

APPENDICES

APPENDIX A: ACKNOWLEDGMENTS REFERENCED

Full bibliographic information can be found in the list of works cited. Many more books were consulted than are found in this list.

1. Linda Adler-Kassner, *The Activist WPA: Changing Stories about Writing and Writers* (2008)
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- Public Cultures* (2003)
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 25. Lisa Ede, *Situating Composition: Composition Studies and the Politics of Location* (2004)
 26. Ann M. Feldman, *Making Writing Matter: Composition in the Engaged University* (2008)
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- Straub, ed.) (2006)
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77. Victor J. Vitanza, ed., *Writing Histories of Rhetoric* (1994)
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APPENDIX B: SURVEY AND IRB APPROVAL DOCUMENTATION

Institutional Review Board - Federalwide Assurance #00003152

University of Cincinnati

Date: 2/14/2014
From: UC IRB
To: Principal Investigator: Laura Micciche
A&S English & Comparative Literature
Re: Study ID: [2013-6520](#)
Study Title: Acknowledging Writing Partners

The above referenced protocol and all applicable additional documentation provided to the IRB were reviewed and **APPROVED** using an **EXPEDITED** review procedure in accordance with 45 CFR 46.110(b) (1)(see below) on **2/14/2014**.

This study will be due for continuing review at least 30 days before: 2/13/2015.

Study Documents

Attachment A Recruitment email.doc
Attachment B Information Sheet.doc
Conflict of Interest.doc
CV_scribd_10-13.pdf
Protocol+Template+--+SBR+6-11-09.doc
Survey.pdf

Please note the following requirements:

Consent Requirements

Per **45 CFR 46.117 (21 CFR 56.109)** the IRB has waived the requirement to obtain DOCUMENTATION of informed consent for all adult participants.

AMENDMENTS: The principal investigator is responsible for notifying the IRB of any changes in the protocol, participating investigators, procedures, recruitment, consent forms, FDA status, or

conflicts of interest. Approval is based on the information as submitted. New procedures cannot be initiated until IRB approval has been given. If you wish to change any aspect of this study, please submit an Amendment via ePAS to the IRB, providing a justification for each requested change.

CONTINUING REVIEW: The investigator is responsible for submitting a Continuing Review via ePAS to the IRB at least 30 days prior to the expiration date listed above. Please note that study procedures may only continue into the next cycle if the IRB has reviewed and granted re-approval prior to the expiration date.

UNANTICIPATED PROBLEMS: The investigator is responsible for reporting **unanticipated problems** promptly to the IRB via ePAS according to current reporting policies.

STUDY COMPLETION: The investigator is responsible for notifying the IRB by submitting a Request to Close via ePAS when the research, including data analysis, has completed.

Please note: This approval is through the IRB only. You may be responsible for reporting to other regulatory officials (e.g. VA Research and Development Office, UC Health – University Hospital). Please check with your institution and department to ensure you have met all reporting requirements.

Statement regarding International conference on Harmonization and Good clinical Practices. The Institutional Review Board is duly constituted (fulfilling FDA requirements for diversity), has written procedures for initial and continuing review of clinical trials: prepares written minutes of convened meetings and retains records pertaining to the review and approval process; all in compliance with requirements defined in 21 CFR Parts 50, 56 and 312 Code of Federal Regulations. This institution is in compliance with the ICH GCP as adopted by FDA/DHHS.

Thank you for your cooperation during the review process.

Research Categories

6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

Information Sheet for Research

University of Cincinnati

Department: English

Principal Investigator: Laura Micciche, PhD

Title of Study: Acknowledging Writing Partners

Introduction:

You are being asked to take part in a research study. Please read this paper carefully and ask questions about anything that you do not understand.

Who is doing this research study?

The person in charge of this research study is Laura Micciche, Associate Professor of English at the University of Cincinnati. She is conducting research for a book called *Acknowledging Writing Partners*, a study of writing's often hidden vitality and materiality as seen through the lens of the genre of acknowledgments. One chapter will focus on the role of animal companions in writing activities.

What is the purpose of this research study?

The purpose of this research study is to study the role of animal companions in writing activities.

Who will be in this research study?

About 25-100 people will take part in this study. Participants may be in this study if they are a) full-time tenured or non-tenured writing faculty or doctoral students in the field of Composition Studies, and b) those who regularly write in spaces shared with animals.

What will you be asked to do in this research study, and how long will it take?

You will be asked to complete an online survey about the role of animals during composing. The survey should take about 10-15 minutes.

In addition to the survey, participants will be invited to submit photos depicting the role of animals in one's writing environment to a private Facebook group.

Finally, participants will be invited to volunteer for a 20-minute follow-up interview via phone or face-to-face that will be audiotaped.

Are there any risks to being in this research study?

There are no risks associated with being in this research study.

Are there any benefits from being in this research study?

There are no individual benefits to participation in the survey, except the opportunity for self-reflection on the importance of animals to one's writing life. This study is expected to benefit the continued evolution of writing theory and practice.

What will you get because of being in this research study?

You will not be paid for your participation.

Do you have choices about taking part in this research study?

If you do not want to answer the survey questions you may simply exit the survey without submitting it. If you complete the survey, you can choose not to do the other activities.

You may choose whether or not to have your name associated with your comments. You may indicate your choice at the end of the survey. If you indicate willingness to be interviewed, all interviews will be audiotaped. If you do not want to be audiotaped you should choose not to participate in the interview part of this study.

How will your research information be kept confidential?

Information you provide on Survey Monkey will not have your name attached, unless you wish to identify yourself. Information submitted through Facebook or during the follow-up interview will be identifiable. The researcher cannot ensure privacy of information sent through Facebook or over the Internet.

Your identifiable information will be kept on the researcher's password-protected computer. The researcher plans retain your data until she has written up findings, revised, and published the resulting study. After that, the researcher will destroy the data.

Agents of the University of Cincinnati may inspect study records for audit or quality assurance purposes.

What are your legal rights in this research study?

Nothing in this consent form waives any legal rights you may have. This consent form also does not release the investigator, the institution, or its

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agents from liability for negligence.

What if you have questions about this research study?

If you have any questions or concerns about this research study, you should contact Dr. Laura Micciche, at laura.micciche@uc.edu or 513-556-6519.

The UC Institutional Review Board reviews all research projects that involve human participants to be sure the rights and welfare of participants are protected.

If you have questions about your rights as a participant or complaints about the study, you may contact the UC IRB at (513) 558-5259. Or, you may call the UC Research Compliance Hotline at (800) 889-1547, or write to the IRB, 300 University Hall, ML 0567, 51 Goodman Drive, Cincinnati, OH 45221-0567, or email the IRB office at irb@ucmail.uc.edu.

Do you HAVE to take part in this research study?

No one has to be in this research study. Refusing to take part will NOT cause any penalty or loss of benefits that you would otherwise have. You may start and then change your mind and stop at any time. To stop being in the study, you should tell Dr. Laura Micciche, at laura.micciche@uc.edu or 513-556-6519.

SUBMITTING YOUR COMPLETED SURVEY INDICATES YOUR CONSENT FOR YOUR ANSWERS TO BE USED IN THIS RESEARCH STUDY.

At the end of the survey, you will be asked if you would like your name associated with your comments. This is completely optional.

About You

***1. Do you regularly write in spaces shared with animals?**

Yes

No (if this is your reply, please exit this survey)

***2. Please mark the category below that best describes your status in Composition Studies (or its cognates: Writing Studies; Rhetoric and Composition; Rhetoric, Literacy, & Composition, etc.). If none, please exit the survey.**

Full-time faculty member (tenured)

Full-time faculty member (nontenured)

Doctoral Student

Writing Practices

*3. Identify the kinds of writing that you regularly engage in (select all that apply):

- | | | |
|---|---|---|
| <input type="checkbox"/> Scholarship | <input type="checkbox"/> Texts (SMS) | <input type="checkbox"/> Letters to friends or family |
| <input type="checkbox"/> Teaching materials | <input type="checkbox"/> Chat exchanges | <input type="checkbox"/> Community-based writing |
| <input type="checkbox"/> Administrative documents | <input type="checkbox"/> Reviews of scholarship for journals or presses | <input type="checkbox"/> Blog posts |
| <input type="checkbox"/> Editorial correspondence | <input type="checkbox"/> Personal writing | <input type="checkbox"/> Gaming chats |
| <input type="checkbox"/> Emails | <input type="checkbox"/> Creative writing | |

Add forms of writing not mentioned above and/or elaborate on any of the forms you identified above.

*4. Identify locations where you generate most of your writing (you may select more than one).

- | | | |
|----------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Home | <input type="checkbox"/> Coffee shop | <input type="checkbox"/> Restaurant |
| <input type="checkbox"/> Office | <input type="checkbox"/> Friend's abode | <input type="checkbox"/> Outdoors |
| <input type="checkbox"/> Library | <input type="checkbox"/> Bar | |

If you write in locales not mentioned above, please list them here.

*5. Identify tools you most often use to generate writing (select all that apply).

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Computer | <input type="checkbox"/> Paper and pen/pencil |
| <input type="checkbox"/> Tablet | <input type="checkbox"/> Moleskine |
| <input type="checkbox"/> Phone | |

Other (please specify)

Animals & Composing

***6. Identify the animal(s) that are a regular part of the scene of writing for you (select all that apply).**

 Cat

 Lizard

 Turtle

 Dog

 Hamster

 Snake

 Rabbit

 Bird

Other (please specify)

***7. Please identify the number of animals who are a regular part of your writing scene.**

 1

 2

 3

 4

 5

 6

Other (please specify)

***8. Explain what kind of contact you have with animals while writing (select all that apply).**

 Petting

 Animal near you in the room

 Animal sits/rests on you

 Talking to the animal

Other and/or add more detail to the above

***9. Identify values that animals seem to contribute to your writing process.**

- | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Patience | <input type="checkbox"/> Endurance | <input type="checkbox"/> Comfort |
| <input type="checkbox"/> Frustration | <input type="checkbox"/> Pleasure | <input type="checkbox"/> Stress |
| <input type="checkbox"/> Kindness | <input type="checkbox"/> Focus | <input type="checkbox"/> Relaxation |
| <input type="checkbox"/> Worry | <input type="checkbox"/> Distraction | <input type="checkbox"/> Perspective |

Please add values not mentioned above.

***10. For this study, I am thinking of animals as "writing companions." Reflect upon this phrasing for a moment and then free associate what comes to mind for you. Please also address whether this phrasing resonates with you (and then explain why or why not).**

11. Please feel free to add anything relevant to your relationship with animals in scenes of writing that you didn't have the opportunity to say above.

Other Ways to Contribute

12. Please indicate whether or not the researcher may cite your name in association with your comments.

- NO, I do NOT want my name to be associated with my comments.
- YES, my name may be associated with my comments.

If you selected "yes," please enter your name here.

13. If you are willing to submit photos of animals in your writing environment to a private Facebook group, please input your email address. I will send you an invitation to the group page.

14. I will select some participants for follow-up interviews to this survey. If you are interested in participating in a 20-minute interview, please add your name and email address below. Depending on preference and availability, interviews will be conducted by phone or face-to-face.

Thank you for your participation! If you have any questions about this survey and/or my research project, please feel free to contact me at laura.micciche@uc.edu or 513-556-6519. I appreciate your time and support!

Laura Micciche

APPENDIX C: PRIVATE FACEBOOK GROUP DESCRIPTION AND INSTRUCTIONS

A place where writers can post photos of animals in their writing environments. Feel free to add comments as well. Only those who completed my online survey, entitled *Composing with Animals*, and volunteered to submit photos are invited to post on this site.

As a reminder, I am collecting these photos for use in a forthcoming book, tentatively titled “Acknowledging Writing Partners.” As such, I will select some photos to reproduce in the completed book; please keep this in mind when posting! Contributors retain copyright of their works and, in accordance with the conditions of the Creative Commons Attribution-Share-Alike license (<http://creativecommons.org/licenses/by-sa/3.0/us/>), I will give appropriate credit to contributors and indicate if changes are made to a photo.

The group is a “secret” group, so only members see the group, who’s in it, and what members post. Thanks for agreeing to participate and supporting my research with your contributions! I look forward to seeing your photos.

Cheers,

Laura Micciche

University of Cincinnati

APPENDIX D: CODING ASSOCIATIONS WITH THE PHRASING “WRITING PARTNERSHIPS”

Note: If a sample appears to be codable in two or more categories, code in what you determine to be the main topic category.

Coding Writing Process

Perseverance

Definition: Code as perseverance any topical chain related to an animal’s contribution to a writer’s ability to persist at writing. This includes references to

1. an animal’s contribution to writing continuance
2. animal distractions that support or impede perseverance

Disposition

Definition: Code as disposition any topical chain that addresses a frame of mind or feeling related to writing, state of bodily or mental health related to writing, and/or expression of capacity for writing. This includes references to

- a. feelings related to writing, e.g., frustration, worry, happiness
- b. animal impact on emotional, mental, or physical health

c. motivation and confidence in relation to writing

Proximity

Definition: Code as proximity any topical chain that addresses the condition of animals and writers being near or close by one another in space without reference to feelings or emotional states. This includes references to

- a. animals near or on a person as s/he writes
- b. spaces where animal and writer cohabitate
- c. humans touching animals while writing
- d. making eye contact with animals while writing
- e. being with or looking at animals in the outdoors during writing breaks

Coding Communication

Modality

Definition: Code as modality any topical chain that addresses a method of communication between human and animal. This includes references to

- a. tactile activities, e.g., petting, cuddling, touching
- b. reading aloud while animal is nearby, e.g., using animal as sounding board while drafting
- c. depictions of animal listening to the writer reading work aloud or talking through an idea
- d. nonverbal forms of communication that writer depicts as making a difference to writing, e.g., animal provides company that reassures writer, dog cries to go outside

Effects

Definition: Code as effects any topical chain that addresses the results of communication between humans and animals relative to writing. This includes references to

- a. altered affective, mental, or physical states
- b. renewed or depleted energy for writing
- c. altered perspective on writing

Coding Identity

Self-Perception

Definition: Code as self-perception any topical chain that addresses how contact with animals affects a writer's sense of self. This includes references to

- a. a writer's efficacy, or belief in her/his capacity to succeed as a writer
- b. confidence in one's ability to produce writing

- c. affirmation of value as a person and/or writer

Affect

Definition: Code as affect any topical chain that addresses feelings and/or emotional issues related to animals and composing. This includes references to

- a. emotional support that animals contribute the experience of writing
- b. caring for animals as a valuable emotional experience that positively or negatively influences writing