

## PRO-SEMINAR II: RESEARCH METHODOLOGY

16:217:502

Instructor: Professor Jessey J.C. Choo ([jessey.choo@rutgers.edu](mailto:jessey.choo@rutgers.edu))

### COURSE DESCRIPTION

This course introduces students to the most up-to-date research bibliographies, reference tools, and technologies in the fields of East Asian Studies. It familiarizes student with reference materials and primary sources that are crucial for their study of East Asian civilizations. Through presentations and writing exercises, the students learn the necessary skills to conduct research in their respective sub-fields as well as how to put together a graduate level research paper.

### COURSE REQUIREMENTS

Class Participation	20%
12 Weekly Quizzes	12%
4 Bi-Weekly Presentations	24%
6 Writing Exercises	24%
1 Research Presentation	20%
Pre-circulated material	(5%)

### CLASS ATTENDANCE & PARTICIPATION

Class participation is mandatory. Please use the Absence Self-Reporting system (<https://sims.rutgers.edu/ssra/>) to indicate the date and reason of any absence. ***Class participation does not mean just attendance.*** It includes also the timely completion of reading assignments and active participation in discussions.

### WEEKLY QUIZZES

There will be a weekly quiz on the academic practices in the East Asian field. The quiz will mostly focus on standard transliteration and translation of common terms. Please prepare using Wilkinson's *Chinese History*.

### CLASS PRESENTATIONS

There are two types of class presentations in this course. You will be graded by you peers (50%) and me (50%)

#### A. Bi-Weekly Presentation

Every student must make **FOUR** presentations. Each presentation shall be **12-15 minute** and focus on one reference work/tool of his/her choice. I will create a list each week for you to choose from. The presentation should cover at least the following:

- An overview of the contents and features
- What to use it for? How to use it?

- Show and tell a couple examples of the questions it can solve.
- Assess its strengths and weaknesses. How can it be more useful (within reason)?
- Identify alternatives (on-line or in print) that could fulfill similar purpose.

Please make sure you stick to the time limit so everyone can have a chance to present and ask question. I will cut you off if you go overtime. For each presentation, everyone must prepare one question on how to apply the tool to his/her research. I expect everyone to ask at least **TWO** questions per class.

#### **B. Research Presentation**

Every student must make a **12-15 minute** presentation on the research paper s/he is or will be completing for another course. **S/he must distribute to the class an abstract and an outline at least 48 hours before the scheduled presentation.** Everyone must prepare one question/suggestion that helps improving the presenter's research and writing. I expect everyone to ask questions or offer suggestions at least once.

Again, please make sure you stick to the time limit so everyone can have a chance to present and ask question. I will cut you off if you go overtime.

#### **WRITING ASSIGNMENTS:**

Every student must complete **SIX** writing assignments in this course. Each of written assignment will focus on one particular academic genre—1. Primary source analysis (non-fiction, fiction, film or material object); 2. Précis; 3. Article/book review; 4 abstract; 5. Annotated bibliography; and 6. Research Prospectus.

Please make sure to proofread for grammatical and spelling errors before submitting the paper. All assignments should be submitted through Sakai. Late submission will not be accepted without prior (meaning at least 24 hours) approval. So be sure to backup all your assignments.

#### **ACADEMIC INTEGRITY**

Students are expected to uphold the highest standards of academic integrity at all times. Violations include cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. If you ever have questions about academic integrity in the course, please talk to me or send me an email immediately with your concerns. See full statement of current Academic Integrity Policy at: <http://academicintegrity.rutgers.edu>

Plagiarism will not be tolerated. Please note that ignorance of the citation practice is not a mitigating circumstance. Anyone who needs assistance in academic writing should contact the writing program (<http://wp.rutgers.edu/tutoring/writingcenters>).

**COURSE MATERIALS REQUIRED:**

**Books to purchase:**

1. Mary Lynn Rampola, *A Pocket Guide to Writing in History*, 7<sup>th</sup> edition (ISBN: 978-0312610418)
2. Endymion Wilkinson's *Chinese History: A New Manual*, 4<sup>th</sup> edition. (ISBN: 978-0674088467)  
[Please make sure to get the green one.]

**Book to Download:**

1. Cullen, *Essaying the Past: How to Read, Write and Think about History*, Wiley-Blackwell; 2 edition (July 2, 2012)

**Websites to bookmark:**

1. Research Resources for East Asian Studies (Rutgers):  
<http://libguides.rutgers.edu/eastasian>
2. The East Asian Library (Princeton):  
<https://library.princeton.edu/eastasian>
3. East Asian Studies Guides (Princeton)  
<http://libguides.princeton.edu/eal>
4. East Asian Studies Links: General East Asian (Princeton)  
<http://libguides.princeton.edu/eallinks#s-lg-box-7455818>
5. Classical Historiography for Chinese History (Princeton)  
<http://libguides.princeton.edu/chinese-historiography/>
6. Perdue Online Writing Lab  
<https://owl.english.purdue.edu/owl/>

**PRINCETON UNIVERSITY LIBRARIES:**

Students are strongly encouraged to take advantage of the libraries at Princeton University. Its East Asian collection is one of the best East Asian collections in North America. It has a huge portfolio of research resources that Rutgers simply do not have the budget to acquire. Moreover, this is an open access library. Anyone can go there to browse the stacks and use the reference books and some digital databases.

Rutgers students can access all Princeton University libraries with an access card. You can acquire this card from the access office at the Firestone Library (the main library) by presenting a valid Rutgers ID. Unfortunately, Rutgers students do not have borrowing privilege. A non-PU affiliated individual can purchase it at the access office as well. ***The borrowing privilege is NOT required for this course.***

**STUDENTS WITH DISABILITIES**

It is the policy of Rutgers to make reasonable academic accommodations for qualified individuals with disabilities. If you have a disability and wish to request accommodations to complete your

course requirements, please contact the Office of Disability Services and ask to speak with a Coordinator (848-445-6800 or [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)) about accommodations.

**OFFICE HOURS**

Tuesday and Friday (by appointment only).

**COURSE SCHEDULE:**

**01/20 Week 1—Introduction**

**01/27 Week 2—Quiz 1/Basic online reference tools and management software**

- Wilkinson, Style Sheet and Introduction
- Writing Guide: Ch. 2 Reading

**02/03 Week 3—No Class**

**02/10 Week 4—Quiz 2/Presentation 1/ Assignment 1 (primary source analysis)**

- Wilkinson, Book 1: Language
- Cullen, Ch. 6: “How to read a book without ever getting to chapter one”
- Rampolla, relevant sections

**02/17 Week 5—Quiz 3/Presentation 2/**

- Wilkinson, Book 2: People
- Cullen, Ch. 7: “Analysis: The Intersection of Reading and Writing”
- Rampolla, relevant sections

**02/24 Week 6—Quiz 4/Presentation 3/ Assignment 2 (précis)**

- Wilkinson, Book 3: Geography & Environment
- Cullen, Appendix A: Writing an Essay: Ten Easy Steps in Review and Ch. 4: “Good Answers Begin with Good Questions”
- Rampolla, “5a: Moving from topic to research question”
- Writing Guide: Ch. 3 Historical Argument

**03/03: Week 7—Quiz 5/Presentation 4**

- Wilkinson, Book 4: Governing & Education
- Cullen, Ch. 5: “Search Engines, Research Ingenuity” and Appendixes D and E
- Rampolla, relevant sections
- Writing Guide: Ch. 4 Research

**03/10: Week 8—Quiz 6/Presentation 5/ Assignment 3 (article/book review)**

- Wilkinson, Book 5: Ideas, Beliefs, Literature & Fine Arts
- Cullen, Ch. 8: Making a Case: An Argument in Three Parts and Ch. 9: Defining Introductions
- Rampolla, relevant sections

**03/17 Week 9—Spring break**

**03/24: Week 10—Quiz 7/Presentation 6/Assignment 4 (abstract)**

- Wilkinson, Book 6: Agriculture, Food & Drink, Book 7: Technology & Science and Book 8: Trade Topics
- Cullen, Ch. 10: “Strong Bodies, The Work of Topic Sentences I” and Ch. 11: “Exposition and Evidence”
- Rampolla, relevant sections
- Writing Guide: Ch. 7

**03/31 Week 11— Quiz 8/Presentation 7**

- Wilkinson, Book 9: History
- Cullen, Ch. 12: “Strong Bodies III”, Appendix C Let’s Give a Hand: Bibliographies, and Appendix D Credit Scams: The Dangers of Plagiarism
- Rampolla, relevant sections

**04/07 Week 12—No Class**

**04/14 Week 13—Quiz 9/Presentation 8/Assignment 5 (Annotated bibliography)**

- Wilkinson, Book 14: Bibliography
- Rampolla, relevant sections

**04/21 Week 14—Research Presentation**

- Cullen, Appendix A: “Writing an Essay”
- Rampolla, relevant sections

**04/28: Week 15—Research Presentation/ Assignment 6 (Research Prospectus)**

**Bi-Weekly Presentation Rubric (50 pt)**

<b>The Name of the Presenter:</b>	
<b>The Name of the Reference Tool/Text:</b>	
<b>Content Feedbacks:</b>	Poor – Excellent
Did the presenter:	
• Provided an overview of the features	1 2 3 4 5
• Explained in detail how to use this tool in general	1 2 3 4 5
• Chose example(s) well	1 2 3 4 5
• Assess the strengths and weaknesses	1 2 3 4 5
• Identify any similar tools (on-line or in print)	1 2 3 4 5
<b>Stylistic Feedbacks:</b>	
• Did the presenter behave professionally?	1 2 3 4 5
• Did the presenter speak clearly?	1 2 3 4 5
• How effective was the presentation aide?	1 2 3 4 5
• Did the presenter manage time well?	1 2 3 4 5
• Did the presenter handle the questions and suggestions well?	1 2 3 4 5
<b>Total</b>	
<b>Comments and Suggestions:</b>	

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**Research Presentation Rubric (150 pt)**

<b>The Name of the Presenter:</b>	
<b>The Title of the Research Project:</b>	
<b>Feedbacks on Written Materials:</b>	Poor – Excellent
Abstract	
• Clarity	2 4 6 8 10
• How informative?	2 4 6 8 10
Outline	
• Clarity	2 4 6 8 10
• Structure	2 4 6 8 10
<b>Content Feedbacks — How well did the presenter:</b>	
• Identify the general topic, background, and scope of the research	2 4 6 8 10
• Provide an overview of the existing scholarship	2 4 6 8 10
• Identify primary sources available	2 4 6 8 10
• Explain research methodology and approach	2 4 6 8 10
• Articulate main argument and thesis	2 4 6 8 10
• Explain the contribution of the research project	2 4 6 8 10
<b>Stylistic Feedbacks:</b>	
• Did the presenter behave and dress professionally?	2 4 6 8 10
• Did the presenter speak clearly?	2 4 6 8 10
• How effective was the presentation aide?	2 4 6 8 10
• Did the presenter manage time well?	2 4 6 8 10
• Did the presenter handle the questions and suggestions well?	2 4 6 8 10
<b>The Overall Package</b>	<b>2 4 6 8 10</b>
<b>Total</b>	
<b>Comments and Suggestions:</b>	