

## ENGL 9002A: Advanced Research Methods

\*Preliminary\* Schedule Fall 2016

*\*Subject to substitutions in some types of assignments,  
based on consultation with students in the first week of classes.*

**Co-Instructors:** Donna Palmateer Pennee (Graduate Faculty, English & WSFR) and Melanie Mills (Academic Librarian, The D.B. Weldon Library, Western Libraries)

**Office Hours:** Given the range and complexity of everyone's schedules, we are not planning on regular office hours. Please contact us via e-mail to arrange appointments at [dpenn@uwo.ca](mailto:dpenn@uwo.ca) or [melanie.mills@uwo.ca](mailto:melanie.mills@uwo.ca)

**Guest Instructors:** Robin Keirstead, University Archivist; Tom Adam, Copyright Librarian; and Professors Richard Moll, James Purkis, and Mark McDayter (e-mail these guests individually if you have follow-up questions or conversations to pursue).

### **Mondays, 3:30-5:30pm**

Health Sciences Building, Room 13 (**HSB 13**) *except* 7 November: meet in The D.B. Weldon Library, Room 120 (next to the Teaching Support Centre)

This schedule of activities is based on the assumption that at least some of you are planning to continue your studies (after the MA, or into upper years of the doctoral program) and that all of you will have entered your program with some sort of research plans, however tentative. Thus, you will find assignments that correspond to stages of the research as an iterative process: planning, reading, writing, getting feedback, reflecting, doing further searches, and still more reading, reflection, research and revision. The course activities will complement your fall study activities, whether these include applying for external research funding while taking courses or taking courses only. Everyone will have a focused and shared opportunity to experience and experiment with their own independent research, while also providing and receiving feedback from others, and all within a low-risk (and hopefully, high-reward!) community of peers.

Those who are not planning to stay in the academy, or not planning on staying in literary or cultural studies for a subsequent degree, may have ideas for assignments that would be alternative to some of those listed below. The co-instructors will be reading your Statements of Intent (for graduate study at Western) prior to the first class so that we can have a sense of what other kinds of activities could be useful to you and to us for charting your learning in the course. We will consult everyone about the possibilities, but we also urge everyone to keep in mind that the skills involved in writing any proposal which requires knowledge that you do not presently have *will* involve research, and so the currently scheduled activities and assignments *will* also be of benefit to you. Only the substance of your proposal might differ from proposals of peers who are staying in the academy: for example, your proposal might be for a final paper in another course this term (though your course instructor's feedback will be the authority on the paper's argument in that other course); for a conference paper; for a statement of intent for

application to another academic program; for a project in an actual or potential future workplace; and so on).

### **Work to be Completed for the Pass/Fail Course Designation:**

- Creation of Concept Maps (1 x peer's proposed research; 1 x your own proposed research)
  - upload the second of these concept maps to your OWL Drop Box not later than 7am 26 September 2016 (for co-instructors to review before class)
- Revision (or Creation) of Research Proposal:
  - bring a paper copy to class on 3 October 2016 for peer feedback; and
  - upload a copy to your OWL Drop Box for co-instructors' feedback
- Feedback on a Peer's Research Proposal: to be completed in class on 3 October 2016 through F2F (face-to-face) discussion and completion of the form-fillable proposal rubric, then:
  - e-mail the completed proposal rubric to your peer; and
  - upload a copy of your completed rubric to your Drop Box
- Research Self-Reflections (i.e., Snapshots in Time, x 3):
  - taken in class on 12 September; 26 September; and 5 December (to allow for self-assessment and self-reflection in order to chart your skill development and advances in knowledge of research processes)
- Creation of a Research Guide for novice researchers:
  - Due: Monday 5 December; upload to your OWL Drop Box not later than 3:30pm 5 December 2016
- OR: alternate forms of work to be completed for some assignments, in consultation with the co-instructors.

### **Monday 12 September Orientations**

Introductions

Research Self-Reflection (i.e., Snapshot in Time #1): What are your current preferences, practices, and behaviours related to independent research?

Orientation to the Course

Orientation to Western Libraries and the Information Ecosystem

Orientation to and Feedback on Your Own and Your Peers' Research Plans

Concept Mapping as a Research Strategy

- **Bring to class** a paper copy of your Statement of Intent (from your application to Western) to begin the process of sharing, discussing, and advising on work in progress.

Today's in-class exercises and a bit of homework arising therefrom will help you to engage each other as researchers, to develop a sense of community, to gain confidence in

sharing work that isn't finished yet, and to make progress towards drafting research proposals for actual or hypothetical deadlines in the fall term or beyond (e.g., IRP, OGS, SSHRC, ACCUTE or other conference calls for papers, a final paper in one of your fall term courses, an application for funding or further education unrelated to your current degree program, etc.).

- **Take home from today's class** a copy of a peer's Statement of Intent for work to be completed for use in next week's class.
- **See** "Concept Map Advice" in OWL Resources (for more information and how-to-videos, go to Student to Scholar (S2S), Module 2, at <http://www.student2scholar.ca/>. S2S is a freely available, fully online and open access online educational resource developed by academic librarians, graduate students, and academic staff from Western, U of T, and Queen's. Its modules contain material to support social science graduate students' academic literacy and research skill development, but a good deal of the content is universal in nature and transferable across the disciplines (\*so long as you are willing to reflect on how your own assumptions and training thus far differ from the social science model: contemplating and articulating those differences for yourself will sharpen your awareness of the needs and implicit parameters of your own research processes).

### **Monday 19 September**

#### **Informed Discovery: Tools and Techniques to Improve your (re)Search**

##### **Bring to class:**

- a concept map of a peer's research interests or plans, derived from their Statement of Intent (which you will have taken home with you from our first class): in today's class, exchange concept maps with your peer partner. Jot a few notes to yourself on how your peer's view of your Statement of Intent provides feedback, but reserve discussion of each other's work until later in class. For now, just quickly review and consider the perspective offered, and how it may shape your own perspective on your planned research.

**Informed Discovery: Knowing a bit about the nature and scope of the products you're using to search (e.g., library catalogues, discovery layers, subject databases, etc.) is knowledge that will impact (and improve!) your research.**

- LCSH (Library of Congress Subject Headings)
- Discovery Layers
- Subject and Multi-Disciplinary Databases
- Search Syntax and Vocabulary, Boolean Logic, etc.

**Giving and Taking Feedback:** after discussing your concept maps and research plans in the second half of today's class, identify and take (some) next steps prompted by feedback from peers. How will you address their feedback through doing research?

- Aim to leave today's class with at least one new database and one new source (book or article) that looks relevant to your research project

**Outside of Class time, with a due date of not later than 7am 26 September 2016:**

- Create a concept map of your own research plans that incorporates any new thinking learned from: a peer's attempt to visualize those plans; the in-class discussion of your plans; and today's catalogue, discovery layer, and database searches. You should be able to see some quick developments of your plans from these activities, even if your original Statement of Intent was already quite concrete about your research plans. (You may include some prose notes with your concept map if you are not entirely confident that your map adequately represents your plans.)
- **Upload your concept map of your own research plans** to your Drop Box not later than 7am 26 September 2016 (so your co-instructors can review them prior to class).

### **Monday 26 September**

#### **Disciplined Discovery: An Introduction to Research Guides**

Research Self-Reflection (i.e., Snapshot in Time #2): What are your current preferences, practices, and behaviours related to independent research?

**Research Guides:** Anatomies of a Research Process, Theoretical Assumptions, and (Inter)Disciplinary Methods

**In-class, Hands-on Search exercises:**

- Finding, identifying, and understanding various *types* of information sources and their limits and value in the research process (in relation to your topic and as a means of reflecting on, and making explicit, the implicit assumptions and methods in your proposals)
- **Outside of Class Time, with a due date for class in one week (3 October):** revise (or write for first time, perhaps) your research proposal (Statement of Intent, IRP, OGS, SSHRC, or other plan) for peer feedback in next week's class. This revision should reflect resources found in searches since the beginning of term as well as the results of further reflection on your research plans.

### **Monday 3 October**

#### **Moving from Drafts to Finished (enough) Proposals**

**Come to class having read:**

- two sample proposals (see OWL Resources) **for in-class discussion:**
  - David Huebert's SSHRC Proposal (used with permission)
  - Timothy de Jong's PhD Prospectus (used with permission)

As you read these proposals to prepare for today's class, attend to assumptions (theory/ies) that underwrite the methods and methodologies for conducting the research: what are the scholarly contexts that call for these methods? what perspectives frame these methods? Attend as well as to the structure and style of writing. (Consider using the Form-Fillable Proposal Rubric in OWL Resources to guide your reading of these proposals and as practice for providing feedback to peer proposals in the second half of today's class)

- **Bring your revised research proposal to class today for peer feedback during the second half of class** (you will discuss the proposals as well complete the Form-Fillable Proposal Rubric located in OWL Resources). You should have at least the beginnings of a bibliography in progress to include with this revision (or some changes to the bibliography with which you began the term).
  - Send a copy of your completed Rubric to your peer(s) by e-mail attachment and upload one copy to your Drop Box.
  - Upload a copy of the proposal discussed in class today to your Drop Box (for co-instructor feedback).
  - If time permits, give and get further perspectives! (you don't need to upload any more than one completed rubric, but if you do have time to exchange work with a second peer, send that peer a completed Rubric form for their reference)

**Monday 10 October: NO CLASS (Thanksgiving Monday) but plan ahead to complete readings for class on 17 October**

**Monday 17 October**

**Methods, Methodologies, and Changes in the Culture of Research**

Readings for discussion and hands-on search activities:

- John Frow, "The Social Production of Knowledge and the Discipline of English." University of Queensland Inaugural Lecture. Queensland: U of Queensland P, 1990. (in OWL Resources)
- Catherine Belsey, "Textual [Close Reading] Analysis as a Form of Research." *Research Methods for English Studies*. Ed. Gabriele Griffin. Edinburgh: Edinburgh UP, 2005. 157-74. (in OWL Resources)

In-class, hands-on searches arising from new knowledge or questions raised by Frow's lecture or Belsey's essay.

Citation Chaining Exercise using a source from Frow's or Belsey's essay.

**Monday 24 October**

**Textual (Scholarly Editing) Studies**

Guest Instructor: Dr. Richard Moll on Textual Studies (research for creation of scholarly editions of primary sources)

- Reading: tba

**27-28 October: Fall Study Break  
(note the readings coming up)**

**Monday 31 October  
Methods, Methodologies, and Changes in the Cultures of Research**

Reading for discussion:

- Judith Butler, "Ordinary, Incredulous." *The Humanities and Public Life*. Ed. Peter Brooks and Hilary Jewett. New York: Fordham UP, 2014. 15-37; 150-52. (in OWL Resources)

Strongly Recommended Background Reading for the Canadian context of topics discussed in Butler's essay:

- Daniel Coleman and Smaro Kamboureli, Preface, Introduction, and Coda to *Re-tooling the Humanities: The Culture of Research in Canadian Universities*. Edmonton: U of Alberta P, 2011. Xiii-xxiii; 1-39; 264-267. (in OWL Resources)

**Monday 7 November  
Archives as Sites of Research**

**Meet at The D.B. Weldon Library**, 1<sup>st</sup> floor, Room 120 (next to the Teaching Support Centre) for this session on Archives and Special Collections and a tour of the ARCC, with Robin Keirstead, University Archivist  
**(Remember to plan ahead for the final assignment, due on 5 December: see below)**

**Monday 14 November**

Guest Instructor: Tom Adam, Western Libraries Copyright Librarian, with Melanie Mills, on Copyright

- Reading: tba

**Monday 21 November  
Research in Manuscript-to-Print Culture**

Guest Instructor: Dr. James Purkis on Manuscript-to-Print Culture in the Early Modern Period

- Reading: tba

**Monday 28 November  
Digital Humanities and/as Research**

Guest Instructor: Dr. Mark McDayter on Digital Humanities and/as Research

- Reading: tba

### **Monday 5 December**

#### **Research Proposals and Process, Redux!**

Guest Student: Jacqueline Reed, PhD 2, Western University

- An Update on her Research Process since ENGL 9002A Fall 2015 and Q&A Research Self-Reflection (Snapshot in Time #3) and Further Self-Assessment Exercise Course and Co-Instructor Evaluations

#### **Outside of Class time, Final Assignment due not later than 3:30pm December 5:**

- A Research Guide for novice researchers. (Topic/s tbd; instructions will be posted to Resources in the OWL course site.)