ENG 6812, Sec. 001 (90607)–Research Methods in Texts and Technology (3 credits)
Fall 2019 Syllabus

Instructor: Sonia Stephens   **Office location:** TCH 256A
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Phone number: (407) 823-5596 (dept. office)   **Meeting location:** TCH 116
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Office hours: Tue 2:30-4:00, Wed 1:30-2:45, or by appointment either in person or via Skype.

Course Description

This course will prepare you to design, conduct, and critique interdisciplinary humanities research that focuses on textual technologies. We will study a range of issues related to theory, method, and evidence as they relate to project- or problem-based research. As we position ourselves as scholars of specific textual or technological artifacts, we will look at examples of research that focus on three different stages in the project lifecycle: project development as research, the analysis of existing artifacts, and understanding how audiences receive and use texts and technologies. Our focus will be on empirical research, and we will look at examples of qualitative, quantitative, and mixed-methods approaches. Specific topics will include:

- Identifying compelling research questions in an interdisciplinary field.
- Linking questions to relevant theories and methods.
- Understanding validity in different disciplinary contexts.
- Articulating a research design and conducting research.
- Analyzing and interpreting data.
- Positioning results for publication to appropriate audiences and communities.
- Considering ethical implications at each stage of the research process.

Required Texts:
- Vogt, Gardener, & Haeffele. *When to Use What Research Design.* Guilford, 2012.
- Vogt, Vogt, Gardener, & Haeffele. *Selecting the Right Analyses for Your Data.* Guilford, 2014.
- Burdick, Drucker, Lunenfeld, Presner, & Schnapp. *Digital_Humanities.* MIT, 2012. (open access at https://mitpress.mit.edu/books/digitalhumanities)
- Additional journal articles will be accessed through our Webcourses site.

Course Policies

General course policies: Your participation in class discussions is required and is expected at every class meeting. This is a discussion-based, student-centered class; it only works if you take responsibility for your learning by showing up prepared and engaged. Full preparation includes reading assigned material and writing or thinking about it, as well as bringing course materials to class with you. Attendance is crucial because of the vital role discussion plays in this course, and unexcused absences will negatively affect your grade. As a matter of courtesy, please arrive on time prepared to stay for the entire class. Be advised that we will cover materials in class that are not included on the syllabus; you are responsible for all material covered during your absence.

The following types of absences are excused; notify me about these ahead of time:
- Religious holiday (please notify me during the first week of class)
- Authorized UCF or academic events (e.g., presenting work at an academic conference)
- Legal obligations (e.g., jury duty)

If you have a family or other personal emergency, notify me as soon as possible. Notifying me of a situation or problem after the fact prevents me from making alternative arrangements. If you are a

deployed active duty military student and will need an accommodation for this, contact me as soon as possible to discuss your circumstances.

I expect professionalism in all discussions. Sexist, racist, homophobic, or other derogatory remarks will not be tolerated. My top priority is to provide a safe environment for learning. You must have a KnightsMail account and check it regularly. I will use Webcourses messaging to contact the class on occasion, and I recommend you set it to forward e-mail to your KnightsMail account automatically.

Digital devices are fine, as long as they are being used for legitimate class purposes. Cell phones, etc., should be muted before class begins. If needed for a critical situation, inform me before class. Do not record class activities without prior written permission from me.

All assignments are due by the announced date and time except in the event of a medical or personal emergency, or the exceptions noted above. For non-excused late work, 10% (one letter grade) will be deducted for each 24-hour period late until a grade of F is reached.

Financial Aid Activity: In order to document that you began this course, please complete the introductory discussion post on our Webcourses site by *5:00 pm on Friday of Week 1*. Failure to do so will delay your financial aid.

Academic Honesty: All work must be original by you. Undocumented use of another's words, ideas, images, or other media is plagiarism, as is allowing someone else to write or edit your work for you. If you are caught plagiarizing, depending on the severity, you will fail the assignment. You also risk automatically failing the course, disciplinary referral to the appropriate dean, and possible expulsion from UCF. See the UCF Rules of Conduct (osc.sdes.ucf.edu/process/roc) for further information. Papers written for this course may be submitted to Turnitin.com at my discretion.

Course Accessibility Statement: UCF is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. None will be provided until the student has met with the professor to request them. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons 7F Room 187, phone (407) 823-2371, sas@ucf.edu.

Copyright: The materials used for this course may contain copyright-protected materials. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only.

Mandatory reporting and UCF Cares: As a professor, I have a mandatory reporting responsibility. If you share information with me about sexual misconduct or crimes that may have occurred on campus, I am required to contact the appropriate UCF student support agency. If you prefer to remain anonymous and are seeking resources or support for yourself, a friend, or a classmate, you can also visit UCFCares.com for free services and information about a variety of student concerns. You can reach a UCF Cares staff member at ucfcares@ucf.edu or call (407) 823-5607 between 8am and 5pm. If you are in immediate distress, UCF offers counselors 24/7 at (407) 823-2811 (then press #5).

Campus Safety: Emergencies are rare, but if one arises during class everyone will need to work together. In case of emergency, call 911. Every UCF classroom has an emergency procedures guide posted on the wall near the door (online at emergency.ucf.edu/emergency_guide.html). Familiarize yourself with the exits from the building. To stay informed about emergency situations, sign up for UCF text alerts at my.ucf.edu ("Student Self Service" > "Personal Information" > "UCF Alert"). If you

have a special need related to emergency situations, please email me or talk to me during office hours. Consider viewing this UCF video about active shooter situations: goo.gl/ygJkjy (shortened link).

University Writing Center: The UWC is available for all students to assist with writing. See http://uwc.ucf.edu/ for details.

Note: Changes to the syllabus or course schedule will be made at my discretion, announced in class, and posted on Webcourses.

Grading

Your grade will be determined by the following:
- *Participation & professionalism (10%):* Overall promptness and professionalism in responding to email, participating in class discussions, etc.
- *IRB training completion (3%):* Provide proof of completion of UCF IRB Social/Behavioral research training.
- *Discussions (15%):* We will have several online discussions about class readings and example projects and papers. You will generally post an initial response, and then thoughtfully respond to at least one classmate's post later by a specified date.
- *Statistics activity (4%):* Hands-on practice with some standard descriptive & inferential statistics and creating charts for quantitative and qualitative data.
- *Lead a class discussion (9%):* Once during the semester, you will select a paper related to the week's topic and lead a class discussion about the research design/methods.
- *Research project literature review (15%):* You will conduct a literature review in preparation for the research project proposal.
- *Initial project synopsis (15%):* A "pre-proposal" that outlines your ideas for the research project, including your overall research focus and an articulation and justification of proposed methods.
- *Research project proposal (20%):* You will develop a proposal for a research project, of a scope that would produce a stand-alone digital or community-based project or a publication. The proposal will include detailed plans for data collection, data analysis, anticipated outcomes/products, budget (if applicable), and a proposed timeline. You do not need to follow through on conducting the project, or center it on your eventual dissertation topic.
- *Final research project presentation (9%):* A brief Powerpoint presentation of your proposal during our final class meeting.

Grade Scale (%): 94-100 = A   93-90 = A-   89-87 = B+   86-83 = B   82-80 = B-   79-77 = C+ 76-73 = C   72-70 = C-   69-67 = D+   66-63 = D   62-60 = D-   >60 = F

No Incompletes or extra credit will be given in this course.

Written Grading Standards:
- An A text is exceptional. It is professional and reflects careful consideration of audience and purpose. It contains required assignment elements, is written in an appropriate and engaging style, arranged logically, memorable, and visually appealing. It is free of mechanical errors.
- A B text is strong. It contains all required elements of the assignment and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It has only minor mechanical errors.
- A C text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has a few mechanical errors.
- Low C or D work is weak. It does not include the required elements of the assignment and it falls below average in terms of one or more of the major criteria.

- F work fails in terms of one or more of these criteria.

Schedule

Week 1 Aug 27	• Course introduction & defining interdisciplinarity • Read: Read: Klein 2017; Willis 2012; Knopf 2006 • Webcourses: Introductory discussion post by Friday, 5 pm (financial aid activity) • Drop/swap deadline 8/29; Add deadline 8/30
Week 2 Sept 3	• Projects as research: Digital humanities • Read: Burdick et al. *Digital_Humanities* p. 1-60, 122-135 (~73 p) + Glinka et al. 2017 • Other: Holiday Mon 9/2
Week 3 Sept 10	• Methods: Surveys • Read: *WTU* introductions to parts 1-3, plus Chs. 1, 7, 13 (~74 p)
Week 4 Sept 17	• Methods: Interviewing • Read: *WTU* Chs. 2, 8, 14 (~47 p) + Meloncon & St Amant 2018
Week 5 Sep 24	• Methods: Observational research • Read: *WTU* Chs. 4, 10, 16 (~53 p) • **Assignment due: human subjects research certification**
Week 6 Oct 1	• Methods: Archives & content analysis • Read: *WTU* Chs. 5, 11, 17 (~46 p) + Stephens et al. 2014
Week 7 Oct 8	• Methods: Experiments • Read: *WTU* Chs. 3, 9, 15 (~60 p)
Week 8 Oct 15	• Analysis: Coding • Read: *WTU* Conclusion +*SRA* General Intro, Intro to Part I, Chs. 1 & 2 (~80 p) • **Assignment due: Literature review**
Week 9 Oct 22	• Analysis: Coding (contd.) • Read: *SRA* Ch. 5 (~52 p)
Week 10 Oct 29	• Inductive analysis • Read: *SRA* Intro to Part III and Ch. 11 (~35 p) • Withdrawal deadline 11/1
Week 11 Nov 5	• Analysis: Visualization and statistics • Read: *SRA* Intro to Part II and Ch. 6 (skip "Using *z*-scores" to end) (~32 p) • **Assignment due: Initial project synopsis**
Week 12 Nov 12	• Analysis: Visualization and statistics (contd.) • Read: *SRA* Ch. 7 (p. 241-248, 257-259) & Ch. 8 (p. 283-290) (~14 p) + Hepworth & Church 2018 • Other: Holiday Mon 11/11
Week 13 Nov 19	• Projects as research: participatory design & user-centered design • Read: Chan et al. 2017; Rose 2016; Spinuzzi 2005 • **Assignment due: Statistics activity**
Week 14 Nov 26	• Combined designs • Read: *WTU* Chs. 6,12 (~18 p) • Other: Holiday Wed-Fri Nov. 27-29
Week 15 Dec 3	• Analysis: summary & publication • Read: *SRA* Ch. 14 (~32 p) + Dooling et al. 2017; Rust 2018 • In class: Q&A on final project proposal
Week 16 Finals week	• Exam week • **Assignment due: Final project proposal & presentation (12/10)**