

# Empirical Research Methods & Project Design

*Course Syllabus*



OLD DOMINION  
UNIVERSITY

## Course Information

Empirical Research Methods & Project Design  
Spring 2022 (January 13–April 21)  
Thursdays, 7:10–9:50pm ET  
Batten Arts & Letter Building 2019  
Class Link: [odu.zoom.us/my/dprichards](https://odu.zoom.us/my/dprichards)  
Site: [sites.wp.odu.edu/engl840](https://sites.wp.odu.edu/engl840)

## Professor Information

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Office Hours: Thursdays, 9:00am–12:00pm

## Syllabus Contents

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## Catalog Description

*ENGL 740/840. 3 credits.*

This course focuses on the theory and design of empirical research conducted in academic and nonacademic settings. Students will examine the methodological complexities of ethnography, meta-analysis, feminist research and other approaches.

## Course Overview

This course will focus on how researchers in English Studies use empirical methods to pose and answer questions that intrigue them, whether the questions are about professional writing, new media, rhetoric, writing, pedagogy, or cultural studies. For example, how does a researcher study the construction of corporate employees as writers? Or, what analytic methods increase our understanding of visual persuasion? As a foundation for our discussions, we will investigate a range of empirical methodologies. Then each of us will develop a proposal and carry out a pilot study on a topic using ourselves as participants. The major course goals are:

- To explore current empirical methods and methodologies
- To review published empirical work
- To propose and pilot new empirical research
- To develop critical research skills, specifically how to investigate our own research questions and contribute to the making of knowledge in English Studies

## Texts

The following texts are required. All other readings and resources will be provided as links or PDFs.

- Billups, Felice D. *Qualitative Data Collection Tools: Design, Development, and Applications*. SAGE Publications, 2019.
- Efron, Sara Efrat, and Ruth Ravid. *Writing the Literature Review: A Practical Guide*. 1st ed., The Guilford Press, 2019.
- Geisler, Cheryl, and Jason Swarts. *Coding Streams of Language: Techniques for the Systematic Coding of Text, Talk, and Other Verbal Data*. The WAC Clearinghouse, UP of Colorado, 2019.
- Kirsch, Gesa, and Patricia A. Sullivan, Eds. *Methods and Methodology in Composition Research*. Southern Illinois University Press, 1992.
- Ravitch, Sharon M., and Matthew Riggan. *Reason & Rigor: How Conceptual Frameworks Guide Research*. 2nd ed., SAGE Publications, 2017.
- Royster, Jacqueline Jones, and Gesa E. Kirsch. *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies*. Southern Illinois University Press, 2012.

A full bibliography of all course readings and suggested texts is available at the end of this syllabus.

## Assignments

All assignments must be completed in order to pass the class (see [Appendix](#) for more details).

**Research Proposal (50%).** Includes statement of the problem; literature review; purpose statement and research questions; design and methodology section; pilot data collection and analysis; statement of future research; oral briefings; and prospectus presentation.<sup>1</sup>

**Seminar Participation (25%).** Includes IRB CITI certificate, weekly exercises, reading responses, peer reviews, and individual presentations on research methodologies.

**Critical Bibliography (20%).** Summarizes and critiques 10 articles found by student on a topic.

**Research Journal (5%).** Tracks key decisions made and overall personal process of research.

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<sup>1</sup> The final component of the research project—prospectus presentations—are for doctoral students only.

## Policies

Here are the policies governing the course.

**Academic Integrity.** Old Dominion University is committed to students' personal and academic success. In order to achieve this vision, students, faculty, and staff work together to create an environment that provides the best opportunity for academic inquiry and learning. All students must be honest in their academic studies. The following behaviors violate this policy:

*Cheating:* Using unauthorized assistance, study aids, or other information.

*Plagiarism:* Using someone else's language, ideas, or other original material without acknowledging its source in any academic exercise. Plagiarism will result in the failure of the assignment and possibly the failure of the course. Students cannot use work completed for credit in previous courses to count towards this course.

*Fabrication:* Inventing, altering, or falsifying any data, citation, or information.

*Facilitation:* Helping another student commit, or attempt to commit, any Academic Integrity violation, or failure to report suspected Academic Integrity violations to a faculty member.

Academic dishonesty will be reported to the Office of Student Conduct & Academic Integrity.

**Attendance.** Attendance is required. You can miss one class; missing a second class affects your final grade (1/3 letter grade for each unexcused absence). Two lates count as one absence.

**Copyright.** The materials used for this course may contain copyright-protected materials. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only.

**Accommodations.** Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you ([odu.edu/educationalaccessibility](http://odu.edu/educationalaccessibility)).

**Religious Observances.** If you anticipate being absent from class due to religious observances, please inform me by the second class meeting.

**Student Conduct.** Old Dominion University is committed to fostering an environment that is: safe and secure; inclusive; and conducive to academic inquiry, student engagement and student success. A community exists on the basis of shared values and principles. At Old Dominion University, student members of the community are expected to uphold and abide by standards of conduct that form the basis of the Code of Student Conduct ([odu.edu/oscai](http://odu.edu/oscai)). These standards are embodied within a set of core values that include *integrity, fairness, respect, community, and responsibility*. When student members of the community fail to exemplify these values, student conduct proceedings are used to assert and uphold the Code. All students are expected to assume responsibility for their conduct, and to assume reasonable responsibility for the behavior of others.

## Schedule

Readings and due dates are subject to change. Bibliographic information is included at the end of the syllabus for any texts not included in the required list. Full PDFs are available for download on the course website. Page numbers are in brackets; italicized page numbers indicate students can skim for usefulness rather than read the section in its entirety. “M&M” refers to Kirsch and Sullivan’s book.

<b>Date</b>	<b>Topic &amp; Texts</b>	<b>Due</b>
1/13	<i>English studies v. empiricism</i> Charney; Haswell (2005); Kirsch (M&M); Feyerabend	
1/20	<i>Cultivating methodological literacy (wsg. L.W. Phelps)</i> Royster & Kirsch (1–28); Ravitch & Riggan (1–20)	
1/27	<i>Method as a form of inquiry (former student panel)</i> Ravitch & Riggan (21–56); Miller (M&M); Beach (M&M)	
2/3	<i>Orientations towards literature</i> Efron & Ravid	
2/10	<i>Alignment checks: Contexts, questions, and methods</i> Ravitch & Riggan (35–56); Billups (1–22)	
2/17	<i>Designing a study: Methods v. methodology</i> Sullivan & Porter; Ede (M&M); Ravitch & Riggan (57–78)	
2/24	<i>Ethical behavior: On sites and citations</i> Billups (23–35)	IRB Training
3/3	<i>The collection of data</i> Ravitch & Riggan (79–168); Geisler & Swarts (3–66)	Critical Bibliography
3/10	Spring Holiday (No class) No readings	
3/17	<i>Surveys and the quantitative, briefly</i> MacNealy (148–175); Haswell (2012); Dillman	Literature Review Draft
3/24	<i>Focus groups and interviews, dramaturgically</i> Billups (36–131); Morgan; Druschke	
3/31	<i>Case study and ethnography, (in)visibly</i> Billups (132–142); Newkirk (M&M); Emig; Haas; Rai	Research Project Proposal Draft
4/7	<i>Discourse (yes, discourse!) analysis</i> Billups (143–152); Geisler & Swarts (67–389); Graham	
4/14	<i>Last but not least: Other methods, including UX</i> Ravitch & Riggan (139–192); Billups (153–165); Richards	Research Journal
4/21	<i>Charting new courses for research &amp; practice</i> Ravitch & Riggan (169–218); Royster & Kirsch (131–154)	Research Proposal

## Assessment

Assignments will be assessed based on the criteria listed in the descriptions above. Letter grades will be assigned for each component of the course. They are enumerated as:

A	92.5-100	B+	87.5-89.9	C+	77.5-79.9	D+	67.5-69.9
A-	90-92.4	B	82.5-87.4	C	72.5-77.4	D	62.5-67.4
		B-	80-82.4	C-	70-72.4	D-	60-62.4

Late assignments will receive a penalty of one-third of a letter grade per day, including weekends. Extensions will be negotiated on a situational basis, but permission must be sought in advance. All assignments will be submitted as directed above. The standards for grading writing are:

**A:** An 'A' text is exceptional. It is professional and reflects careful consideration of audience and purpose. It contains required assignment elements, is written in an appropriate and engaging style, arranged logically, memorable, and visually appealing. It is free of mechanical errors.

**B:** A 'B' text is strong. It contains all required elements of the assignment and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It has only minor mechanical errors.

**C:** An 'C' text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has a few mechanical errors.

**D:** A 'D' text is weak. It does not include the required elements of the assignment and it falls below average in terms of one or more of the major criteria.

**F:** An 'F' text fails in terms of one or more of these criteria.

## Bibliography

The following texts are included on the course reading list or covered by the professor.

Charney, Davida. "Empiricism Is Not a Four-Letter Word." *College Composition and Communication*, vol. 47, no. 4, 1996, pp. 567-93.

Dillman, Don A, et al. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*. Wiley, 2004.

Druschke, Caroline Gottschalk, et al. "Q-Rhetoric and Controlled Equivocation: Revising 'The Scientific Study of Subjectivity' for Cross-Disciplinary Collaboration." *Technical Communication Quarterly*, vol. 28, no. 3, 2019, pp. 137-51.

Emig, Janet A. *The Composing Processes of Twelfth Graders*. *National Council of Teachers of English*, 1971. NCTE Research Report No. 13.

Feyerabend, Paul K. "How to Be a Good Empiricist—A Plea for Tolerance in Matters Epistemological." In *Challenges to Empiricism*, edited by Harold Morick, Hackett Publishing, 1980, pp. 164-193.

Graham, S. Scott. "The Opioid Epidemic and the Pursuit of Moral Medicine: A Computational-Rhetorical Analysis." *Written Communication*, vol. 38, no. 1, 2021, pp. 3-30.

Haas, Angela M. "Race, Rhetoric, and Technology: A Case Study of Decolonial Technical Communication Theory, Methodology, and Pedagogy." *Journal of Business and Technical Communication*, vol. 26, no. 3, 2012, pp. 277-310.

- Haswell, Richard H. "NCTE/CCCC's Recent War on Scholarship." *Written Communication*, vol. 22, no. 2, 2005, pp. 198-223.
- Haswell, Richard H. "Quantitative Methods in Composition Studies: An Introduction to Their Functionality." In *Writing Studies Research in Practice: Methods and Methodologies*, edited by Lee Nickoson and Mary P. Sheridan, Southern Illinois UP, 2012, pp. 185-196.
- Johnson, Robert R. *User-centered technology: A rhetorical theory for computers and other mundane artifacts*. SUNY Press, 1998.
- MacNealy, Mary Sue. *Strategies for Empirical Research in Writing*. Longman, 1999.
- Morgan, David. *The Focus Group Guidebook (Focus Group Kit 1)*. SAGE, 1998.
- Morick, Harold. *Challenges to Empiricism*. Hackett Publishing, 1980.
- Law, John. *After method: Mess in social science research*. Routledge, 2004.
- Sullivan, Patricia, and James E. Porter. *Opening spaces: Writing technologies and critical research practices*. Ablex, 1997.
- Rai, Candice, and Caroline Gottschalk Druschke. "On Being There: An Introduction to Studying Rhetoric in the Field." In *Field Rhetoric: Ethnography, Ecology, and Engagement in the Places of Persuasion*. University of Alabama Press, 2018.
- Richards, Daniel P. "An Ethic of Constraint: Citizens, Sea-Level Rise Viewers, and the Limits of Agency." *Journal of Business and Technical Communication*, vol. 33, no. 3, 2019, pp. 292-337.

## Further Reading on Empirical Research

The following texts are recommended, depending on student's field emphasis and research topic:

- Bazerman, Charles. *Handbook of Research on Writing : History, Society, School, Individual, Text*. Erlbaum, 2008.
- Bishop, Wendy. *Ethnographic Writing Research : Writing It Up, Writing It Down, and Reading It*. Boynton/Cook-Heinemann, 1999.
- Blakeslee, Ann, and Cathy Fleischer. *Becoming a Writing Researcher*. Erlbaum, 2007.
- Blythe, S., Grabill, J. T., & Riley, K. (2008). Action research and wicked environmental problems: Exploring appropriate roles for researchers in professional communication. *Journal of Business and Technical Communication*, 22(3), 272-298.
- Bryant, Antony and Kathy Charmaz, eds. *The SAGE Handbook of Grounded Theory*. SAGE, 2007.
- Carlson, E. B. (2020). Embracing a metic lens for community-based participatory research in technical communication. *Technical Communication Quarterly*, 29(4), 392-410.
- Clarke, Adele. *Situational Analysis: Grounded Theory After the Postmodern Turn*. SAGE, 2005.
- CohenMiller, Anna, and Nettie Boivin. *Questions in Qualitative Social Justice Research in Multicultural Contexts*. Taylor and Francis, 2021.
- Corbin, Juliet, and Anselm Strauss. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 3rd ed., SAGE, 2008.
- Cresswell, John W., and Cheryl N. Poth. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE, 2018.
- Ede, Lisa, ed. *On Writing Research: The Braddock Essays 1975-1998*. Bedford/St. Martins, 1999.
- Farris, Christine and Chris Anson, eds. *Under Construction: Working at the Intersections of Composition Theory, Research, and Practice*. Utah State UP, 1998.

- Feak, Christine B., and John M. Swales. *Telling a Research Story: Writing a Literature Review*. The University of Michigan Press, 2009.
- Flood, James, Diane Lapp, and James Squire, eds. *Handbook of Research on Teaching the English Language Arts*. 2nd ed., Erlbaum, 2004.
- Foss, Sonja K. *Rhetorical Criticism: Exploration and Practice*. 3rd ed., Waveland, 2004 .
- Gaillet, Lynee Lewis, and Winifred Bryan Horner, eds. *The Present State of Scholarship in the History of Rhetoric: A Twenty-First Century Guide*. 3rd ed., University of Missouri Press, 2010.
- Gillespie, Paula, Alice Gillam, Lady Falls Brown, and Byron Stay, eds. *Writing Center Research: Extending the Conversation*. Erlbaum, 2002.
- Griffin, Gabriele, ed. *Research Methods for English Studies*. Edinburgh UP, 2005.
- Gurak, Laura J., and Mary M. Lay. *Research in Technical Communication*. Praeger, 2002 .
- Hughes, Michael, and George Hayhoe. *A Research Primer for Technical Communication : Methods, Exemplars, and Analyses* . Erlbaum, 2008.
- Jackson, Alecia Y., and Lisa A. Mazzei. *Thinking with Theory in Qualitative Research: Viewing Data Across Multiple Perspectives*. Routledge, 2012.
- Johanek, Cindy. *Composing Research: A Contextualist Paradigm for Rhetoric and Composition*. Utah State UP, 2000.
- Longhurst, R. (2003). Semi-structured interviews and focus groups. *Key methods in geography*, 3(2), 143-156.
- MacArthur, Charles, Steve Graham, and Jill Fitzgerald. *Handbook of Writing Research*. Guilford Press, 2006.
- MacNealy, Mary Sue. *Strategies for Empirical Research in Writing*. Longman, 1999.
- Majdik, Z. P. (2019). A Computational Approach to Assessing Rhetorical Effectiveness: Agentic Framing of Climate Change in the Congressional Record, 1994-2016. *Technical Communication Quarterly*, 28(3), 207–222.
- Massey, Lance, and Richard C. Gebhardt, eds. *The Changing of Knowledge in Composition: Contemporary Perspectives*. Utah State UP, 2011.
- McKee, Heidi, and James E. Porter. *The Ethics of Internet Research: A Rhetorical, Case-Based Process*. Peter Lang, 2009.
- Neff, Joyce, and Carl Whithaus. *Across Distances and Disciplines: Writing Research and Pedagogy in Distributed Learning*. Erlbaum/Taylor & Francis, 2008.
- Nickoson, Lee and Mary P. Sheridan. *Writing studies research in practice methods and methodologies*. Southern Illinois University Press, 2012.
- Phelps, Louise Wetherbee. *Composition as a human science: Contributions to the self-understanding of a discipline*. Oxford UP, 1988.
- Pihlaja, B., & Durá, L. (2020). Navigating messy research methods and mentoring practices at a bilingual research site on the Mexico-US border. *Technical Communication Quarterly*, 29(4), 358–375.
- Powell, K. M., & Takayoshi, P. (2003). Accepting roles created for us: The ethics of reciprocity. *College Composition and Communication*, 394-422.
- Remillard, J. (2016). Community resilience through public engagement: A study of outreach and science communication in a coastal National Park site. *Reflections*, 16(1).

- Sano-Franchini, J., Sackey, D., & Pigg, S. (2011). Methodological dwellings: A search for feminisms in rhetoric & composition. *Present Tense: A Journal of Rhetoric in Society*, 1(2).
- Schell, Eileen, and K.J. Rawson, eds. *Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies*. University of Pittsburgh Press, 2010.
- Shivers-McNair, A. (2017). 3D interviewing with researcher POV video: Bodies and knowledge in the making. *Kairos: A journal of rhetoric, technology, and pedagogy*, 21(2).
- Spinuzzi, Clay. *Topsight: A Guide to Studying, Diagnosing, and Fixing Information Flow in Organizations*. CreateSpace Independent Publishing Platform, 2013.
- Spinuzzi, Clay. *Tracing Genres through Organizations: A Sociocultural Approach to Information Design (Acting with Technology)*. MIT Press, 2003.
- Sullivan, Patricia, and James E. Porter. *Opening Spaces: Writing Technology and Critical Research Practices*. Ablex, 1997.
- Swales, John M. *Research Genres: Explorations and Applications*. Cambridge UP, 2004.
- Townsend, R. M. (2009). Town meeting as a communication event: Democracy's act sequence. *Research on Language and Social Interaction*, 42(1), 68-89.

## Further Reading on Non-Empirical Research

The following texts are recommended, depending on student's field emphasis and research topic:

- Artemeva, N., & Freedman, A. *Rhetorical genres studies and beyond*. Inkshed, 2008.
- Bawarshi, A., & Reiff, M. J. *Genre: An introduction to history, theory, research, and pedagogy*. Parlor Press/WAC Clearinghouse, 2010.
- Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison: Univ. of Wisconsin Press.
- Blommaert, J. (1995). *Discourse: A critical introduction*. Cambridge: Cambridge UP.
- Bloom-Pojar, R., Anderson, J., & Pilloff, S. "Community-Based Writing with Latinx Rhetorics in Milwaukee." *Reflections*, 18(2), 2018.
- Bourdieu, P. (1977). *Outline of a theory of practice* (R. Nice, Trans.). Cambridge: Cambridge University Press.
- Brownell, C. J., & Wargo, J. M. (2017). (Re) educating the senses to multicultural communities: prospective teachers using digital media and sonic cartography to listen for culture. *Multicultural Education Review*, 9(3), 201-214.
- Burke, K. (1968). *Language as symbolic action: Essays on life, literature, and method*. Berkeley: U of California Press.
- Burke, K. (1969). *A grammar of motives*. Berkeley: U of California P.
- Cohen, C. P. (1985). *The symbolic construction of community*. Routledge.
- De Hertogh, L. B. (2018). Feminist digital research methodology for rhetoricians of health and medicine. *Journal of Business and Technical Communication*, 32(4), 480-503.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Henry Regnery.
- Druschke, C. G. (2019). A Trophic Future for Rhetorical Ecologies. *Enculturation: a journal of rhetoric, writing, and culture*.



- Edbauer, J. (2005). Unframing models of public distribution: From rhetorical situation to rhetorical ecologies. *Rhetoric Society Quarterly*, 35(4), 5-24.
- Galvan, Jose L, and Melisa C Galvan. *Writing Literature Reviews*. 7th ed. Vol. 1. Routledge, 2017.
- Glanville, R. (1999). *Researching design and designing research*. MIT.
- Grabill, J. (2014). The work of rhetoric in the common places: An essay on rhetorical methodology. *JAC*, 247-267.
- Graham, S. S., Majdik, Z. P., & Clark, D. (2020). Methods for Extracting Relational Data from Unstructured Texts Prior to Network Visualization in Humanities Research. *Journal of Open Humanities Data*, 6(1).
- Howarth, D. (2000). *Discourse*. Maidenhead, UK: Open University P.
- Gries, L. (2015). *Still life with rhetoric: A new materialist approach for visual rhetorics*. University Press of Colorado.
- Hallenbeck, S. (2012). Toward a posthuman perspective: Feminist rhetorical methodologies and everyday practices. *Advances in the History of Rhetoric*, 15(1), 9-27.
- Jack, J. (2009). Acts of institution: Embodying feminist rhetorical methodologies in space and time. *Rhetoric Review*, 28(3), 285-303.
- Johnson, N. R. (2018). Infrastructural methodology: A case in protein as public health. In Meloncon, L., & Scott, J. B. (Eds.). *Methodologies for the rhetoric of health & medicine*. Taylor & Francis.
- Lynch, J. (2013). "Prepare to believe": The Creation Museum as embodied conversion narrative. *Rhetoric & Public Affairs*, 16(1), 1-28.
- Mills, S. (2004). *Discourse* (2nd ed.). London: Routledge.
- Polanyi, M. (1962). *Personal knowledge: Towards a post-critical philosophy*. U of Chicago P.
- Porter, K. J. (2006). *Meaning, language, and time: Toward a consequentialist philosophy of discourse*. Parlor Press.
- Porter, J. E., Sullivan, P., Blythe, S., Grabill, J. T., & Miles, L. (2000). Institutional critique: A rhetorical methodology for change. *College Composition and Communication*, 610-642.
- Prior, P. (2006). *A sociocultural theory of writing*. In C. A. MacArthur, S. Graham & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 54-66). New York: Guilford.
- Ramsey, A. E., Sharer, W. B., L'Eplattenier, B., & Mastrangelo, L. S. (Eds.). (2010). *Working in the archives: Practical research methods for rhetoric and composition*. Southern Illinois P.
- Reichertz, J. (2007). *Abduction: The logic of discovery of grounded theory*. In A. Bryant and K. Charmaz (Eds), *The Sage Handbook of Grounded Theory* (pp. 214-28). Los Angeles: Sage.
- Royster, J. J. (2000). *Traces of a stream*. Pittsburgh: Univ. of Pittsburgh Press.
- Smith, D. E., & Schryer, C. F. (2008). On documentary society. In C. Bazerman (Ed.), *Handbook of research on writing: History, society, school, individual, text* (pp. 113-27). New York: Erlbaum.
- van Dijk, T. A. (1995). Aims of critical discourse analysis, *Japanese Discourse* (Vol. I, pp. 17-27).
- Weick, K. E. (1989). Theory construction as disciplined imagination. *Academy of Management Research*, 14(4), 516-31.
- Weick, K. E. (2001). *Making sense of the organization*. Malden, MA: Blackwell.
- Wilson, J. (1969). *Thinking with concepts*. London: Cambridge UP.

# Appendix

## Research Proposal Details

This research proposal is the main document students work up to, integrating methodological theory into a practical document that outlines a prospective study. Students will gather pilot study data by interviewing and surveying their own classmates. This will circumvent the IRB process and allow for more time in working with data. The proposal, in its final form, should have the following sections:

- title page with appropriate title (following standard APA format)
- abstract
- statement of the problem
- literature review
- statement of purpose and research questions
- design and methodology
- pilot data collection and analysis
- statement of future research

In all, the research proposal should be around 25-30 pages, double-spaced, not including references. In addition, students will be asked to provide in-class, oral briefings or updates on their project design. Doctoral students will give a 15-minute presentation on the final day of class that provides a visual overview of their project to their classmates. This is meant to simulate a prospectus defense.

## Seminar Participation Details

Participation will take the form of any of the following activities, to be distributed on a weekly or semi-regular basis as the professor sees fit: IRB CITI certificate, weekly exercises, reading responses, peer reviews, and individual presentations on research methodologies. The final grade in this category is the culmination of the successful completion of these activities.

## Critical Bibliography Details

This bibliography will consist of 10 peer-reviewed journal articles all found by the student and all related to a single topic or area of inquiry. Each source must use at least one type of empirical research method. The bibliography will include:

- 200-word summaries of each source, focusing on the conceptual alignment between research question, methods, and conclusions
- 150-word responses evaluating the author's decision to use the methods they did and what limitations resulted

The bibliography itself will be in APA format, and organized as such:

- title page with unique title
- one-page introduction to the topic and why it was selected
- one page per source, with summarizes and responses single-spaced on one page, and leading with full citation of the article

## Research Journal Details

The journal can be hand-written or completed in a word processor. The journal itself does not need to be submitted until the penultimate week of class. Entry lengths can vary, as can frequency. Generally speaking, the final journal should be the equivalent of 10 double-spaced pages, written very informally.