

Proposal DRAFT Reboot

**In which we will come up with a relatively detailed outline together, which Heidi Nobles will then attempt to write up in actual sentences during Unit 3.*

Instructions: *If you're one of the first people in the document, please begin by just adding detail directly to the outline--fleshing out any place there's a ? and responding as appropriate to the queries below. If there's already a lot of running text by the time you get to the document, please add responses/edits/recommendations in comments for us to consider.*

I. Lit Review

A. Defining/explaining the literacy issue

1. Maybe orality & literacy connections (?) -- seems potentially relevant later in discussing studies that look at memory and/or emotion connected to language use (where the studies are sometimes focused on spoken language v. literate, and therefore hold different implications for their respective research topics)

a) ?

B. Explaining the reading & writing relationships more fully/precisely

1. ?

2. ?

3. Touch on whether or not literacy is inherent (was the brain designed for literacy) or if it should be considered an evolutionary acquisition (having this precede the next point may help connect into dyslexia etc.)

4. dyslexias and what they tell us about literacy/cognition more broadly

C. Issues & Studies in Memory

1. How literacy impacts memory (discuss how literacy, specifically writing, enables the expression of memory but also wields the potential to completely alter memory). To what extent literacy changes memories vs. solidifies the neural path to memories. Might be beneficial to include applicable information from the additional sources (the process of memoir writing and how it reshapes memory, "story editing" after traumatic events, etc.?)

D. Issues & Studies in Emotion (both "expanded emotion" and empathy)

1. Literacy & emotion broadly speaking

a) Literacy expands individuals' emotions and their ability to express those emotions . . .

2. Literacy & Empathy

E. Wrap-up/synthesis of above work; expansion on "gaps"

II. Preliminary Findings

- A. Introduction--explanation; we're using our experiences as preliminary/exploratory toward future empirical studies

- B. Summary of our reading and writing experiments

- C. Overview of self-reported findings

1. Memory
 - a) Summary
 - (1)
 - (2)
 - b) Specific examples from Qualtrics report/field notebook data
 2. Emotion
 - a) Summary
 - (1)
 - (a) i.) Going off that, under what circumstances does empathy through reading develop most completely? How does a situation like *I am Nujood's* writing style, with emotions explicitly outlined, compare to *Vanishing Half*, where circumstances are described to elicit emotion from the reader, to *Hidden Life of Trees*, where the subjects/characters of the book aren't even animated?
 - (2)
 - (3)
 - b) Specific examples from Qualtrics report/field notebook data
- D. Wrap-up: discussion of what our experiences suggest in terms of productive future empirical studies

III. Proposed Empirical Studies

- A. List of 1-4 studies we've decided to prioritize
- B. Materials and Methods
- C. Timeline
- D. Anticipated Outcomes

IV. Selected Bibliography