



ENG 776: RESEARCH METHODS IN WRITING STUDIES

COURSE SYLLABUS: FALL 2026

Course Facilitator

Name: Dr. Myssan Al Laysy Stouhi

Pronunciation: my (sounds like the word me), ssan (rhymes with flan)

Pronouns: she/her/hers

Office: David Talbot Hall of Languages- 317

Office Hours: Tuesdays and Thursdays, 11:00 AM -> 12 Noon

(you are welcome to walk in, but I appreciate emailing ahead)

Email Address: myssan.al@etamu.edu

Preferred Form of Communication: email/zoom meeting

If you email me, please allow 24-48 hours for a response, especially if matter requires consulting another entity at ETAMU.

Course Description

This course provides an introduction to research methods and methodologies commonly used in rhetoric, composition, and literacy studies (or, our umbrella term, “writing studies”). Research in writing studies has many moving parts (including exigence, research questions, theoretical frameworks, methodologies, methods, conclusions, and significance). These parts evolve over the course of a project and change in relation to one another. Holding all of these parts together, and carrying all of these parts through the research journey—and doing so while maintaining ethical research practices—is very challenging. With that in mind, this introductory course is designed around your unfolding interests and inquiry, with the hope of not only generating a vocabulary for methods and methodologies, but also a meta-vocabulary for your research process.

Student Learning Outcomes

Students who complete this course will:

- Gain an understanding of what practices, methods, and methodologies are associated with writing studies;
- Identify key conversations and trends in methods and methodologies for writing studies;
- Develop strategies for using and incorporating specific methods and methodologies in their original research; and
- Practice moving a line of inquiry into researched study.

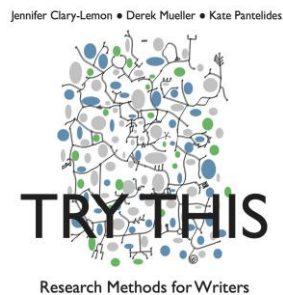
Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. **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.
2. **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.
3. **Understand the core stages of academic research** and determine your own unique workflow.
4. **Develop a theory- and practice-informed orientation as a researcher**, including considering how your experiences and beliefs inform your methodological commitments.
5. **Expand your personal tool kit of research methods practices**. Examine your current practices and how different approaches and frameworks may inform your future research.
6. **Present original, persuasive ideas** in formal, informal, and multimodal contexts. Use academic writing when appropriate but strive for clear and thought-provoking writing.
7. **Set and evaluate your own goals**.

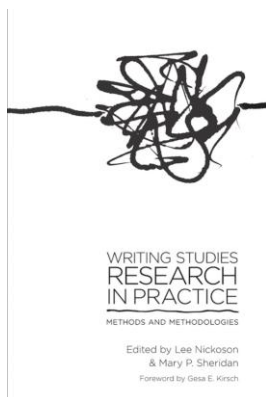
Required Textbooks (4)

Note 1: For some of these volumes, we will read selected chapters. For others, we will read the entire book.

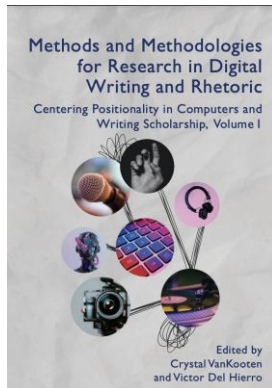
Note 2: Additional readings will be posted on D2L.



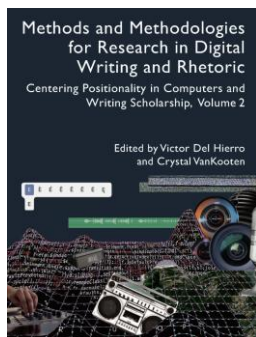
1- Clary-Lemon, J., Mueller, D., & Pantelides, K. (2022). *Try this: Research methods for writers*. WAC Clearinghouse. <https://wacclearinghouse.org/docs/books/try/this.pdf> (open access)



2- Nickoson, L. & Sheridan, M. P. (Eds.). (2012). *Writing studies research in practice: Methods and methodologies*. Southern Illinois University Press



3- VanKooten, C. & Del Hierro, V. (Eds.). (2022). *Methods and methodologies for research in digital writing and rhetoric: Centering positionality in computers and writing scholarship V1*. WAC Clearinghouse. <https://wacclearinghouse.org/docs/books/positionality/volume1.pdf> (open access)



4- Del Hierro, V. & VanKooten, C. (2022). (Eds.). (2022). *Methods and methodologies for research in digital writing and rhetoric: Centering positionality in computers and writing scholarship V2*. WAC Clearinghouse. <https://wacclearinghouse.org/docs/books/positionality/front2.pdf> (open access)

Additional Course Requirements

- Frequent D2L access

I expect you to check your D2L no less than 3 times per week. We will come up with a more defined schedule for D2L access in the first two weeks of classes.

What is D2L? “Desire to Learn” is an LMS, or learning management system. It is our academic social media, and the primary medium for exchanging information, discussing topics, viewing course material, and managing assignments from assignment sheets and rubrics to submission and feedback. If you are new to D2L,

- Refer to D2L frequently asked questions: <https://www.etamu.edu/d2l-guide/>
- Watch D2L Tutorial Videos; they are all over the internet.
- Ask me via email. No question is embarrassing or unimportant.

- Frequent E-mail checking

Our primary means of communication will be via email. Announcements i post on D2L go automatically to your email. Please direct any questions or concerns about the course to me via email and allow 24-48 hours for a response. I usually respond quickly, but it depends on my ability to access my email, answer your question, consult with other entities if needed, among other factors that may influence my responding time.

- At least two reliable data storage methods

Students frequently report struggling with saving files, modifying files, naming and renaming files, deleting files, storing files, etc.

To prevent any data loss, i HIGHLY encourage you to work directly on a virtual saving location (one drive, google drive) and not exclusively on your desktop. Computers run out of battery, crash, catch viruses and bugs, etc...Your safest pathway is a virtual storage where your files are safely stored and you can access them anytime and anywhere.

I also suggest a consistent file-naming strategy. For instance:

ENG776_Syllabus_082126 (file name, type, month date year)

This is up to you but if you start this now, it will facilitate your saving and locating files forever!

- **Access to word processing software** such as Word, Google Doc, or other word processing programs and/or applications that can generate files with formats compatible on any mobile or computer

- **A reliable internet connection- of course**

General Overview of Required Coursework

Each week, you will:

- Watch at least one recorded lecture (online, asynchronous)
- Read texts that encourage you to think and react in multimodal ways
- Engage in formal and informal discussions about constructs related to the course
- Compose low stakes (earn credit on submission) and evaluated assignments
- Teach/Lead/Present asynchronously in multimodal forms
- Participate in inquiry individually and collaboratively

Grading

First and most importantly, i feel obliged to acknowledge that the U.S. educational systems depend on grades as a major factor in your pathway towards your degree. Meaning: I have to submit grades at the end of every semester, regardless of my own perception of grades.

How to Earn an A in This Course (“I do not only want to get an A. I want to learn.”)

- Submit all low stakes and major assignments by their deadlines. Read the **late work policy**.
- Post thoughtful, relevant, substantive responses in discussion boards/forums and **engage with specific points** your classmates made. Instructor and classmates can identify rushed and/or plagiarized responses. Dive deep and do some reading and research if needed.
- Complete work with real, useful, and clearly observable **effort**.
- Revise your work in response to feedback from your classmates and myself, or explain courteously why you chose to push back against that feedback.
- Represent your composition, sources, and data honestly, ethically, and accurately.
- I want to repeat **EFFORT** here. In no way does this course require perfection, but it does require 1) timeliness/punctuality 2) professionalism and 3) obvious thinking/time spent working.

Grading Scale

(Grades correspond to points. 1% = 1 point.)

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Tentative Grade Breakdown

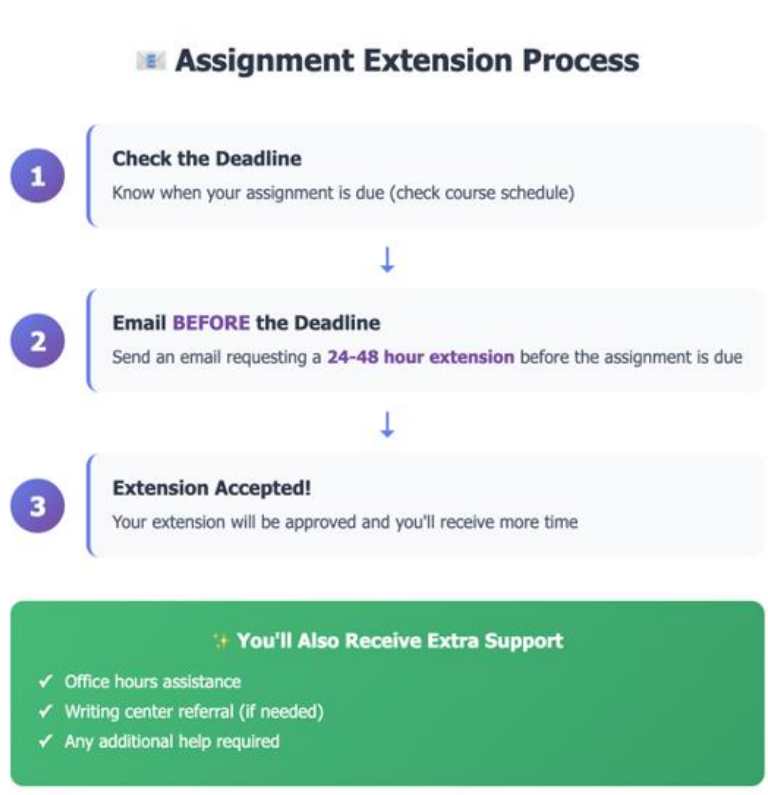
Assignment (will be explained)	Quick Description- More in due time	Weight out of 100%
- Reading Responses - Collective Keyword Log/Individual Journal - Discussion Forums	Low stakes, on-going assignments that count towards “class participation”	30%
- Recorded/Analyzed Focus Group Discussions	Major assignment- Serves as collaborative knowledge co-construction on course constructs and applications (total = 3 - September/October/November)	30%
- Annotated Bibliography	Major assignment- Serves towards generating a research question towards Research Project Proposal	10%
- Research Project Proposal	Major assignment- Serves towards iteratively building a possible dissertation project	20%
- Final Reflection	Major assignment- Serves towards conscious awareness of researcher identity as it evolved (or not) throughout the course with evidence from coursework	10%

Late Work Policy

Late work: You are allowed to ask for 24-48 hour extension for any assignment. The rule is E-mail me BEFORE the deadline to ask for an extension. If you do so, I will accept and give you more time, and I will surely provide you with any extra help you need such as office hours or referral to the writing center.

If you miss a deadline and I do not hear from you, I am not likely to give you any extensions except in few cases that will be dealt with on individual basis, such as:

- Inability to email because of accident that endangered your physical and/or psychological/mental health
- Military duty or court duty
- Death of a family member, friend, or loved one



Course Syllabus and Course Schedule are Tentative. Changes will be announced on D2L and via Email.

Access, Accommodation, and Navigation

Our classroom is made up of a diverse array of learners and I am happy to make reasonable accommodations to make sure you and your classmates have as much access to accomplishing course goals as possible. Disabilities are documented and undocumented, visible and invisible. If you know how you best learn, please communicate with me. If something is hard or isn't working for you, please communicate with me. If you are proud of something, please communicate with me. In whatever workplace or academic context you enter next, you'll be best served by articulating your needs, challenges, and strengths as a learner, classmate, and colleague. My hope is that this course can be generative for, and support you in, developing how you understand and talk about your needs, challenges, and strengths. I hope we can also translate that in action towards communities to whom we model as educators/academics/scholars/humans, and communities we influence.

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

East Texas A and M University

Velma K. Waters Library Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: <https://www.etamu.edu/student-disability-services/>

Mental Health

East Texas A and M University Supports Students' Mental Health. The Counseling Center, 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

Military and Student Veteran Accommodation

I recognize the complexities of being a military student or a student veteran. If you are a military student or student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursements, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with other university staff who are trained to assist you.

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. Two factor authentication is frequently requested through DUO app.

Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. Please identify your alternative methods of completing your work, such as visiting the library or a cafe, and make yourself comfortable with them in due time.

Course and University Procedures, Policies, and Resources

Syllabus Change Policy

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

Inclusion & Nondiscrimination Notice

To me, diversity is the goal—and inclusion the practice—of valuing difference in higher education. Our readings, discussions, and activities may challenge how you perceive the world and your reality, and that challenge is at the heart of a liberal arts seminar. To learn *both from and with* your classmates is an immense privilege. Often, moments when our thinking and perceptions are altered or challenged, we are provided a window into a deeper understanding of critical thinking and complexity. My goal is to *include* the challenges that difference and non-normativity create, and to approach them with openness, curiosity, and generosity. In so doing, I hope we can better prepare each other for our next academic and professional contexts.

When it comes to your comfort zone, my intention is that our beliefs and understandings are challenged, not our senses of value to our course community and campus community. I will not tolerate discrimination, rudeness, or insults (in person or online, in discussion or peer feedback, in voice or text). For questions, concerns, and problems related to discrimination based on race, ethnicity, class, disability, nationality, gender identity, sexuality, religion, veteran status, or other social or personal identity factors, if you are willing, please communicate with me. My intention is to support my students by any means available to me.

East Texas A&M University 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.

Student Conduct

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>

Academic Integrity & Honesty

In a nutshell, plagiarism is any attempt to pass off the ideas (or worse, the words) of another as your own. And this can happen mistakenly by not giving credit where credit is due. I want to hear *your* thoughts, ideas, inquiries, and language. Our assignments are challenging, and I want to support you through them. Please, before intentionally plagiarizing, communicate with me. Plagiarism is never worth the risk. Submit your best effort and that is sufficient for me. Plagiarized work can be assumed to be better than students' best effort, but trust me- it is not.

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Attendance

This course is online, asynchronous. Attendance and participation mean finishing work well, and on time.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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.

More information: <https://www.etamu.edu/university-police-department/records-and-crime-statistics/>

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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department-Specific Procedures/ Literature and Languages

Student Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05 \(“Student Appeal of Instructor Evaluation”\)](#).

Collection of Data for Measuring Institutional Effectiveness

In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I may 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.

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