Composing Research in the Humanities (Eng. 208)
FALL SEMESTER 2026

INSTRUCTOR: DR. Kat Greene
kttryon@bsu.edu | Robert Bell 335 | Office Hours: Wednesday 9:30 a.m.-1:30 p.m. or by appointment

Required Materials

- BallPoint, Vol. 2: Link uploaded to Canvas (Password: chirp208)
- Eng. 208HA BSU Library Research Guide
- Ball State Email Account: Check your BSU Webmail and Canvas Inbox every day.

Course Description

According to the university handbook, ENG208 Composing Research (3) applies the fundamentals of rhetoric to the research process: methods of research; the rhetorical nature of research; elements, strategies, and conventions common to research writing, including multimodal presentations of new knowledge

Humanities Version Rationale:

This course is specifically designed for students in the Humanities including Architecture, Landscape Architecture, Urban Planning, History, Art, Art History, Theater and Dance, Music, English, Modern Languages, and Philosophy, among others. As noted on their BSU webpage, “The College of Sciences and Humanities seeks to expand humankind's understanding of ourselves and the world around us.” This Humanities version of the course will ask students to engage with human culture, experience, and values. In doing so, students will learn that research writing is both contextual and complex and that discipline-specific knowledge about and practice in research writing is transferable. Please know that though this course is designed specifically with Humanities in mind, any student from any major can thrive.

Course Vision Statement:

As a writing instructor, I have a deep commitment to creating a welcoming learning space for all. Thus, I have designed this course to allow for active participation and feedback. We will complete a course communication plan to set the tone of class discussions. We will also practice knowledge creation through student-lead discussions. During our class I ask that you:

1. Assume positive intentions
2. Understand that engagement can look different from different people

3. Listen with attention, speak with intention, be sensitive to impact

4. Accept that it is okay to be uncomfortable; if you are, consider why?

Finally, I will be transparent about my teaching practices, but I will make mistakes. And, you might, too. That's okay. Our class is a place/space of reflection where we can grow. This is a living statement and I welcome your feedback and suggestions for the class and its content. I've created this statement with inspiration from Dr. Cameron Becker's Course Vision Statement & the 2025 ECWCA Conference agreement.

Course Goals:

- Plan, develop, and complete individual research projects that include generating a research question; finding, evaluating, and documenting relevant sources; and analyzing and synthesizing researched information.
- Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).
- Demonstrate cultural and disciplinary awareness of issues of audience, purpose, and conventions (including genre, grammar, format, and citation).
- Understand principles of relevant, effective, and ethical primary and secondary research.
- Draft and revise research-based writing in multiple, disciplinary and multimodal (where appropriate) formats, including a research report or paper using relevant research to support an organized argument that addresses a research question.

Course Content:

The content of Eng. 208 HA is designed to enable students to achieve these goals:

- Discuss, analyze, and respond to texts composed in a variety of media that develop an argument by relying on different kinds of research and that are addressed to diverse academic audiences.

- Analyze connections among research questions, research methods, audience, & style.

- Design various research projects that involve generating a question, collecting data, analyzing data, & interpreting data.

- Conduct research projects that rely on
  various means of gathering data, including but not limited to fieldwork, online research, and library research.

- Analyze data collected through a variety of methods.

- Compose proposals, progress reports, and final research reports for individual projects.

- Compose final research reports that are persuasive and appropriate for the intended audience and context.

- Compose research reports in *multiple drafts*, involving peer feedback, self-reflection, instructor's written comments, & teacher-student conferences.

- Reflect regularly on the choices available and the decisions made in the creation and completion of research projects.

Course Requirements:

Students in English 104 are required to complete:

- 3 or more research projects that address different audiences, contexts, & data collection/analysis processes
- At least one project will take the form of a Research Proposal & Annotated Bibliography
- One project will culminate in a research driven, academic essay of 8-12 pages; appropriate cover page & reference list is additional
- Reading assignments for discussion, analysis, & response including texts created through a variety of media
- Informal writing assignments (such as journals, reading reflections, in-class writings, or smaller pieces intrinsic to major research projects)

NOTE: To fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C to pass; a grade of C- is not acceptable.

Course Modality, Attendance, & Engagement:

THIS CLASS IS FACE-TO-FACE. You can't decide to take it as an online class. As stated by the University, "Students are expected to attend all of their classes." However, life happens, and I understand that. You may miss 3 class days without before it impacts your Course Engagement grade (see below). If you miss class, you are responsible for 1) completing assigned readings and/or discussions/journals on Canvas and 2) coming prepared for the next meeting. I also expect you to come to class on time and prepared for an active role in the discussion. If you are more than fifteen minutes late or leave class early you will be missing out on class content and distracting your classmates. You can read the Ball State's attendance policies in full here.

Accommodations for student absences are often needed. Accommodations are required by law and include situations that relate to ADA, Title IX, and disabilities. If you are a student who needs an accommodation for these legal reasons, please contact the Office of Disability Services.

Engagement Grade (100 pts.)

An Engagement Grade is given at the end of the course and this grade is first and foremost based on your interaction in the class both in person and online. Did you complete the assignments, ask questions, submit assignments on time, and contribute to discussion? There are lots of ways to participate both in class and online. After 3 absences, you will lose 5 pts. from your Engagement Grade for each additional absence.

Our Class is Open Seating:

While I understand that folx often get comfortable sitting in the same seat every class, please know that our class is open seating, meaning first come, first serve. So, if you are late, you will need to take a seat that is available. You may not ask another student to move. Let's keep it classy.

Course Policies:

Canvas:

Our class uses Canvas as our home base or content management system. All information for this class will be located on the Canvas including but not limited to: course syllabus, course calendar, assignment descriptions, readings, grades, and class handouts. You are required to submit your course materials (discussion boards, reflection journals, peer feedback and projects via Canvas. Your continuous, active involvement on Canvas will be considered for your engagement grade (see below).

Accommodations:

If you need course adaptations or accommodations due to a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities. You'll need to have documentation on file with them before any accommodations can be provided. You can contact them at 765-285-5293 or dsd@bsu.edu.

Course Behavior:

During this class (and all its digital extensions), I expect you to act respectfully, giving me and your classmates respect and consideration. This includes, but is not limited to: engaging in respectful online practices, addressing me as Dr. Kat or Dr. Greene, completing assignments on time in the proper format, submitting work through the correct channels, etc.

Disruptive behavior:

Disruptive behavior will not be tolerated. The Student Code of Rights and Responsibilities states in section 5.2.9:

> *Obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University sponsored activity, pedestrian or vehicular traffic, classes, lectures or meetings, obstructing or restricting another person's*

freedom of movement, or inciting, aiding, or encouraging other persons to do so. See also Appendix Q: Responding to Disruption in the Academic Setting

Should your behavior become unprofessional, I will set up a one-on-one Zoom conference, and/or ask you to meet with the director of The Writing Program. Let's keep it classy!

Due Dates:

I expect assignments to be turned in on the due date (or before if necessary) and via the proper channel (i.e. Canvas). I will not accept emailed assignments. I encourage you to backup all work on an online storage platform, such as Google Drive, iCloud, OneDrive, or Box. That way if/when disaster strikes (and it will) you can still access your work. Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

Revision Policy:

You may revise all assignments and the first three projects as many times as needed to achieve your best writing. Revisions are due no later than three weeks after the assignment grade is returned. Once an assignment has been closed on Canvas you may no longer revise or submit it as late.

University Statement:

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

FERPA:

The Family Educational Rights and Privacy Act protects your privacy as a student; university personnel and faculty are not permitted to share information about your academic progress with anyone outside the university (e.g., your parents) without your permission. Blogs, websites, and wikis are PUBLIC. Thus, if you wish to protect your privacy, or simply prefer to remain anonymous, you may choose to blog using only your first name, initials, or a pseudonym; however, you must also be willing to share your blog-nym with everyone else in this course (instructor and students). Please note that I will not grade or evaluate your blog (or any of your work) publicly.

Academic Dishonesty:

I am not flexible when it comes to instances of academic dishonesty. All cases will be reported to the Department of English and handled according to the departmental and

University policies. For more information, including definitions and consequences of academic dishonesty, refer to the student code.

AI Statement:

One foundational principle of this rhetoric and writing course is that writing is an invention tool. Thus, if you are not generating your own writing, you are not inventing your own ideas. While Generative AI technology is exciting, and has many possibilities, I ask you not to use GenAI tech like ChatGPT, Google Gemini, or other AI apps and websites to generate your writing for this class without 1) explicit permission from me and 2) citing your AI use properly in APA style.

Project, Draft, & Feedback Due Dates:

Sun. Sept. 27, 2026 — Project 1 - Media Autoethnography (Research Proposal) (150 pts)
+ R Sept. 17, 2026 @ 11:59 p.m. — Media Autoethnography Draft Due
+ T Sept. 22, 2026 @ 11:59 p.m. — Speed Feedback Response

Sun. Nov. 1, 2026 @ 11:59 p.m. — Project 2: Multimodal Annotated Bibliography(175 pts.)
+ R Oct. 22, 2026 @ 11:59 p.m. — Project 2 Rough Draft Due
+ T Oct. 27, 2025 @ 11:59 p.m. — Speed Feedback Response

Tues., April 28, 2025 @ 11:45 a.m. — Project 3: Research Narrative (200 pts.)
+ R Nov. 19, 2026 @ 11:59 p.m. — Project 3 Script Due
+ T Dec. 1, 2026 @ 11:59 p.m. — Speed Feedback Response

Eng. 208 HA Course Grading:

This course is based on 1,100 points: 525 points will come from the three major projects, while the remaining points will come from Drafts (75 pts.), Feedback Responses (75 pts.), Journals (200 pts.), Fishbowl Discussions (125 pts.), and Engagement (100 pts.).

		C	77-74%
A	100-94%	C-	73-71%
A-	93-91%	D+	70-68%
B+	90-88%	D	67-64%
B	87- 85%	D-	63-61%
B-	84-81%	F+	60-58%
C+	80-78%	F	57-0%

Student Resources:

Writing Center at Ball State University:

One key to improving your writing is getting feedback and revision suggestions on your text during the writing process. The Writing Center at Ball State offers free writing feedback sessions (in-person and online) to all students on essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. You can make an appointment by going to www.bsu.edu/writingcenter or by calling 765-285-8370.

Counseling Center:

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State now also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

While this syllabus is complete, it's also a living document and may be adjusted (as needed) as we progress throughout the course. Stay tuned!

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Course Calendar

Introduction to Composing Research in the Humanities

Week 1

Date	Class Topic	Readings & Videos	Assignments
T Aug. 25	Welcome! What does it mean to write in the Humanities?		Journal 1: What does it mean to write in the Humanities?
R Aug. 27	Habits of Mind Humanities with/without AI	1) Starting with Inquiry (PDF) 2) You Don't have to use AI (Link)	Journal 2: Class Communication Pan

Project 1: Media Autoethnography (Research Proposal)

Week 2

Date	Class Topic	Readings & Videos	Assignments
T Sept. 1	Rhetoric + Research	1) 103 Review - "Ball Point" 2) "The Audience is always fIction" Ong (PDF)	FIshbowl Discussion & Reading Guide 1 Journal 3: 3 Notes Reflection
R Sept. 3	Research as Stories + Conducting Primary Research	1) *Ball Point*: "Primary Research—Types of Primary Research"	Journal 4: Project 1 Media brainstorm

		2) "Getting Started > The Research Process & Agency in Research" *Eng. 208 LibGuide*	

Week 3

Date	Class Topic	Readings & Videos	Assignments
T Sept. 8	Genre: Research Proposals Media + Patterns	1) *Ball Point:* "Primary Research—Gathering Evidence (Primary)" 2) Navigating Genres (PDF)	Fishbowl Discussion & Reading Guide 2 Journal 5: Pattern Practice
R Sept. 10	Looking for Patterns - Pt. 1	1) *Ball Point:* "Primary Research—Organizing Evidence (Primary)"	Journal 6: Patterns 1

Week 4

Date	Class Topic	Readings & Videos	Assignments
T Sept. 15	Looking for patterns - pts. 2	1) *From identifying issues to asking questions* (PDF)	Journal 7: Patterns 2
R Sept. 17	In-class writing day	1) Shitty first drafts (pdf)	Submit your draft at the end of class

Week 5

Date	Class Topic	Readings & Videos	Assignments
T Sept. 22	Speed Feedback Response	1) Ball Point > Writing Processes > Collaboration	Journal 8: P1 Feedback Response

		2) Ball Point > Writing Process > Reflection	
R Sept. 24	*Optional* Conferences		
Sun. Sept. 27			Project 1: Media Autoethnography Research Proposal Due by 11:59 p.m.

Project 2: Multimodal Annotated Bibliography

Week 6

Date	Class Topic	Readings & Videos	Assignments
T Sept. 29	What's an annotative Bibliography?	1) Purdue OWL Annotative Bibliography 2) Generating a Topic > Ball Point	
R Oct. 1	Generating Research Questions	3) Generating Research Questions	FIshbowl Discussion & Reading Guide 3 Journal 9: Research Questions

Week 7

Date	Class Topic	Readings & Videos	Assignments
T Oct. 6	Reading Evaluating, & Working with scholarly sources	1) Reading Academic Articles > Eng. 208 ibGuide	FIshbowl Discussion & Reading Guide 4 Journal 10: Reading Reflection
R Oct. 8	Library Day		Journal 11: Library Reflection

Week 8

Date	Class Topic	Readings & Videos	Assignments
T Oct. 13	FALL BREAK - No Class		

R Oct. 15	Writing Annotations	1) *Inquiry* chptr. 7 "Writing an Annotated Bib" (PDF)	Journal 12: 2 popular annotations

Week 9

Date	Class Topic	Readings & Videos	Assignments
T Oct. 20	Multimodal Options & APA Formatting	1) Remix and Remediation	Journal 13: 3 scholarly annotations
R Oct. 22	Drafting Day		Submit your drafts at the end of class

Week 10

Date	Class Topic	Readings & Videos	Assignments
T Oct. 27	Speed Feedback Response		Journal 14: Feedback Response
R Oct. 29	*Optional* Conferences		
Sun. Nov. 1			Project 2: Research Proposal & Multimodal Annotated Bibliography Due

Project 3: Research Narrative

Week 11

Date	Class Topic	Readings & Videos	Assignments
T Nov. 3	P3: Research Narrative Intro Research Narratives	1) Consider the Lobster (PDF)	FIshbowl Discussion & Reading Guide 5 Journal 15: Interview brainstorm
R Nov. 5	Summaries, Paraphrases, and Quotes with APA Organizing Your Research	1) Synthesis Matrix (PDF) 2) *Ball Point: "Writing It*	Journal 16: Matrix

		Up—Incorporating Sources”	

Week 12

Date	Class Topic	Readings & Videos	Assignments
T Nov. 10	Writing your Lit Review	1) “Writing a Literature Review” (link)	Journal 17: lit review draft
R Nov. 12	Adding to your research with Interviews Writing up your Interviews		FIshbowl Discussion & Reading Guide 6

Week 13

Date	Class Topic	Readings & Videos	Assignments
T Nov. 17	Discussion & Conclusion		Journal 18: interview reflection
R Nov. 19	Drafting Day		Submit your draft at the end of class

Week 14

Date	Class Topic	Readings & Videos	Assignments
T Nov. 24	*Optional* Conferences		
R Nov. 26	THANKSGIVING BREAK - NO CLASS		

Week 15

Date	Class Topic	Readings & Videos	Assignments
T Dec. 1	Speed Feedback Response		Journal 19: Feedback Response
R Dec. 3	*Optional* Conferences		

Week 16 - Finals

Date	Class Topic	Readings & Videos	Assignments

F Dec. 11, 2026 @ 11:45 a.m.			**Project 3: Research Narrative due**

While this course calendar is complete, it's also a living document and may be adjusted as needed throughout the semester. Stay tuned!

Possible Readings:

Ways of Reading Words and Images:
https://archive.org/details/waysofreadingwor0000bart/mode/2up

Rhetoric of Images
https://acrobat.adobe.com/id/urn:aaid:sc:US:d9d3dd4a-367f-4a13-9cba-f4a60436520f

The Danger of a Single Story
https://youtu.be/D9Ihs241zeg?si=plDjO0bNfaYb5qsd

What Moves at the Margins by Toni Morrison

Rereading America: Cultural Contexts for Critical Thinking and Writing Twelfth Edition by Gary Colombo (Author), Uzzie Cannon (Author), Robert Cullen (Author), Bonnie Lisle (Author)

The Work of Art in the Age of Its Technological Reproducibility, and Other Writings on Media
WALTER BENJAMIN
Michael W. Jennings
Brigid Doherty
Thomas Y. Levin
Edmund Jephcott
Rodney Livingstone
Howard Eiland
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