Appendix A
Research Methods

DATA COLLECTION AND ANALYSIS PROCEDURES FOR CHAPTERS 2 AND 3

Data Collected in Introduction to Philosophy, Fall 1998

Class Observations

- Teacher-researcher insider, Fishman, observed all classes and recorded notes after each session.
- Outside composition researcher, McCarthy, observed four classes and took notes during and after each session.
- Videotapes of all classes were made for later study.

Teacher Log

- Fishman wrote his impressions of class events and their meaning after each session.

Interviews

- Four 45-minute interviews were conducted by McCarthy at regular intervals throughout the semester with 10 students: our two focus students, Neha Shah and Ellen Williams, and eight of their classmates. Two interviews with each student were done in person and audiotaped for later transcription, and two were conducted on the phone with McCarthy taking notes.
- Two 20-minute conversations between Fishman and Neha Shah were audiotaped when she came to Fishman's office to discuss her writing.

Texts

- All of our 10 informants' in-class and out-of-class assignments were collected for analysis.

Follow-Up Data on the Two Focus Students

Neha Shah (Spring 1999)

Post-Semester Interview
- One 45-minute telephone interview was conducted by McCarthy in May 1999, six months after Fishman's course concluded.

Ellen Williams (Spring 1999 - Spring 2000)

Post-Semester Interviews
- McCarthy's interviews with Ellen. Five 45-minute interviews were conducted during the three semesters following philosophy. Four of these were done on the phone; the final one was conducted in person and audiotaped.
- Fishman's tutorials with Ellen. Two hour-long, tutorial sessions with Fishman were audiotaped in February and March 2000.
- Interviews by McCarthy and Fishman with Ellen's professors in semesters following philosophy. McCarthy interviewed two of Ellen's professors—one in criminal justice and the other the instructor of her leadership class. These interviews were conducted in person after the course was finished and lasted 45 minutes with McCarthy taking notes. Fishman audiotaped two 30-minute interviews with another of Ellen's criminal justice professors after Ellen's course with this instructor concluded.

Texts from Subsequent Courses
- McCarthy collected Ellen's writing from her courses in the three semesters following philosophy for analysis and subsequent discussion with Ellen.

Data Analysis for Chapters 2 and 3

Early in the fall of 1998, McCarthy began reading and rereading our data from Intro to Philosophy looking for themes and patterns (see Lincoln & Guba, 1985; Miles & Huberman, 1984; Spradley,

1980). Several of the categories that emerged focused on students' difficulties with Fishman's writing assignments. Neha Shah, as Fishman's only non-native speaker, was particularly interesting in this regard as was Ellen Williams, whose outspoken resistance to Fishman and his assignments was unusual. Thus, McCarthy made these two students a focus of her attention.

As data collection and analysis continued during the semester, Fishman and McCarthy added to their original interest in these students' writing a concern with their reading. Further, as we explored the literature on ESL and "basic" writers, we encountered recurring discussions of social justice, student empowerment and student right to their own language, and student and teacher transformation. These resonated with philosophies of education we had read over the years, resulting in our using the theories of Freire, Gramsci, and Dewey to help us name, explore, and explain what we were seeing. Later, as we analyzed Ellen's data and struggled to understand the racial dynamics in Fishman's classroom, we found the perspectives of the Critical Race Theorists and Whiteness studies scholars helpful and added them to our set of theoretical tools. Throughout our three-year process of data collection and analysis, we worked cooperatively to honor our quite different interpretations as we shaped our hypotheses, narratives, and conclusions.

DATA COLLECTION AND ANALYSIS PROCEDURES FOR CHAPTER 4

Data Collected in Philosophy of Education, Spring 1999

Tutorial Sessions

- 10 hour-long tutorial sessions between Fishman and focus student Andre Steadman were audiotaped for later transcription and analysis.

Teacher Log

- Fishman wrote his impressions of each tutorial session soon after it concluded.

Follow-up Data Regarding Focus Student Andre Steadman, May 1999–December 2000

Post-Semester Interviews

- McCarthy's interviews with Andre. Eight 45-minute interviews were conducted at regular intervals during the three semesters following his philosophy course. Four were done on the phone; four were done in person and audiotaped for later transcription.
- Fishman's interviews with Andre. Two 30-minute, audiotaped interviews were conducted by Fishman in June and August 2000.
- Interview by McCarthy with Andre's professor the semester following philosophy. One 45-minute interview was conducted with the teacher of Andre's writing intensive computer science class. It was done in person after the course concluded with McCarthy taking notes.

Texts from Subsequent Courses

- McCarthy collected Andre's writing for his courses in the three semesters following philosophy and later analyzed them and questioned Andre about them.

Data Analysis for Chapter 4

Our analysis of our data on Andre Steadman followed the same general theme and pattern analysis we describe above. However, unlike our studies of Neha Shah and Ellen Williams, Fishman worked alone during spring 1999 when Andre and he were doing their tutorial sessions. McCarthy joined Steve in May 1999 to collect follow-up data and read his emerging data reduction drafts. We thought it important to bring McCarthy aboard to interview Andre so we could elicit information that would augment and crosscheck that which Steve had obtained. We also wanted to follow Andre across time. Between May 1999 and Andre's graduation in December 2000, Fishman and McCarthy worked together, collaboratively constructing our narratives and conclusions while attempting to preserve our diverse points of view. (See Fishman & McCarthy, 2000, for further discussion of our research processes.)