ENGLISH 776: Methods & Methodologies in Writing Studies

COURSE SYLLABUS: Fall 2024 • CRN: 81232
100% Online • Async with Optional Meeting

INSTRUCTOR INFORMATION

Instructor: Dr. Gavin P. Johnson (he/him)
Email: gavin.johnson@tamuc.edu
Office Location: Talbot 229 or Zoom

Student Visiting Hours:
Schedule using
https://tidycal.com/gpj
other times available upon request

COURSE INFORMATION

ENG 776: Methods & Methodologies in Writing Studies • Hours: 3
This course will provide an introduction to research methods and methodologies commonly used in rhetoric, composition, writing studies, and literacy studies. Topics include the following: histories of research methods and methodologies; connections among (and understandings of) methods; practical guidance for student-selected, original research; and methodologies as theories that guide our use of methods. Students will learn how to create and sustain a research project by drawing attention to how methods and methodologies can enable, constrain, and complicate our work. Students will have the chance to learn about various methods (such as interviewing, archival work, grounded theory, ethnography) as well methodologies (such as feminist, transnational, racial).

Instructional Methods

This section of ENG 776 is 100% online. All course readings and assignments will be posted in D2L. **We may have an optional weekly meeting via Zoom**. If so, Zoom meetings will include a mix of lecture, student-lead discussion, and hands-on activities. Students are highly encouraged to attend all Zoom meetings. However, this course can, in effect, be asynchronous. All Zoom meetings will be recorded and shared via D2L. Multiple modes of engagement are provided to keep participation flexible and accessible for all students.

Access

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of a diverse array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course. Please also see the **Resources & Support section** (pp. 9-10) below and course webpage for additional support services.

Instructor's Support for Student Learning Outcomes and Goals

You and I will work together to establish, interpret, revise, and remix our learning objectives and goals. That is, our goals will need to be flexible as we move through our course. We may struggle to achieve every goal we set, and that is okay! Our initial goals for this course include

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- **Critically engage various discussions in the scholarship** related to academic research and the field of Writing Studies (and its collegial fields). Use critical reading and discussion to observe the core histories, theories, and concepts promoted in the field.

- **Enhance your critical reading skills** including identifying arguments, methods, and contribution to the scholarly conversation. Use critical reading to find gaps in the conversation where you can contribute with your research.

- **Understand the core stages of academic research** and determine your own unique workflow.

- **Develop a theory- and practice-informed orientation as a researcher**, including considering how your experiences and beliefs inform your methodological commitments.

- **Expand your personal tool kit of research methods practices**. Examine your current practices and how different approaches and frameworks may inform your future research.

- **Present original, persuasive ideas** in formal, informal, and multimodal contexts. Use academic writing when appropriate but strive for clear and thought-provoking writing.

- **Set and evaluate your own goals.**

As your instructor, I provide the following resources to aid us in working toward and beyond the initial goals listed above:

- **Engagement with a wide range of texts** related to our course topics and goals. These texts will provide insight into literacies and communities within and beyond the university. Furthermore, the texts—which may include academic essays, textbook chapters, popular news articles, social media content, video lectures, etc.—will challenge you to (re)consider your understanding of expertise, writing, and research across rhetorical contexts.

- **Insight through discussion** of those texts with your classmates, other scholars, and me. Sharing our expertise is the best way to enrich our knowledges and design practices to sustain ourselves and our communities.

- **Frameworks for analysis and action** based on rhetorical practices outlined by scholars, teachers, activists, elders, and ancestors. Most prominently, we will engage critical practices for rendering visible dangerous gaps in research and ideologies that are shielded by tradition, bigotry, and institutional bureaucracy

- **Responsible and honest feedback** toward your work. The most important part of my job is not delivering content – you can look most of this stuff up yourself – but rather guiding your engagement with that content through conversations and assessments. Feedback on your assignments is based on my engagement with your writing as a reader as well as my professional expertise.

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Required Materials

We have two required textbooks, which are listed below with information on accessing the texts. All other readings in the course will be provided via D2L.

- Blakeslee, Ann, and Fleishcher, Cathy. (2019). *Becoming a Writing Research*, 2nd edition. Routledge.
  - o Available for purchase or rental in physical or digital formats from the TAMUC bookstore.
- Clary-Lemon, Jennifer, Mueller, Derek, & Pentelides, Kate. (2022). *Try This: Research Methods for Writers.* The WAC Clearinghouse & University Press of Colorado.
  - o Available for purchase or rental from the TAMUC bookstore. Available digitally open access (FREE!) at https://wac.colostate.edu/books/practice/try/
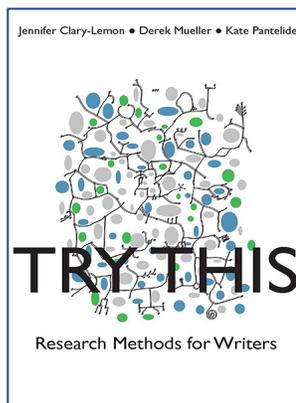
Additional Required Materials
- Access to the our D2L course website & Zoom (this course is 100% online)
- Access to a word processing program
  - o *Note: D2L does not work well with Pages.*
  - o *Note: Free access to Microsoft Office 365 for students: https://inside.tamuc.edu/facultystaffservices/academictechnology/_documents/Office-365-Students.pdf*
- Digital storage (e.g., flash drive or cloud storage [iCloud, Google Drive, DropBox, etc.])

COURSE WORKLOAD

As a student in this graduate class, you should expect to read, think, and write constantly. Weekly, you can expect approximately 100 pages of academic readings (including theory, research studies, etc.) that you will be responsible for discussing through informal writing and in-class conversations. As the semester progresses, you'll receive feedback on your formal writing from your classmates and me, and you'll have the chance to continue to develop and revise those pieces based on that feedback. One ultimate and important goal of our class is to help you define yourself as a researcher, see your writing through the eyes of other researchers, listen to what they have to say about your writing and ideas, and revise your writing accordingly.

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Tips for Success in the Course

An online graduate course is intensive, moves quickly, and requires a lot of self-direction and motivation. If you are new to graduate school and/or online classes, you might struggle with staying on track. There is no shame in the struggle! My best tips:

- Set a consistent time every day to sit down and focus solely on this class (and put it on your calendar!). Check your email! Check D2L! Establishing a routine will help you stay organized.

- Begin working on your assignments early and use resources such as the Writing Center, Waters Library, or schedule a meeting with Dr. Johnson!

- If you find yourself struggling, reach out to me! I'm happy to work with you individually to get you caught up and strategize best to reach your learning goals.

- Take breaks to rest, relax, and do the activities that bring you joy. Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

Assignments

Below are brief descriptions of our assignments for ENG 776. No exams are given; instead, you will demonstrate your content knowledge, critical thinking, and research skills through formal and informal writing, presentations, and weekly work. Full prompts will be available in D2L.

- *Metacognitive Assignments: These assignments are designed to invite you into the assessment process as well as interrogate your learning, writing, and researching processes.*

  - **Assessment Dialogues**: Two opportunities for you to consider your learning processes and set goals for our course. These are dialogues because you will write and revise these in conversation with Dr. Johnson and, when appropriate, your peers. Assessment Dialogue #1 will be due in Week 1 and Assessment Dialogue #2 will be due at midterms. Each Assessment Dialogue should be 250-500 words.

  - **Midterm and Final Meetings:** You will meet with me twice this semester to discuss your progress and learning goals. At midterms (week 8) we will discuss your assessment dialogues #1 & #2 and collaboratively determine your midterm grade. At finals (week 16) we will discuss your final reflection as well as your course projects and determine your final grade. These meetings are meant to be open spaces for us to discuss your learning goals and focus our attention on your writing process.

  - **Final Reflection:** This final assignment accomplishes two goals. First, it provides you space to reflect on your learning in ENG 776 by asking you to evaluate your development as a researcher against the goals you previously set for yourself in Assessment Dialogues 1 & 2. Second, it offers you space to outline a brief research philosophy in which you consider why, for whom, and to what ends you

conduct research. This reflection should be 750-1,000 words.

- *Critical Reading and Social Annotations: These assignments invite you to read widely across academic disciplines and deeply in the field of writing studies, to engage with your peers, to practice active reading and annotation, and test your knowledge of standard research compliance.*

  - **Weekly Questions & Quotes and Peer Responses:** After completing your weekly annotations, you should post to the corresponding Questions & Quotes discussion board on D2L, which will invite you to submit post-reading questions or quotes for further consideration. <u>These do not need to be polished discussion posts but rather opportunities to ask questions and work out any ideas or confusions.</u> These should be posted by Wednesday at 11:59 pm CST. By Sunday at 11:59 pm CST, you should engage with your peers' Questions & Quotes. You should aim to engage at least one peer significantly (composing a robust response to their questions or offer an interpretation of a posted quote) or multiple peers less significantly (follow up questions, general comments of agreement, Likes).

  - **Collaborative Glossary:** Many of our readings are filled with both philosophical and technical jargon. As non-experts, I suspect that you will encounter <u>many</u> terms and concepts that are unfamiliar to you (I know I have while preparing this course). Throughout the semester, we will build a glossary of terms and concepts that you find interesting, confusing, or provocative. Each of you is responsible for at least 10 terms this semester (at least 5 by midterm). 10 is a minimum not a limit.

  - **Online CITI Trainings:** To conduct human-subject research, the Institutional Review Board (IRB) requires researchers to complete online CITI trainings, which introduce you to the ethical considerations and legal liabilities of research. You will complete the Social and Behavioral Research (basic) course (~5 hours). Once you complete the training, you will submit your certificate as well as a 500 word reflection.

- *Research Assignments: These assignments invite you to consider your own research interests, examine the state-of-the-field, and propose original qualitative research grounded by a meaningful research question, rigorous secondary research, and carefully planned study protocols.*

  - **Journal Analysis & Worknet:** Select an academic journal in your field of study or in Writing Studies. After identifying a journal, review at least two years (no fewer than 4 issues) paying attention to the kind of articles being published, the topics being addressed, any unique features, publishing motto and process, competing journals, and other important elements. Then select one article from the journal to complete a worknet (see Clary-Lemon et al. 2022) by completing the four-part worknet model to engage that article across semantic, bibliographic, affinity, and choric phases toward other sources and deep synthesis of current conversations in the field. Provide a critical review of the journal and worknet in a multimodal presentation.

  - **Research Proposal:** Your semester-long project is a formal research proposal. Research proposals demonstrate a need for research on an issue and outline research questions, methodologies, and protocols. You will create a research

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proposal for an issue of your choosing using any of the qualitative approaches/methods discussed in the course. Collaborative proposals are allowed. The proposal should be 2,500-3,000 words and include:

- Project Abstract (250 words)

- Research Problem & Purpose (500-750 words)

- Literature Review (1,200-1,500 words)
  - *Optional draft for early feedback (Week 11)*

- Research Question(s)
  - *Optional draft for early feedback (Week 7)*

- Study Protocol & Methods (500-750 words)
  - *Optional draft for early feedback (Week 13)*

- Ethical Considerations (250-500 words)

- Bibliography

- Appendix (as needed)

~~Grades~~ *Feedback & Assessment*

I thoroughly believe that grades are technologies of surveillance and control. I never liked grades, and I have always felt that they limit the learning process, create nasty habits designed to "get the A," and cause more anxiety than they are worth. However, I also realize that grades are important data points for you – your scholarships, majors, future jobs, and ability to graduate are all tied up in the grades you receive. To balance my distrust of grades with the requirements of the university, we will work on a *feedback and collaborative assessment model.* In this model, **you will not receive individual letter grades on assignments.** Instead, your assignments will receive constructive feedback that you should use to revise, rethink, and remix your work.
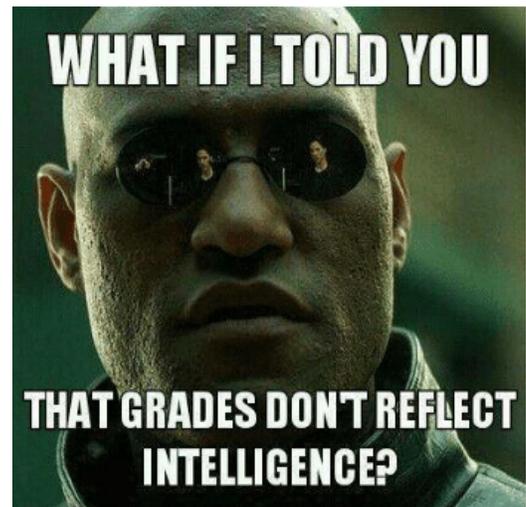
To mimic the academic writing and publishing process, in the D2L gradebook, assignments will be marked

- **Accept** when the project is fully completed according to the assignment prompt and turned in promptly. Strong effort is evident, and the project is polished.

- **Revise** when elements of the project are incomplete or underdeveloped. Some effort is evident but major revisions would be beneficial. *For assignments marked Revise, you are, of course, able and encouraged to revise and resubmit.*

- **No credit** when a project wasn't completed and/or wasn't turned in.

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- **Excused** when a project is incomplete due to uncontrollable circumstances that you have clearly communicated (within reason) to Dr. Johnson.

Weekly Annotations and Questions & Quotes will be marked **Credit, Half Credit,** or **No Credit.** In most cases, these assignments are not revisable or open for late submission.

With that being said, this course is not "gradeless" because I, begrudgingly, have to enter final course grades. These final grades will take into account your work completion, my various responses to your work, and your laboring toward meaningful compositions and engagement. You will outline your own evaluation in Assessment Dialogue #2. Collaboratively we will determine a grade using the (very limiting) A&M-Commerce standard grading scheme of A-F. I am committed to your learning and promise that your assignments will receive feedback based on my professional expertise. You are always welcome to meet with me to discuss any feedback on your writing and your general progress in this course (though don't expect me to give you a "grade" in lieu of a discussion of your progress).

COURSE & UNIVERSITY POLICIES

Communicating & Meeting with Dr. Johnson
Communication is a key part of success in this course. I rely on D2L announcements for general information about our course and email for individual communication. I respond to emails within 24 hours Monday-Friday (often sooner).

I want to get to know you outside of our class meetings and your writing. You will have two required meetings with me at midterm and finals, but I highly encourage you to attend student visiting hours as often as you would like. This is time I set aside for you! For Fall 2024, I request that you schedule an appointment with me so that I am sure to be available and ready to focus on your concerns. Use https://tidycal.com/gpj

Crises Response
We live in a complicated and often overwhelming world. Each of us, over just the last few years, have lived through a global pandemic, political unrest, environmental disasters, and financial disruption. I imagine each of you have also been impacted by personal, familial, and community-based life shaping experiences. Many of us are mentally and physically exhausted. It is a privilege that we can engage each other in intellectual conversations through this course and I have high expectations for the work you will compose. However, I also understand that sometimes school can't come first. Indeed, it is very likely that you (individually) or we (collectively) will need to respond to a crisis during the semester. In my role as you instructor, I will do my best to support your learning and make our course accessible and accommodating. Please review my Access Policy, Tips for Success, and Campus resources for more information on how I can help or schedule a meeting with me.

Learning Coalition
This classroom is a community of researchers that, I hope, will form a learning coalition in which we can build and maintain a respectful space to share our thoughts, writing, and research. A coalition is a group of diverse thinkers who come together for with various knowledges and beliefs to accomplish common goals. We won't always agree with one another on every issue, and that is okay. You will probably feel uneasy, uncomfortable, or challenged at some point in this class. In fact, those moments can often lead to greater insight and understanding. However, I will not tolerate racist, sexist, homophobic, ablest, xenophobic, or otherwise intolerant language or behavior in the class meetings, on our D2L course site, in emails, or in your assignments. If I

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deem your language or behavior as inappropriate, I will give you a verbal warning. If the inappropriate behavior continues you will be asked to leave the course and will be reported for misconduct.

While your continued participation is expected, you are never required to participate in conversations, discussions, or readings that you feel will cause you harm in any form beyond the expected rigor of the college classroom. Keep self-care your priority and excuse yourself from these spaces—no explanation needed.

Academic Integrity

I believe it is our shared responsibility to honor others as we build our own knowledges and tell our own stories. One topic we will discuss extensively in this course is the idea of ownership – who owns knowledge? This, of course, is a very complex question that cannot easily be addressed in a policy on a syllabus. So, let me be honest: **I expect your work to be your wor**k. I want to know YOUR thoughts, YOUR ideas, and what YOU have to say based on the relations you are building through reading, writing, and living. Your work doesn't have to be perfect – it just needs to be from you. If you are struggling with an assignment or believe you may have misused a source, please come talk to me and we will figure it out! Our goal as teachers and researchers is to build knowledge in relational and accountable ways.

If I suspect that a submitted assignment is not your work, I will reach out to you immediately. My first instinct is to help you revise any potentially plagiarized (stolen/appropriated) material. If a pattern of dishonesty becomes apparent, I will move the case forward based on the University procedures listed below.

- [Graduate Student Academic Dishonesty 13.99.99.R0.10:](https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf) https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

TurnItIn & Similar Tools

I promise to never use turnitin.com or other proprietary tools like it because these programs make money off your work without compensating you. Here's how it works: A university pays turinit.com for its services with your tuition dollars. Teachers place student papers in the program's "bank," and the program compares that paper with other papers existing in the bank. At that point, the student's paper becomes part of the bank. Therefore, turnitin.com and other tools are making money from this bank full of papers written by uncompensated students. For more information on this issue, see this article from the journal Hybrid Pedagogy: https://hybridpedagogy.org/resisting-edtech/.

Using AI

Any use of generative AI technologies should be meaningful, ethically considered, and properly documented. I suspect that you may experiment with AI technologies. I encourage it (to the extent that you are comfortable)! Before doing so, I highly suggest that you carefully consider the ethical and privacy implications of employing any kind of composing or AI-generative technology. You should absolutely never input the intellectual property of others into any AI system without expressed permission; that is, do not input course readings or other materials into AI. I'm happy to discuss further if needed.

- ○ ***University Note on Artificial Intelligence (AI)*** [August 2023 version; edited]. Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial

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Intelligence, ChatBots, or other software that has the capacity to generate text (including images and audio), or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Grievance Procedure

If you have concerns regarding this course, please first address those concerns with Dr. Johnson to reach a resolution. If you are unsatisfied with the outcome of that conversation or have not been able to meet individually with me, whether in-person, by email, by telephone, or by another communication medium, you should then schedule an appointment with **Dr. Ashanka Kumari (PhD Coordinator; ashanka.kumari@tamuc.edu) or Dr. Shannon Carter (MA/MS Coordinator; shannon.carter@tamuc.edu).** If the issue must be elevated beyond the instructor and your respective program coordinator, then you should contact **Dr. Hunter Hayes (Chair of the Department; hunter.hayes@tamuc.edu).** Where applicable, consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

University Policy on Student Conduct & Nondiscrimination Notice

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook:

http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

https://www.britannica.com/topic/netiquette

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

- **Texas Senate Bill 17** (https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

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Collection of Data for Measuring Institutional Effectiveness

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns On Campus
document and/or consult your event organizer.
Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

RESOURCES & SUPPORT

Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit https://www.tamuc.edu/writing-center

Students with Disabilities—ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

> Texas A&M University-Commerce
> Waters Library- Room 162
> Phone (903) 886-5150 or (903) 886-5835
> Fax (903) 468-8148

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Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServi
ces/

Mental Health Support

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Accessing the Course Website

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

LMS Technical Support

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). If you are having technical difficulty with any part of Brightspace, you can contact Brightspace Technical Support at 1-877-325-7778. https://community.brightspace.com/support/s/contactsupport

SYLLABUS ACKNOWLEDGEMENT

Like all writing and knowledge making, this syllabus is composed of constelled knowledges, spaces, histories, affects, and bodies. Elements of this syllabus have been built, borrowed, and remixed with/from my friends and colleagues. This course, in particular, benefits from the labor of Dr. Ashanka Kumari, Dr. Chad Duffy, and Dr. Christa Teston. I recognize and honor their efforts and the things they have taught me through our shared intellectual relations.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the modification of the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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COURSE OVERVIEW
Fall 2024 (August 26-December 8)

This overview lists the dates and topics for our class. **For the most up-to-date information, refer to our D2L course site.**

WEEK	DATES	TOPIC
1	August 26–31	Course Introduction
2	September 2–7	Asking Intellectual Questions
3	September 9–14	Planning Research
4	September 16–21	Doing Research – Reading and Observing
5	September 23–28	Doing Research – Collecting Data
6	September 30–October 5	Analyzing Data
7	October 7–12	Sharing Findings
8	October 14–19	Midterm Meetings
9	October 21–26	Journal Analysis Presentations
10	October 28–November 2	Practicing Rhetorical Analysis
11	November 4–9	Practicing Classroom Studies
12	November 11–16	Practicing Archival Methods
13	November 18–23	Practicing Field Research
14	November 25–30	Thanksgiving 🦃
15	December 2–7	Writing Workshop
Finals	December 9–14	Research Proposal Due

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