ENG 6812 - Research Methods for Texts and Technology

Section: 0001

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Fall 2024
Class Meeting Days: M
Class Meeting Time: 18:00 - 20:50
Class Meeting Location: TCH 0351
Modality: P
Credit Hours: 3.00

Instructor Information

Mel Stanfill
Office Location: TCH 236-D
Office Hours:
Tuesdays 2:30-5
Email: mel.stanfill@ucf.edu

Course Description

ENG 6812 CAH-ENG 3(3,0)Research Methods for Texts and Technology: PR: Acceptance into the Texts and Technologies program, graduate standing, or C.I. Prepares students to design, conduct, and critique empirical research in textual technologies, broadly conceived. Fall.

Student Learning Outcomes

In this course, students will:

Become familiar with core terms and concepts in digital humanities research.

Survey a variety of methods for conducting digital humanities research.

Get hands-on experience with research data.

Engage in scholarly conversation about the course texts and concepts they take up, in the process improving interpretation, writing, design, and argumentation skills.

Course Materials and Resources

See bookstore order

Course Assessment and Grading Procedure

Assignments

100 points 10x Reading Summaries
In 10 weeks of their choice, students will summarize the reading in one page using the provided template. This is due 3 hours before class time to allow me to review them.

150 points Research Question September 9
Students will write a draft of a research question for a planned project.

250 points Fantasy Conference Panel October 7
Students will create a pre-constituted conference panel drawing on their own work and three scholarly articles that are similar to their planned work.

250 points Literature Review November 4
Students will submit a literature review that synthesizes what is known about their research topic.

250 points Mock Prospectus   December 2
Students will submit a mockup of a dissertation prospectus featuring their revised research question and literature review as well as a methods section.

1000 points Total

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy

No late work will be accepted without an extension requested before the original deadline. Extensions are always available. You do not need to give me a reason. We will work out an alternative deadline. But you have to take responsibility to tell me.

Struggling with keeping up with work in general? Let's talk about it. You are never required to tell me personal information, but I can't help you if I don't know that you're struggling, and getting out in front of a problem gives us more options.

AI Policy

As a baseline, you should only use generative AI tools when you have the expertise to verify the quality of the output and are willing to take full responsibility for any problems in the output

(adapted from Aleksandr Tiulkanov https://www.linkedin.com/posts/tyulkanov_a-simple-algorithm-to-decide-whether-to-use-activity-7021766139605078016-x8Q9). Beyond that, for some assignments in this course the work you do to think through the materials, synthesize, and take a position on it is what I'm assessing, and you can't do that work by using AI tools. You therefore may not use AI for weekly reading summaries. For other assignments, you may use generative tools to rewrite your own words or as part of a brainstorming or drafting process, but this must be clearly acknowledged in your assignment and you must be the final editor of everything you turn in.

Missed/Late Assignments

No late work will be accepted without an extension requested before the original deadline. Extensions are always available. You do not need to give me a reason. We will work out an alternative deadline. But you have to take responsibility to tell me.

Struggling with keeping up with work in general? Let's talk about it. You are never required to tell me personal information, but I can't help you if I don't know that you're struggling, and getting out in front of a problem gives us more options.

Attendance

Attendance is expected.

Syllabus Amendment

A syllabus is a living document, and some readings may change as the semester develops. In addition, changes to the syllabus may become necessary, due to hurricane or other extenuating circumstances. Changes will be communicated via Webcourses.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible.

Students should also connect with [Student Accessibility Services (SAS)](#) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without

authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & [askanadvocate@ucf.edu](#)
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & [sas@ucf.edu](#)
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & [complianceandethics@ucf.edu](#)
- The [Ombuds Office](#) is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity [online](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.

  - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.

  - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

  - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.

- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Weekly Schedule

August 19 – What is Research?

Sweeney, Miriam E. 2012. "How to Read for Grad
School." http://miriamsweeney.net/2012/06/20/readforgradschool/.

Haraway, Donna J. 1996. "Situated Knowledges: The Science Question in Feminism and the
Privilege of Partial Perspective." In *Simians Cyborgs and Women*, 183–202. London: Free
Association Books. (CORE)

Available on Webcourses via Leganto

Rose Ch 2 and Ch3

Vogt, Gardner, and Haeffele: Preface (p. v-ix) and General Introduction (p. 1-7)

Available on Webcourses via Leganto

August 26 – Research Questions

Bhattacharya, Kakali. 2017. "Unit 3: Conceptualizing Qualitative Research" In *Fundamentals of
Qualitative Research*. New York: Routledge.

Rose Ch 5

Vogt, Gardner, and Haeffele: Introduction to Part I (p. 9-14)

September 2 – Labor Day – No Class Meeting

September 9 - Ethics

Fiesler, Casey, and Nicholas Proferes. "'Participant' Perceptions of Twitter Research Ethics."
Social Media + Society 4, no. 1 (2018):
2056305118763366. https://doi.org/10.1177/2056305118763366.

franzke, aline shakti, Anja Bechmann, Michael Zimmer, Charles M. Ess, and the Association of
Internet Researchers. "Internet Research: Ethical Guidelines 3.0," 2020. pp. 1-
31 https://aoir.org/reports/ethics3.pdf.

Markham, Annette. "Fabrication as Ethical Practice." *Information, Communication & Society* 15,
no. 3 (2012): 334–53. https://doi.org/10.1080/1369118X.2011.641993.

Rose Ch 4

Vogt, Gardner, and Haeffele: Introduction to Part III (p. 227-239)

September 16 – Literature Reviews and Archival Methods

Burbules, Nicholas C. 2015. "The Changing Functions of Citation: From Knowledge Networking to Academic Cash-Value." *Paedagogica Historica* 51 (6): 716–26. https://doi.org/10.1080/00309230.2015.1051553.

Vogt, Gardner, and Haeffele: Ch5, Ch11, and Ch17

Mauer, Barry. 2017. "A Repulsive Monument to Stone Mountain and Black Resistance." Rose Library News (blog). May 23, 2017. https://scholarblogs.emory.edu/marbl/2017/05/23/a-repulsive-monument/.

September 23 – Textual and Discourse Analysis

Rose Ch 9, 10, and 11

French, Scot. 2018. "Notes on the Future of Virginia: Visualizing a 40-Year Conversation on Race and Slavery in the Correspondence of Jefferson and Short." Current Research in Digital History 1. https://doi.org/10.31835/crdh.2018.15.

Jones, Corinne. 2024. "Search Engine Discourse Analysis: How 'Shadowban' Affects Policy." Information, Communication & Society 27 (5): 1025–42. https://doi.org/10.1080/1369118X.2023.2232847.

September 30 – CTDA, Interface Analysis, Critical Code Studies

Brock, André. 2018. "Critical Technocultural Discourse Analysis." New Media & Society 20 (3): 1012–30. https://doi.org/10.1177/1461444816677532.

Marino, Mark C. 2006. "Critical Code Studies." Electronic Book Review. https://electronicbookreview.com/essay/critical-code-studies/.

Cox, Daniel. 2023. "'Do You Want to Build with Snowman?': Positioning Twine Story Formats Through Critical Code Study." Dissertation, Orlando, FL: University of Central Florida. https://stars.library.ucf.edu/etd2020/1848. Chapter 1

Moreshead, Abigail, and Anastasia Salter. 2023. "Knitting the In_visible: Data-Driven Craftivism as Feminist Resistance." *Journal of Gender Studies* 32 (8): 875–86. https://doi.org/10.1080/09589236.2023.2258068.

Stanfill, Mel. 2015. "The Interface as Discourse: The Production of Norms through Web Design." *New Media & Society* 17 (7): 1059–74. https://doi.org/10.1177/1461444814520873.

October 7 – Visual Analysis

Askanius, Tina. 2021. "On Frogs, Monkeys, and Execution Memes: Exploring the Humor-Hate Nexus at the Intersection of Neo-Nazi and Alt-Right Movements in Sweden." *Television & New Media* 22 (2): 147–65. https://doi.org/10.1177/1527476420982234.

Baker, Stephanie Alice, and Michael James Walsh. 2018. "'Good Morning Fitfam': Top Posts, Hashtags and Gender Display on Instagram:" *New Media & Society*. https://doi.org/10.1177/1461444818777514.

Hautsch, Jessica. 2018. "Tumblr's Supernatural Fandom and the Rhetorical Affordance of GIFs." *Transformative Works and Cultures* 27. https://doi.org/10.3983/twc.2018.1165.

Rose Ch 7

+ Using Visual Methods in T&T

October 14 – Interviews

Rose Ch 12

Vogt, Gardner, and Haeffele: Ch 2, 8, 14

+ Using Interview Methods in T&T

October 21 – Surveys

Schoenebeck, Sarita, Oliver L Haimson, and Lisa Nakamura. 2021. "Drawing from Justice Theories to Support Targets of Online Harassment." New Media & Society 23 (5): 1278–1300. https://doi.org/10.1177/1461444820913122.

Vogt, Gardner, and Haeffele: Ch 1, 7, 13

+ Using Survey Methods in T&T

OCtober 28 – Experiments and Design-Based Research

Vogt, Gardner, and Haeffele: Ch 3, 9, 15

Berge, PS, Daniel Cox, Jack Murray, and Anastasia Salter. 2022. "Adventures in TwineSpace: An Augmented Reality Story Format for Twine." In Interactive Storytelling: 15th International Conference on Interactive Digital Storytelling, ICIDS 2022, Santa Cruz, CA, USA, December 4–7, 2022, Proceedings, 499–512. Berlin, Heidelberg: Springer-Verlag. https://doi.org/10.1007/978-3-031-22298-6_32.

+ Using Experimental Methods in T&T

November 4 – Coding and Interpreting Data

Saldaña, Johnny. *The Coding Manual for Qualitative Researchers*. Fourth edition. Thousand
    Oaks, California: SAGE Publications Ltd, 2021. Ch 1, 2, and 3

November 11 – Veterans' Day – No Class Meeting

November 18 – Writing and Distributing Your Research

November 25 – Summing Up

December 2 - Final due