

SENATE

PROPOSAL SCC #99/00-205

OCT 21

CURRICULUM PROPOSAL FORM 1999-2000

(R)

RECEIVED

NON-GENERAL EDUCATION PROCESS A

*DEADLINES: Deadline dates for 1999/2000 submissions: Regular proposals: October 22, 1999 to be implemented in Fall 2000; Short-Term proposals: December 10, 1999 to be implemented in Fall, 2000; Regular proposals February 18, 2000 to be implemented in Spring, 2001; March 24, 2000 for short-term courses to be implemented in Spring 2001.

0601.559

PROPOSAL TITLE: Core II: Research Methods for Writers

SPONSOR(S): Dr. Frances S. Johnson

DEPARTMENT: College Writing

COLLEGE: Communication

IF LAS CHECK ONE: History/Humanities Math/Sciences Social/Behavioral Sciences

Check one: Undergraduate Graduate

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

- existing non-gen-ed course
- non-gen-ed degree requirements
- major
- minor, specialization, concentration, track, certificate program

OFFICE OF THE REGISTRAR

ROWAN UNIVERSITY

DEPARTMENT (Signature indicates approval)

Dept. Curriculum Chair / Date *Frances Johnson 20 OCT 1999*

Dept. Chairperson / Date *James Rowan 09 21 99*

ACADEMIC DEAN

Approved: Not Approved: Comments:

Dean's Signature/Date *[Signature] 10/21/99*

COLLEGE CURRICULUM COMMITTEE

Date of open hearing (if necessary) 1/2/00 Approved Not Approved

Comments:

Signature of College Chair/Date: [Signature] 1/2/00

UNIVERSITY CURRICULUM COMMITTEE

Date Received/Processed 12/27/99

Comments:

Curriculum Chair Signature [Signature] Date Announced At Senate 1-23-00
27791

EXECUTIVE VICE PRESIDENT/PROVOST

Approved Not Approved If no, reasons are as follows:

Student Credit Hours _____ Faculty Load Hours _____ Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date): _____ Executive VP/Provost Signature/Date: [Signature] 1/6/2000

REGISTRAR

Date Approved Course Description Received _____ Hegis Taxonomy & Course Number Assigned 0601 559

Registrar Signature/Date Robert A. Lebat 2/11/00

NOTIFICATION FORWARD

_____ Senate Curriculum Committee Chairperson

_____ Academic Dean(s)

_____ Department Chairpersons

_____ Registrar

_____ Sponsor(s)

Course Proposal

1. Details:

- a) Course Title: Core II: Research Methods for Writers 0601.559
- b) Sponsor: Dr. Frances Swigon Johnson
College Writing Department
College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 500 level graduate
- e) Curricular Effect: Required core course for Master of Arts in Writing.
Open to students throughout the university.
- f) Prerequisites: None
- g) Suggested Time/
Scale in Implementation: Fall 2000
- h) Resources: Teaching faculty are on staff consistent with the College of Communication budget. New library acquisitions will be required over time.

2. Rationale:

The proposed course is a core component of the Master of Arts in Writing offered by the Department of College Writing and the Department of Journalism and Creative Writing in the College of Communication. The course can also be offered as an elective for students enrolled in other graduate courses across the campus.

This course focuses on non-quantitative research methods used by writers. It will survey qualitative or descriptive research methodologies and help the student develop the ability not only to conduct such studies, but also develop the ability to assess the reliability of such studies. Methods such as interviewing, case studies, talk-aloud protocols, and ethnography will be surveyed. The research studies of clinicians, historians, writers, and journalists will be reviewed. Print and non-print research studies will be described; the research of public documents will be examined; research via the internet and the world wide web will be applied to appropriate methodologies.

Often the research studies which this course will examine will question current rhetorical and communication theory. In fact, studies like these frequently provide a different and new direction for rhetorical and communication theory and workplace environments. They highlight areas in which future research can be conducted as well; thus an understanding of them is vital to any practicing writer.

By the examination this course provides, Rowan students can develop a sound understanding of the rich variety of research tools, print and on-line, available for writers. They should also be able to better understand the relationship between research and writing. They will be better able to conduct their own research and be able to assess the research of others. Consequently, Rowan graduates should be able to bring this knowledge into their own workplaces, increasing their opportunities for success. Furthermore, they will be able to possess an advantage over their peers and in their careers, as Rowan graduates will be better suited to demonstrate a wide variety research methodologies, including those for print and electronic media, corporate workplaces, workshops, and regional conferences. Most importantly, they should be able to identify and deploy the most appropriate research methodology for any given writing task.

While the course is primarily designed for graduate students in the M. A. in Writing, the course may also benefit for other Rowan majors and other graduate students in the Colleges of Communication, Education, and Liberal Arts and Sciences who find the course useful. In addition, students who are either in post-baccalaureate English education or in their senior year of the English or Communication-Writing Arts coordinate majors should consider taking the course so that they may better understand the many research studies published in journals, on-line, and in full book formats.

3. Essence of the Course:

a) Objectives:

- i) To expose students to research methodologies, library and on-line, frequently utilized by writers
- ii) To provide students with a wider knowledge of the issues in research methodologies used by writers
- iii) To assist students in developing appropriate research methods for the classroom and the workplace
- iv) To assist students in developing their own individual research methods and projects
- v) To help students place research methods within the larger framework of the discipline of writing

- vi) To assist students in understanding the place of research studies within composition and rhetorical theory
- viii) To assist students in understanding the relationship between research and theory
- ix) To introduce some of the issues, challenges, and critiques of these research methodologies
- x) To provide a foundation from which future developments in research methods may be evaluated and implemented.

b) Topical Outline:

1. Introduction and Course Overview. What research methods are used by journalists, fiction writers, rhetoricians, and compositionists? What are the advantages and limitations of each? Developing research questions and an understanding of how research styles inform a writer's interpretation of information.

2. Basic Tools, Parts One and Two. On-line research methodology and print research. Use of library data bases, print indexes, CD roms, etc. Conducting research using the WWW. The use of search engines. Documentation techniques and style sheets: MLA, APA, COC, and other.

3. Descriptive Research Techniques and Narrative Analysis, Parts One and Two. Introduction to descriptive research techniques and their uses. How to describe research using narratives. Introduction to the limitations and critiques connected with descriptive research techniques.

4. Case Study Research. Introduction to the case study method. An examination of the use of the case study. What are case studies? The use of case studies by writers. The challenges of using the case study research techniques. An in-depth examination of several pivotal case studies.

5. Historical and Archival Research. The rise of the historical studies in composition, writing pedagogy, and the corporate world. How to collect, manage, and report historical data. The use of historical data in biography, fiction, poetry, and the corporate world. Appropriate use of archival research and public documents, such as government documents, diaries, and journals.

6. Interviewing and Life Story Interview Research. Techniques for conducting short informational interviews and in depth interviews. Framing questions, taking notes, compiling information.

7. Ethnography, Parts One and Two. The study of ethnographic practices and their implications. Issues and the concerns for ethnographers. Appropriate use of classroom and workplace ethnographic techniques.

8. The Ethics and Politics of Research. What type of ethical guidelines effect descriptive research, case study research, interviews, ethnographies? The political implications of research methodologies. The epistemologies of these research methods. Ways in which writers address these issues.

9. Sharing Research with Colleagues, Parts One and Two. Distributing research data in public arenas, including web sites, journals, white papers. A look at issues involved in the preparation of the M.A. thesis. Classroom presentations and final preparation of research findings.

Requirements:

Precis

Students will be required to prepare precis (1 page) on selected readings.

Seminar Reports

Students will be expected to prepare one seminar-style presentation (15-20 minutes) focusing on an individual research methodology and its use in their individual research project.

Literature Review

Students will prepare a literature review for their individual research project. The review will consist of a short prose review of the major primary and secondary literature focusing on the student's research interest and/or term project. The length of this project should not exceed five pages. Adherence to proper documentation techniques and style sheets will be expected.

Individual research project

In conjunction with the instructor, students will select a research project of their own. This project will result in a formal written presentation in the form most appropriate for the style of project selected. Length of the project will range from 15-20 pages. Students may opt to perform an ethnography, write a short historical examination, hold a series of interviews, establish a focus panel, develop a case study of a societal, local, or workplace issue. Adherence to proper documentation techniques and style sheets will be expected.

Class Participation

Students will be expected to keep current in the course readings and to actively participate in class discussion. Establishing a class listserv will build writing proficiency online and help in creating a community of writers.

Sample Week-by-Week Overview of the Course

Week 1: Introduction and Course Overview. A general history of research methods used by writers and how and why they were formed. The role of research in journalism, creative writing, and teaching. The role language in the construction of knowledge. The relationship between research, practice, and theory. Questions of epistemology.

Weeks 2 and 3: Basic Research Tools. A hands-on examination of research using print and on-line sources. Innovations in data collection. Efficient use of print sources, indexes, and supplements. Efficient use of the internet and databases as research tools. On-line journals. Use of E-mail, list serves, synchronous and asynchronous conversations as research tools. The use of search engines and their limitations. A review of basic style sheets and documentation styles such as MLA, APA, COC, and others.

Weeks 4 and 5: Descriptive Research and Narrative Analysis. Definitions of descriptive research. How does descriptive research differ from other research models? A detailed analysis of methods of descriptive research and the use of narrative to talk about research findings. Conducting descriptive research. The role and function of the researcher. The limitations of descriptive research.

Weeks 6 and 7: Case Study Research. Definitions and applications of case studies. The role of the researcher in creating case studies. How to set up case studies. How to collect, manage, and interpret data from case studies. Describing case studies. Theorizing about case studies. The challenges and limitations of case study research. Analysis of specific case studies and critique of the same.

Weeks 8 and 9: Archival and Historical Research. The use of archival data in journalism, fiction, and non-fiction texts. The use of government documents, corporate documents, annual reports, private diaries, and journals. Finding and using public records at several levels (local, state, and federal). Use of the Freedom of Information Act. Gender issues, the ethics and politics of fieldwork. The limitations of archival and historical research.

Week 10: Interviewing and Interview Research. Techniques for conducting short informational interviews and in depth interviews. Different interview styles, face-to-face interviews, on-line interviews. Identifying the purpose of the interview, selecting appropriate respondents, preparing for interviews. Writing well focused, informative, and non-biased questions. Establishing interview guidelines. Respecting privacy. Interviewing multiple respondents.

Weeks 11 and 12: Ethnography, Parts One and Two. The study of ethnographic practices and their implications. Issues and the concerns for

ethnographers. The role of observers, thick description, facts, naturalistic contexts, research roles. The collection, management, and interpretation of ethnographic data. Recording on-site analysis, developing categories, building a model. The relationship between ethnography, journalism, and sociology. The limitations of ethnographic research. Reading, discussion, analysis, and critique.

Week 13: The Ethics and Politics of Research. Ethical guidelines as applied to descriptive research, case study research, interviews, ethnographies. The political implications of research methodologies and research epistemologies? Right to privacy issues, First Amendment issues, intellectual property issues. How do writers address these issues?

Weeks 14 and 15: Sharing Research with Colleagues, Parts One and Two. Distributing research data in public arenas, including web sites, journals, white papers. Classroom presentations and final preparation of research findings.

c) Evaluation and Grading procedures:**

Final course grade will be determined based on the quality of the students' assignments throughout the entire term. The assignments will include (but are not limited to) oral reports, precis, proposals, annotated bibliography, short papers, formal presentations, literature reviews, class participation, a researcher's log book, and a long research project of the students' own design.

**The options in the evaluation of students' work is left to the discretion of the instructor teaching the course. The goal of each assignment is for students to demonstrate an understanding of the course content.

d) Course Evaluation

The course will be evaluated using the College of Communication student evaluation forms and by critical review by the Department of Journalism and Creative Writing and the Department of College Writing faculty members. Student evaluation forms will assess the effectiveness of content and content delivery, assignments, and reading material. The critical review by faculty will determine whether the course meets the goals outlined or whether additional courses are necessary. Critical review by faculty can be met in several ways: classroom observations, syllabus review, assignments review, and faculty meetings at regular intervals to assess progress.

4. Results of Consultations:

a) Consulted Departments: College Writing; Journalism and Creative Writing; Communication Studies; English; Elementary Education; Secondary Education;

Reading Education; The Graduate School.

b) Written Consultant Statements: College Writing; English; Reading Education; Graduate College (attached)

5. Additional Supporting Information:

Possible Texts that could serve as primary or supplemental references for this course include:

Asher, William J. Educational Research and Evaluation Methods. Boston: Little Brown, 1976.

Bagdikian, Ben Haig. The Media Monopoly. New York: Beacon, 1997.

Berlin, James. Writing Instruction in Nineteenth-Century American Colleges and Universities. Urbana: NCTE, 1984.

Black, Jay, Bob Steele and Ralph Barney. Doing Ethics In Journalism: A Handbook with Case Studies. 2E. Boston: Allyn and Bacon, 1995.

Brodkey, Linda. "Writing Ethnographic Narratives." Written Communication. Vol 9, 25-50. 1987.

Boorstin, Daniel J. The Image: A Guide to Pseudo-Events in America. New York: Macmillan, 1987.

Bowles, Lillian Bridwell and R. Beach. New Directions in Composition Research. New York: Guilford, 1984.

Dohney-Farina, Stephen. Writing in an Emergent Business Organization. An Ethnographic Study. DIA, 45, 11A.

Fallows, James. Breaking the News. New York: Vintage, 1997.

Franklin, Jon. Writing for Story : Craft Secrets of Dramatic Nonfiction by a Two-time Pulitzer Prize Winner. New York: Random House, 1994.

Garrett, R.L. Interviewing: Its Principles and Methods. New York: Family Services Association of America, 1972.

- Goetz, Judith and Margaret LeCompte. Ethnography and Qualitative Design in Educational Research. London: Academic Press, 1984.
- Gutkind, Lee. The Art of Creative Nonfiction : Writing and Selling the Literature of Reality. New York: Wiley, 1997.
- Hausman, Carl. Crisis of Conscience: Perspective on Journalism Ethics. New York: Harper Collins, 1992.
- . Crafting the News for Electronic Media. Belmont, CA: Wadsworth, 1994.
- Hayakawa, S. I. Language in Action. New York: Harcourt, 1941.
- Heath, Shirley Brice. Ways with Words. New York: Cambridge UP, 1980.
- Hillocks, George. Research in Written Composition. Urbana: NCTE, 1986.
- Jamieson, Kathleen Hall. Dirty Politics : Deception, Distraction, and Democracy. New York: Oxford UP, 1993.
- Kitchen, Judith, Ed. In Short : A Collection of Brief Creative Nonfiction. New York: W.W. Norton, 1996.
- Lauer, Janice and J. William Asher. Composition Research Empirical Designs. New York: Oxford UP, 1988.
- Moffett, James. Teaching the Universe of Discourse. Portsmouth, NH: Boynton, 1983.
- Mosenthal, P. et al. Eds. Research on Writing: Principles and Methods. New York: Longman, 1983.
- Odell, Lee and Dixie Goswami. Writing in Non-Academic Settings. New York: Guilford 1986.
- Ogilvy, David. Ogilvy on Advertising. New York: Random, 1997.
- Postman, Neil. Technopoly : The Surrender of Culture to Technology. New York: Vintage, 1993
- Witte, Steven and Lester Faigley. Evaluating College Writing Programs. Carbondale: SIUP, 1983.

White, Edward. Teaching and Assessing Writing. San Francisco: Josey Bass, 1985.

Zinsser, William. On Writing Well: The Classic Guide to Writing Nonfiction. New York: Harper, 1999.

6. Course Description:

Core II surveys non-quantitative research methods writers use. This class examines techniques of print and on-line research, interviewing, and case studies to develop the ability to weigh and assess the reliability and relevance of information. Students will learn to identify and present problems in writing using different perspectives and learn how these research styles guide a writer's interpretation of information. The course prepares students to develop their own descriptive research projects.



Dean of The Graduate School

November 4, 1999

TO: Dr. Frances S. Johnson
Department of College Writing

FROM: Dr. Marion Rilling *M. R.*
Dean, The Graduate School

SUBJECT: Support for two new proposed graduate courses for the M.A. in Writing program

I am pleased to indicate my support for two new proposed graduate courses:

- Core II: Research Methods for Writers
and
- Contemporary Rhetoric

I also wish to thank you and your colleagues for giving me an opportunity to review these courses and to become aware of the work that you have done to expand graduate study opportunities for our students.

I understand that Core II will be a required course for all M.A. in Writing students, and I agree with the premise that it would also be a valuable course for other students. Students from many programs could benefit from the focus, the breadth of content, and the learning experiences provided in this course.

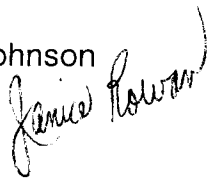
The proposed Contemporary Rhetoric course, I believe, is designed for those enrolled in the Composition/Rhetoric track of the M.A. program. Other colleagues in the discipline must comment on the appropriateness of the specific content, but I can see logical organization of topics and relevant and focused learning experiences.

Both courses are designed to provide a graduate level of study, with opportunities to deepen and apply knowledge and skills. I'm delighted that these courses have been developed. They advance our goal of having an outstanding degree program for students.

MR/klh

JANICE ROWAN

Chair, College Writing Department, College of Communication

Date: October 29, 1999
To: Dr. Frances Johnson
From: Janice Rowan 
Subject: Recommendation of Course Proposal for Core II: Research Methods for Writers

The challenging course you have outlined as an offering in our Master of Arts in Writing program provides a strong base for writing professionals. When our faculty designed the graduate program, we unanimously agreed that the areas in which all writers must have proficiency were (1) theories of composition and rhetoric and (2) research. Our Core I course addresses composing theory and writing techniques, and your proposal for Core II addresses the research component.

It is notable that the Core II course will teach students to *evaluate* research studies as well as design and administer them. The course emphasis upon on-line research speaks to the needs of incoming students and will be a solid preparation for graduates to become excellent researchers in their professions. Having students work with a combination of case studies, interviews, ethnographies, and a variety of other research approaches will no doubt give them a strong background.

I also applaud those parts of the course devoted to developing ethical researchers, practitioners who understand and respect intellectual property issues.

Finally, many aspects of the pedagogy for this class seem particularly apt, such as the requirements to keep a researcher's log, to design one's own major research project, and to share research results with the class.

I fully support the Core II proposal, a foundational course in the Master of Arts in Writing.

Bozorth Hall, Rowan University, Glassboro, NJ 08028
609-256-4096, rowan@rowan.edu



Department of Reading

November 2, 1999

Dr. Frances Johnson
College Writing
Rowan University

Dear Dr. Johnson:

I have reviewed the curriculum proposal for Core II: Research Methods for Writers. I find the course content appropriate for a graduate level requirement leading to a Master's Degree in Writing. The course will serve its intended audience of writing teachers and other writers by selectively examining research methodologies most appropriate for writers. It wisely avoids experimental research procedures and statistical analysis in order to focus on those types of research that leads to more knowledgeable writing. I support the proposal and hope that the course will be approved as a regular program offering.

Sincerely,

Nicholas DiObilda, Ph.D.
Chairman, Reading Department



Department of English

TO: Frances S. Johnson, College Writing

FROM: Nathan R. Carb, Chairman
English Department

RE: Course Proposals

DATE: November 8, 1999

I have reviewed both of your proposed courses for an M.A. in Writing, Core II and Contemporary Rhetoric. Each course is carefully conceived, sharply organized, and well focussed on the needs of today's students.

It is a commonplace to complain that the research writing skills of many professionals and business people in contemporary American are weak. Your program and its component courses should prove particularly valuable in improving such skills. The Core II course provides the philosophic structure, the Contemporary Research course provides the rhetorical practice

I am happy to support each course.