

ENG 500 RESEARCH METHODS: RHETORIC AND COMPOSITION

Fall 2009

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Office Hours: Mon. 2-4:00
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Web: www.public.asu.edu/~mdg42
Course: <http://www.public.asu.edu/~mdg42/ENG500home09.htm>

Wisdom begins in wonder.
--Socrates



Knowledge separates the educated from the common people. Neither knows. But the common person claims to know, while the educated knows that he does not know. . . . In the society of men of letters, the most abundant fruit that we shall reap is modesty of spirit by which no one would presume to know beyond his measure (89-90).

--Giovanni Battista Vico *On Humanistic Education*¹

I felt clueless, a feeling I have since come to learn is at the heart of the scholarly process. In academia, one is in a perpetual liminal space. As soon as you answer a research question, you ask another, your growing body of expertise simply marking the expanding edge of your ignorance.

--David Gold "The Accidental Archivist"²

COURSE DESCRIPTION: This course introduces graduate students to scholarly issues, designs and methods in rhetoric and composition. It focuses on ways of developing research problems and questions, designing studies, and conducting, reading and evaluating research. Some of the questions to be explored are:

- What are the major *paradigms* of research in rhetoric and composition?
- What is the nature of archival and empirical research in the field?

¹ Vico, G. B. *On Humanistic Education*. Trans. G. Pinton & A. Shippee. Ithaca, NY: Cornell UP, 1993.

² Gold, David. "The Accidental Archivist: Embracing Chance and Confusion in Historical Scholarship." *Beyond the Archives: Research as a Lived Process*. Eds. Gesa E. Kirsch and Liz Rohan. Carbondale: Southern Illinois UP, 2008. 13-19.

- How are research problems and questions made operational and transformed into plans of action? That is, how does one design a study?
- What is the relationship between research problems/questions and research design?
- What variety of scholarly reading and writing strategies operate within scholarship in rhetoric and composition? What is the relationship between these diverse literate practices and the multiple modes of inquiry that comprise the complex arena of research?
- What are the limitations of various research and scholarly methods?

Although this course provides an overview of various kinds of scholarship in the field (e.g., historical, feminist, theoretical, rhetorical, critical discourse analysis), it focuses primarily on archival and the broad, diverse range of empirical methods. Even if you never plan to conduct an empirical study, critical awareness of empirically grounded research in rhetoric and composition is crucial because so much scholarship in the field rests on claims derived from empirical work even when that work is not referenced. Further, regardless of your professional path, you may often be asked to justify curricula, programmatic or other kinds of decisions on empirical research studies; thus, you need to be able to read these reports critically and argue about them from an informed position.

What we [rhetoric and composition scholars] need . . . is room for multiple research methods, for flexible paradigms and theories that can help researchers adapt to changing needs of participants and the research community.

--Gesa Kirsch³

COURSE GOALS:

- to help you develop a breadth of knowledge about scholarship in rhetoric and composition
- to help you become critical readers of research and scholarship in the field
- to help you become familiar with some of the major research and scholarly genres in the field
- to help you gain experience in posing research questions and planning a research design
- to give you experience in writing a research proposal—including crafting research questions, reviewing the relevant scholarly literature, and writing the design of a study
- to contribute to your professionalization in rhetoric and composition

Each researcher . . . takes (often unwittingly) an epistemological stance concerning the nature and genesis of . . . knowledge [and] this stance exerts a strong influence on what he or she takes as acceptable research.

--Patrick Thompson⁴

³ Kirsch, Gesa. "Ethics and Future of Composition." *Composition Studies in the New Millennium*. P. 135.

⁴ Thompson, Patrick. "Were Lions to Speak, We Wouldn't Understand." *Journal of Mathematical Behavior* 3 (1982): p. 157.

REQUIRED TEXTS:**Print Sources**

- Kirsch, Gesa E. and Liz Rohan, eds. *Beyond the Archives: Research as a Lived Process*. Carbondale: Southern Illinois UP, 2008.
- Johanek, Cindy. *Composing Research: A Contextualist Paradigm for Rhetoric and Composition*. Logan: Utah State UP, 2000.
- Brown, Stephen Gilbert, and Sidney I. Dobrin, eds. *Ethnography Unbound: From Theory Shock to Critical Praxis*. Albany: SUNY, 2004.
- Handouts available on Blackboard (ENG500 site)

Online Sources

- Boote, David N., and Penny Beile. "On 'Literature Reviews of, and for, Educational Research': A Response to the Critique by Joseph Maxwell." http://www.red-ink.ch/events_materials/ic01/zellweger/10324-06_Boote_p32-35.pdf
- Maxwell, Joseph. "Literature Reviews of, and for, Educational Research: A Commentary on Boote and Beile's 'Scholars Before Researchers'." http://www.red-ink.ch/events_materials/ic01/zellweger/10324-05_Maxwell_p28-31.pdf
- McNabb, Richard. "Making the Gesture: Graduate Student Submissions and the Expectation of Journal Referees." http://findarticles.com/p/articles/mi_qa3986/is_200104/ai_n8942082?tag=artBody:coll
- Rose, Shirley. "What's Love Got to Do with It? Scholarly Citation Practices as Courtship Rituals." <http://wac.colostate.edu/llad/v1n3/rose.pdf>

HIGHLY RECOMMENDED TEXTS:

- Publication Manual of the American Psychological Association*. 5th ed. Washington, DC: American Psychological Association, 2001. (The style manual for APA.)
- MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York: MLA, 2008.
- The Chicago Manual of Style*. 15th ed. Chicago: U of Chicago P, 2003.
- Bazerman, Charles, ed. *Handbook of Writing Research: History, Society, School, Individual, Text*. New York: Lawrence Erlbaum, 2008.
- Casanave, Christine Pearson, and Xiaoming Li, eds. *Learning the Literacy Practices of Graduate School: Insiders' Reflections on Academic Enculturation*. Ann Arbor: The University of Michigan Press, 2008.
- Clark, Irene I. *Writing the Successful Thesis and Dissertation: Entering the Conversation*. Upper Saddle River, NJ: Prentice Hall, 2007.
- Olson, Gary A., ed. *Publishing in Rhetoric and Composition*. Albany: SUNY P, 1997.

RECOMMENDED TEXTS:

- Addison, Joanne and Sharon James McGee, eds. *Feminist Empirical Research: Emerging Perspectives on Qualitative and Teacher Research*. Portsmouth, NH: Boynton/Cook, 1999.
- Bishop, Wendy. *Ethnographic Research: Writing it Down, Writing it Up, and Reading it*. Portsmouth, NH: Boynton/Cook, 1999.
- Creswell, John W. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. 2nd ed. Thousand Oaks: Sage, 2007.
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. Chicago: U of Chicago P, 1995.
- Hayes, John. et al. *Reading Empirical Research Studies: The Rhetoric of Research*. Hillsdale, NJ: Lawrence Erlbaum, 1992.
- Kirsch, Gesa, and Patricia A. Sullivan, eds. *Methods and Methodology in Composition Research*. Southern Illinois UP, 1992.
- Lauer, Janice M. and Asher, William. *Composition Research: Empirical Designs*. New York: Oxford University Press, 1988.
- MacArthur, Charles A., Steve Graham, and Jill Fitzgerald. *Handbook of Writing Research*. New York: Guilford Press, 2006.
- Manusov, Valerie Lynn, ed. *The Sourcebook of Nonverbal Measures: Going Beyond Words*. Mahwah, NJ: Lawrence Erlbaum, 2005.
- McKee, Heidi A., and Danielle Nicole DeVoss. *Digital Writing Research: Technologies, Methodologies, and Ethical Issues*. Cresskill, NJ: Hampton Press, 2007.
- Mortensen, Peter and Gesa Kirsch, eds. *Ethics and Representation in Qualitative Studies of Literacy*. Urbana: NCTE: 1996.
- Pagnucci, Gian. *Living the Narrative Life: Stories as a Tool for Meaning Making*. Portsmouth, NH: Boynton/Cook, 2004.
- Porter, James, and Patricia Sullivan. *Opening Spaces: Writing Technologies and Critical Research Practices*. Greenwich, CT: Ablex, 1997.
- Strauss, Anselm, and Juliet Corbin. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, CA: Sage, 1998.
- Weiss, Robert S. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free P, 1994.

REQUIREMENTS:

Assignments: Detailed descriptions of the following required assignments will be distributed:

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|------------------------|-------|---------------------------------------|
| • Research Question(s) | (10%) | Due: September 28 |
| • Review of Literature | (25%) | Due: November 2 |
| • Research Proposal | (35%) | Due: December 7 |
| • Issue Report | (20%) | Due: November 9-23 |
| • Oral Presentation | (10%) | Due: November 30 or December 7 |

Attendance and Participation: Because so much of what is to be learned in this course occurs in class, regular attendance is expected. The course is so constructed that even a few absences will create serious problems. Be prepared each class to offer comments and pose questions on the day's assigned readings. In a word—keep up with the readings!

Late Assignments: Papers not turned in on the due date will be marked down a letter grade for each week the paper is late.

Incompletes: Please do not assume that an incomplete will be given upon request. University and departmental policy on the handling of incompletes will be followed; only in the case of verified emergencies and illnesses will an incomplete be given.

Withdrawal Deadlines:

Course Withdrawal (in Person)	November 6
Course Withdrawal (ASU Interactive & Sundial online)	November 8
Complete Withdrawal (in Person and Online)	December 8

Academic Dishonesty [Statement from CLAS]

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

Boote, and Beile. "On 'Literature Reviews of, and for, Educational Research': A Response to the Critique by Joseph Maxwell." http://www.red-ink.ch/events_materials/ic01/zellweger/10324-06_Boote_p32-35.pdf

Maxwell "Literature Reviews of, and for, Educational Research: A Commentary on Boote and Beile's 'Scholars Before Researchers'." http://www.red-ink.ch/events_materials/ic01/zellweger/10324-05_Maxwell_p28-31.pdf

Zhu and Cheng "Negotiating the Dissertation Literature Review" (handout)

Jeff Holmes "Inhabiting Gamespace(s): Practically Situated Presence in Virtual Environments" (handout: sample literature review)

Ryan Skinnell "Revising History" (handout: sample literature review)

Panel Presentation: An informal talk on experiences writing a review of literature by Jeff Holmes and Ryan Skinnell

WEEK 8 OCTOBER 12

RESEARCH DESIGN AND WRITING ISSUES

Read: Harris, "Person, Position, Style" (handout)

Johanek "Introduction" and Chapters 1 & 2 (pp. 1-55) in *Composing Research*

McNabb "Making the Gesture: Graduate Student Submissions and the Expectation of Journal Referees."

http://findarticles.com/p/articles/mi_qa3986/is_200104/ai_n8942082?tag=artBoddy;coll

Rose "What's Love Got to Do with It? Scholarly Citation Practices as Courtship Rituals." <http://wac.colostate.edu/llad/v1n3/rose.pdf>

Professor Shirley Rose will visit the class to discuss her essay.

WEEK 9 OCTOBER 19

RESEARCH DESIGN ISSUES

Read: Johanek Chapters 3 and 4 (pp. 56-118) in *Composing Research*

Anderson, "Ethics, Institutional Review Boards, and the Involvement of Human Participants in Composition Research" (Handout)

McKee and E. Porter. "The Ethics of Digital Writing Research: A Rhetorical Approach" (handout)

WEEK 10 OCTOBER 26

EMPIRICAL RESEARCH PRACTICES

Read: Johanek Chapters 5 and 6 (pp. 119-189) in *Composing Research*

Due: Rough Draft of Review of Literature for Draft Workshop

WEEK 11 NOVEMBER 2 RESEARCH ISSUES

Read: Johaneck Chapters 7 and 8 (pp. 190-209) in *Composing Research*
Brown and Dobrin “Introduction” (pp. 1-10); Lu “The Ethics of Reading Critical
Ethnography” (pp. 285-98); Brown “Beyond Theory Shock” (pp. 299-315) in
Ethnography Unbound

Due: Review of Literature

WEEK 12 NOVEMBER 9 RESEARCH ISSUES

Read: Horner “Critical Ethnography, Ethics, and Work” (pp. 13-34); Reiff “Mediating
Materiality and Discursivity” (pp. 35-52); Schroeder “The Ethnographic Experience
of Postmodern Literacies” (pp. 53-72) in *Ethnography Unbound*

Due: *Issue Reports Due*

WEEK 13 NOVEMBER 16 RESEARCH ISSUES

Read: Gaillet “Writing Program Redesign” (pp. 99-111); Brooke and Hogg “Open to
Change” (pp. 115-130); Stevens “Debating Ecology” (pp. 157-80) in *Ethnography
Unbound*

Due: *Issue Reports Due*

WEEK 14 NOVEMBER 23 RESEARCH ISSUES

Read: Hanson “Critical Auto/Ethnography” (pp. 183-200); Keller “Unsituating the Subject”
(pp. 201-218); Williams and Miller “Changing Directions” (pp. 241-258) in
Ethnography Unbound

Due: *Issue Reports Due*

WEEK 15 NOVEMBER 30 SHARING OUR RESEARCH

Oral Presentations

WEEK 16 DECEMBER 7 SHARING OUR RESEARCH & WRAPPING UP

Oral Presentations

Due: Research Proposal