



Teaching Literary Research: Challenges in a Changing Environment

Panelists:

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Moderator:

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LES Program Committee:

Kristine Anderson: LES Chair, 2001-2002
Sheril Hook
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Questions for discussion:

1. What has been your role in teaching research methods at your own institution?
2. Is the research methods course at your institution required, optional, or nonexistent?
3. Are there methods courses for both undergraduates and graduates?
4. How does teaching research methods differ for undergraduates and graduates?
5. Is it OK to bore graduate students but not undergraduates? Undergrads get surprise, discovery, and delight, but grad students get work and drudgery. What kinds of assignments are appropriate and effective in undergraduate research courses? Graduate courses?
6. Are research methods courses necessary or effective?
7. How can we convince English departments that research methods courses should be mandatory for both undergraduates and graduates?
8. Shouldn't every course have a research methods component?
9. Are we effectively teaching "research methods" for all areas of the English curriculum, such as creative writing, linguistics, journalism, film studies, composition & rhetoric, or technical writing?
10. Has the rise (and fall) of critical theory had any impact on the way we teach research methods?
11. Who should teach research methods?
 - New faculty?
 - Experienced faculty?
 - Librarians?
12. Should the teaching of the course rotate among several faculty?
13. What are some possible models for librarian/faculty collaboration? Successful models?

14. What areas can librarians claim as their bailiwick?
15. Isn't point of need a better place to teach research skills, rather than in the classroom?
16. How can we make the reference desk a better place for learning skills?
17. How can we help other (non-literature) librarians become more effective teachers of literary resources?
18. What does "information literacy" mean in literary studies?
19. What is unique and distinctive about "literary" versus other research methods?
20. Do we need competency standards for information literacy in literature departments?
 - Who would devise such standards?
 - Who should enforce them?
 - To whom should they be applied?
21. Would the MLA's *Introduction to Scholarship in Modern Languages and Literatures* (2nd ed., 1992) offer a de facto set of standards? Does this work have any shortcomings as a set of standards?
22. Should there be different skill levels that students should be expected to attain at different points in their college careers? What should they learn and when?
23. Should there be a list of basic research tools—print and electronic—that every literature student should master? What are the essential tools?
24. How can we teach students to evaluate reference tools?
25. Should there be basic research processes that literary students should master?
26. What level of information literacy (print and electronic) should we assume that students possess?
27. What level of information literacy (print and electronic) should we assume that faculty possess?
28. Should we expect students to be familiar with print resources that have an electronic counterpart?
29. Does technology enhance or detract from the teaching of research methods?
30. How can technology be better utilized to teach literary research?
31. Should we evaluate how effective the research methods course has been? How often?
32. What are the best methods for determining the effectiveness of the course?

After these have been addressed, questions from the audience will be entertained. Those who do not wish to speak, may write their question in the space below and hand it to the moderator.