ENG 6812, Sec. 001 (81677)–Research Methods in Texts and Technology (3 credits)
Fall 2020 Syllabus

Instructor: Sonia Stephens
E-mail: sonia.stephens@ucf.edu (preferred method)   **Meeting date/time**: Tues 6:30-8:00 pm
Phone number: (407) 823-5596 (dept. office)   **Meeting location**: Zoom
Office location: TCH 256A (I don't anticipate being in my office often this semester)
Skype: soniahstephens (by appointment)
Zoom room (for office hours): https://ucf.zoom.us/j/3449826637
Office hours: Tues 3:30-5:00, Wed 1:15-2:45. Note: this is when I'll have my personal Zoom meeting room open. We can also meet by appointment (either via Zoom or Skype), and you are always welcome to e-mail me with questions.

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.

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Course Policies

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General course policies: Your participation in class discussions is required and is expected at every class Zoom meeting. This is a discussion-based, student-centered class; it only works if you are prepared and engaged. We will also be doing weekly online activities and discussions, and I expect you to check in to these at least once a week outside of our scheduled meetings. Full preparation includes reading assigned material and writing or thinking about it, as well as preparing course materials ahead of time. Discussion plays a vital role in this course, and unexcused absences will negatively affect your grade. As a matter of courtesy, please log in 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 (which includes COVID-19 related issues), 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. While I recognize that interruptions can occur during at-home videoconferencing, I ask that you try to plan ahead to avoid distractions as much as possible. As a matter of courtesy, 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 yourself for this course. 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. Your work for this class should not substantially overlap with work in other courses; in other words, you should not re-use or duplicate your work from other courses for this class, and vice-versa. If you have questions about working on similar research topics for two courses, we can discuss this.

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: Most campus emergencies primarily affect courses that meet in person, but the following policies apply to students in online courses. In case of emergency, call 911. 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.

UCF required COVID-19 statement: To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor. Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification: Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness: If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Note: Any changes to the syllabus or schedule will be announced in class and posted on Webcourses.

Grading

Your grade will be determined by the following:
- *Participation & professionalism* (5%): Overall promptness and professionalism in responding to email, participating in class discussions, etc.
- *IRB training completion* (5%): Provide proof of completion of UCF IRB training: "Human Subjects Research- Group 2.Social / Behavioral Research Investigators and Key Personnel."
- *Online discussions & activities* (20%): Most weeks, we will have an online discussion and/or activity related to the class readings and example projects and papers.

- *Lead a class discussion* (10%): 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 during our Zoom meeting time.
- *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* (10%): A brief Powerpoint (or similar) 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: starting 8/24	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: starting 8/31	Projects as research: Digital humanities • Read: Burdick et al. Digital_Humanities p. 1-60, 122-135 (~73 p) + Chan et al. 2017 • Other: Holiday Mon 9/2
Week 3: starting 9/7	Methods: Surveys • Read: WTU introductions to parts 1-3, plus Chs. 1, 7, 13 (~74 p) + Agee 2009
Week 4: starting 9/14	Methods: Interviewing • Read: WTU Chs. 2, 8, 14 (~47 p) + Deakin & Wakefield 2014

Week 5: starting 9/21	Methods: Observational research • Read: WTU Chs. 4, 10, 16 (~53 p) + Carbon 2017 • **Assignment due**: human subjects research certification
Week 6: starting 9/28	Methods: Archives & content analysis • Read: WTU Chs. 5, 11, 17 (~46 p) + Gelms & Edwards 2019
Week 7: starting 10/5	Methods: Experiments • Read: WTU Chs. 3, 9, 15 (~60 p) + Arnberger & Eder 2011
Week 8: starting 10/12	Analysis: Coding • Read: WTU Conclusion +SRA General Intro, Intro to Part I, Chs. 1 & 2 (~80 p) • **Assignment due**: Literature review
Week 9: starting 10/19	Analysis: Coding (contd.) • Read: SRA Ch. 5 (~52 p) + Hopton & Parry 2016
Week 10: starting 10/26	Narrative-based research • Read: Harrell & Chisnell 2020, Chisnell blog post, Jones 2016, Stephens & Richards 2020 • Withdrawal deadline 11/1
Week 11: starting 11/2	Inductive analysis • Read: SRA Intro to Part III and Ch. 11 (~35 p) + TBD grounded theory study • **Assignment due**: Initial project synopsis
Week 12: starting 11/9	Analysis: Visualization and statistics • Read: SRA Intro to Part II, Ch. 6 (skip "Using z-scores" to end), Ch. 7 (p. 241-248, 257-259) & Ch. 8 (p. 283-290) (~46 p) + Hepworth & Church 2018 • Other: Holiday Mon 11/11
Week 13: starting 11/16	Projects as research: participatory design, user-centered design, activist research • Read: Rose 2016, Del Gaudio et al. 2016, design justice resources TBD (see Readings & Resources page)
Week 14: starting 11/23	Combined designs • Read: WTU Chs. 6,12 (~18 p) • Other: Holiday Wed-Fri Nov. 27-29
Week 15: starting 11/30	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: starting 12/7	Exam week • **Assignment due**: Final project proposal & presentation (12/8, 7pm)