

English 5374: Methods of Bibliographic and Research Analysis

Spring 2019

ONLINE

Texas A&M University - Central Texas

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Office Hours: M/W 1:30-2:30 PM; 4:00-5:00 PM and T 10:00-11:30 AM. Other times available by appointment.

UNILERT (The Emergency Warning System for Texas A&M University–Central Texas)

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE OVERVIEW AND DESCRIPTION

Official Catalog Description

An introduction to methods of research and effective utilization of library resources. May include analytical bibliography, enumerative bibliography, and textual criticism.

Dr. Kirchoff's Description

This course seeks to simultaneously extend and refine the research skills you have. Much of this course will focus on methods that are appropriate and often used by English Studies scholars. As such, we will discuss the difference between quantitative and qualitative approaches to research, while taking a close look at Human Subject Research (including surveys, interviews, and field observation), textual analysis and archival research. A recurring theme of this course will be the notion that different kinds of research calls for different research methods; similarly, the research method you employ will directly inform and shape the answer to your research question(s)—your findings will look radically different depending on what method you choose.

A secondary goal of this course is for you to understand what it means to be a scholar and, just as importantly, become more comfortable identifying as an English Studies scholar. To that end, you will interview a scholar you admire, begin identifying journals that best align with your research interests, craft a research agenda, and design an in-depth research project.

A tertiary goal for the course is for you to recognize that different journals privilege different research methods.

LEARNING OBJECTIVES

By the end of this course, students should:

- Articulate your scholarly identity and research agenda
- Explain the differences between a variety of research methods common to English Studies
- Understand how to utilize a range of research methods effectively
- Read and critique academic scholarship
- Identify how scholarly journals privilege different kinds of research

Accessing Course Material

As this course is 100% online, we will be making use of the TAMUCT Canvas system. To access course material, sign-in to <https://tamuct.instructure.com/login/ldap>. Enter your user-name and password, find our class, and you'll be ready to go.

Communicating with Dr. Kirchoff

As I note above, email is the best way to reach me. I typically check my email at least once a day, and will make a good faith effort to respond to email within 24 hours of my receipt of your message. If you would like to meet in person, I am available during office hours, and am often amenable to appointments outside my regular office hours. Should meeting in person not work and you would like to speak "in person," we can consider using Skype to video conference.

REQUIRED TEXTS

Research Design (5th edition). John W. Cresswell and J. David Cresswell.
ISBN 978-1506386706

Research Methods for English Studies (2rd edition). Edited by Gabriele Griffin.
ISBN 978-0748683437.

Note: This text is available as an e-book through the TAMUCT library.

Secondary note: There will be other required readings throughout the semester, but they will be made available to students via Canvas or email.

COURSE REQUIREMENTS

Graded Work

Weekly Activities/Discussion Board Posts: 40% of Final Grade

- Every week, there will be several activities that you are required to complete; the instructions will be embedded in weekly modules. You should post your work to the course discussion board. Activities will be due Fridays by 5 PM CST unless otherwise specified in a specific module.

Portfolio: 60% of Final Grade (See breakdown below; detailed assignment sheets for each project are already posted to Canvas)

- Journal Work: 15% of Final Grade
 - Analyzing a scholarly journal for scope and methods
- Interview with a Scholar: 15% of Final Grade
 - Electronic interview with a scholar you admire
- Research Agenda: 10% of Final Grade
 - Your statement of research
- Research Design: 20% of Final Grade
 - A research design for a project you would like to complete or a research design that revises/reconceives/extends a project you've already done at TAMUCT.

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

Grading Standards

As a graduate level class, there is an expectation for high quality work with each project. "High quality," in this case, means work that is thoughtful, detailed, coherent, and relatively error-free. It should demonstrate critical thinking, genuine engagement with the material, and overall thoroughness. Moreover, it should go without saying that all of the projects should respond to the criteria laid out in the assignment sheet. Projects that fall short of the aforementioned criteria will not earn an A.

"A" work, then, is work that thoughtfully interacts with the course material in a thorough, detailed, and coherent manner. The organization of the project is logical and rhetorical in nature, and the development ideas is second-to-none. For all intents and purposes, it is akin to "publishable" work—that is, work that with revision, would be suitable for publication in a scholarly journal.

"B" work is still strong, high quality work, but may fall short in any of these categories: thoughtfulness, level of detail, coherence, editing, critical thinking, engagement with course material, and thoroughness.

"C" work may miss the mark in several of the following categories: thoughtfulness, level of detail, coherence, editing, critical thinking, engagement with course material, and thoroughness.

I do not anticipate any work below a C in this course. However, work that fails to meet the minimum requirements outlined in the project assignment sheet will earn a grade of "D" or lower.

Course Policies

Respect for people's ideas, thoughts, and questions are paramount to your success in this class. My goal is for everyone to feel welcome and comfortable in this class, so please treat everyone in a courteous manner. This should be a friendly, positive (online) environment open to discussion and feedback. Bear in mind, though, that disrespect—towards peers or to the instructor—will not be tolerated in any form.

Email is a great tool for communication. However, I ask that when you send me an email to use a proper salutation (e.g. Hi Dr. Kirchoff), complete sentences, and identifying information. This is a matter of common courtesy. As I mention above, I will make a good faith effort in responding to email queries within 24 hours.

Late Assignments are not accepted unless prior arrangements have been made. This is a non-negotiable policy; however, if you have questions or are worried about completing an assignment on time, talk to me well before the due date and we can come up with a plan of action. Note: "well before the due date" does not mean 24 hours before the assignment is due. I generally like to hold these sorts of conferences a week ahead of the due date. If someone contacts me 24 hours before a project is due, my response may not be very favorable. This policy extends to daily/weekly work as well.

Plagiarism occurs when one person presents another person's words or ideas as her/his own; this can be unintentional or intentional. It is a serious offense that will result in an F for the course. Please see me if you have any questions concerning plagiarism.

Online Etiquette

- All online conversation—in discussion board forums or otherwise—should be relevant to course material.
- Even though we are in an online environment, it is expected that you write in complete sentences, proof-read your posts, and practice good writing-habits.
- Respect for people's ideas, thoughts, and questions are paramount to your success in this class. My goal is for everyone to feel welcome and comfortable in this class, so please treat everyone in a courteous manner. This should be a friendly, positive environment open to discussion and feedback. Bear in mind that disrespect—towards peers or to the instructor—will not be tolerated in any form. Thus, ridiculing of ideas, derogatory language, name-calling, inflammatory comments, and intimidating behavior will not be allowed in any form.
- There is a difference between academic debate and ranting. Ranting can occur when (a) personal attacks against an author are made, (b) claims are being made about a work that are not substantiated, (c) no evidence is given to support ideas, or (d) an individual is being contrarian for the sake of being contrarian. While you are welcome to challenge ideas, please do so in a courteous manner that shows respect for the author(s) and in a manner that displays serious reflection about the subject matter.

PROGRAMMATIC ASSESSMENT

To ensure the learning outcomes are met in the English Department, there is a program-wide artifact collection process. To that end, some of the projects you complete for ENGL 5374 this semester may be used for programmatic assessment. Please note that all efforts will be made to keep your identity anonymous; as such, all identifying markers will be removed from your work if used for programmatic assessment. If you have any questions or concerns, please contact Dr. Kirchoff.

COURSE CALENDAR

Note: This calendar is tentative and subject to change.

Week 1

Monday January 14 → Friday January 18

- Navigating the Library Webpage
- Scavenger Hunt
- **Reading for Week Two:**
 - Cresswell and Cresswell Chapter 1
 - Ann Blakeslee and Cathy Fleischer's "What's Your Question?" from *Becoming A Writing Researcher*. Available as a PDF on Canvas

Week 2

Saturday January 19 → Friday January 25

- Crafting a research question
- Philosophical Worldviews and Research
- Introduction to Quantitative, Qualitative, and Mixed Methods
- **Reading for Week Three:**
 - Cresswell and Cresswell Chapter 2
 - Paul Oliver "The Nature and Purpose of a Literature Review" from *Succeeding with Your Literature Review*. Available as a PDF on Canvas

Week 3

Saturday January 26 → Friday February 1

- Writing a Review of Literature
- **Reading for Week Four:**
 - Cresswell and Cresswell Chapters 3 (pp. 49-60) and 8

Week 4

Saturday February 2 → Friday February 8

- Quantitative Methods
- **Reading for Week Five:**
 - Griffin Chapter 8
 - "Online Survey Design and Development: A Janus-Faced Approach" by Claire Lauer, Michael McLeod, and Stuart Blythe. Available as a PDF on Canvas.

Week 5

Saturday February 9 → Friday February 15

- Survey Design
- **Reading for Week Six:**
 - Griffin Chapters 3 (pp. 61-64) and 9

Week 6

Saturday February 16 → Friday February 22

- Qualitative Methods
- **Reading for Week Seven**
 - Griffin Chapter 10
 - “Interviewing as a Data Collection Method: A Critical Review” by Hamza Alshenqeeti. Available as a PDF on Canvas.

Week 7

Saturday February 23 → Friday March 1

- Interviewing
- **Reading for Week Eight**
 - A selection from Blakeslee and Fleischer’s *A Writing Researcher* (pp. 109-117). Available as a PDF on Canvas
 - A selection from David M. Fetterman’s *Ethnography: Step by Step* (pp. 34-37). Available as a PDF on Canvas.

Week 8

Saturday March 2 → Friday March 8

- Observation
- **Reading for Week 9**
 - Griffin Chapter 2
 - Barbara L’Eplattenier’s “Research Methods: Thinking Beyond Methodology.” Available as a PDF on Canvas.

SPRING BREAK March 11-15

Week 9

Saturday March 16 → Friday March 22

- Archival Research
- **Reading for Week 10**
 - Griffin Chapter 9
 - Chapter 1 of Alan McKee’s *Textual Analysis: A Beginner’s Guide*. Available as a PDF on Canvas.

Week 10

Saturday March 23 → Friday March 29

- Textual Analysis
- **Reading for Week 11**
 - Cresswell and Cresswell Chapters 3 (pp. 65-74) and 10

Week 11

Saturday March 30 → Friday April 5

- Mixed Methods Research
- **Reading for Week 12**
 - “Constructionism and the Grounded Theory Method” by Kathy Charmaz. Available as a PDF on Canvas.
 - “The Development of Constructivist Grounded Theory” by Jane Mills, Ann Bonner, and Karen Francis. Available as a PDF on Canvas.

Week 12

Saturday April 6 → Friday April 12

- Grounded Theory
- **Reading for Week 13**
 - Kain and Wardle’s “Activity Theory: An Introduction for the Writing Classroom.” Available as a PDF on Canvas
 - Nor Hazlina Hashim and M. Jones’s “Activity Theory: A Framework for Qualitative Analysis.” Available as a PDF on Canvas

Week 13

Saturday April 13 → Friday April 19

- Activity Theory

Week 14

Saturday April 20 → Friday April 26

- Work on Final Portfolio

Week 15

Saturday April 27 → Friday May 3

- Friday May 3 Final Portfolios Due
 - Research agenda
 - Research Design
 - Interview with scholar
 - Journal Analysis

Week 16

Saturday May 4 → Friday May 10

- Fill out course evaluations

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TECHNOLOGY REQUIREMENTS AND SUPPORT

- Students are encouraged to save work to multiple locations (e.g. computer hard-drive and thumb drive); papers lost due to technological issues will not be a sufficient excuse for failing to turn in work.

Technology Support

For technology issues, students should contact Help Desk Central.

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must go to the Registrar's Office and complete a drop request form.

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled.

If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students

from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit <http://www.tamuct.edu/departments/access-inclusion>.

Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. To access Tutor.com, go to the 'My Courses' tab in Blackboard.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more

effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit <https://tamuct.libguides.com/>