

LBST-D 511 (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 232¹ 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)
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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 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
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	Problem Statement and Research Proposal

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.

proposal/abstract;	
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](https://owl.english.purdue.edu/owl/) 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

MALS Presentation I (10%): You will be responsible for leading approximately 15-20 minutes of class on some critical approach to Shepard’s *True West* or *The Tooth of Crime*. You should consult at least 3 scholarly sources and provide a handout. These presentations are in Week 5, so it’s important that you consult with me regarding possible topics and directions as soon as possible.

MALS Presentation II (10%): You will be responsible for leading approximately 15-20 minutes of class on an ethnographic research study of your choice (autoethnographies and other “flavors” of ethnography are fine, too). Your presentation should present us with a single study that exemplifies the research method you are teaching (you may, for instance, have us read sections of an article or book chapter). You should also provide a one-page handout (front and back is fine). I have loads of ideas for potential studies, so please be sure to see me if you’re stuck!

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, brainstorming, 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 a blog 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.

Literature Review (15%) and Final Project Research Proposal (5%): See Literature Review and Research Proposal assignment sheets in the “Resources” tab in Oncourse for more details.

Final Project (40%): Your final project represents the culmination of your work in this class. You will develop a 20-page research study that incorporates between 15-18 sources. You may design, research, and develop a final project related to Shepard’s plays, though I strongly encourage you to design a project that in some way relates to either your MALS thesis or some other ongoing research interest. Arrange to consult with me about your project idea as soon as is feasible.

=100%

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; (e) participate in discussion forums; and (f) 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

Since you are taking this course as a graduate student for graduate-level credit, your attendance, preparation, and enthusiastic participation are assumed. That is, unlike the undergraduate students, you are not “graded” for coming to class, completing all assigned homework and in-class activities, and reflecting carefully and critically on the assigned readings—these practices are expected of you as a baseline requirement for your involvement in this class.

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.

You are permitted to miss class twice over the course of the semester for any reason. In the event of a third absence, you will need to consult with me regarding your performance and projected chances of success in this class.

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 possible 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, <i>Becoming a Writing Researcher</i>
SS	<i>Seven Plays</i> (Shepard)
OC	Reading posted to Oncourse (<i>print</i> , 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 on 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

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

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.)