**ENGL 791 Intro to Research on Written Composition** University of South Carolina Spring 2022

Tuesdays 6-8:45pm | Gambrell 205

Dr. Hannah Rule

203 Humanities Office Building

ruleh@mailbox.sc.edu

* I’m prompt with email
* We can meet in my office hours Tues 5-6pm; Thurs 4:05-5:00pm and/or by appt (video or live)

**Bulletin Description –** *ENGL 791 - Introduction to Research on Written Composition (3 Credits)*

Introduction to the types and methods of research on written composition, both qualitative and quantitative, with intensive analysis of representative exemplars of these types and methods. Non-degree students may not enroll without the consent of the Director of Graduate Studies in English.

**Course Description**

This course introduces the ranging methods and methodologies—their histories and cutting edges—deployed in research on written composition. Students should expect intensive analysis of and experimentation with various methods and methodological traditions, as well as topics such as formulating research questions, working with different kinds of data, emulating or extending extant research studies, ethical considerations, institutional research oversight (IRB), and more. Students will garner understandings of how knowledge is created and circulated in the field of composition, rhetoric, and related fields toward positioning themselves as writing researchers.

**Course Learning Outcomes –** *Through this course, students will be able to*:

* Recognize and critique dominant research methods and methodologies in writing studies
* Identify and formulate meaningful research questions in writing studies
* Practice methodological imagination and practice research design and implementation
* Experience prot0-IRB supervision and protocol to propose a potential study
* Develop a sense of self as a writing studies researcher

**Required Texts**

1. ***Writing Studies Research in Practice: Methods and Methodologies*** edited by Lee Nickoson and Mary P. Sheridan. Southern Illinois UP, 2010.
   * + - *on the doctoral comps list; available ONLINE at TCL*
2. ***Re/Orienting Writing Studies: Queer Methods, Queer Projects***, edited by William P. Banks, Matthew B. Cox, and Caroline Dadas. Utah State UP, 2019.
3. ***Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies*** edited by Eileen E. Schell and K. J. Rawson. U of Pittsburg Press, 2010.
   * + - Available ONLINE at TCL
4. **PDFs + scanned and open-access material** available in [this Google Drive Folder](https://drive.google.com/drive/folders/1dZ2z_DF6xpuolfZ13rq5TIU1HGAEe1vr?usp=sharing): https://drive.google.com/drive/folders/1dZ2z\_DF6xpuolfZ13rq5TIU1HGAEe1vr?usp=sharing

**Recommended Texts**

* ***Research Design: Qualitative, Quantitative, and Mixed Methods Approaches****,* 5th edition by John W. Creswell and J. David Creswell*.* Sage, 2018. (*on reserve for another course at TCL*)
* ***The Making of Knowledge in Composition: Portrait of an Emerging Field***by Steven North.Boynton/Cook, 1987.(*In the stacks in TCL*)

**Course Expectations**

*Instructional Delivery Methods*

Class meetings will consist mostly of student- and professor-led discussion as well as short

lectures by the professor. Active, engaged participation from every student is expected. To practice it, you should: 1) thoroughly read, think through, and annotate assigned readings, 2) in discussion, actively listen and respond to your classmates, 3) contribute regularly while at the same time be mindful that you’re not dominating the conversation, 4) contribute text-/evidence-based insights to advance insights of our conversation.

*Attendance*

Ideally, you’ll attend every class session. If you have to miss, please notify me in advance, as you can. It’s

acceptable to leave early or come late if you must, just do alert me. Based on USC’s policy, if you miss

more than 10 percent (or 1.5) of our meetings, you may be subject to a grade penalty. Three or more

misses will be considered excessive and I may request that you drop the course. Bottom line: you should do everything you can to attend every class. Obviously, it’s still COVID, which may impact your ability to attend in-person seminar meetings (when we start having them).

*Accessibility*

[Student Disability Resource Center](http://www.sa.sc.edu/sds/) (http://www.sa.sc.edu/sds/) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me as soon as possible to discuss the logistics of any accommodations needed to fulfill course requirements. In order to arrange reasonable accommodations, you should register with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). In addition to or complementing needs addressed through this office, please see me at any point to discuss ways to make the content and experience of the course more accessible to you.

*Academic Integrity*

You are expected to practice the highest possible standards of academic integrity. Any deviation from

this expectation will result in a minimum academic penalty of your failing the assignment and may result in additional disciplinary measures. Violations of academic integrity include improper citation of sources, using another student's work, any other form of academic misrepresentation, etc.

**Course Requirements/Assignments (detailed below)**

Prep, Participation, Leadership 15%

Research Journal 40%

Methods Analysis Paper 15%

Research Study Proposal 30%

**Grades**

The course will follow the standard grade scale à A = 90 and above, B+ 85-89.9, B 80-84.5, C+

75-79.9, and so on. You’ll earn a letter grade on each component which will count according to

the weight indicated. Consistent effort, growth, involvement in your learning is a good guide for

earning high marks in this seminar.

**ASSIGNMENT DETAILS**

**Prep, Participation, Leadership 15%**

Prepare all the readings prior to each class meeting and complete your Research Journal. Review notes and readings ahead of class and come prepared with points to discuss. Strive for regular active participation. These are important habits to practice and build for all scholarly work, including teaching. Preparation and participation are baseline expectations for all so that we all can get the most out of our seminar time together. Two times during the semester you’ll be a discussion leader. There is nothing to turn in on these days; instead, your responsibilities are just to do whatever preparation you wish in order to lead, redirect, prod, and provoke during our discussion. I’ll look to the leaders to take the reins of facilitating and contributing.

**Research Journal 40%**

This semester-long Research Journal assignment (similar to WWoR you might have done with me previously) has several related purposes: your journal will account for your reading labor, facilitate more detailed seminar conversations, help you process and retain what you’re learning, create a record of orienting texts and notes on methods to be used in the future, develop a sense of yourself as a researcher in composition and rhetoric/writing studies.

You’ll Journal every week (it’s acceptable to leave *occasional*, *partial* gaps (but still indicate, for example, the names and details of texts you’ve skipped).

Each week, focus on developing the following content:

**1. Overviews/Quick Summaries (each text):** For each text on the schedule, list citation details (however is best for you is fine but MLA may serve you best) and write a SHORT critical summary: what does this scholar DO in this text? What do they respond to and what do they contribute? Keep it short! Think of this as a memory jogger.

2. **TQE (overall)**—**Thoughts, Questions, Epiphanies** (structure borrowed from the site Cult of Pedagogy): *You’ll TQE just once for the week.* Please do modify this structure as you see fit:

* **Thoughts:** Respond to the content, record your likes, dislikes, interests, challenges, reactions, etc. Focus your thoughts both on specific readings and on the set overall. Include quotes and page # references which can orient you (and us) during discussion.
* **Questions:** List a few questions. You should both pose questions of clarity/understanding (“I get totally lost when X references Y – what are they doing?”; “what does Z mean?”) and of discussion/interpretation (“I was thinking a lot about A that we read a few weeks ago – how does is B similar to what A was doing?”).
* **Epiphanies:** Here, step back to see the bigger picture—what realizations or insights have you had working through the texts this week (and in relation to what’s come before and still to come)? What do you know now that you didn’t know before? What did you think you knew but changed your mind about? What could you DO with the methods you’re reading about?

DO spend time with the Research Journal each week. It’s important to create a detailed, useable log for use in the future.

**3. Exercises (occasional)**

Occasionally, I’ll set you up with a prompt or an exercise practicing with methods, to prep before class or as something we’ll do during class.

I’ll collect and evaluate your Research Journal twice during the semester. You’ll submit it electronically to Blackboard (if you hand write some or all entries, just scan them) and cumulatively (turn in all your entries to date). Both times, I’ll ask for a little reflection on your efforts and your impressions after a quick tour back through previous weeks.

Methods Analysis Paper 15%

Take a study, article, chapter, or book in writing studies and analyze its methods: What questions motivate the research? How was the research carried out? What forms of evidence are offered (e.g. interview data, historical, textual criticism, stats, anecdotes, survey results, etc.) and how is it (the data) analyzed and/or synthesized? How do the researchers present other researchers’ findings and perspectives in relation to their own? How does the researcher articulate what the research contributes? In sum, tell me how your example research works.

Then imagine how the researcher might have approached their questions *otherwise* – what other methods might be leveraged and to what ends? What else might the researcher have done and to what ends? How might the outcomes have been different and/or how might your imagined options add to what the original piece contributes? You might approach this by imagining in detail a specific and different course of action, or you might imagine several alternative methods, participants, settings, etc., and/or you might *add on* methods to what the researcher does in the original.

I will provide options (see Example Studies list on our Bib). You can also study a favorite article or book to consider in this way. Another approach is to search for an exemplar in an area of research you find yourself gravitating toward. I’m not imagining a particular structure or length, but we can talk as a class about options.

Research Study Proposal 30%

For this final project, due during exam week, you will outline a research project that you could undertake as a dissertation or thesis project, article-length study or book chapter, or other research goal.

Your proposal will follow the structure of UofSC’s IRB proposal template and will outline a research problem that is situated in the literature in the field, motivating questions and aims, proposed methods and analysis, participants, potential contributions, and supporting bibliography. In addition to the protocol form (in Drive), you’ll flesh out *at least* one supporting document (e.g. interview questions, consent form, initial sample data set or preliminary survey results).

Human subjects training (we use CITI) is an institutional requirement for any researcher—graduate student or faculty—at your institution. It will be optional for this exercise. I would recommend that those planning a thesis or dissertation within 3 years do the training (it must be recertified every 3 years; I saw somewhere that it takes about 6 hours to complete the first time).

**COURSE SCHEDULE ENGL 791: Research Methods Spring 2022 Rule, Hannah**

* *Readings and Research Journal are due ON the day they’re listed*. Always bring readings and your journal – hard copy or digital – to our seminar meetings.
* *Changes/updates are likely*—I’ll announce the most updated information in class and on Blackboard. *In short, the terms of the course are subject to change at Dr. R’s discretion, mindful of the welfare of all!* In general, you can expect *small* adjustments to what you see in this print schedule—e.g., skip some readings, add some. If course changes include changes to assignment deadlines, I’ll always try to give you *more* time rather than less.

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| I. *Diving In: Orienting to the Universe of Methods in Writing Studies* | | |
| 1 | 1/11 | ***Getting Started: Method, Methods, Methodology***  Introductions, Course Details, etc.   * **Read Roozen and Lunsford**, “‘One Story of Many to Be Told’: Following Empirical Studies of College and Adult Writing through 100 Years of NCTE Journals” (2011)   + *Likely this will be a bit disorienting. Consider focusing on terms and/or on the highlighted research studies* * **Optional: *Browse* and/or look up details** about Braddock, Lloyd-Jones, and Schoer, *Research in Written Composition* (1963)   + *Full text is available through Thomas Cooper Library (TCL)* |
| 2 | 1/18 | ***Diving In: Approaching Methods (and the Methods Course) in Writing Studies***   * **Read Dryer**, “Tabling the Issues: Visualizing Methods and Methodologies in Contemporary Writing Studies (2021) * **Read Rickly,** “Messy Contexts: Research as a Rhetorical Situation” (2007) * **Read Villanueva,** “Rhetoric, Racism, and the Remaking of Knowledge-Making in Composition” (2010) * **Optional:** Katherine Schultz, “Qualitative Research on Writing” (2006) * **Optional*: Browse, Read About –*** Steven North,*The Making of Knowledge in Composition: Portrait of an Emerging Field* |
| 3 | 1/25 | ***Perspectives on Methods***   * **Read “CCCC Guidelines** for the Ethical Conduct of Research in Composition Studies.” Conference on College Composition and Communication, 2020 <https://cccc.ncte.org/cccc/resources/positions/ethicalconduct> * **Read Nickoson and Sheridan** (eds.),*Writing Studies Research in Practice: Methods and Methodologies* (2010)   + Get a good sense of the whole, focus in on 2 or 3 chapters that interest you |
| 4 | 2/01 | ***Perspectives on Methods***     * **Read Schell and Rawson (eds.),** *Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies* (2010)   + Get a good sense of the whole, focus in on 2 or 3 chapters that interest you |
| 5 | 2/08 | ***Perspectives on Methods***   * **Read Banks, Cox and Dadas** (eds.), *Re/Orienting Writing Studies: Queer Methods, Queer Projects*, 2019.   + Get a good sense of the whole, focus in on 2 or 3 chapters that interest you |
| 6 | 2/15 | ***Perspectives on Methods***     * **Read entire issue:** *College Composition and Communication*, Vol. 64, No. 1, Special Issue: Research Methodologies (September 2012)   + Get a good sense of the whole, focus in on one article that interests you   + TOC is available in Drive; access the whole issue using TCL * **RJ Exercise**: **Write a Researcher Identity Memo** (adapted from Maxwell, Joseph. *Qualitative Research Design: An Interactive Approach*. Sage, 2013): This is an opportunity to articulate where you are standing as a researcher in writing studies now, drawing on the past weeks of exposure to methods and methodologies in Writing Studies. In a coherent narrative, explore the following questions (you can’t take them all on, just use them as inspiration):   + What personal and social connections and/or prior experiences do you have to potential topics, subjects/participants, or settings that might motivate you to a study?   + What kinds of questions compel you?   + What do you find yourself thinking about? What sch0ols of research interest you?   + Which researchers do you gravitate toward? Why?   + What kinds of methods seem accessible and intriguing? Why?   + What feels like an area(s) of study that needs more attention in Writing Studies? Where do you see your research going and why? How does such a trajectory fulfill you and the needs and conversations of the field? |
| II: *Targeted Dives with Mentors: (Select) Methods in Action in Writing Studies Research*  *EXERCISES TBD* | | |
| 7 | 2/22 | ***“All Mixed Up. Don’t Know What to Do”: (Dissonant) Perspectives on Methods***   * **Read Rauci**, “A Replication Agenda for Composition Studies” (2021) * **Read selections from Serviss and Jamison**, *Points of Departure: Rethinking Student Source Use and Writing Studies Research* (2017)   + The TOC, short chapter by Serviss, and chapter from Costello are combined in one PDF in Drive * **Read Conrad**, “Integrating Corpus Linguistics” (2021) * **Read Jackson and McKinney**, “Critical Introduction” to *Self + Culture + Writing: Autoethnography for/as Writing Studies* (2021) * **Read Thieme and Makmillen**, “A Principled Uncertainty: Writing Studies Methods in Contexts of Indigeneity” (2017) * **Optional: Read Haswell**, “NCTE/CCCC’s Recent War on Scholarship” (2005) |
| 8 | 3/01 | QUALITATIVE / CASE STUDY / VISUAL METHODS   * **Read Rule,** “The Difficulties of Thinking Through Freewriting” (2013), https://compositionforum.com/issue/27/freewriting.php * **Read Pigg and Leon,** “Graduate Students Professionalizing in Digital Time/Space: A View From ‘Down Below’” (2011) * **Read Gonzales,** “Multimodality, Translingualism, and Rhetorical Genre Studies” (2015), https://compositionforum.com/issue/31/multimodality.php * **Optional: Read Olinger**, “Visual Embodied Actions in Interview-Based Writing Research: A Methodological Argument for Video” (2020)   **Research Journal due** |
| 9 | **Spring Break (no classes)** | |
| 10 | 3/15 | SURVEY & INTERVIEW / VERBAL DATA   * **Read Driscoll, et al.,** “Self-Care as Professionalization: A Case for Ethical Doctoral Education in Composition Studies” (2020)   + **Optional:** Listen to Driscoll, Leigh, and Zamin discuss “Self-Care as Professionalization” https://cccc.ncte.org/cccc/ccc/podcasts/driscoll-leigh-zamin * **Read Stewart,** “First-Year Composition and Critical Hip Hop Rhetoric Pedagogy: Verbal Data Analysis of Students’ Perceptions about Writing” (2021) * **Browse** and bring access to “Survey Calls and Artifacts” PDF    + **OPTIONAL:** Read Webb-Sunderhaus,“Becoming a Participant-Researcher: The Case for Interactive Interviewing” (2021)     **ANALYSIS PAPER DUE** |
| 11 | 3/22 | ARCHIVAL / CODING & Analysis   * **Read Ostergaard,** “Prepare to be Surprised: Flexible, Methodical, and Organized Research Practices Lead to Serendipity in the Archives” (2018) * **Read Masters,** “Reading the Archive of Freshman English” (2009) * **Read Melzer,** “A Panoramic View of Writing” from *Assignments Across the Curriculum: A National Study of College Writing* (2014) * **RJ Activity: spend time romping around in one (or both) of these archives and write about what’s possible, what kind of projects you could imagine:**    + Lucille M. Schultz 19th Century Composition Archive: https://scholar.uc.edu/collections/05741w32f   + Digital Archive of Literacy Narratives (DALN): https://www.thedaln.org/#/home |
| 12 | 3/29 | QUALITATIVE / LIFESPAN APPROACH / CODING   * **Read Bazerman,** “The Puzzle of Conducting Research on Lifespan Development of Writing” (2021) * **Read Byrd,** “Like Coming Home": African Americans Tinkering and Playing toward a Computer Code Bootcamp” (2020)   + **Optional:** Listen to Byrd discuss “Like Coming Home” https://cccc.ncte.org/cccc/ccc/podcasts/byrd * **Read Blakeslee and Fleischer**, “Coding, Indexing, and Writing Research Memos” (2007)   + Collaborative CODING exercise –*in class, TBD* * **OPTIONAL:** Read Dippre, Ch 1 and Ch 6from *Talk, Tools, and Texts: A Logic-in-Use for Studying Lifespan Literate Action Development* (2019)   + The whole book, in open access PDF form, is available in the Drive |
| III. *Planning a Swim of your Own: Toward your Writing Studies Research* | | |
| 13 | 4/05 | ***Guides to Shaping your Own Study***   * **Read McCorkle and Palmeri, “A Distant View of English Journal, 1912-2012” (2018)** [**https://kairos.technorhetoric.net/22.2/topoi/palmeri-mccorkle/index.html**](https://kairos.technorhetoric.net/22.2/topoi/palmeri-mccorkle/index.html) * Read Takayoshi and Tomlinson. “The Construction of Research Problems and Methods” * Read Ch. 2 of Maxwell, from *Qualitative Research Design*, pp. 1-15 (pdf pagination) * Read Creswell and Creswell, “Char of Qualitative Research” except (p. 180-83; 185-98) |
| 14 | 4/12 | ***You Take the Wheel – Toward your own Study***   * **Browse** UofSC’s IRB website & have a look at the IRB Protocol form (in Drive)   + we’ll adapt together * **Reread “CCCC Guidelines** for the Ethical Conduct of Research in Composition Studies.” Conference on College Composition and Communication, 2020 <https://cccc.ncte.org/cccc/resources/positions/ethicalconduct> * Read Smagorinsky, “The Method Section as Conceptual Epicenter in Constructing Social Science Research Reports” (2008) * Read Creswell ,on the Purpose Statement (p. 117-20)   + **RJ Activity:** *try* writing a purpose statement, for a research study you’re considering. It’s ok if it’s hard to do and not very good! |
| 15 | 4/19 | ***Putting Something Together***   * *Optional one-on-one meetings* * **Proposals Workshop** (details TBA – this proposal will be a brief outline of the details you’ll develop in your IRB Final Proposal) * Evals, Wrap-Up |
|  | (4/26) | *Reading Day (no classes)*  11am-1230pm - Zoom   * **“Mini-RNF” (Research Network Forum)**: meet current R/C graduate students at the University of Cincinnati and collaborate in research proposal discussion and review tables/groups * *Optional, and highly encouraged* |
|  | 4/27 - 5/4 | *Final Exams Week*  **Final Proposal Due**  **+ Final Research Journal Due --** Tues May 3, 1159pm |