ENGL 703, Research Methods in Rhetoric and Composition Studies
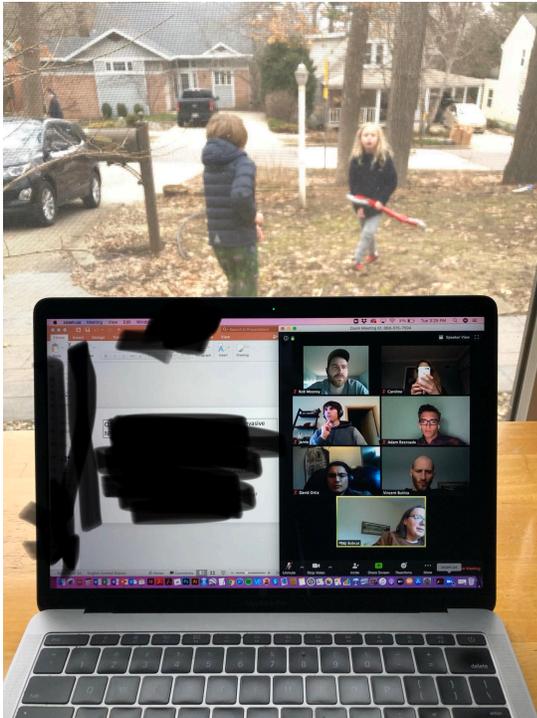
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Meets by Zoom from my guest room Wednesdays, 2-4pm:

XXXXX

These are my not so helpful but very funny TAs, XXXX and XXXX.

This is my very helpful TA, XXXXX XXXX.

Course description

This workshop-based class will feature the advanced theory and practice of orthodox and innovative research methodologies in rhetorical studies, widely construed. Students will learn about a variety of methods and concepts, for example archival research, ethnographic research, interviews and focus groups, survey design, and community-based participatory research. The goals of the course include theorizing and practicing relevant methodologies in rhetoric and composition; designing research projects; and preparing for future work.

Course goals

The goals of this course are:

- To call our attention to – and question the composition of – the suite of methodologies employed by rhetoricians;

- To connect with and learn from advanced colleagues working in the field;
- To theorize and practice relevant methods and their methodological foundations;
- To develop fluency in methodological conversations outside rhetoric and composition;
- To develop public presentation skills; and
- To practice writing research questions, designing research projects, and developing research proposals.

Grading

I want everyone to earn an "A." Understanding that we're living through probably the most stressful, scariest, and most chaotic moment of our collective lives to date, please engage as much as you're able, attend class each week when you can, put some time into sharing a methods presentation with your classmates, and funnel some energy into thinking about what methodologies will support your own future work for the research proposal.

Project descriptions

Engagement (throughout the semester)

Students should come prepared for class, respect your classmates, and be as generous and enthusiastic as you're able. Take responsibility to make this the class you want it to be!

Methods presentation (various dates throughout the semester; credit to Dr. Emily Minor)

Each student will lead a 30-min. interactive methodology discussion once during the semester. Each student will offer a 15-minute-long presentation of a peer-reviewed paper. Presentations will be similar to those at research conferences and focus on an existing paper (students can select one of the papers I have identified below or choose one of their own), with a specific focus on methodology. Oral presentations should end with 2-3 discussion topics or questions that form the basis of a 15-minute discussion facilitated by the student. Discussion questions can be theoretical or practical. There are two purposes for these presentations: the first is for students to practice reading the literature and delivering oral presentations; the second is to expand our class discussions into new methodological areas. Students will sign up for presentation dates during our first class and will select the papers they would like to present.

Sample paper selections for this project (each student picks one of these or their own):
*Baker-Bell, A. (2020). Dismantling anti-black linguistic racism in English language arts classrooms: Toward an anti-racist black language pedagogy. *Theory Into Practice*, *59*(1), 8-21.
Bloom-Pojar, R., Anderson, J., & Pilloff, S. (2018). Community-Based Writing with Latinx Rhetorics in Milwaukee. *Reflections*, *18*(2).

Brown, J., & Rivers, N. A. (2016). Encomium of QWERTY. In *Rhetoric, Through Everyday Things* (pp. 212-225). University of Alabama 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.

*Chávez, K. R. (2004). Beyond complicity: coherence, queer theory, and the rhetoric of the "gay Christian movement." *Text and Performance Quarterly*, 24(3-4), 255-275.

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.

Diab, R., Ferrel, T., Godbee, B., & Simpkins, N. (2013). Making commitments to racial justice actionable. *Across the Discipline*.

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.

Gollihue, K. (2017). Becoming Sensate: New Approaches to Observing Play.

Gollihue, K. N. (2019). Re-making the Makerspace: Bodies, Power, and Identity in Critical Making Practices.

Gollihue, K. TOUCH1NG NO1SE: Toward a Corporeal Topography.

Graham, S. S. (2020). The Opioid Epidemic and the Pursuit of Moral Medicine: A Computational-Rhetorical Analysis. *Written Communication*.

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).

Gries, L. (2015). *Still life with rhetoric: A new materialist approach for visual rhetorics*. University Press of Colorado.

*Haas, A. M. (2012). Race, rhetoric, and technology: A case study of decolonial technical communication theory, methodology, and pedagogy. *Journal of Business and Technical Communication*, *26*(3), 277-310.

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.). (2017). Methodologies for the rhetoric of health & medicine. Taylor & Francis.

*LeMesurier, J. L. (2020). Winking at Excess: Racist Kinesiologies in Childish Gambino's "This Is America". *Rhetoric Society Quarterly*, *50*(2), 139-151.

Lynch, J. (2013). "Prepare to believe": The Creation Museum as embodied conversion narrative. *Rhetoric & Public Affairs*, *16*(1), 1-28.

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.

McNely, B. (2015). Instagram, geocaching, and the when of rhetorical literacies. *Topoi*.

*Medina, C. (2018). Digital Latin@ Storytelling: testimonio as Multi-modal Resistance. https://ccdigitalpress.org/book/shorthand/chapter_medina.html

Mitrović, J., O'Reilly, C., Mladenović, M., & Handschuh, S. (2017). Ontological representations of rhetorical figures for argument mining. *Argument & Computation*, *8*(3), 267-287.

Odell, L., Goswami, D., & Herrington, A. (1983). The discourse-based interview: A procedure for exploring the tacit knowledge of writers in nonacademic settings. *Research on writing: Principles and methods*, *220*, 236.

*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.

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.

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).

Schmitt, C. R. (2019). Scapegoat Ecology: Blame, Exoneration, and an Emergent Genre in Environmentalist Discourse. *Environmental Communication*, 13(2), 152-164.

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).

*Taylor, T. L. (2013). Transformative Womanist Rhetorical Strategies: Contextualizing Discourse and the Performance of Black Bodies of Desire. In Understanding Blackness through Performance (pp. 41-55). Palgrave Macmillan, New York.

Terry, A. J. (2015). The Church Made Me Do It: Identity and Apology in Marin Foundation Video Confessionals. *Journal of Communication Inquiry*, *39*(4), 298-318.

Townsend, R. M. (2009). Town meeting as a communication event: Democracy's act sequence. *Research on Language and Social Interaction*, 42(1), 68-89.

Research proposal (peer workshops 4/21 and 4/28; revise for 5/2)

At the culmination of the course, each student will draft research questions relevant to their own interests and determine appropriate methodologies to address those research questions, as well as gathering relevant literature. This research proposal should include a justification of your methodological approach, as well as a discussion of potential drawbacks. My hope is that you can carry this document into the prelims and dissertation proposal process. Ideally, this project can serve as a foundation for the work you plan to do in your coming years at UW-Madison. We will be workshopping the research proposal through the last two course meetings, and finalizing it for Sunday May 2.

Odds and Ends
- Think of this class as a workshop! CGD is hoping for maximal use and minimal stress.
- All readings will be posted to Canvas in advance.
- If issues come up for you this semester, please just give CGD a heads up, and we'll adjust expectations accordingly. No need to offer a reason.

What Can You Tell Us About Disability Accommodations?

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty Dr. Druschke of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Dr. Druschke will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Please communicate about your needs!

What Can You Tell Us About Respect and Inclusion?

Dr. Druschke is committed to fostering a shared classroom community that is sensitive to the very different experiences and realities of our students, and that views our various forms of diversity as our greatest resources: differences of immigration status, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, political affiliation, religion, and language, among others. Dr. Druschke expects students to be relentlessly kind in their criticisms and open to learning from the perspectives of others. Dr. Druschke is committed to using your pronouns and preferred name and invite you to introduce yourselves that way. If these change during the semester, you are invited to let Dr. Druschke know so that you can work together to develop a plan to share this information in a way that is safe for you. I hope all students will feel welcomed on campus—even virtually!—and Dr. Druschke hopes to connect you to whatever campus resources you need (the LGBT Campus Center, the Multicultural Student Center, the Writing Center, the Black Cultural Center, etc.). Dr. Druschke also wants to be clear that she knows this is an extraordinarily challenging moment, and that those challenges are

exponentially amplified for Black students and students of color more broadly. She hopes that we can use our community-based learning experience together this fall as a way to engage with questions of institutional harm, racism, and inequity; to consider our individual roles in those realities; and to thoughtfully engage with Stories from the Flood to put some good into the world in ways that honor and challenge the painful experiences of marginalized residents of the Kickapoo Valley and the UW-Madison community.

And What About the Elephant in the (Virtual) Room: COVID?

The University of Wisconsin-Madison has suggested that students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Two Notes on Reading:

1. Read like a graduate student prepping for seminar! In other words, get your eyes on to all of the texts to make sense of what they're all about, but it's not like you're being tested on them. I'd rather you attend to the authors' main ideas and some points that have particular relevance for you, take notes on those things, and be prepared to speak a bit. You are not expected to become experts in these texts, but show up with something thoughtful to say!

2. These readings are subject to change and are meant as thoughtful suggestions. We might decide as a class to swap something in or out, or to focus on just two of four suggested readings, for instance. We can be flexible!

Proposed Weekly Schedule

Week 1 | Wednesday, January 27
Introduction, syllabus review, goals, presentation sign-up, what do you want to learn and do?

Week 2 | Wednesday, February 3
Methods vs. methodologies, questions and methods, ethics
Prep for 2/3:
- Scott, J. B., & Meloncon, L. (2018). Manifesting methodologies for the rhetoric of health & medicine. *Methodologies for the rhetoric of health & medicine*, 1-23.
- Rai, C. & Druschke, C. G., "On Being There: An Introduction to Studying Rhetoric in the Field." *Field Rhetoric: Ethnography, Ecology, and Engagement in the Places of Persuasion.* Tuscaloosa: University of Alabama Press, 2018.
- Grabill, J. (2014). The work of rhetoric in the common places: An essay on rhetorical methodology. *JAC*, 247-267.
- Druschke, C. G. "Not Everything Should Be Research (and Some Things Could Be): Amplifying Community Voices to Support Healing and Reimagine Flood Resilience," Association for the Rhetoric of Science, Technology, and Medicine, Nov. 2020.

Week 3 | Wednesday, February 10
Community based research and reciprocity
Prep for 2/10:
- 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.
- Carlson, E. B. (2020). Embracing a metic lens for community-based participatory research in technical communication. *Technical Communication Quarterly*, *29*(4), 392-410.
- Bernardo, S., & Monberg, T. G. (2019). Resituating Reciprocity within Longer Legacies of Colonization: A Conversation. *Community Literacy Journal*, *14*(1), 83-93.
- Powell, K. M., & Takayoshi, P. (2003). Accepting roles created for us: The ethics of reciprocity. *College composition and communication*, 394-422.
- Cushman, E., Powell, K. M., & Takayoshi, P. (2004). Response to" Accepting the Roles Created for Us: The Ethics of Reciprocity". *College Composition and Communication*, *56*(1), 150-156.
- Tuck, E., & Yang, K. W. (2014). R-words: Refusing research. *Humanizing research: Decolonizing qualitative inquiry with youth and communities*, *223*, 248.

Week 4 | Wednesday, February 17

One project many ways – CGD talks through her dissertation research and pubs

Prep for 2/17:

- Interview script and survey from CCWEP research
- Druschke, C. G. (2013). Watershed as common-place: communicating for conservation at the watershed scale. *Environmental Communication: A Journal of Nature and Culture*, *7*(1), 80-96.
- Druschke, C. G., & Secchi, S. (2014). The impact of gender on agricultural conservation knowledge and attitudes in an Iowa watershed. *Journal of soil and water conservation*, *69*(2), 95-106.
- Druschke, C. G. Agonistic methodology: A rhetorical case study in agricultural stewardship. *The places of persuasion: Studying rhetoric in the field*.

Week 5 | Wednesday, February 24 – NO CLASS MEETING!

- Complete CITI training online
- Barton, E. (2008). Further contributions from the ethical turn in composition/rhetoric: Analyzing ethics in interaction. *College Composition and Communication*, 596-632.

Week 6 | Wednesday, March 3

Student presentation 1; writing interview questions and asking them

Prep for 3/3:

- Longhurst, R. (2003). Semi-structured interviews and focus groups. *Key methods in geography*, *3*(2), 143-156.
- Adams, W. C. (2015). Conducting semi-structured interviews. *Handbook of practical program evaluation*, *492*.
- Take a shot at writing a semi-structured interview script for a research topic that interests you.

Week 7 | Wednesday, March 10

Student presentation 2; coding interviews, norming, and meaning making; practice with Atlas.ti

Prep for 3/10:

- Download Atlas.ti Cloud 30 day free trial, register, and play with it to see how it works
- Geisler, C., & Swarts, J. (2019). *Coding streams of language: Techniques for the systematic coding of text, talk, and other verbal data*. WAC Clearinghouse. https://wac.colostate.edu/books/practice/codingstreams/
- Charmaz, K. (2008). Grounded theory as an emergent method. *Handbook of emergent methods*, *155*, 172.

Week 8 | Wednesday, March 17

Student presentation 3; writing survey questions; analyzing data with R; Q methodology

Prep for 3/17:

- Dillman, D., "The Fundamentals of Writing Questions" and "How to Write Open- and Close-Ended Questions," from *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, UW Library eBook
- Nost, E., Robertson, M., & Lave, R. (2019). Q-method and the performance of subjectivity: reflections from a survey of US stream restoration practitioners. *Geoforum*, *105*, 23-31.
- Druschke, C. G., Booth, E. G., & Lundberg, E. (2019). Q-rhetoric and controlled equivocation: Revising "the scientific study of subjectivity" for cross-disciplinary collaboration. *Technical Communication Quarterly*, *28*(2), 137-151.
- Robbins, P., & Krueger, R. (2000). Beyond bias? The promise and limits of Q method in human geography. *The Professional Geographer*, *52*(4), 636-648.
- Download R software from the campus software library (free), and play with R Studio Primers: https://rstudio.cloud/learn/primers

Week 9 | Wednesday, March 24

Student presentation 4; oral histories, walk through SFTF materials

Prep for 3/24:

- Explore the UW-Madison Oral History Program archive – what can you find?
- "Project Gathering Stories of Flooding in The Driftless Region," Wisconsin Public Radio, https://www.wpr.org/project-gathering-stories-flooding-driftless-region
- Stories from the Flood Booklet
- Wisconsin Humanities Council podcast about Stories from the Flood
- "Capturing the Living Past: An Oral History Primer," Nebraska State Historical Society
- Detweiler, E., & Williams, E. M. (2019). A Living Rhetorical Enterprise: The RSA Oral History Initiative. *Rhetoric Society Quarterly*, *49*(5), 566-582.

Week 10 | Wednesday, March 31

Student presentation 5; mapping & GIS

Prep for 3/31:

- Log in to ArcGIS online and play: https://uw-mad.maps.arcgis.com/home/index.html
- Mapping Prejudice project, https://mappingprejudice.umn.edu/
- Butts, S., and Jones, M. "Deep Mapping for Environmental Communication Design," *Communication Design Quarterly*
- Roy, S., McGreavy, B., Quiring, T., and Druschke, C. G., "Damming news: Geospatial media discourse analysis of spatial and contextual dam removal trends"
- Pennell, M. C. (2014). (Re) placing the literacy narrative: Composing in google maps. *Literacy in Composition Studies*, *2*(2), 44-65.

Week 11 | Wednesday, April 7

Student presentations 6 & 7; file/project/life management; pitch proposal

Prep for 4/7:

- Think about what YOU want to research and how! Get ready to tell us about it!
- "The Surprises of Starting as a New PI," *Science,*
  https://www.sciencemag.org/careers/2018/09/surprises-starting-new-pi
- "A Year in the Life of a New Professor," c&en, https://cen.acs.org/sections/year-in-the-life-of-a-new-professor.html
- "Survival Manual for New Faculty," *Academic Affairs,*
  https://www.universityaffairs.ca/features/feature-article/survival-manual-for-new-faculty/

Week 12 | Wednesday, April 14 – NO CLASS MEETING!

- Work on research proposal

Week 13 | Wednesday, April 21

Peer workshop of research proposal

Prep for 4/21:

- Draft research proposal!

Week 14 | Wednesday, April 28

Peer workshop of research proposal

Prep for 4/28:

- Revise research proposal!

EXAM WEEK!

Sunday 5/2:

- Submit revised research proposal