

IMPR 6030 Research Methodologies | Course Syllabus and Schedule

Research is formalized curiosity. It is poking and prying with a purpose. — Zora

Neale Hurston

COURSE INSTRUCTOR

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COURSE MEETING TIME

W 2:30 PM - 5:20 PM || IICSI House 9 University Ave E | Fall, 2023 9/7/2023 - 12/15/2023

COURSE DESCRIPTION (FROM UNIVERSITY PROGRAM)

This required course provides an overview of a range of research methodologies pertinent to the field of Critical Studies in Improvisation. These include: critical thinking and writing strategies; discursive and qualitative research practices; community literacy and outreach; research ethics; grant-writing and research funding practices and possibilities; practicum-based learning issues and contexts; and knowledge mobilization strategies.

COURSE AIMS AND DESCRIPTION (FROM INSTRUCTOR)

AIMS

In this course, we will explore an array of research philosophies and methodologies centered around creative critical inquiry. By becoming familiar and fluent in ways research is approached and conducted, you will be able to identify which philosophical and methodological framings and method(s) resonate with your specific research interests and questions as you work towards writing your original research proposal.

Thus, this course is designed to invite your unique curiosities and carry you through research processes that bring you to a beginning of ‘answers’ and ‘findings’ as you: 1) articulate, 2) investigate and 3) speculate.

COURSE OBJECTIVES

- Orientation to tools and resources for both qualitative and quantitative research
- Study of a range of writing styles and research methods relevant to CSI
- Experience participating in research presentations and discussions—including community oriented discussions—with ongoing feedback
- Understanding of the research ethics review process.

- Practical application of research method(s) in your research
- Write and present an original research proposal

LEARNING OUTCOMES

- Ability to demonstrate critical thinking through writing and spoken interaction
- Acquired knowledge of quantitative and qualitative research practices
- Awareness of issues around community literacy and outreach
- Completed research ethics training (<https://tcps2core.ca/welcome>) by end of term.
- Awareness of a range of practice-based learning issues and contexts.

REQUIREMENTS

- Active participation in class discussions
- Active participation in guest presentations
- Presentation of assigned materials

COURSE ASSESSMENTS

Self, peer, and instructor feedback are integral elements of the course. Full participation is assumed. Though I know some students like having numerical grades, as graduate students I believe the work that we will all contribute to this course cannot be evaluated by a percentage or letter grade. Unfortunately, administratively, this course does have a final letter grade so grades will be given throughout the term. All of these evaluation breakdowns will be discussed individually and as a group so we come to the fairest representation of your efforts and work. We can also re-evaluate the process as much as we need as we proceed through the term. You can always revise work you have done so it can be reevaluated as many times as you like for an improved grade. The goal is not the end grade, but the process: that we work together to learn and improve.

This is the university grading scale:

A+: 90-100% * A: 80-89% * B: 70-79% * C: 60-69% * D: 50-59% * F: below 50%

COURSE ASSIGNMENTS, DUE DATES AND ASSESSMENT BREAKDOWN

1. Seminar Leadership 10%

DUE DATES: see syllabus schedule below

You will each be assigned readings to introduce to the class in the form of oral/audio-visual reports. These are opportunities to demonstrate and practice leadership and teaching ability. Presentations should demonstrate the following: understanding of content, organization (clear and concise summary of ideas in some sort of logical order), clarity of expression and communication, levels of personal and intellectual engagement with peers (can you grab and hold their attention?), and appropriate use of illustrative materials. You may wish to consult <https://www.cultofpedagogy.com/speaking-listening-techniques/> for ideas on active and inclusive discussion strategies that promote quality discussion. Several of these can be adopted through use of breakout rooms in Zoom.

Presenters should prepare: slides to guide the presentation, a short point-form synopsis of material to be presented and discussion questions (e.g. handouts for colleagues). Presentations should be ~ 20 minutes.

Criteria for assessment:

- Ability to identify key points from the reading
- Ability to articulate a clear explanation of these points
- Degree of critical reflection on the reading
- Quality of presentation materials
- Ability to devise suitable discussion questions and activities for the class
- Management of class discussion activity

2. CRRQs 2.5-5%

DUE DATES: see syllabus schedule below

Readings for this course include text, audio, and video. For each reading you will complete Critical Reading and Reflection Questions (CRRQs). This is a written “brief” (no more than two pages) and should include: 2 statements, curiosities, dissensions, etc. and 3 questions, wonderments, future research possibilities, etc. CRRQs should be typed, double-spaced, Times font size 12, and uploaded to U of G CourseLink Dropbox as a document attachment by noon on Wednesday (before class).

3. Flipgrid Prompt Responses 2.5-5%

DUE DATES: see syllabus schedule below

Throughout the semester discussion/reflection prompts will be uploaded to [Flipgrid](#). Please respond in a thoughtful, provocative, respectful, creative, and scholarly way. Flipgrid prompts

are meant to offer a space for you to share your perceptions, feelings, critiques, etc., and will be used to generate class conversation.

4. ARCs

DUE DATES: 11 Oct / 22 Nov

5%

Throughout the semester you will have an opportunity to read, analyze and critique 2 research articles of your choice (~ 1 to 1.5 pgs). Please use [Article Review & Critique \(ARC\)](#) template provided. The purpose of this activity is to familiarize yourself with literature in your specific field of inquiry. In addition, you will begin to develop your own methods of discernment i.e. discriminating between what to do (and not do) as a researcher. For example, while reading you may want to take note of:

- In what ways does the researcher connect RQs to literature, methodology and findings?
- Is there a reasonable flow or do “words get in the way” (e.g. technical jargon)?
- Is an argument made for the value or significance of the research? How, and in what ways?
- What might be missing? What are you left wondering?

5. Ethics Training

DUE DATE: 15 December, 11:50PM

5%

Significant to your success as a creative critical researcher within an institution, you will need to complete TCPS 2: CORE-2022 (Course on Research Ethics) provided through the University of Guelph. There a total of nine modules. Each module ends with 4-5 quiz questions for you to test the knowledge that you have acquired. CORE-2022 also includes a knowledge consolidation exercise consisting of 25 multiple-choice questions randomly selected from a larger question bank. To obtain a CORE-2022 Certificate of Completion, you will need to correctly respond to 20 questions (80%). Those who do not correctly respond to at least 20 questions will not obtain a Certificate of Completion. However, they will have the opportunity to retake the knowledge consolidation exercise.

Completing CORE-2022 should take approximately 4 hours. The course is self-paced. It is therefore possible to complete the different modules over multiple sessions. To get started simply click the following link and create an account: <https://tcps2core.ca/welcome> Once you have completed the course, please save a PDF copy of your certificate and upload to Dropbox.

6. Research Proposal Draft # 1

DUE DATE: 18 October, 11:50PM

7.5%

During the course of the semester you will work towards completion of a final research proposal (~ 25 pages). Leading up to this you will have an opportunity to create and turn in 2 drafts and receive peer and instructor comments. Draft Research Proposal # 1 (~ 5 pages) should include:

- Introduction, Statement of Purpose and Rationale (preliminary, refinement process 1)
- Research Questions (RQs)
- Literature Review outline of key works and scholars you will be engaging and entertaining
- Methodology outline proposing which methodology/methodologies are best suited to address RQs

7. Research Proposal Draft # 2

DUE DATE: 15 November, 11:50PM

7.5%

During the course of the semester you will work towards completion of a final research proposal. Leading up to this you will have an opportunity to create and turn in 2 drafts and receive peer and instructor comments. Draft Research Proposal # 2 (~ 10 pages) should include:

- Introduction Statement of Purpose and Rationale (refinement process 2)
- Research Questions (RQs)
- Review of relevant literature indicating where your RQs agree/disagree, extend/expand and complement/counter/converse with existing discourse. In other words, how does your RQs resonate with existing literature? How and in what ways does your entanglement with the topic reveal different/other meaning(s) and significance? Engage the literature as in a collegial discussion.
- Methodology/methodologies: rationale and examples of their use within your specific field of inquiry. This section should begin to show your understanding of how your methodological framings will be used to explore your topic and research questions, and how others have used such methodologies in their research. In other words, how do your chosen methodologies support your overall purpose, rationale and RQs, and, in turn, how do such methodologies fit with your overall philosophical framing? You will need to make a case for your methodological choices.
- Outline of Methods you will utilize (e.g. recruitment protocol, interview protocol, field notes protocol, etc.). In other words, what steps will you take to carry out your research? Explain how these steps will deepen discovery of research questions and tease out curiosities you wish to uncover.
- Outline of data analysis process (e.g. validity, triangulation). In other words, what analytical tools will you use to reflect and defend the “truth” of your “findings?”

8. Research Proposal Presentation DUE DATE: 29 November (in class)

10%

Please prepare a 15-minute slide presentation. Instead of reading your paper, you will have an opportunity to distill for your audience key points, leading the listener through your research questions, rationale and methodological paradigm. Important in this presentation is to leave the audience with a clear understanding of: a) what your research topic is, b) why it is significant in relation to current discourse in the field and c) how you plan to go about gathering, reflecting and sharing your research. Be ready to field questions from your audience.

**9. Research Proposal Paper (Final) DUE DATE: 11 December
25%**

The Final Research Proposal Paper should be a polished and refined version of your previous drafts guiding the reader from your curiosity all the way to your plan for analyses. You should also include a concluding section sharing your hypothesis and hopes for developing the research further.

SYLLABUS SCHEDULE | WEEKLY THEMES, READINGS & SESSION PLAN

Seminar Session THEME	Seminar Session Plan	Assignments due
<p>13 September / Session 1</p> <p><i>From whence research?</i></p>	<ul style="list-style-type: none"> • <u>Group reading: Lorde, A. (1978) <i>The Transformation of Silence into Language and Action</i></u> • <u>Field Trip:</u> Attend Sophie Brown’s talk at Improv Lab, take note of how speaker talks about and integrates research questions, curiosities and methodologies. 	<p>Flipgrid Prompt # 1 —Class Introductions</p>
<p>20 Sept / Session 2</p> <p><i>Motivation for and facets of research: curiosities, openings, RQs, literature review, methodologies and methods</i></p>	<ul style="list-style-type: none"> • Crafting Research (T1) • Roundtable sharing, analysis and discussion of Topic RQs • Article Review & Critique (ARC) collaboration 	<ul style="list-style-type: none"> • Flipgrid Prompt # 2 — Topic & RQs • CRRQ # 1: Please read and respond to chapters 3-4 in <u>Booth, Colomb & Williams (2008) <i>The Craft of Research</i></u>.

<p>27 Sept / Session 3</p> <p><i>Social justice research?</i></p>	<ul style="list-style-type: none"> Approaching social justice research (T2) ARC collaboration Draft proposal discussion/workshop + schedule 1-on-1 	<p>CRRQ # 2: Please read and respond to chapters 1-2 in van de Sande & Schwartz (2017) <i>Research for Social Justice - A Community-based participatory approach</i>.</p>
<p>4 Oct / Session 4</p> <p><i>Sound Methods (Visiting Scholar session)</i></p>	<p>Dr. Boni Wozolek Dr. Walter Gershon</p>	<p>Flipgrid Prompt # 3 — Please read and share your questions, reflections and wonderments about the following 3 readings (due, 3 Oct by 1:00PM)</p> <p>Gershon, W. (2018) <i>Qualitative sound methods</i>.</p> <p>Wozolek, B. (2018) In 8100 again: The sounds of students breaking.</p> <p>Wozolek, B. (2023) <i>Educational Necropolitics - A Sonic Ethnography of Everyday Racism in U.S. Schools</i></p>
<p>11 Oct / Session 5</p> <p><i>Critical Inquiry: At the intersection of philosophy & methodology (Visiting Scholar session)</i></p>	<p>Dr. Antía González Ben</p>	<ul style="list-style-type: none"> CRRQ # 3: Please read and respond to: Ben, Antía González (2022) "Mapping the Boundaries of Musical Culture in the International Baccalaureate High School Curriculum." ARC # 1 due, 11:50PM
<p>18 Oct / Session 6</p> <p>Field trip to Library</p>	<p>Dave Hudson, Research Librarian</p>	<p>Draft 1 Research Proposal due, 11:50PM</p>

<p>25 Oct / Session 7</p> <p><i>Critical ethnography?</i></p>	<ul style="list-style-type: none"> • Seminar Leadership # 1 Rachelle M • Approaching critical ethnography (T3) • Selecting participants, conducting fieldwork and interviewing protocols (in-class activity) 	<p>CRRQ # 4: Please read and respond to:</p> <p>Palmer, D. & Caldes, B. (2017) Critical ethnography</p>
<p>1 Nov / Session 8</p> <p><i>Sensuous Scholarship & Phenomenological Inquiry</i></p>	<ul style="list-style-type: none"> • Seminar Leadership # 2 Amélie K • Approaching sensuous scholarship (T4) • Draft proposal discussion/workshop: Analyses protocols (e.g. validity, triangulation) + schedule 1-on-1 	<p>Flipgrid Prompt # 4 — Please listen, watch, explore and respond:</p> <p>The Body As An Archive: Memory, Healing & Transformation</p> <p>Memory Jar: The Body as a Knowledge Incubator Series</p> <p>Mémoire Créative de la Révolution Syrienne / Creativity Memory of the Syrian Revolution</p>
<p>8 Nov / Session 9</p> <p><i>Narrative Inquiry & Autoethnography (Visiting Scholar session)</i></p>	<p>Dr. Darren Hamilton</p>	<p>CRRQ # 5: Please read and respond to Chapter's 1-3 in: Hamilton, D. (2023) How Gospel Pianists Learn Black Gospel Music: Developing Gospel Music Education in Postsecondary Institutions Beyond Choral Music</p>
<p>15 Nov / Session 10</p> <p><i>Ethics</i></p>	<ul style="list-style-type: none"> • Seminar Leadership # 3 Kathryn C • Approaching ethics (T5) 	<p>Draft 2 Research Proposal due, 11:50PM</p>

<p>22 Nov / Session 11</p> <p><i>Researching lived experience: Phenomenology of everyday life</i></p>	<ul style="list-style-type: none"> • Seminar Leadership # 4 Lucas C • Seminar Leadership # 5 Mike H • Approaching phenomenology and lived experience (T6) 	<p>ARC # 2 due, 11:50PM</p>
<p>29 Nov / Session 12</p> <p><i>Where do we go from here?</i></p>	<ul style="list-style-type: none"> • Research Proposal Presentations (5) • Changing the world via creative critical inquiry (T7) 	<p>Flipgrid Prompt # 5 — Wrap Up</p>

UNIVERSITY STATEMENTS

Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals <https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml> Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml> Associate Diploma Calendar - Academic Consideration, Appeals and Petitions <https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses <https://www.uoguelph.ca/registrar/calendars/>

[undergraduate/current/c08/c08-drop.shtml](#)

Graduate Calendar - Registration Changes <https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-regrechg.shtml>

Associate Diploma Calendar - Dropping Courses <https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website <https://www.ridgetownc.com/services/accessibilityservices.cfm>

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a

faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs. Academic Calendars <https://www.uoguelph.ca/academics/calendars>

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Covid-19 Safety Protocols

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safereturn/>

<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.