



UNIVERSITY OF
CENTRAL FLORIDA

ENG 6812 - RES METHODS FOR TEXTS AND TECH

Section: 0001

College of Arts and Humanities

Dean's Office CAH

Course Information

Term: Fall 2025

Class Meeting Days: M

Class Meeting Time: 06:00PM - 08:50PM

Class Meeting Location: TCH 0116

Modality: P

Credit Hours: 3.00

Instructor Information

Name: Mel Stanfill

Office Location: TCH 236-D

Office Hours

Monday 2-4:30 and by appointment

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, improving interpretation, writing, design, and argumentation skills.

Required Course Materials and Resources

Belcher, Wendy Laura. 2019. Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success. Second edition. Chicago; London: University of Chicago Press.

Drucker, Johanna. 2021. The Digital Humanities Coursebook. 1st edition. Abingdon: Routledge.

Notes: Core List. Available as a UCF Library eBook.

Online Access: https://ucf-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_nii_cinii_1130579743052835091&context=PC&vid=01FALSC_UCF:UCF&lang=en&search_scope=All_Available&adaptor=Primo%20Central&tab=AvailableNow&query=any,contains,Drucker%20%20Johanna.%202021.%20The%20Digital%20Humanities%20Coursebook.%201st%20edition.%20Abingdon:%20Routledge.%20&mode=basic

Manovich, Lev. 2020. Cultural Analytics. Cambridge, Massachusetts: The MIT Press.

Notes: Core List. Available as a UCF Library eBook.

Online Access: https://ucf-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma990382920030306596&context=L&vid=01FALSC_UCF:UCF&lang=en&search_scope=All_Available&adaptor=Local%20Search%20Engine&tab=AvailableNow&query

[=any,contains,Manovich,%20Lev.%202020.%20Cultural%20Analytics.%20Cambridge,%20Massachusetts:%20The%20MIT%20Press.&offset=0](#)

Rose, Gillian. 2023. Visual Methodologies: An Introduction to Researching with Visual Materials. Fifth edition. Thousand Oaks: SAGE Publications Ltd.

Notes: Core List.

Vogt, W. Paul, Dianne C. Gardner, and Lynne M. Haeffele. 2012. When to Use What Research Design. Illustrated edition. New York, NY: The Guilford Press.

Notes: Available as a UCF Library eBook.

Online Access: https://ucf-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_miscellaneous_1095629781&context=PC&vid=01FALSC_UCF:UCF&lang=en&search_scope=All_Available&adaptor=Primo%20Central&tab=AvailableNow&query=any,contains,Vogt,%20W.%20Paul,%20Dianne%20C.%20Gardner,%20and%20Lynne%20M.%20Haeffele.%202012.%20When%20to%20Use%20What%20Research%20Design.%20Illustrated%20edition.%20New%20York,%20NY:%20The%20Guilford%20Press.&offset=0

Recommended Course Materials

Title: Saldaña, Johnny. The Coding Manual for Qualitative Researchers. Fourth edition. Thousand Oaks, California: SAGE Publications Ltd, 2021.

Course Assessment and Grading Procedure

Points	Assignment	Due
100	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.	Rolling
150	Research Question Students will write a draft of a research question for a planned project.	September 8
250	Fantasy Conference Panel Students will create a pre-constituted conference panel drawing	October 6

	on their own work and three scholarly articles that are similar to their planned work.	
250	<i>Literature Review</i> Students will submit a literature review that synthesizes what is known about their research topic.	November 3
250	<i>Mock Prospectus</i> Students will submit a mockup of a dissertation prospectus featuring their revised research question and literature review as well as a methods section.	December 1
1000	Total	

Grading Scale

Letter Grade	Range
A	100% to 93.5%
A-	< 93.5% to 89.5%
B+	< 89.5% to 86.5%
B	< 86.5% to 83.5%
B-	< 83.5% to 79.5%
C+	< 79.5% to 77%
C	< 77% to 74%
C-	< 74% to 70%
D+	< 70% to 67%
D	< 67% to 64%
D-	< 64% to 61%
F	< 61% to 0%

Policies for Course Grade

All assignments are submitted via Webcourses. Grades will be reported via Webcourses.

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.

Program Professional Conduct/Ethics Statement

As a community of scholars, the T&T program recognizes that freedom of inquiry, which is essential to scholarly work, carries with it responsibilities of professional conduct. Students are expected to adhere to the rules and regulations as stipulated by the University of Central Florida and the T&T Program handbook.

First, our teaching and inquiry must be respectful. Members of our scholarly community actively demonstrate respect for others. We also do not exploit or discriminate against others on grounds including, but not limited to, race, ethnicity, national origin, religious creed, age, gender, gender expression, sexual orientation, or disability; we do not sexually harass students, colleagues, or staff members; and we do not use language that is prejudicial or gratuitously derogatory. All members of the community are expected to behave in a respectful and courteous manner to others, avoiding threatening or bullying behaviors such as stalking, dishonesty, disrespect for others' personal space, or misuse of shared spaces. We demonstrate respect for knowledge by avoiding capricious or arbitrary decisions regarding professional status or academic freedom, the misuse of confidential or private information, and the practice of deceit or fraud of the academic community or the public. We will value this respect in our own conduct and will actively admonish failures of respect in the action of others.

Second, professional conduct requires the responsible use of evidence in developing original arguments and both fairness and generosity in hearing and reading the arguments of others. We accept the obligation to exercise critical self-discipline and intellectual honesty in the production and dissemination of knowledge.

Third, our community rests upon the fundamental assumptions of ethical authorship within the responsible conduct of research. Graduate students must not plagiarize the work of others. In addition, submitting the same work to fulfill more than one requirement will be considered self-plagiarism unless there is a substantial revision or addition to the first work and the resubmission takes place with full knowledge and approval of the faculty member to whom the work is being submitted.

Fourth, our community upholds these research standards in all areas including in our interactions with human and nonhuman participants in research, in our engagements with cultural knowledges, in identifying and managing conflicts of interest, in managing data, in using T&T and UCF resources, in mentoring and training, and in collaboration.

In-Class Recording Statement

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. This class does not have any lecture content, and therefore is not subject to this policy. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Syllabus Amendment

If any changes to the syllabus become necessary, such as due to hurricane or other extenuating circumstances, they will be communicated via Webcourses.

Artificial Intelligence (AI) Use 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.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF [Student Accessibility Services](#) website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to

facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

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

1. 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 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.
2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. 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 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.
4. 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 and Academic Integrity, 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 access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – [Office of Nondiscrimination & Accommodations Compliance](#) & 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 discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the [ONAC website](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by 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 arrangements.

Campus Safety

At UCF's 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

August 18 – What is Research?

- Sweeney, Miriam E. 2012. "How to Read for Grad School." <http://miriamsweeney.net/2012/06/20/readforgradschool/>.
- Drucker Ch 1
- 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)

- Rose Ch 2 and Ch3
- Vogt, Gardner, and Haeffele General Introduction (p. 1-7)

August 25 – Research Questions

- Belcher Week 0 (pp. 390-400; be sure to do the exercises)
- 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 1 – Labor Day – No Class Meeting

September 8 - 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 15 – Literature Reviews and Archival Methods

- Belcher Ch 5 (pp. 152-157 only)
- Vogt, Gardner, and Haeffele: Ch5, Ch11, and Ch17
- Beiler, Rosalind J., and Zachary M Stoltzfus. 2023. "Settlers and Refugees: Reframing the 'Hochstetler Massacre' of 1757." *Journal of Mennonite Studies* 41 (1): 17.
<https://jms.uwinnipeg.ca/index.php/jms/article/download/2206/2170/3779>;

September 22 – 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 29 – CTDA, Platform Analysis, Critical Code Studies

- Brock, André. 2018. "Critical Technocultural Discourse Analysis." *New Media & Society* 20 (3): 1012–30. <https://doi.org/10.1177/1461444816677532>;
- 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 Only
- Drucker pp. 172-178, 188-191
- Marino, Mark C. 2006. "Critical Code Studies." *Electronic Book Review*.
<https://electronicbookreview.com/essay/critical-code-studies/>;
- 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>;

October 6 – Computational Analysis

- Drucker Ch 2 and 7
- Manovich Intro and Ch 5
- Video interview with T&T faculty member Dr. Brook Miller

October 13 – Visual Analysis

- Carah, Nicholas, and Amy Dobson. 2016. "Algorithmic Hotness: Young Women's 'Promotion' and 'Reconnaissance' Work via Social Media Body Images." *Social Media + Society* 2 (4): 2056305116672885.
<https://doi.org/10.1177/2056305116672885>;
- 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>;
- Jones, Anna Maria. 2017. "Picturing 'girls who read': Victorian Governesses and Neo-Victorian Shōjo Manga." *Drawing on the Victorians: The Palimpsest of Victorian and Neo-Victorian Graphic Texts*. Ed. Anna Maria Jones and Rebecca N. Mitchell. Athens, OH: Ohio UP. 300–330.
- Manovich Ch7
- Rose Ch 7

October 20 – Interviews

- Rose Ch 12
- Video interview with T&T faculty member Dr. Sonia Stephens
- Vogt, Gardner, and Haeffele: Ch 2, 8, 14

October 27 – Surveys

- Manovich Ch5

- Rouse, Lauren, and Mel Stanfill. 2025. "Quantifying Fandom: Identity, Romance, and Platform Preferences on Archive of Our Own." *New Media & Society*, OnlineFirst. <https://doi.org/10.1177/14614448251367033>;
- Vogt, Gardner, and Haeffele: Ch 1, 7, 13

November 3 – Experiments and Design-Based Research

- Daiute, Colette, John T. Murray, and Jack Wright. 2023. "Discovering IDN Authoring Strategies: Novices Anchor Choice Design Through Character Development with Player Feedback." In *Interactive Storytelling*, edited by Lissa Holloway-Attaway and John T. Murray, 239–58. Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-47655-6_15;
- Kong, Yingzi, and Emily K. Johnson. 2025. "Virtu-ELLE Vocabulary: Evaluating Three Second Language Acquisition VR Games." *Immersive Learning Research - Academic*, June 14, 209–18. <https://doi.org/10.56198/tw4hct56>;
- Vogt, Gardner, and Haeffele: Ch 3, 9, 15

November 10 – Coding and Interpreting Data

- Manovich Ch10
- Ringler, Hannah. 2024. "Computation and Hermeneutics: Why We Still Need Interpretation to Be by (Computational) Humanists." In *Computational Humanities*, edited by Jessica Marie Johnson, David Mimno, and Lauren Tilton, 3–17. Minneapolis: Univ Of Minnesota Press. <https://dhdebates.gc.cuny.edu/read/ba808f7f-6a3b-4865-8e2a-b0086b29bfa4/section/cdccb7af-e7cd-4225-932a-f12da4214b1a#ch01>;
- Saldaña, Johnny. *The Coding Manual for Qualitative Researchers*. Fourth edition. Thousand Oaks, California: SAGE Publications Ltd, 2021. Ch 1, 2, and 3

November 17 – Writing and Distributing Your Research

- Belcher pp.14-33, 41-44, 61-74, 191-196, 231-235, 244-253

- Miller, Alison B. Finish Your Dissertation Once and for All!: How to Overcome Psychological Barriers, Get Results, and Move on with Your Life. Washington, DC: American Psychological Association, 2009. Ch 6

November 24 – Summing Up

December 1 - Final due