

ENG 6812: Research Methods for Texts and Technology			
Fall 2022			
Instructor:	Dr. Emily Johnson	Section:	0M01
Office:	TCH 256-g	Credit Hours:	3
Phone:	English main: 407-823-5596	Meeting Days:	Tuesdays
E-Mail:	Webcourses Inbox <a href="mailto:ekj@ucf.edu">ekj@ucf.edu</a>	Meeting Times	6:00pm-7:50pm
Office Hours:	<b>Virtual:</b> Mondays 10am-1pm <b>and by appointment</b>	Class Location:	<b>CB1 220</b> (Classroom Building 1, room 220)

### Course Description

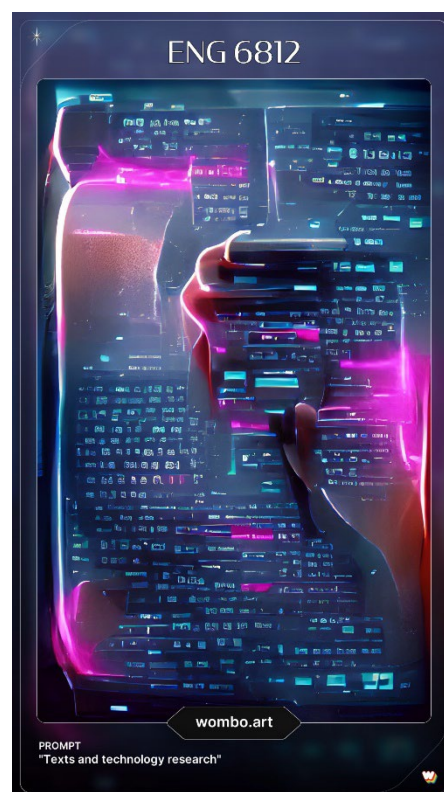
Prepares students to design, conduct, and critique empirical research in textual technologies, broadly conceived. This course will provide a broad overview of a variety of different research methods including quantitative, qualitative, and mixed methods. Students will practice designing different types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

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

### 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.



### 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!*

## **Course Requirements**

Detailed instructions and rubrics are available in Webcourses well in advance of each deadline.

**Class Labs & Participation (42 pts.):** I expect active, consistent participation. This includes completing assigned readings before class, actively listening to classmates' presentations, completing labs, and extending the conversation beyond our course. There are **fifteen** weeks in the Fall term. Since "technology" is in the name of our program, I am always experimenting with new platforms to enhance our conversations. This semester, we are part of a UCF pilot of **YellowDig**. This multimodal platform rewards participation with a weekly point maximum, so you will need to post your lab *and* participate in a discussion several times each week.

**Required Workshops & CITI Training (3 pts. each):** To prepare you for conducting research, you must pass a series of **six workshops** (2 core, 2 elective, and 2 CITI). You must enroll through myUCF/CITI and submit the certificates of completion in **our** course Webcourses.

**Method/Tool Presentation (10 pts.):** You will select one research method or tool from my list to present to the class. Your presentation will **include creating a page in our Webcourse** of resources and explanations of the tool or method. You are not expected to be an expert in said method or tool yet; you will apply the readings and do your own additional research or practice to be able to explain the basics to your peers.

**IRB Protocol (5 pts.):** This assignment asks you to complete a full IRB protocol for a study that you might complete for your dissertation. I recommend outlining a potential dissertation study. This **practice** IRB document is submitted in Webcourses, **not** in the Huron system.

**Prospectus Proposal Paper (10 pts.):** This is a preview of your dissertation prospectus. It includes a brief literature review, a detailed methodology (already outlined in your IRB Protocol assignment), and a plan of work for your study. It is very likely that your research interests will change over the program, but this assignment provides valuable practice.

**Poster Session (10 pts.)** During the last class, we will hold a poster & potluck session! This is intended to be a supportive practice run for a conference poster session. To prepare you to explain your methods and research in an academic way, I will ask you to display your poster digitally, and I will invite other faculty to come chat with you about your work—this is also a great way to meet potential advisors & committee members!

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

### **Method of Evaluation**

<b>Assignment*</b>	<b>% of Grade</b>
Participation (discussions & labs) graded in YellowDig	42%
Required Workshops & CITI training (3 pts. each; 6 total)	18%
Method/Tool Presentation	10%
Poster Presentation	10%
IRB Protocol	5%
Prospectus Proposal Paper	10%
Final Reflection Paper	5%
<b>Total</b>	<b>100%</b>

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

### **Grading Scale** ***Rounding up at .5***

94-100%	<b>A</b>
90-93%	<b>A-</b>
87-89%	<b>B+</b>
84-86%	<b>B</b>
80-83%	<b>B-</b>
77-79%	<b>C+</b>
74-76%	<b>C</b>
70-73%	<b>C-</b>
67-69%	<b>D+</b>
64-66%	<b>D</b>
60-63%	<b>D-</b>
0 – 59%	<b>F</b>

## **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** at that class. YellowDig weekly point cutoffs will be the same.

**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.

## **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 (possibly 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. Adhere to the academic creed of this University and maintain the highest standards of academic integrity. 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.

## **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](mailto: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.

## **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](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).
- Consider signing 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.

## **Deployed Active Duty Military Students Statement**

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

## **Final Exam Date and Time**

The final exam for this course is the Final Reflection Paper. A PDF or Word document must be submitted to Webcourses by **11:59pm Tuesday, December 6** (with a no-penalty 8-hour grace period in case of technical issues).

**Course Schedule\*\***

Date	Reading Due before 6:00pm Tuesday	Assignment Due by 6:00pm Tuesday (exceptions noted)
Tuesday August 23	N/A	-Class lab 1 + discussion in YellowDig  <b>-Sign up for presentation topic</b>  <b>-Academic Verification Activity due by 5pm Friday</b>
Tuesday August 30	<u><b>When to Use What Research Design:</b></u> <ul style="list-style-type: none"> <li>• Conclusion: Culmination of Design, Sampling, and Ethics in Valid Data Coding</li> <li>• Chapter 3: When to Use Experimental Designs</li> <li>• Chapter 15: Ethics in Experimental Research</li> </ul>	<b>-Complete</b> "UCF Institutional Review Board (IRB) and Human Research Protection Program (HRPP)" Webcourse and <b><u>submit your certificate in our Webcourse.</u></b>  -IRB Presentation (Johnson)  -Class Lab 2 + discussion in YellowDig
Tuesday Sept. 6	<u><b>Selecting the Right Analyses for your Data:</b></u> <ul style="list-style-type: none"> <li>• Chapter 3: Coding Experimental Data</li> <li>• Chapter 6: Describing, Exploring and Visualizing Your Data</li> <li>• Chapter 7: What Methods of Statistical Inference to Use When</li> </ul> <u><b>When to Use What Research Design:</b></u> <ul style="list-style-type: none"> <li>• Chapter 9 Sampling, Recruiting, and Assigning Participants in Experiments</li> </ul>	<b>-Presentation 1: Experimental Design</b>  -Class Lab 3 + discussion in YellowDig
Tuesday Sept. 13	<ul style="list-style-type: none"> <li>• Conducting Surveys (PDF in Webcourses)</li> </ul> <u><b>Selecting the Right Analyses for your Data:</b></u> <ul style="list-style-type: none"> <li>• Chapter 1: Coding Survey Data</li> <li>• Chapter 8: What Associational Statistics to Use When</li> </ul> <u><b>When to Use What Research Design:</b></u> <ul style="list-style-type: none"> <li>• Chapter 1: When to use Survey Designs</li> <li>• Chapter 7: Sampling for Surveys</li> <li>• Chapter 13: Ethics in Survey Research</li> </ul>	<b>- Presentation 2: Survey Design</b>  <b>-CITI RCR certification due</b>  -Class Lab 4 + discussion in YellowDig
Tuesday Sept. 20	<ul style="list-style-type: none"> <li>• Analyzing Quantitative Data (PDF in Webcourses)</li> <li>• <a href="#">SPSS Cheat Sheet</a></li> </ul>	<b>- Presentation 3: SPSS</b>  -Class Lab 5 + discussion in YellowDig
Tuesday Sept. 27	<ul style="list-style-type: none"> <li>• Conducting a Qualitative Study (PDF in Webcourses)</li> </ul> <u><b>Selecting the Right Analyses for your Data:</b></u> <ul style="list-style-type: none"> <li>• Chapter 2: Coding Interview Data</li> <li>• Chapter 11: Inductive Analysis of Qualitative Data: Ethnographic Approaches and Grounded Theory</li> </ul> <u><b>When to Use What Research Design:</b></u> <ul style="list-style-type: none"> <li>• Chapter 2: When to Use Interview Designs</li> <li>• Chapter 8: Identifying and Recruiting People for Interviews</li> <li>Chapter 14: Ethics in Interview Research</li> </ul>	<b>- Presentation 4: Interview Research</b>  <b>-CITI IRB</b> (Human Subjects Research-Group 2.Social / Behavioral Research Investigators and Key Personnel)  -Class Lab 6 + discussion in YellowDig

Tuesday Oct. 4	<p><u><a href="#">Selecting the Right Analyses for your Data:</a></u></p> <ul style="list-style-type: none"> <li>Chapter 4: Coding Data from Naturalistic and Participant Observations</li> </ul> <p><u><a href="#">When to Use What Research Design:</a></u></p> <ul style="list-style-type: none"> <li>Chapter 4: When to Use Naturalistic and Participant Observational Designs</li> <li>Chapter 10: Searching and Sampling for Observations</li> </ul> <p>Chapter 16: Ethics in Observational Research</p>	<p><b>-Presentation 5: Observational Research</b></p> <p>-Class Lab 7 + discussion in YellowDig</p>
Tuesday Oct. 11	<p><u><a href="#">Selecting the Right Analyses for your Data:</a></u></p> <ul style="list-style-type: none"> <li>Chapter 13: Coding and Analyzing Data from Combined and Mixed Designs</li> <li>Chapter 14: Conclusion</li> </ul> <p><u><a href="#">When to Use What Research Design:</a></u></p> <ul style="list-style-type: none"> <li>Chapter 6: When to Use Combined Research Designs</li> <li>Chapter 12: Sampling and Recruiting for Combined Research Designs</li> <li>Chapter 18: Ethical Considerations in Combined Research Designs</li> </ul>	<p><u><a href="#">-Workshop 1 due</a></u></p> <p><b>-Presentation 6: Mixed methods</b></p> <p>-Class Lab 8 + discussion in YellowDig</p>
Tuesday Oct. 18	<p><u><a href="#">Selecting the Right Analyses for your Data:</a></u></p> <ul style="list-style-type: none"> <li>Chapter 5 Coding Archival Data: Literature Reviews, Big Data, and New Media</li> </ul> <p><u><a href="#">When to Use What Research Design:</a></u></p> <ul style="list-style-type: none"> <li>Chapter 5: When to Use Archival Designs</li> <li>Chapter 11: Sampling from Archival Sources</li> <li>Chapter 16: Ethics in Archival Research</li> </ul>	<p><b>-Presentation 7: Archival Research</b></p> <p>-Class Lab 9 + discussion in YellowDig</p>
Tuesday Oct. 25	<p><u><a href="#">Data Feminism</a></u></p> <ul style="list-style-type: none"> <li>Beginning through Chapter 4</li> </ul> <p><u><a href="#">Digital Humanities</a></u></p> <ul style="list-style-type: none"> <li>Chapter 5: A Short Guide to the Digital Humanities</li> </ul>	<p><b>-Presentation 8: Topic of interest from Data Feminism</b></p> <p><u><a href="#">-Workshop 2 due</a></u></p> <p>-Class Lab 10 + discussion in YellowDig</p>
Tuesday Nov. 1	<p><u><a href="#">Data Feminism</a></u></p> <ul style="list-style-type: none"> <li>Chapter 5 through the end of the book</li> </ul> <p><u><a href="#">Digital Humanities</a></u></p> <ul style="list-style-type: none"> <li>Chapter 3: A Portfolio of Case Studies</li> </ul>	<p><b>-IRB protocol</b></p> <p><b>-Presentation 9: Projects as Data</b></p> <p>-Class Lab 11 + discussion in YellowDig</p>
Tuesday Nov. 8	<ul style="list-style-type: none"> <li>Read Cultural Analysis articles (PDFs)</li> <li>Readings and Resources in Webcourses on TAGS</li> </ul>	<p><b>-Presentation 10: TAGS</b></p> <p>-Class Lab 12 + discussion in YellowDig</p>
Tuesday Nov. 15	<ul style="list-style-type: none"> <li>Readings and Resources in Webcourses on <u><a href="#">Voyant</a></u>, and <u><a href="#">NVIVO</a></u></li> <li>Optional: Platform Studies Readings</li> </ul>	<p><u><a href="#">-Workshop 3 due</a></u></p> <p><b>-Presentation 11: Voyant</b></p> <p><b>-Presentation 12: NVIVO</b></p> <p>-Class Lab 13 + discussion in YellowDig</p>
Tuesday Nov. 22	<ul style="list-style-type: none"> <li>Online presentation of <u><a href="#">AntConc</a></u> in Webcourses</li> </ul>	<p><b><u><a href="#">-No in-person class meeting</a></u></b></p> <p><u><a href="#">-Workshop 4 due</a></u> (turning this in earns your points for <b>Class Lab 14</b>; YellowDig optional)</p>
Tuesday Nov. 29	<ul style="list-style-type: none"> <li>Outside readings as needed</li> <li>Be ready to discuss your work!</li> </ul>	<p><b>-Poster Session &amp; Potluck</b></p> <p><b><u><a href="#">-Prospectus Proposal</a></u></b></p>
<b>Tuesday Dec. 6</b>	<ul style="list-style-type: none"> <li><b>Optional attendance</b> at final exam time 4:00pm-6:50pm, Tuesday December 6</li> </ul>	<p>-Submit your <b>Final Reflection Paper</b> in <u><a href="#">Webcourses</a></u> by <b>11:59pm December 6</b></p>

**\*\*Course schedule subject to revision**