



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department English
Prefix ENG Number 390 Title Methods of Inquiry Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required) A . B .

Course description: Studies in writing, rhetoric and literacy are multiple and diverse because these areas deal with complicated ways people create meaning, circulate meaning, and understand meaning in a variety of contexts and a variety of modal formats.

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: Yes

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:




ARIZONA STATE UNIVERSITY  
maureen.goggin@a

Name Maureen Daily Goggin E-mail su.edu Phone 480 965-3168

**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed): Professor Aaron Baker Date: 1/17/17

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

| YES   | NO                       |   | Identify Documentation Submitted  |
|---|--------------------------|---|---|
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>   | <p>See p. 2 of B.3: Annotated Syllabus. PLEASE NOTE: Descriptions of evidence that ENG 390 meets each criterion appear in a document immediately following this and the next formatted table.</p> |
| <p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p> <p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p> |                          |   |   |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>   | <p>See B.3 Annotated Syllabus, pp. 1 and 2, for comments marking evidence.</p>  |
| <p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p> <p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p>  |                          |   |   |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> | <p>See B.3 Annotated Syllabus, p 2.</p>   |
| <p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>   |                          |   |   |

## ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-3**".

C-3

## ASU - [L] CRITERIA

| YES   | NO                       |   | Identify Documentation Submitted      |
|---|--------------------------|---|---------------------------------------|
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p> | See B.3. Annotated Syllabus, 6 and 7. |
| <p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>   |                          |   |                                       |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information <b>"C-4"</b>.</p> </div> <p>C-4</p> |                          |   |                                       |

| Course Prefix | Number | Title              | General Studies Designation    |
|---------------|--------|--------------------|--------------------------------|
| ENG           | 390    | Methods of Inquiry | Proposal for the L-Designation |

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet)   | How course meets spirit (contextualize specific examples in next column)   | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)  |
|--|--|--|
| At least 50% of grade is on writing  | Students complete seven written assignments that account for 90% of their grade  | p. 2 of Annotated Syllabus:<br><ul style="list-style-type: none"> <li>•Scholar’s reflective journal 20%</li> <li>•Presentations on each research method 40% (10% each one)</li> <li>•Research proposal 20%</li> <li>•Oral Presentation on Research Proposal 10%</li> </ul>   |
| writing assignments should involve gathering, interpreting, evaluating evidence. | Every assignment asks student to do these aspects of gathering, interpreting, evaluating evidence as part of their presentation of the argument in their writing and oral presentation (which depends on PowerPoint and writing) | p. 1 of Annotated Syllabus. Methods of Inquiry is a course that examines ways of developing research problems and questions, designing studies, and conducting, reading, and evaluating research in the areas of writing, rhetoric, and literacy.<br>p. 2 of syllabus: see student learning outcomes B.2 Criteria_Descriptions_for_Checklist: See each of the 4 assignments that requires students to gather, interpret and evaluate evidence. |
| Students must complete a minimum of two writing assignments that are substantial | Students complete SEVEN; see the assignment sheets and syllabi where due dates are listed  | p. 2 of Annotated Syllabus: describes the written and oral pieces;<br>See also B2. Criteria_Descriptions_for_Checklist for details that show these are indepth, substantial assignments.   |
| Assignments are arranged to get timely feedback from teacher and peers           | Students have an opportunity to work in groups or pairs on EVERY assignment to get feedback from the teacher and their peers.  | THREE Rough draft days for written assignments are listed on the Annoated Syllabus on pp. 6 and 7.<br>Students also have one or two classes prior to oral presentations to get feedback to help them revise as final products.   |

## B.2 Descriptions Requested from Checklist for Criteria 1-4

Below please find written descriptions of evidence supporting the criteria checklist.

### **Criterion 1:**

**Please describe the assignments that are considered in the computation of the course grades—and indicate the proportion of the final grade that is determined by each assignment.**

Students complete seven written assignments that account for 90% of their grade. See p. 2 of annotated syllabus:

#### **Assignments:**

- |  |     |
|--|-----|
| • Scholar’s reflective journal                         | 20% |
| • Presentations on each research method (10% each one) | 40% |
| • Research proposal                                    | 20% |
| • Oral Presentation on Research Proposal               | 10% |
| • Attendance and participation                         | 10% |

### **Criterion 2:**

**Please describe the way(s) in which this criterion (involving gathering, interpreting, and evaluating evidence) is addressed in the class.**

Every assignment asks student to do these aspects of gathering, interpreting, evaluating evidence as part of their presentation of the argument in their writing and oral presentation (which depends on PowerPoint and writing)

For evidence, see: p. 1 of annotated syllabus: Methods of Inquiry is a course that examines ways of developing research problems and questions, designing studies, and conducting, reading, and evaluating research in the areas of writing, rhetoric, and literacy .

See also p. 2 of annotated syllabus: student learning outcomes

See each of the 4 assignments that requires students to gather, interpret and evaluate evidence. These assignment descriptions are provided next, under evidence supporting Criterion 3.



**Criterion 3:**

**Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are involved in the course requirements.**

Below are four assignment descriptions requiring substantial writing and speaking:

1. Sample Assignment: Scholar's Reflective Journal
2. Sample Assignment: Presentations on EACH of FOUR Research Methods
3. Sample Assignment: Research Proposal Assignment
4. Sample Assignment: Oral Report on Research Proposal

**Criterion 3.1. Sample Assignment: Scholar's Reflective Journal**

The Scholar's Reflective Journal is a place where you will ponder readings and class discussions. In your journal,

- Make observations about the readings and class discussions
- Draw connections among readings in class and outside readings you are doing
- Pose questions about readings and class discussions
- Explore issues, topic ideas, research questions, etc.

In other words, the journal is meant as a space for invention to help you grapple with ideas, questions, approaches to the readings, your assignments, and so on. Do not treat the entries as polished prose; don't worry about grammar, spelling, coherence, etc. The journal is a space for exploration not polished thought and prose. You can handwrite or type it; write it any way that will serve you best. It is a resource for you.

As for length, on average you will probably do one page per reading, though some readings or discussions may give rise to more, some to less. There are 20 readings so plan to have a minimum of 20 pages by the end of the terms. You'll note that it weighs fairly heavily in the course at 20% of the final grade, so treat it appropriately. **DO NOT WAIT TILL THE END OF THE COURSE AND TRY TO RECREATE IT;** it won't work and it won't serve its purpose.

Bring your journal to each class as it will serve as a jumping off point for discussions.

**Due:** November 30, 2016

## Criterion 3.2. Sample Assignment: Presentations on EACH of FOUR Research Methods

### Presentations on Research Methods

This assignment gives you an opportunity to learn more about each research method we cover in the class. You will work with a team of students to explore each of the four methods: historical, empirical, discourse analysis and rhetorical criticism, and digital research. Teamwork in research is common in our field, whether a project is a collaborative research task, a co-authorship work, or a single-researcher and/or author. That is, even if you undertake a project for which you are entirely responsible for the research and the writing, you still will need to involve collaborators at points in the process (e.g., librarians or archivist to help with locating materials; participants in a study—whether in person or via the computer; help with data—whether a statistician, intercoder reliability partner(s), computer programmer; response to writing—peer readers, editor reader, reviewer reader of manuscript; copy editor, indexer, proof sheet editor and so on). The point is when you do research you never work in a vacuum or in an empty room in the attic; there are always people involved at certain points in your scholarly work.

#### Assignment:

**Step 1** Locate a source (online or in print) that explains the research method for each of the four kinds of research. Each member in the group will be responsible for reading and responding to the source. Discuss the source in light of the readings you have done for the class.

**Step 2** Decide how you will present the information you found to the class. I encourage you to consider multiple modes for presenting the research: print, video, audio (sounds or music), visual image, visual presentation (e.g., art, dance, mime, etc.), etc. You might use a PowerPoint to present both words and a video, or both words and images, or words and music. Or you might use a Prezi. Or you might use a podcast or some other way to deliver the message about the research method to the class. Feel free to be creative. Decide who will speak—everyone? Or just one? How will the others be part of the presentation? What is the message you want to get across? What should the class understand about the method you present?

**Step 3** Create your presentation and practice, practice, practice, to come in under time.

You will have **15 minutes** in which to give your presentation including questions. You should therefore limit your presentation to 10-13 minutes to give some time for questions.

#### **Dates for Presentations**

|   |             |
|---|-------------|
| Historical Research                         | September 7 |
| Empirical Research                          | October 5   |
| Discourse Analysis and Rhetorical Criticism | October 31  |
| Digital Research                            | November 21 |

## Criterion 3.3: Sample Assignment: Research Proposal Assignment

### RESEARCH PROPOSAL ASSIGNMENT

**Due:** November 30

#### Research Proposal

The purpose of the Research Proposal assignment is to provide you experience with designing a research study, and writing a research proposal. The benefits are both academic and professional—as this is a common genre in academia.

In general, a research proposal explains why and how a study will be conducted. It is useful for planning a study (and for getting critical feedback before undertaking the study) as well as a resource to mine while conducting a study. **YOU WILL NOT CONDUCT THE RESEARCH; YOU WILL JUST WRITE A PROPOSAL TO CONDUCT RESEARCH.**

### CONSTRUCTING A PROPOSAL

#### Conventional Elements of a Research Proposal

**Problem or objective.** Research proposals generally begin with an introductory section that describes the research problem and establishes its significance. This section answers the following kinds of questions: What exactly do you want to study? Why is it worth studying? Does the proposed study have theoretical and/or practical significance? Does it contribute to a new understanding of a phenomenon (e.g., does it address new or little-known material or does it treat familiar material in a new way or does it challenge an existing understanding or extend existing knowledge or problematize existing knowledge)? (approximately 1 page)

**Review of Literature.** The research problem or objective needs to be situated within the conversation in other scholarship in the area(s). You review literature then to learn what the conversation has been and is currently. The literature review presents a discussion of the most important research and theoretical work *relating* to the research problem/objective. (The most important is typically a landmark work that everyone cites and you'll see cited again and again.) It addresses the following kinds of questions: What have others said about this area(s)? What theories address it and what do these say? What research has been done (or not done) previously? Are there consistent findings or do past studies disagree? Are there flaws or gaps in the previous research that your study will seek to remedy? (approximately 3-5 pages)

**Research Question.** Your specific research question(s) or hypotheses should be stated clearly either at the end of the description of the problem/objective or at the end of the review of the literature.

**Procedures: Methods Section** This section describes how you will conduct your study. Regardless of the type of research you plan to do, you need to indicate how you will carry out your study so others may judge its viability, its worth, etc. (approximately 3-4 pages)

**Subjects for study.** Describe the subjects (people or objects or texts) for your study, considering carefully the type and number you need. Explain your method of

selecting your subject(s) (and if a sample, describe the population and how the sample will be drawn). Discuss the subject(s) in relation to your research question or hypothesis, to availability, and to your research design. That is, you need to identify the subjects and make clear whether they will be available and how you will reach them. This section typically answers the following questions: Who or what will you study in order to collect data? How do these subjects relate to your research question(s)?

**Data-Collection Methods.** Describe what you plan to actually do and the kind of research you will conduct. Your data-collection methods obviously need to be consistent with your research problem, your subjects, and your questions. This section typically considers the following questions: How will you actually collect the data for your study? What kind of study will you conduct (e.g., ethnographic, case study, experiment, survey, historical, archival, feminist, discourse or textual analysis, etc.)? What kind of data will you collect? (e.g., survey, interview, observation, texts, images, etc.)

**Analysis.** Describe the kind of analysis you plan to conduct, and explain the logic and purpose of your analysis. The kind(s) of analysis you plan will, of course, be contingent on the subjects, and the data collection as well as on your research question. These all work in tandem with one another. Whether you're conducting a quantitative or qualitative, a study of some combination or a study of some other kind, you need to explain how you will analyze the data you collect. This section typically answers the following kinds of questions: How precise a description or explanation of the phenomenon do you plan to provide? Do you intend to simply describe the "what" and "how" of a given phenomenon? Do you intend to examine relationships among variables? Or Do you intend to explain why things are the way they are? What possible explanatory variables will your analysis consider and how will you know if you've explained the variables adequately? If you plan to use specific statistical procedures (whether descriptive, inferential, or some combination), state these.

**Schedule.** Most proposals require a schedule that outlines the various stages of the project along a time line. Typically, this is written as a chronological list of procedures you will follow in carrying out your study (data collection, analysis, writing and revising). Work backwards from the date you want to complete the project and be realistic about the amount of time that different tasks will take. Even when this is not required, it is a good idea to generate a timeline because this task forces you to think through the entire research process realistically and may alert you to problems that you might otherwise overlook. A timeline also helps you later on to stay on task during the research project. (approximately 1 page)

**Bibliography:** Include a bibliography or works cited of all sources cited in the research proposal. Double check your bibliography against the proposal to make sure that all sources appear.

As you draft your proposal, keep in mind that, as the name suggests, you are describing your tentative plans for research. You want the proposal to be specific enough for someone to understand what it is you plan to do so they can assess your plan, and you want it concrete enough to help you as you engage in your research. Further, your proposal should help you (and your readers) identify any problem areas before you invest time, energy and money in a study so that you can correct these. But your proposal is also subject to change once you actually begin the study. The point is: be realistic and be flexible.

**Page Length:** Your proposal should run approximately 10 pages not counting your works cited and any appendixes you might include. (See suggestions for page length for each section above.)

REMINDER: You are not conducting the research; you are just writing about how you would conduct it.

### Criterion 3.4: Sample Assignment Oral Report on Research Proposal

#### ORAL REPORT ON RESEARCH PROPOSAL ASSIGNMENT

You will present your research proposal (i.e., your research design) to the class on either November 24 or 30. You will have about 10 minutes in which to present and take questions. Here is a suggestion for organizing your talk:

1. **Background:** Briefly explain how you became interested in your research problem/question(s). (1-2 minutes).
2. **The Gap:** Provide a highly truncated version of your review of literature to show the gap in the scholarship that your proposed study is meant to fill. Do not try to cover every source you reviewed; rather concentrate on the few that helped you see there was a gap. (1-2 minutes)
3. **Your Proposed Study:** Describe the study you designed to fill the gap in scholarship (provide your research question(s) if you haven't already done so at the beginning.) Explain the method(s) you settled on: the data (people, artifacts, texts, environment, etc.) you propose to collect, how you propose to collect the data, and your intended method(s) of analysis. If you have designed a questionnaire, a rubric, a task, or some other instrument for collecting data, share a copy with the class. Your description of your research design should make clear its doability. Be sure then to indicate the significance and contribution of your study. (6-8 minutes)
4. **Q and A:** Be prepared to entertain questions on any aspect of your proposed study. (Limited by time left in your presentation.)

Suggestion: treat this as you would any presentation: limit your talk to 8 minutes (1 pages=2 minutes), structure it so that your audience can follow it (tell 'em what you're going to do and do it), and practice, practice, practice.

**Criterion 4:**

**Please describe the sequence of course assignments—and the nature of the feedback the current instructor provides to help students do better on subsequent assignments.**

See the assignments listed in sequence immediately above--under descriptions of evidence for Criterion 3.

Note from annotated syllabus that students have an opportunity to work in groups or pairs on EVERY assignment to get feedback from the teacher and their peers.

See annotated syllabus: THREE rough-draft days for written assignments are listed on the syllabus on pp. 6 and 7. Students also have one or two classes prior to oral presentations to get feedback to help them revise as final products.

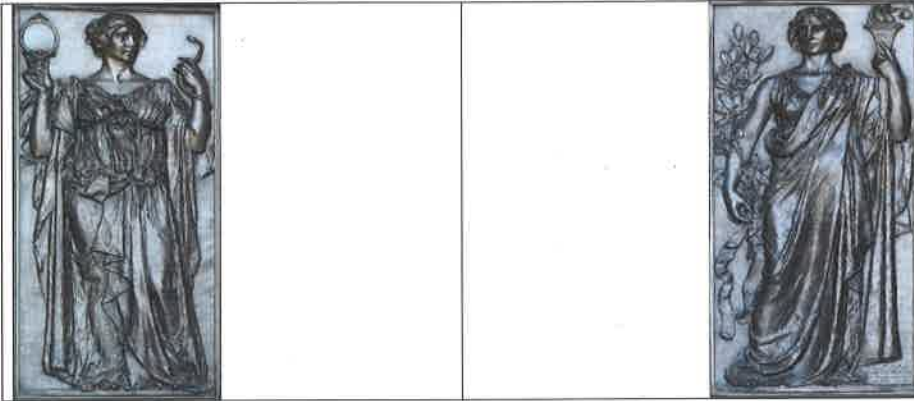
## ENG 390 METHODS OF INQUIRY

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

--Giovanni Battista Vico *On Humanistic Education*



Truth

Holding a Mirror and a Serpent

Knowledge

Research with torch of knowledge

Olin Levi Warner (1896).

**Course Description:** Studies in writing, rhetoric, and literacy are multiple and diverse because these areas deal with complicated ways people create meaning, circulate meaning, and understand meaning in a variety of contexts and a variety of modal formats. *Methods of Inquiry* is a course that examines ways of developing research problems and questions, designing studies, and conducting, reading, and evaluating research in the areas of writing, rhetoric, and literacy. Students will be introduced to qualitative methods (e.g., case study, ethnographic methods, interviewing); historical methods (e.g., archival, document analysis, and artifact interpretation); rhetorical analysis and discourse analysis; feminist approaches to research and analysis; and recent advances in research in the fields of rhetoric, writing, and literacy studies. Students will investigate the many attitudes and assumptions about creativity and cultural work that make methods of inquiry as controversial as they are significant to contemporary public life. Students will come to understand that all methods of inquiry are embedded in ways of knowing as well as the particularities of specific historical and disciplinary contexts.

Comment [M1]: C-2

**Student Learning Outcomes:** At the successful completion of the course, you will have produced projects in which you:

- demonstrate a solid understanding of how to apply the knowledge gained in this course to the investigation of a problem or question that they identify as important and investigate.
- demonstrate an ability to work collaboratively on developing a research question, designing a study, and conducting original research.
- demonstrate an ability to critically reflect on and evaluate research conducted by others in the areas of writing, rhetoric, and literacy.

Comment [M2]: C-2

#### Assignments:

- |  |                    |
|--|--------------------|
| • Scholar's reflective journal           | 20%                |
| • Presentations on each research method  | 40% (10% each one) |
| • Research proposal                      | 20%                |
| • Oral Presentation on Research Proposal | 10%                |
| • Attendance and participation           | 10%                |

Comment [M3]: C-1 as written and oral assignments account for 90% of grade

C-3 as there are more than 2 written and speaking assignments

#### Course Policies and Procedures

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

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

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

**Course Drop/Withdrawal:** 11/2 and 12/2

<https://students.asu.edu/drop-add> 8/24

<https://students.asu.edu/forms/withdrawal> 11/2 and 12/2

**Academic Integrity and Plagiarism:** Academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Plagiarism means presenting someone else's ideas and words as though they were your own – and this includes (but is not limited to) copying and pasting material from the Web into your own



work without properly quoting, paraphrasing, and/or citing them. Although in some work settings it is ok to crib boilerplate text and to paraphrase ideas without attribution, this class is not one of those settings. In fact, one of the goals of the course is to learn how to incorporate source material into your work appropriately. Instances of plagiarism will be reported; therefore it is not merely your performance in this class that is risked but your academic future. Please contact me if you have a problem with an assignment; plagiarism is never an intelligent solution to academic troubles.

**Classroom Etiquette:** Please silence and put away cell phones during class. Please do not surf the web or use email during class unless these activities are directly connected to the instruction.

**Observance of Religious Holidays:** As a faculty member at ASU, I recognize the obligations of students who may be participating in the observance of religious holidays. Students should notify me at the beginning of the semester about the need to be absent from class due to religious observances.

**University Sanctioned Activities:** Students participating in university-sanctioned activities that require classes to be missed will be given opportunities to make up graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

**Academic, Professional, and Personal Support Resources:** I want you to enjoy this class and succeed in your learning. If you experience difficulty in this course for any reason, please talk to me or send me an email.

### Student Support Services at ASU

**Writing Support:** If you need support for your writing, please talk to me and I will work with you individually during office hours or by appointment. There are also wonderful resources on campus to support you as a writer and as a teacher of writing: ASU Writing Resources: <https://studentsuccess.asu.edu/writingcenters>

**Other Helpful Resources for students:** <https://studentsuccess.asu.edu/resources/students>

**Counseling Services:** ASU Counseling Services offer confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. See <https://eoss.asu.edu/counseling>

**Career Services:** This center provides comprehensive services in all areas of career advising and assessment, career events and fairs, educational programs, and partnerships with local, state, regional, and national employers. See <https://eoss.asu.edu/cs>

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. I can also be reached via email. Note:

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**Commitment to a Positive and Safe Learning Environment:** As an educator, I am committed to creating a safe learning environment. In the rare event that there is a disruptive, threatening, or violent individual in class or in proximity of class, it is important to understand that all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. **Resources to Support University Safety and Security:**  
<https://provost.asu.edu/University-Safety-Security>

**Statement Reserving the Right to Alter Policies on the Syllabus:** Please note that I reserve the right to alter policies to respond to extraordinary circumstances. Any adjustments to the course calendar will be announced in class and posted on Blackboard.

**SYLLABUS**  
(TENTATIVE)

ENG 390

Note: Assignments due on date listed.

Syllabus is also available on Blackboard (BB)

|               |  |                           |
|---------------|--|---------------------------|
| <b>Week 1</b> | <b>August 22-26</b>  | <b>Introduction</b>       |
| Class 1       | Introduction to Course   |                           |
| Class 2       | Read: Gesa E. Kirsch, "Introduction: The Role of Serendipity, Family Connections, and Cultural Memory in Historical Research".   |                           |
| <b>Week 2</b> | <b>August 29-September 2</b>   | <b>History</b>            |
| Class 1       | Read: Liz Rohan, "Reseeing and Redoing: Making Historical Research at the Turn of the Millennium"                                |                           |
| Class 2       | Read: Brad E. Lucas and Margaret M. Strain, "Keeping the Conversation Going: The Archive Thrives on Interviews and Oral History" |                           |
| <b>Week 3</b> | <b>September 5-9</b>   | <b>History</b>            |
| Class 1       | <b>HOLIDAY Labor Day NO CLASS</b>  |                           |
| Class 2       | Presentations on History   |                           |
| <b>Week 4</b> | <b>September 12-16</b>   | <b>Empirical Research</b> |
| Class 1       | Read: Richard Haswell, "Quantitative Methods in Composition Studies: An Introduction to Their Functionality"                     |                           |
| Class 2       | Read: Mary Sue MacNealy, "Surveys"   |                           |
| <b>Week 5</b> | <b>September 19-23</b>   | <b>Empirical Research</b> |
| Class 1       | Read: Bob Broad, "Strategies and Passions in Empirical Qualitative Research"   |                           |
| Class 2       | Read: Mary Sue MacNealy. "Case Study Research."  |                           |
| <b>Week 6</b> | <b>September 26-30</b>   | <b>Empirical Research</b> |
| Class 1       | Read: Mary Sue MacNealy, "Ethnography"   |                           |
| Class 2       | Read: Mary P. Sheridan, "Making ethnography our own: Why and how writing studies must redefine core research practices"          |                           |

Comment [M4]: C-3

|                |  |                             |                            |
|----------------|--|-----------------------------|----------------------------|
| <b>Week 7</b>  | <b>October 3-7</b>   | <b>Empirical Research</b>   |                            |
| <b>Class 1</b> | Read: Mary Sue MacNealy, "Focus Groups"  |                             |                            |
|                | <b>Due:</b> Rough draft of Research Question   |                             | Comment [M5]: C-4          |
| <b>Class 2</b> | Presentations on Empirical Research  |                             | Comment [M6]: C-3          |
| <b>Week 8</b>  | <b>October 10-14</b>   | <b>Discourse Analysis</b>   |                            |
| <b>CLASS 1</b> | FALL BREAK no class  |                             |                            |
| <b>CLASS 2</b> | Read: Mary Sue MacNealy, "Discourse or Text Analysis"  |                             |                            |
| <b>Week 9</b>  | <b>October 17-21</b>   | <b>Discourse Analysis</b>   |                            |
| <b>Class 1</b> | Read: Tuen A. van Dijk "Critical Discourse Analysis"   |                             |                            |
| <b>Class 2</b> | Read: Peggy Albers, "Visual Discourse Analysis"  |                             |                            |
| <b>Week 10</b> | <b>October 24-28</b>   | <b>Rhetorical Criticism</b> |                            |
| <b>Class 1</b> | Read: Sonja Foss, "The Nature of Rhetorical Criticism"   |                             |                            |
| <b>Class 2</b> | Read: "Survey of Communication Study—Rhetorical Criticism" online at <a href="https://en.wikibooks.org/wiki/Survey_of_Communication_Study/Chapter_7_-_Rhetorical_Criticism">https://en.wikibooks.org/wiki/Survey_of_Communication_Study/Chapter_7_-_Rhetorical_Criticism</a> |                             |                            |
| <b>Week 11</b> | <b>October 31-November 4</b>   | <b>Digital Research</b>     |                            |
| <b>Class 1</b> | Presentations on Discourse Analysis or Rhetorical Criticism  |                             | Comment [M7]: C-3          |
| <b>Class 2</b> | Read: Vivian Maria Vasquez, "Analyzing Digital Texts as Literacy Artifacts"  |                             |                            |
| <b>Week 12</b> | <b>November 7-11</b>   | <b>Digital Research</b>     |                            |
| <b>Class 1</b> | Read: Amy Stornaiuolo, "Social Media as Authorship"  |                             |                            |
|                | <b>Due:</b> rough draft review of literature   |                             | Comment [M8]: C-4 and C--2 |
| <b>Class 2</b> | Read: Catherine Beavis, "Video Games and Electronic Media"   |                             |                            |
| <b>Week 13</b> | <b>November 14-18</b>  | <b>Digital Research</b>     |                            |
| <b>Class 1</b> | Read: Cindy L. Selfe, and Gail E. Hawisher, "Exceeding the Bounds of the Interview: Feminism, Mediation, Narrative, and Conversations about Digital Literacy"  |                             |                            |
| <b>Class 2</b> | Kris Blair and Christine Tulley, "Whose Research Is It, Anyway? The Challenge of Deploying Feminist Methodology in Technical Spaces"   |                             |                            |
|                | <b>Due:</b> rough draft research design  |                             | Comment [M9]: C-4          |



### **C. Course Catalog Description for ENG 390: Methods of Inquiry**

**Course Description:** Studies in writing, rhetoric and literacy are multiple and diverse because these areas deal with complicated ways people create meaning, circulate meaning, and understand meaning in a variety of contexts and a variety of modal formats. Examines ways of developing research problems and questions, designing studies and conducting, reading and evaluating research in the areas of writing, rhetoric and literacy. Qualitative methods (e.g., case study, ethnographic methods, interviewing); historical methods (e.g., archival, document analysis and artifact interpretation); rhetorical analysis and discourse analysis; feminist approaches to research and analysis; and recent advances in research in the fields of rhetoric, writing and literacy studies. Investigates the many attitudes and assumptions about creativity and cultural work that make methods of inquiry as controversial as they are significant to contemporary public life.

## D\_Sample Syllabus for ENG 390 ENG 390 METHODS OF INQUIRY

Maureen Daly Goggin  
1:30-2:30  
Office: LL 202D  
Appointment  
Office Phone: 965-3168  
maureen.goggin@asu.edu

Office Hours: Mon. & Weds.

Other Times by

Email:

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

--Giovanni Battista Vico *On Humanistic Education*



Truth

Holding a Mirror and a Serpent



Knowledge

Research with torch of

knowledge

Olin Levi Warner (1896).

**Course Description:** Studies in writing, rhetoric, and literacy are multiple and diverse because these areas deal with complicated ways people create meaning, circulate meaning, and understand meaning in a variety of contexts and a variety of modal formats. *Methods of Inquiry* is a course that examines ways of developing research problems and questions, designing studies, and conducting, reading, and evaluating research in the areas of writing, rhetoric, and literacy. Students will be introduced to qualitative methods (e.g., case study, ethnographic methods, interviewing); historical methods (e.g., archival, document analysis, and artifact interpretation); rhetorical analysis and discourse analysis; feminist approaches to research and analysis; and recent advances in research in the fields of rhetoric, writing, and literacy studies. Students will investigate the many attitudes and assumptions about creativity and cultural work that make methods of inquiry as controversial as they are significant to contemporary public life.

Students will come to understand that all methods of inquiry are embedded in ways of knowing as well as the particularities of specific historical and disciplinary contexts.

**Student Learning Outcomes:** At the successful completion of the course, you will have produced projects in which you:

- demonstrate a solid understanding of how to apply the knowledge gained in this course to the investigation of a problem or question that they identify as important and investigate.
- demonstrate an ability to work collaboratively on developing a research question, designing a study, and conducting original research.
- demonstrate an ability to critically reflect on and evaluate research conducted by others in the areas of writing, rhetoric, and literacy.

**Assignments:**

- |  |     |
|--|-----|
| • Scholar's reflective journal                         | 20% |
| • Presentations on each research method (10% each one) | 40% |
| • Research proposal                                    | 20% |
| • Oral Presentation on Research Proposal               | 10% |
| • Attendance and participation                         | 10% |

**Course Policies and Procedures**

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

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

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

**Course Drop/Withdrawal:** 11/2 and 12/2

<https://students.asu.edu/drop-add> 8/24

<https://students.asu.edu/forms/withdrawal> 11/2 and 12/2

**Academic Integrity and Plagiarism:** Academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Plagiarism means presenting someone else's ideas and words as though they were your own – and this includes (but is not limited to) copying and pasting material from the Web



into your own work without properly quoting, paraphrasing, and/or citing them. Although in some work settings it is ok to crib boilerplate text and to paraphrase ideas without attribution, this class is not one of those settings. In fact, one of the goals of the course is to learn how to incorporate source material into your work appropriately. Instances of plagiarism will be reported; therefore it is not merely your performance in this class that is risked but your academic future. Please contact me if you have a problem with an assignment; plagiarism is never an intelligent solution to academic troubles.

**Classroom Etiquette:** Please silence and put away cell phones during class. Please do not surf the web or use email during class unless these activities are directly connected to the instruction.

**Observance of Religious Holidays:** As a faculty member at ASU, I recognize the obligations of students who may be participating in the observance of religious holidays. Students should notify me at the beginning of the semester about the need to be absent from class due to religious observances.

**University Sanctioned Activities:** Students participating in university-sanctioned activities that require classes to be missed will be given opportunities to make up graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

**Academic, Professional, and Personal Support Resources:** I want you to enjoy this class and succeed in your learning. If you experience difficulty in this course for any reason, please talk to me or send me an email.

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**ENG 390**  
date listed.

**Note:** Assignments due on

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| <b>Week 8</b>  | <b>October 10-14</b>   | <b>Discourse Analysis</b>   |
| <b>CLASS 1</b> | <b>FALL BREAK no class</b>   |                             |
| <b>CLASS 2</b> | Read: Mary Sue MacNealy, "Discourse or Text Analysis"  |                             |
| <b>Week 9</b>  | <b>October 17-21</b>   | <b>Discourse Analysis</b>   |
| <b>Class 1</b> | Read: Tuen A. van Dijk "Critical Discourse Analysis"   |                             |
| <b>Class 2</b> | Read: Peggy Albers, "Visual Discourse Analysis"  |                             |
| <b>Week 10</b> | <b>October 24-28</b>   | <b>Rhetorical Criticism</b> |
| <b>Class 1</b> | Read: Sonja Foss, "The Nature of Rhetorical Criticism"   |                             |

- Class 2** Read: “Survey of Communication Study—Rhetorical Criticism”  
online at  
[https://en.wikibooks.org/wiki/Survey\\_of\\_Communication\\_Study/Chapter\\_7\\_-\\_Rhetorical\\_Criticism](https://en.wikibooks.org/wiki/Survey_of_Communication_Study/Chapter_7_-_Rhetorical_Criticism)
- Week 11** **October 31-November 4** **Digital Research**  
**Class 1** Presentations on Discourse Analysis or Rhetorical Criticism  
**Class 2** Read: Vivian Maria Vasquez, “Analyzing Digital Texts as Literacy Artifacts”
- Week 12** **November 7-11** **Digital Research**  
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**Due:** rough draft review of literature  
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- Week 13** **November 14-18** **Digital Research**  
**Class 1** Read: Cindy L. Selfe, and Gail E. Hawisher, “Exceeding the Bounds of the Interview: Feminism, Mediation, Narrative, and Conversations about Digital Literacy”  
**Class 2** Kris Blair and Christine Tulley, “Whose Research Is It, Anyway? The Challenge of Deploying Feminist Methodology in Technical Spaces”  
**Due:** rough draft research design
- Week 14** **November 21-25**  
**Class 1** Presentations on Digital Research  
**Class 2** **Research Day**
- Week 15** **November 28-December 2**  
**Class 1** Oral Presentation on Research Proposal  
**Class 2** Oral Presentation on Research Proposal  
**DUE:** Research Proposal  
**DUE:** Scholar’s Reflective Journal



## **E: Copy of Table of Contents from the Textbook and/or List of Required Readings/Books**

ENG 390: Methods of Inquiry assigns a series of scholarly articles. Each is incorporated into the sample syllabus and also listed here:

- Gesa E. Kirsch, "Introduction: The Role of Serendipity, Family Connections, and Cultural Memory in Historical Research".
- Liz Rohan, "Reseeing and Redoing: Making Historical Research at the Turn of the Millennium"
- Brad E. Lucas and Margaret M. Strain, "Keeping the Conversation Going: The Archive Thrives on Interviews and Oral History"
- Richard Haswell, "Quantitative Methods in Composition Studies: An Introduction to Their Functionality"
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- Mary Sue MacNealy, "Case Study Research."
- Mary Sue MacNealy, "Ethnography"
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- Sonja Foss, "The Nature of Rhetorical Criticism"  
"Survey of Communication Study—Rhetorical Criticism" online at  
[https://en.wikibooks.org/wiki/Survey\\_of\\_Communication\\_Study/Chapter\\_7\\_-\\_Rhetorical\\_Criticism](https://en.wikibooks.org/wiki/Survey_of_Communication_Study/Chapter_7_-_Rhetorical_Criticism)
- Vivian Maria Vasquez, "Analyzing Digital Texts as Literacy Artifacts"
- Amy Stornaiuolo, "Social Media as Authorship"
- Catherine Beavis, "Video Games and Electronic Media"
- Cindy L. Selfe, and Gail E. Hawisher, "Exceeding the Bounds of the Interview: Feminism, Mediation, Narrative, and Conversations about Digital Literacy"
- Kris Blair and Christine Tulley, "Whose Research Is It, Anyway? The Challenge of Deploying Feminist Methodology in Technical Spaces"

*Mary Sue MacNealy*

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# Strategies for Empirical Research in Writing

**Mary Sue MacNealy**

The University of Memphis

Allyn and Bacon

Boston • London • Toronto • Sydney • Tokyo • Singapore





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