for a Journal Article in MLA format:

A book

Sewell, Wayne. *Weaving a Program: Literate Programming in WEB*. New York: Van Nostrand Reinhold, 1989.

Sewell explains the code language within these pages including certain lines of code as examples. One useful idea that Sewell uses is to explain characters and how they work in the programming of a Web Page. He also goes through and describes how to make lists and a title section. This will be very useful because all Web Pages have a title section. This author also introduces Pascal which I am not sure if I will include in my manual but after I read more about it I can decide whether this will be helpful to future users. This book will not be the basis of my manual but will add some key points, which are described above.

An article

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review*. 51 (1986): 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that non-family living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited previously shows no significant gender differences in sex role attitudes as a result of non-family living.

1. POSSIBLE TOPICS

- A study of political methods used in *Androboros*, using references to other relevant dramas and present-day events.
2. *The Tragedy of Superstition*: A Study of the Development of an American Concept of Duty and Virtue
3. A discussion of Anna Cora Mowatt's *Fashion, Or Life in New York*, as a comic dramatization of how to define a distinctly American character. Who/what, exactly is an American, as defined in this play?
4. Race and language in Anna Cora Mowatt's *Fashion, Or Life in New York*.
5. A discussion of *The Iceman Cometh* as an exploration of painful and abusive family relationships.
6. *The Iceman Cometh*: Hickey and His Twelve Disciples.
7. Mad, Bad and Dangerous to Know: Transgressing Characters in American Drama

8. Empowered Female Characters in *The Crucible*
9. Class and Culture in *A Streetcar Named Desire*.
10. Southern Gothic: Sexuality and Insanity in *A Streetcar Named Desire*
11. *A Raisin in the Sun*: What is the significance of dreams in this play? Can they be classified under any common heading? How long have their dreams been “deferred”? How does the content of the play relate to its title?
12. **Name your own topic - Recommended!**

Due Date: The Annotated Bibliography is due October 27 (midnight). Please upload the bibliography to the Digital Dropbox.

C2
C3
C4

ENG 331 | Research Paper Guidelines - 200 semester points

Topic | Format | Documentation | Research | Assistance | Submission | Deadline

Topic: Select a topic (suggested below), or suggest one yourself. The first step, before commencing your research, is to articulate a working thesis statement. The thesis statement can naturally be modified later when you are working on your paper, but I want you to have a solid starting point for this project in order to focus your research. The thesis statement serves to focus your research and writing process, and helps you stay on topic as you are working. The paper should be written in persuasive, elegant, and academically appropriate English.

Thesis statement example:

The character of Richard II in Shakespeare's historic tragedy with the same name initially appears as a strong man in total control of his destiny. He is described as royal, strong, and with a regal look and charisma. Initially, no one disputes his right to rule. This essay will discuss how Richard's insistence on maintaining an outdated, feudal approach to governing, and his failure to adopt a Machiavellian paradigm leads to his downfall.

Format: The finished paper should be double-spaced, ca 9-12 pages, and citing at least six secondary sources (no more than one may be an online source) in addition to your primary source(s). Naturally, you can have as many sources as you like above and beyond the three required. Articles found online which have previously been published in hardcopy count as printed sources.

Documentation: Either MLA or APA documentation styles are acceptable, though MLA is preferred. Hybrids or mixtures of the two are not. The English Department guide to Style is an indispensable and highly recommended aid as well:

http://www.public.asu.edu/~cajsa/Guide2Style_complete.pdf

Research: I strongly recommend using the Hayden Library catalog as a starting point. Find at least one book that gives you a general introduction to your subject matter. However, since your paper is relatively short you will need to get to the point quickly, and you will need sources that deal with your topic specifically. Scholarly articles are perfect for this, and they are significantly shorter than books (usually 15-40 pages). Use the library online indexes to search the MLA Bibliography, The Humanities Full Text Abstract, and other indexes which focus on humanist research (<http://library.lib.asu.edu/search/v?SEARCH=Humanities%20and%20Fine%20Arts>).

I suggest you use the online resources available to you from the ASU library. Another place to find many excellent articles in full text is <http://www.asu.edu/lib/resources/db/jstor.htm> . JSTOR articles have been *previously published in hardcopy elsewhere* and are therefore considered off-line/hardcopy sources.

Assistance:

The Hayden Library research librarians are very helpful and can assist you with tips on how to use the various indexes. If you need assistance and advice on how to formulate a workable thesis statement, feedback on your research and ideas for this paper, or any other project for this course, please contact me by email or talk to me during office hours.

Submission: The final draft of the paper is due **December 6 at midnight** (11:55 PM). The paper should be submitted in the Blackboard Dropbox.

The file should be in MS Word, Word Perfect, or Rich Text format. The file should be in MS Word, Word Perfect, or Rich Text format. Please name the attached file according to the naming convention "initiallastname_eng331_paper.doc". Example: If your name is Jane Doe, your file should be named "jdoe_eng331_paper.doc" or "jdoe_eng331__paper.rtf"

The paper will be returned to you by email with comments embedded in the paper using MS Word's comment feature.

1. A study of political methods used in *Androboros*, using references to other relevant dramas and present-day events.
2. *The Tragedy of Superstition*: A Study of the Development of an American Concept of Duty and Virtue
3. A discussion of Anna Cora Mowatt's *Fashion, Or Life in New York*, as a comic dramatization of how to define a distinctly American character. Who/what, exactly is an American, as defined in this play?
4. Race and language in Anna Cora Mowatt's *Fashion, Or Life in New York*.
5. A discussion of *The Iceman Cometh* as an exploration of painful and abusive family relationships.
6. *The Iceman Cometh*: Hickey and His Twelve Disciples.
7. Mad, Bad and Dangerous to Know: Transgressing Characters in American Drama
8. Empowered Female Characters in *The Crucible*
9. Class and Culture in *A Streetcar Named Desire*.
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12. **Name your own topic - Recommended!**

You may select a paper topic of a work we have not yet covered in the semester. If so, you will obviously have to read that work ahead of time in order to be able to write about it in an informed manner. Please do not hesitate to select one of the later works – you will be rewarded later in the semester when you are actually ahead of schedule with your reading.

Note that all sources should be "secondary sources"=research/academic sources. The literary work(s) you are writing about (a.k.a. the "primary source") is not a research source and should not be included in the bibliography. A primary source is a term used in a number of disciplines. Generally, a primary source (also called original source) is a document, recording or other source of information that was created at the time being studied, by an authoritative source, usually one with direct personal knowledge of the events being described. It serves as an original source of information about the topic. Primary sources are distinguished from secondary sources, which often cite, comment on, or build upon primary sources. If in doubt, please ask.