

# ENG 601: Research in English Studies

## Professor

Dr. Jennifer Grouling

Contact me: [jgrouling@bsu.edu](mailto:jgrouling@bsu.edu)

Office Hours: TBA

Course Information: This syllabus & all course information is in Canvas under Modules.

## Meeting Information

We are planning to meet in person. Please come on time and prepared.

**Location:** Robert Bell 284

**Time:** TH 12:30-1:45 pm

## *Land Acknowledgement*

(Generated by the Student Antiracism and Intersectionality Advisory Council (SAIAC))

We acknowledge and honor the Indigenous communities native to this region, particularly the Myaamiaki (Miami) and Lenape (Delaware) peoples. We also recognize that a land acknowledgment statement is not enough on its own and must be coupled with action. We are dedicated to amplifying Indigenous voices and perspectives, improving community relationships, correcting the narrative, and making the Ball State campus a more supportive and inclusive place for Native and Indigenous students, faculty, and staff. We urge everyone to engage with contemporary communities, to learn the complex histories of this land, to look at who has and does not have access to its resources, and to examine your own obligations within this reparative work that is key to realizing Ball State's commitment to Inclusive Excellence.

## About this Course

### *Course Description*

This section of English 601 is an introduction to the various research methods used in the field of Rhetoric and Composition/Writing Studies. We will explore ways of researching in the field by reading published research, learning ethical and institutionally appropriate ways of conducting research, studying the genre of research writing, and completing a collaborative research project.

### *Goals*

There is only one official goal for this course:

- To develop the research skills required for advanced work in English studies

My main hope is that this class lead you to *think* more like a researcher.

You will likely go on to complete some form of academic research for a thesis or dissertation. I can't teach you everything you need to do that. You may take on a research-driven career in academia or you may use research in other industries. I also can't teach you everything you need to do that! However, whatever your future path, this class will help you **think through research** as a means to explore questions, identify and solve problems, and learn more about the ways that writing operates in the word.

Please tell me more about your goals for this course! I'm eager to learn what you want to learn and how you hope to use research in your future.

### *The Student & Instructor's Roles in this Course*

I see this course as a collaborative learning community. Some of us have more experience with research than others. We will freely give our experiences to others while valuing new ideas. We value and build up each other's strengths while helping each other grow where we want to grow. This process is **hard work**, but it is every bit as important to becoming a strong researcher as is reading about research methods.

## Readings

We have several books for this course as well as readings on Canvas. You may purchase or rent a physical or digital copy of the required books.

As you are reading, please consider your own prior knowledge about research methods as well as your own goals. Some information is repeated in multiple readings but presented with varying levels of complexity and nuance.

### *Becoming a Writing Researcher*

This book is ideal for MA students or those who are newer to writing research. It gives a nice overview of the research process and what to think about at each stage.

### *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*

This book delves deeper into research design and is ideal for the more advanced researcher. It provides more on designing different types of research that might be used in writing studies or other disciplines.

### *Writing Studies Research in Practice*

This book engages more theoretically with research in the field of writing studies. It is important for learning not only research *in general* but the role that research plays in our discipline.

### *Serendipity in Rhetoric, Writing, and Literacy Research*

No matter how much you read on research methods, research **never goes as planned**. This book provides stories from research in writing studies that help us consider how the unexpected manifests in research.

### *Additional Readings*

On Canvas you will find readings about specific research methodologies and methods. We will read some examples of different types of research in writing studies. These will supplement the course books.

## Projects

### *Collaborative Research Project*

We will work on a semester-long research project *together*. As a semester is short turn around for a research project, our work will be limited in scope. However, this project will give you experience with each stage of the research process including:

1. Proposing your research & writing a research question
2. Completing the IRB application process
3. Recruiting participants
4. Conducting the research
5. Analyzing the data
6. Writing it up/Presenting it

We will develop this project collaboratively, so we all need to be open and flexible. At the beginning of the course, what you can expect from me is a general timeline for each step.

### *Spotlight on a Methodology or Method*

We really can't cover every methodology or method in this course. Therefore, you will pick a methodology (e.g. institutional ethnography, queer theory, grounded research) OR a method (e.g. interviews, discourse analysis) to learn more about and present to the class.

### *Analysis of a Methods Section*

As we learn to write about research, you will read an MA thesis or dissertation that contains a methods section or chapter. You will reflect on how the researcher presents themselves and their research to the audience.

### *Researcher Statement*

Finally, you will write a researcher statement. We will discuss what this might look like for you depending on your own career goals. If you plan to go on the tenure track job market, this might be the type of research interests statement you would have for the job market. If you plan not to be in academia, this might be a broader statement about how you see your role as a research in your chosen career. Don't know what you want to be when you complete your

degree? Then this statement could simply tell me more about who you are becoming as a researcher *right now* (or rather the right now that will be the end of the course).

## “UnGrading”

Grades rarely assist in learning, so in this class, we are going to delay grades as much as possible. Rather, we will focus on feedback and reflection throughout the semester. At the end of the term, we will meet, and you will tell me what grade you feel you have earned in the course and why. This approach means that you are responsible for your own goals and labor in this course. Keep track of what you do, the feedback you receive, and how you grow as a researcher based on that feedback. I will default to the grade you give yourself, although I reserve the right to change that grade, I will not do so without compelling circumstances or without consulting you.

## Policies

### *Attendance*

To get the most out of this class, I invite you to attend regularly. We are doing a lot of collaborative work this semester, and we need *you!* If you cannot attend, please communicate a makeup plan with me and any group members.

I would appreciate if you do not come to class in-person if you are sick. If you are up to attending but feel ill, please let me know via email before 10 am and I will send you a Zoom link to join class.

In addition, the following absences are excused per university policy:

- Disability accommodations
- Pregnancy, hospitalization, or medical leave
- Bereavement leave
- Religious observation
- Jury duty or court witness leave
- Military leave
- Ball State sponsored events

### *Plagiarism/Academic Misconduct*

In this class we will do some collaborative work, and we will give each other credit for what each person contributes to that work.

Be aware that academic misconduct in this class extends to the primary research we do. It is essential that you follow our IRB protocol and conduct ethical research.

However, if I discover that any plagiarism (not crediting sources) or academic misconduct (making up data, turning in something from a different class, etc.), I will contact you immediately to schedule a meeting. After meeting (or if I do not hear from you in 1 week), I will determine a course of action, including submitting the paperwork for an academic ethics violation. Also, please familiarize yourself with the Student Academic Ethics Policy.

### *Non-Discrimination Statement*

As a part of the Ball State Community, we all agree to respect our students, our classmates, our teachers, and our community, both inside the classroom and online. If I feel that your actions are not in keeping with these community standards, I will meet to discuss them with you and may refer you to the Dean of Students for [Disruption of an Academic Setting](#). If you ever believe my actions are not in keeping with these standards or feel discriminated against by a classmate or student, I invite you to discuss this with me as well. [Bias Incident Response service](#) can also be used to report such instances if you are uncomfortable talking to me directly.

### *Accommodations & Basic Needs*

I am happy to make any accommodations that will make this course more accessible for you, whether or not you have registered with disability services. Please talk to me at any point in the course about doing so.

It's also hard to learn when your basic needs aren't taken care of. If at any point you need assistance or would like me to direct you to resources on or off campus, do not hesitate to reach out. Some of the most commonly used resources are listed in this syllabus & on Canvas.

If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with me, please make an appointment to discuss these issues with me as soon as possible. [Ball State's Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at [765-285-5293](tel:765-285-5293) or [dsd@bsu.edu](mailto:dsd@bsu.edu).

### *Canvas Accessibility Statement*

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

### *FERPA and Privacy Statement*

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent.

However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

## Resources

### *Writing Center*

[The Writing Center](#) gives one-on-one feedback on any projects, even those that don't involve traditional prose. This semester they are offering **online appointments**. Visit them for help brainstorming, drafting, or polishing your work. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. In addition to helping with papers, the writing center can help you with finding and documenting sources, getting started with brainstorming, and even visual design. To make an appointment go to [ballstate.mywconline.com](http://ballstate.mywconline.com).

### *Bracken Library*

Some assignments in the course require research. The librarians at Bracken can help you find sources either in the library or online. The library also has computers that have a variety of technology you may use for your projects. To contact a librarian go to:

<https://bsu.libguides.com/helpandFAQ/askalibrarian>

### *Technology Support*

The Ball State Technology Helpdesk is designed with the IT support needs of Ball State distance learners in mind. To access it directly, visit <https://www.bsu.edu/helpdesk>. At this site, you may access the IT knowledge base, find answers to frequently asked questions, report a technology issue or request assistance, check on the status of your ticket, review your ticket history, join a remote assistance session and much more. You may also visit the help desk in Bracken Library 101. In addition, the [Canvas Student Guide](#) may be useful if you are having trouble with Canvas.

### *Counseling Center*

Every year, hundreds of students, faculty, and staff members use the services of the [Counseling Center](#). This comprehensive services office provides free and confidential psychological and career resources to students. The primary mission of the center is to assist students in reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm, and receptive to students who seek services. To make your first appointment with the Counseling Center, call our office at **(765) 285-1736** or stop into **Lucina Hall, Room 320**.

### *Health Center*

The Health Center is covered in your student fees. The Health Center is located at 1500 W. Neely Avenue. To make an appointment, please call the Health Center at 765-285-8431.

### *Cardinal Kitchen*

If you are facing food insecurity, Ball State provides a student food pantry, [Cardinal Kitchen](#).

### *Emergency Loans*

Ball State has an [emergency loan option](#) for students who need it.

### *Office of Victim Services*

As an administrator at Ball State, I am a mandatory reporter. However, Ball State has a confidential [Victim Advocate](#) to help survivors of domestic or gender-based violence.

## Schedule

Details of the course schedule will be on Canvas modules. Please check in regularly for updates. Below is a draft of a general timeline that we will follow.

<b>Week</b>	<b>Topic(s)</b>	<b>Due</b>
Aug 23 & 25	You as a Researcher	
Aug 30 & Sept 2	Proposing Research	IRB CITI training
Sept 6 & Sept 8	Proposing Research	Pitch to class
Sept 13 & 15	Research Methodologies	IRB as class, Methodology Presentations
Sept 20 & 22	Research Methodologies	Methodology Presentations
Sept 27 & 29	Research Methodologies	Methodology Presentations
Oct 4 & 6	Conducting Research	Methods Presentations
Oct 13	Conducting Research	Methods Presentations
Oct 18 & 20	Conducting Research	Have data collected
Oct 25 & 27	Analyzing Data	
Nov 1 & 3	Analyzing Data	
Nov 8 & 10	Analyzing Data	Have data analyzed
Nov 15 & 17	Writing it Up	Analysis of a Methods Section
Nov 22	Writing It Up	Draft of Project
Nov 29 & Dec 1	Writing It Up	Present Research to Class
Dec 6 & 8	You as a Researcher	Researcher Statement
Final	Ungrading	Conferences