

| ENG 6812: Research Methods for Texts and Technology | | | |
|---|--|-----------------|-------------------------|
| Fall 2021 | | | |
| Instructor: | Dr. Emily Johnson | Section: | 0M01 |
| Office: | TCH 256-g | Credit Hours: | 3 |
| Phone: | English main: 407-823-5596 | Meeting Days: | Tuesdays, 6:00pm-7:50pm |
| E-Mail: | Webcourses Inbox ekj@ucf.edu | Class Location: | TCH 0351 |
| Office Hours: | Virtual: Mondays 10am-1pm and by appointment | | |

I. Course Description

Prepares students to design, conduct, and critique empirical research in textual technologies, broadly conceived. This course will provide a broad overview of a variety of different research methods including quantitative, qualitative, and mixed methods. Students will practice designing different types of research studies and analyzing data in a variety of ways.

Prerequisites: PR: Acceptance into the Texts and Technologies program, graduate standing, or C.I.

II. Course Objectives

Students will be able to:

- Identify and create compelling research questions in an interdisciplinary field.
- Connect research questions to relevant theories and methods.
- Understand validity in different disciplinary contexts.
- Design and conduct research studies in an interdisciplinary field.
- Evaluate research design.
- Analyze and interpret data.
- Interpret data for different audiences.
- Conduct research in an ethical and responsible manner.

III. Required Texts

All texts are open-source. Some links ask for UCF login credentials.

1. Vogt, Gardner, & Haeffele.(2012). [When to use what research design](#).
2. Vogt, Vogt, Gardener, & Haeffele. (2014). [Selecting the right analyses for your data](#).
3. D'Ignazio & Klein, (2020). [Data Feminism](#).
4. Burdick, Drucker, Lunenfeld, Presner, & Schnapp. (2012). [Digital Humanities](#). (chapters 3 and 5)

I recommend downloading the entire PDFs now so you don't have to worry about internet/access issues later in the semester!

IV. Course Requirements

Detailed instructions and rubrics will be posted in Webcourses well in advance of each assignment. This syllabus provides a general overview. All work must be submitted digitally.

Weekly notes & academic verification activity (2 pts. each): Consider this a digital, running laboratory notebook for the methods and tools we are learning, for a total of 12 entries. You may choose to use a public website, a Google Doc, or something else. Although you are expected to add to these notes each week, you will submit a hyperlink to your assignment four times throughout the Fall term. See schedule for collection/grading dates.

Participation (1 pt. each; 2 dropped): Your participation in 15 online class discussion boards, including completing assigned readings before class and sharing and discussing example articles as assigned is worth one point/week. The lowest two scores will be dropped.

CITI Training Certificate (5 pts.): To prepare you for conducting research as a PHD student, you must pass the required CITI training course. You will submit your certificate PDF.

Lightening talks (5 pts. each): Twice this term, you will be asked to explain your potential dissertation research design in a short, "lightning talk" format. These need to be recorded and posted in Webcourses (as discussion posts).

Presentation (12 pts.): You will select one research method or tool [from my list](#) to present to the class. You are not expected to be an expert in said method/tool yet; you will apply the readings and do your own additional research/practice to be able to explain the basics.

Prospectus Proposal Paper (25 pts.): This is a preview of an assignment you will see in your Dissertation Course (ENG 6005) and of course your dissertation prospectus. You will give a brief literature review, a detailed methodology, and outline a plan of work for your study. It is very likely that your research study, topic, and even methods will change as you progress through the program, but this assignment provides valuable practice.

Final Reflection Paper (5 pts.): This paper asks you to provide a short reflection on your experience in the course and outline your next steps for your future research.

V. Method of Evaluation

| Assignment* | % of Final Grade |
|--|-------------------------|
| Weekly notes & Academic verification activity (2 pts each) | 30% |
| Participation (1 pt. each; 2 dropped) | 13% |
| CITI Training Certificate | 5% |
| Lightning talks (5 pts. each) | 10% |
| Presentation | 12% |
| Prospectus Proposal Paper | 25% |
| Final Reflection Paper | 5% |
| Total | 100% |

**Extra credit is not offered in this course.*

| Grading Scale <i>Rounding up at .5</i> | |
|---|-----------|
| 94-100% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 84-86% | B |
| 80-83% | B- |
| 77-79% | C+ |
| 74-76% | C |
| 70-73% | C- |
| 67-69% | D+ |
| 64-66% | D |
| 60-63% | D- |
| 0 – 59% | F |

VI. Course Policies

Deadlines: Except for the Academic Verification Activity, which is due by 5:00pm on Friday of the first week, all assignments are due prior to the start of class each week: 6:00pm, regardless of attendance during that class meeting time.

Grade Dissemination: Graded materials in this course will be posted in Webcourses within two weeks of submission. Students have two weeks from grade posting date to question their grade with the exception of any grades returned fewer than two weeks prior to the end of the term.

VII. Academic Integrity

All work that you submit for this class must be your own, and it must be created exclusively for this course. Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

VIII. Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

IX. Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in any campus building, see <http://www.ehs.ucf.edu/workplacesafety.html> (link in left menu).
- To stay informed about emergency situations, sign up to receive UCF text alerts in my.ucf.edu
- If you have a special need related to emergency situations, please email me.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

X. Deployed Active Duty Military Students Statement

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

XI. Final Exam Date and Time

The final exam for this course is the Final Reflection Paper. Requirements are available in Webcourses. A PDF or Word document must be submitted to Webcourses by **11:59pm Tuesday, December 7** (with a no-penalty 8-hour grace period in case of technical issues).

XII. Course Schedule***Schedule subject to revision*

| Date | Due by 6:00pm Tuesday (with exceptions noted) | Reading Due before 6:00pm Tuesday |
|-------------|---|--|
| 8/24 | <ul style="list-style-type: none"> Academic Verification Activity due by 5pm Friday (site for weekly notes) | N/A |
| 8/31 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Presentation: IRB (Johnson) Week 1 Participation Posts Sign up for presentation | <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Conclusion: Culmination of Design, Sampling, and Ethics in Valid Data Coding Chapter 3: When to Use Experimental Designs Chapter 15: Ethics in Experimental Research |
| 9/7 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 2 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses an experiment) Presentation 1: Experimental Design | <p><u>Selecting the Right Analyses for your Data:</u></p> <ul style="list-style-type: none"> Chapter 3: Coding Experimental Data Chapter 6: Describing, Exploring and Visualizing Your Data Chapter 7: What Methods of Statistical Inference to Use When <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Chapter 9 Sampling, Recruiting, and Assigning Participants in Experiments |
| 9/14 | <ul style="list-style-type: none"> CITI Certification Weekly Notes for assigned readings Week 3 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses a survey) Presentation 2: Survey Design | <ul style="list-style-type: none"> Conducting Surveys (PDF in Webcourses) <p><u>Selecting the Right Analyses for your Data:</u></p> <ul style="list-style-type: none"> Chapter 1: Coding Survey Data Chapter 8: What Associational Statistics to Use When <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Chapter 1: When to use Survey Designs Chapter 7: Sampling for Surveys Chapter 13: Ethics in Survey Research |
| 9/21 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 4 Participation Posts Presentation 3: SPSS | <ul style="list-style-type: none"> Analyzing Quantitative Data (PDF in Webcourses) <u>SPSS Cheat Sheet</u> |
| 9/28 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 5 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses data from an interview) Presentation 4: Interview Research | <ul style="list-style-type: none"> Conducting a Qualitative Study (PDF in Webcourses) <p><u>Selecting the Right Analyses for your Data:</u></p> <ul style="list-style-type: none"> Chapter 2: Coding Interview Data Chapter 11: Inductive Analysis of Qualitative Data: Ethnographic Approaches and Grounded Theory <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Chapter 2: When to Use Interview Designs Chapter 8: Identifying and Recruiting People for Interviews Chapter 14: Ethics in Interview Research |
| 10/5 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 6 Participation Posts (includes a link to and summary of an example journal article in a field of interest that explains a naturalistic OR participant observation) Presentation 5: Observational Research Design | <p><u>Selecting the Right Analyses for your Data:</u></p> <ul style="list-style-type: none"> Chapter 4: Coding Data from Naturalistic and Participant Observations <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Chapter 4: When to Use Naturalistic and Participant Observational Designs Chapter 10: Searching and Sampling for Observations Chapter 16: Ethics in Observational Research |

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| 10/12 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 7 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses mixed methods) Presentation 6: Mixed Methods | <p><u>Selecting the Right Analyses for your Data:</u></p> <ul style="list-style-type: none"> Chapter 13: Coding and Analyzing Data from Combined and Mixed Designs Chapter 14: Conclusion <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Chapter 6: When to Use Combined Research Designs Chapter 12: Sampling and Recruiting for Combined Research Designs Chapter 18: Ethical Considerations in Combined Research Designs |
| 10/19 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 8 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses secondary research) Presentation 7: Archival Research | <p><u>Selecting the Right Analyses for your Data:</u></p> <ul style="list-style-type: none"> Chapter 5 Coding Archival Data: Literature Reviews, Big Data, and New Media <p><u>When to Use What Research Design:</u></p> <ul style="list-style-type: none"> Chapter 5: When to Use Archival Designs Chapter 11: Sampling from Archival Sources Chapter 16: Ethics in Archival Research |
| 10/26 | <ul style="list-style-type: none"> Lightning talk: 3 minute presentation to the class describing your study design Weekly Notes (prior weeks) Week 9 Participation Posts (post your lightening talk and post substantive, meaningful feedback for classmates) | Review any necessary readings |
| 11/2 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 10 Participation Posts Presentation 8: Topic of choice in Data Feminism | <p><u>Data Feminism</u></p> <ul style="list-style-type: none"> Beginning through Chapter 4 <p><u>Digital Humanities</u></p> <ul style="list-style-type: none"> Chapter 5: A Short Guide to the Digital Humanities |
| 11/9 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 11 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses a project as data) Presentation 9: Projects as data | <p><u>Data Feminism</u></p> <ul style="list-style-type: none"> Chapter 5 through the end of the book <p><u>Digital Humanities</u></p> <ul style="list-style-type: none"> Chapter 3: A Portfolio of Case Studies |
| 11/16 | <ul style="list-style-type: none"> Weekly Notes for assigned readings Week 12 Participation Posts (includes a link to and summary of an example journal article in a field of interest that uses social media data) Presentation 10: TAGS Presentation 11: Voyant Presentation 12: AntConc | Readings and Resources in Webcourses on TAGS , Voyant , and AntConc . |
| 11/23 Thanks- giving Week | <ul style="list-style-type: none"> No in-person class meeting Weekly Notes for assigned readings Week 13 Participation Posts Presentation 13: NVIVO | Readings and Resources in Webcourses on NVIVO |
| 11/30 | <ul style="list-style-type: none"> Lightning talk: 3 minute overview of your updated study design Week 14 Participation Posts (post your lightening talk and post substantive, meaningful feedback for classmates) Prospectus Proposal | Review any necessary readings |
| 12/7 | Submit your Final Reflection Paper in Webcourses no later than 11:59pm Tuesday, December 7 | |