

PLEASE FORWARD TO OTHER RESEARCHERS

Call for Proposals: Individual Research Presentations for the Qualitative Research Network to be held Wednesday, April 2 from 1:30-5:00 p.m. at the 2008 Conference on College Composition and Communication in New Orleans.

Due date: October 15, 2007

Proposals for individual presentations for the Qualitative Research Network are now being accepted. This research network, which occurs annually at the CCCC, is offered for new and experienced qualitative researchers.

Keynote Address & Research Roundtables

During the first hour of the workshop, Elizabeth Chiseri-Strater and Bonnie Stone Sunstein, research collaborators and authors of *Fieldworking: Reading and Writing Research*, will offer keynote addresses and lead a discussion focusing on field work (see biographies and abstracts below). Elizabeth Chiseri-Strater's presentation will examine the importance of positionality in qualitative research, offering strategies for helping fieldworkers question their assumptions about including themselves in their data. Bonnie Stone Sunstein will discuss issues of manipulating the piles of data that researchers conducting fieldwork collect and create, and she will offer approaches for organizing the process.

The rest of the Qualitative Research Network will be organized in research roundtables where novice and experienced researchers will present work-in-progress for feedback. Experienced qualitative researchers will be on hand to offer suggestions and to lead the roundtable discussions. The goal of this annual workshop is to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community.

Presenters at the research roundtables may focus on specific concerns and/or broader issues related to qualitative research, and we encourage submissions from those at any stage of the research process (e.g., planning, data collecting, data analyzing, publishing). Each presenter will have twenty to thirty minutes for both presentation and feedback, which will necessitate that presenters offer concise and accessible summaries of their studies. After all submissions have been collected, the planning committee will provide presenters specific details about the format of the workshop.

Proposal Information

Please send via email a brief description (approximately 500 words) of your research proposal **by October 15** to Heidi McKee (mckeeha@muohio.edu) and Seth Kahn (skahn@wcupa.edu), Co-Chairs, Qualitative Research Network.

Be sure to include a brief overview of the research project, the stage the project is in, and the questions/issues you wish to discuss with other researchers. Place your proposal in the body of the email and attach a file in rich text format (.rtf). Descriptions need not be exhaustive; we only ask that you provide a general overview of your study as well as a statement about the kinds of feedback you would like to receive. If you have any questions or would like further information, please contact us.

Presenters for research roundtables will be notified of their acceptance by October 29th. *

Biographies of Keynote Speakers

Elizabeth Chiseri-Strater is an Associate Professor of English and Director of the Composition and Rhetoric Program at the University of North Carolina-Greensboro, where she is also active in the Women and Gender Studies Program. She is the author of the ethnographic study *Academic Literacies* and many articles on teaching writing, conducting research, and writing program administration. She is currently undertaking a collaborative ethnographic study of her own writing program.

Bonnie Sunstein is Professor of English and Education at the University of Iowa in Iowa City, where she directs both undergraduate writing and English Education and teaches non-fiction writing, ethnographic research, folklore, and English. She is author of *Composing a Culture*, (Boynton-Cook, 1994). and has co-edited three collections of articles about portfolios. Her chapters, articles, and poems appear in many professional journals and books. She is working on two studies that involve college students partnering with writers in cultural settings unlike their own.

Together, over the last decade, Bonnie and Elizabeth have co-authored *Fieldworking: Reading and Writing Research* (three editions), a textbook for doing field-based research studies and another book about conducting teacher research, *What Works? A Practical Guide for Teacher Research*. In 2000, they received an "Imagining America" grant from the Woodrow Wilson Foundation for a website "FieldWorking Online," a virtual community for student and faculty researchers.

Abstracts of Keynote Addresses

Elizabeth Chiseri-Strater's presentation will focus on the importance of positionality in qualitative research and the resistance some feel toward the use of fieldwork and ethnographic methods. Clearly, in order for researchers to uncover and write about their own positions with some ethical insights, they must first of all understand and believe in the approach they are adopting. This talk will offer some strategies for helping fieldworkers question their assumptions about including themselves in their data:

1. How can we monitor our positioning in relationship to our subject--throughout our research process--in ways that help uncover our biases against subjectivity?
2. What difference does the issue of positionality make, both in our research process and in our final projects, whatever form they take?
3. How do we combat the critiques of others who accuse qualitative researchers of being self indulgent and memoiristic?

Bonnie Stone Sunstein will discuss issues of manipulating piles of data, the organizing process that, if not managed well, can often threaten to overwhelm research, and which creates its own forms of resistance. This talk will consider ways to work with the data itself: 1. Scrutinizing patterns with files and research portfolios, 2. Interpreting themes by reflecting on research journal writing and finding a "slice" or focal point, 3. Having the courage to discard what seems valuable, 4. Creating appropriate arrangements, and finally but most important, 5. Understanding writers' choices for rendering data into text.

PLEASE FORWARD TO OTHER RESEARCHERS