ENG-W 368 (C76132) Research Methods and Materials Spring 2014 MW 11:30am to 12:45pm KO 112 Office Telephone: 765/455.9229	Instructor: Paul Cook Office: KO 232[1] E-mail: paulcook@iuk.edu Office Hours: W, 1 to 3:00pm and R, 11:00am to 12:00pm, and by appointment (see below for more details)

Research Methods and Materials: An Interdisciplinary Approach to Knowledge-Making

This course will introduce you to research as an ongoing, recursive practice of inquiry and knowledge-making. By examining a variety of research methods and methodologies (including quantitative research, ethnography and other qualitative studies, textual and theoretical research, archival research, etc.), you will learn how to develop an idea, plan a research project, go about gathering data (whatever "data" may be in any given case), perform analysis, and present your work to an audience. In short, this course will be guided and informed by the question: *how do researchers and scholars create knowledge?*

Research Methods and Materials builds on the assumption that research is connected to context, and that what information is included/excluded and how that information is interpreted/discussed impacts the reception of the research. Therefore, we will explore a number of different research "contexts" within English studies (i.e., literary studies, writing studies, and rhetoric); we will learn about research methods that can be applied to vastly different materials and contexts (i.e., fields and disciplines outside of English); and we will also examine emerging digital research tools and their impact on research.

The course will be divided into two overlapping and interwoven parts. For roughly the first half of the semester, we will concentrate *primarily* on so-called **"traditional," library-based research** and the assorted skills and practices that go along with it—textual analysis, digital research strategies, archival research, problem statements, literature reviews, and so forth. A good portion of the second half of the semester, which will include a greater focus on research in writing studies and rhetoric (English studies' "other half"), will be devoted *primarily* to **empirical research models**, and we will explore various types of quantitative and qualitative research methods: ethnographies and case studies, surveys, personal interviews, and field work. It's important to note at the outset that these are general categories; they're broad and they tend to overlap both conceptually and practically. So while I will try to delineate between the two and avoid unnecessary confusion as much as possible, it may at times seem as though we are bouncing back and forth.

At the end of the semester, you will be able to:

Learning Outcomes and Objectives	Assessment
Define common research methodologies used in literary studies, literary history, writing studies, and rhetoric;	Lectures, class discussions, and final project
Utilize an array of digital research tools;	In-class activities, literature review, and final project
Evaluate and critique published research;	Daily assignments, lectures, class discussions, literature review, and final project

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[1] My office is located on the second floor of the front side of the Main Building (KO). As you walk in the front doors (the main entrance), take a hard right and ascend the stairs. At the top of the stairs, simply turn left and walk down the long corridor. My office is almost on the end of the hallway on the right—KO 232.

Recognize strengths and weaknesses of research methodologies in published studies;	Daily assignments, lecture, class discussions, literature review, and final project
Practice several research methods on a small scale through in-class activities and discussions;	Daily assignments, homework, and in-class activities
Draft and develop a problem statement and research project proposal/abstract;	Problem Statement and Research Proposal
Design, research, plan, and develop a literature review;	Literature Review and Research Blog ("RB")
Propose, plan, and conduct a large-scale research study.	Final project and Research Blog ("RB")

Required Texts

- Blakeslee, Ann and Cathy Fleischer, eds. *Becoming a Writing Researcher*. New York: Routledge, 2010. Print.

- Shepard, Sam. *Seven Plays*. Intro. Richard Gilman. New York: Bantam, 1981. Print.

At least one of the following handbooks:

- *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

- A similar handbook that includes MLA formatting information (e.g., *A Writer's Reference*). The Purdue OWL website is also a suitable alternative (retrievable at https://owl.english.purdue.edu/owl/).

Supplemental Readings: I will frequently post excerpts, articles, and chapters to Oncourse; typically, these will be in .pdf format. You are *required* to print these .pdfs in their entirety, read them, and bring them to class with you on the appropriate days. I understand that this entails some extra printing costs, so you should budget your printing expenses over the course of the semester as a sort of "third" text.

Assignments and Grading

In-class Activities, or "ICAs" (10%): All of our in-class activities—ranging from a quick freewrite or a forum post on Oncourse to a period-long group activity—will be graded on a simple four-point scale (4=excellent/full credit, 3=acceptable, 2=severely lacking, 1=poor, 0=no credit). *Missed assignments cannot be made up*, but I will drop your lowest grade (including "zeroes").

Research Blog, or "RB" (20%): Using the "Blog" tab in Oncourse, you will keep a research blog ("RB") over the course of the semester. This is where you will write the majority of your responses to the "Prompts" in *Becoming a Writing Researcher*, though occasionally we will work through a "Prompt" together in class (in which case the "Prompt" will be graded as an "ICA"—see above). In addition to the prompts, you should think of your RB as the repository for all of your lecture notes, ideas, brainstorms, keywords (search terms), bibliographic entries, timelines/schedules, freewrites, musings, jottings, and so forth; that is, *you should get into the habit of writing in your blog whether I've assigned a specific blog post in a given week or not*. I will be reading and commenting on your RBs over the course of the semester to get a sense of how you're doing and to make sure you're keeping up with "Prompts" and other activities. You will receive a midterm RB grade (roughly around Spring Break) to let you know how you're doing with your RB, and you will receive a final RB grade at the end of the semester. RBs will be evaluated on a simple 5-point scale (5=outstanding work, 4=good, 3=acceptable, 2=severely lacking, 1=poor, 0=no credit). (For detailed information on how to set-up your blog profile in Oncourse, please go to https://kb.iu.edu/data/ayfm.html and https://kb.iu.edu/data/ayfn.html. See also the "BlogsNotes" handout in the Resources tab.)

***Important Note: when you're ready to publish an entry, be sure to click "Publish Entry." You can also save your work by clicking "Save Draft," but this won't publish the blog for the rest of us to see. Finally, make sure you put the dot in the bubble next to "All members of this site can see this entry" if you want to share with everyone; sometimes you may only want to share a blog post with me, in which case you can simply put a dot in the bubble next to "Only site administrators and I can see this entry." I will let you know in advance if I expect you to publish a blog entry for the rest of the class to read.

Class Participation (10%): See "Attendance and Participation" below.

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Problem Statement (2.5%) and Research Proposal for Final Project (2.5%) = (5%): See assignment sheets in "Resources" tab in Oncourse for more details.

Literature Review (20%): See Literature Review assignment sheet in "Resources" tab in Oncourse for more details.

Final Project (35%): Your final project represents the culmination of your work in this class. It will be a 10-12 page research study incorporating between 8-10 sources. Most if not all of you will design, research, and develop a final project that is related to *some* aspect of one of Sam Shepard's plays (*True West* and *The Tooth of Crime* are allowed), the playwright, the reception of the play(s), and/or the cultural, social, and historical context surrounding Shepard and his work. As you will learn, there are many, many possibilities for research projects. I will consider proposals for non-Shepard-related projects on a case-by-case basis, but if you think you might want to design and develop a project that doesn't involve Shepard's work *in some way*, you should consult with me about your project idea as soon as possible.

<p align="center">**=100%**</p>

Oncourse, E-mail, and Office Hours (Physical and Virtual)

We will be using Oncourse extensively this semester to (a) send and receive messages and other important announcements about the course; (b) draft, develop, and maintain your research blogs ("RBs," see above); (c) keep track of graded assignments; (d) complete some out of class assignments; (c) participate in discussion forums; and (e) post and download important documents and information. ***Whenever possible, please use the messaging function in Oncourse to send messages to me***. (This is the best way to get in touch with me, although sending e-mails directly to **paulcook@iuk.edu** is fine, too, if no other option is available.) I will also frequently send out class e-mails and announcements through Oncourse covering everything from changes in the course schedule to announcements regarding instructor illness or inclement weather, so please get into the habit of checking our Oncourse page frequently (at least once every day). If you have any questions about how to access or use Oncourse, please don't hesitate to let me know.

Please also feel free to drop by during my office hours or make an appointment for another time that works for you. I want to discuss the class and your work with you, and utilizing office hours is an excellent way for us to address any concerns you might have about the class, your progress or performance, and/or any of your questions about the course material and your projects and interests.

I am also available to chat about projects, ideas, and questions you may have via Oncourse and Skype (**cookpg** is my Skype "handle"), as well as by phone (**803/479.6597** is my home/cell number). (To download Skype for free, go to http://www.skype.com/en/.) Mondays through Fridays, I will typically respond to an Oncourse message within a matter of hours, while it might take me a day or two to get back to you over the weekends and holidays. If you have an issue or question that you feel would be more efficiently handled via a phone or Skype conversation, please feel free to arrange a time

to speak with me either via phone or Skype. I simply ask that we arrange our "virtual" appointment via Oncourse message first. I look forward to working with you and learning more about your ideas, projects, questions, and goals for the course.

Attendance and Participation

While there will be *some* lecture in this course, this class is not a lecture-only course. Given the small size of the class, it's vital to the overall success of this course that you come to class regularly, complete the readings, make time to reflect on what you've read, take careful notes on the readings and lectures, and participate enthusiastically in class discussions. Baseline ("C"-level) participation requirements are that you come to class every time we meet, take notes, and complete all assigned readings. Contributing thoughtful comments and asking questions will raise your participation grade to a "B." Consistently contributing interesting and insightful comments and ideas and providing leadership in class discussions will earn an "A."

When you miss class, you miss important information and mandatory in-class activities (which cannot be made-up), and classmates miss your input and ideas. **If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day**. I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes. If you feel comfortable doing so, swap cell numbers or e-mail addresses with the person next to you; this way, if ever you do miss class, you can find out what you missed with little to no trouble.

Your course grade will drop by one letter grade (10%) if you miss *more than 10%* of our classes (**4 class periods**); you will fail the course if you miss 20% of our classes (**6 class periods**). If an emergency or other significant life event forces you to miss several class periods, please contact me as soon as possible so we can discuss your options.

Technical Requirements and Student Disability Assistance

This course requires that you have access to the IU Kokomo computer network, access to the Oncourse course management system, and some basic familiarity with Oncourse. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, or 2013), Adobe Acrobat .pdf reader, printing capabilities, and access to Oncourse. See http://iuware.indiana.edu for free downloads and discount prices on hardware and software exclusively for IU students.

IU also offers students, faculty, and staff free access to Lynda.com tutorials on everything from MS Word 2013 to the latest version of Dreamweaver. To access Lynda.com, follow this link, scroll down and click on the Lynda.com link. This is a subscription service, so you must access Lynda.com through the IUK website.

Students should contact the IU Kokomo Helpdesk with technical questions. The Helpdesk offers technical support to faculty, staff, and students for all IT-related requests. The Helpdesk provides assistance to users, as well as maintains a tracking system that places each user's request into a queue. You can send an e-mail request to the Helpdesk at kohelp@iuk.edu or call 765/455.9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from 8:00am to 5:00pm. If you're having any technical difficulties, please contact both me and the Helpdesk right away so we can get your problem solved.

Students requiring accommodations for disabilities or special needs should contact the IUK Office of Disability Services and/or refer to this handout. If you have a documented disability on file with the IUK Office of Disability Services, it is imperative that you let me know as soon as possible so that we can discuss arrangements for your success in this course.

Academic Honesty and Plagiarism

"A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever

he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words, either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge." Source: Indiana University Code of Student Ethics. (Note that "intent" is not a factor here.) **"Double dipping,"** or submitting a writing project for two or more courses (whether they're IUK courses or not), constitutes plagiarism and will result in a grade of zero and possibly even disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I'm more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply *submitting the same essay for multiple classes is not acceptable under any circumstances*.

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky sometimes, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

Final Grades and Late Assignments
A standard ten-point scale (A+=97-100; A=94-96; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+=77-79; C=74-76; C-=70-73; D+=67-69; D=64-66; D-=60-63; F=everything else) will be used.

Late work will not be accepted under any circumstances. If a *bona fide* emergency or significant life event forces you to miss class, please let me know as soon as is reasonable so that we can discuss your options.

Writing Center (Library KA 128)
Don't forget to utilize the Writing Center that your tuition dollars support! The IUK Writing Center is open Monday through Thursday, 9am to 7pm, Friday, 10am to 2pm, and Saturday, 12:30-4:30pm. Remember that many of IU Kokomo's very best students understand that seeking out a response to one`s writing is a necessary part of the learning/writing process. Several of the staff who presently work in the Center have or are currently working toward a teaching license, and many are graduate students. Stop by or call for a 30 minute appointment: 455-9425, Option #1.

You can now instant message the tutors your quick questions (grammar, citing, etc.) using campus contacts. Visit our website at http://www.iuk.edu/writing-center where you can

- Ask a more detailed question online by using the "Ask a Tutor" e-mail option.
- See a list of *Grammar Girl* podcasts on hundreds of usage and other English language concerns.
- Discover which helpful documents and other sources are available at the Center.
- Find out when your favorite tutor is scheduled to work.

Course Schedule

KEY	
BF	Blakeslee and Fleischer, *Becoming a Writing Researcher*
SS	*Seven Plays* (Shepard)
OC	Reading posted to Oncourse (*print*, read, and bring to class)
UG	Undergraduate students only
MALS	MALS students only
TBA	Reading(s) to be announced (in advance, of course)

(Schedule is subject to change at instructor's discretion with advance notice. Readings are "due" on the dates next to which they are listed.)

WEEK 1: Course Introduction: Why research? How do we make knowledge?

January

M 13: Course introductions/expectations and icebreakers, textbook overview
W 15: Why Research? OC, Frey et al., Ch. 1 (pp. 3-12)

WEEK 2: Basic Introduction to Library Databases, IUCAT, and ILLiad

M 20: **No class (MLK, Jr. Holiday)**
W 22: OC, Frey et al., Ch. 1 (pp. 12-26) and OC, MacNealy, Ch. 1 and basic introduction to library databases, IUCAT, and ILLiad

WEEK 3: Our Shared Literary Text(s), Part 1: Sam Shepard's *True West* (1980)

M 27: SS, *True West* (Act I) and BF, Ch. 1
W 29: SS, *True West* (Act II)

February

WEEK 4: Our Shared Literary Text(s), Part 2: Sam Shepard's *The Tooth of Crime* (1972)

M 03: SS, *The Tooth of Crime* (Act I) and OC, MacNealy, Ch. 2
W 05: SS, *The Tooth of Crime* (Act II)

WEEK 5: Joining the Conversation: Major Critical Approaches to Sam Shepard's Plays (**MALS Pres. I)

M 10: **MALS Presentation I** on either *True West* or *The Tooth of Crime*
    BF, Ch. 2; OC, Burke handout ("the unending conversation"); and discuss preliminary research questions (RB).
    More in-class work with library databases.
W 12: **MALS Presentation I** on either *True West* or *The Tooth of Crime*
    Develop/share research questions in small groups and as a class.

WEEK 6: Research Basics: Introduction to Library-based Research & Digital Research Tools

M 17: BF, Ch. 3 (pp. 37-43) (*Problem statement assigned) and OC, TBA (dissect and discuss article)
W 19: BF, Ch. 3 (pp. 60-65) and types of sources: scholarly and otherwise

WEEK 7: Research Basics: Gathering the Information You Need

M 24: OC, Rickly, "Messy Contexts"
W 26: ICA on observing an online forum

March

WEEK 8: The Literature Review and Problem Statement

M 03: BF, Ch. 3 (pp. 43-49) and OC, TBA (dissect and discuss article). **Problem Statement due (UG)** (2.5%) (*Research Proposal and literature review assigned)
W 05: BF, Ch. 3 (pp. 66- 92)

WEEK 9: The Literature Review: Advanced Techniques and Considerations

M 10: OC, MacNealy, Ch. 3
W 12: BF, Ch. 4 and OC, IU's IRB policies on Human Subjects

WEEK 10: Spring Break! (Work on Research Proposals and Lit Reviews!)

M 17: **No class (Spring Break)**
W 19: **No class (Spring Break)**

WEEK 11: Empirical vs. Library-based Research: Evaluating Empirical Methods

M 24: **Research Proposal due** (2.5%) and **Literature Review due (UG and MALS)** (20%). Share proposals and lit reviews in class.
W 26: IRB special guest and common IRB issues

WEEK 12: Ethnography and Case Studies (**MALS Pres. II)

M 31: BF, Ch. 5 and OC, MacNealy, Ch. 10 and **MALS Presentation II** on Ethnographic studies

April

W 02: OC, MacNealy, Ch. 11 and **MALS Presentation II** on Ethnographic studies. (*Research proposals and Lit reviews will be returned with feedback no later than this week.)

WEEK 13: Interviews and Transcription

M 07: **No class** (self-guided research day/library day)
    Watch three interviews of your choice from the "Interviews" folder in OC in the Resources tab; find and post your own interview with notes to Forum in OC.
W 09: Discuss common issues and strategies for interviewing and transcribing.

WEEK 14: Surveys and Ethical Issues in Empirical Research

M 14: OC, Freedman, "Lies, Damned Lies, and Medical Science"
W 16: OC, Burke, "Definition of Man"

WEEK 15: Writing It Up: In-class Workshops on Final Projects

M 21: BF, Ch. 7 and In-class workshops
W 23: In-class workshops

WEEK 16: Course Wrap-up and Reflection

M 28: Course evaluations, course wrap-up
W 30: **Final Projects due (UG and MALS)**; ***Final Project Presentations (MALS)**

May

***Final Project Presentations (UG): W, 5/7 from 11:30am to 1:30pm** (Both UG and MALS students are expected to attend.)