



Department of Communication Studies
COM 2065: Introduction to Research in Communication
 3 Units – Spring 2026
Meeting days/times: Tuesday and Thursday, 11:00 AM - 12:15 PM
Meeting location: Cabrillo 104
Final Exam: Tuesday, May 5, 10:30am-1pm

Instructor title and name: Dr. Jeff Birdsell		
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Office location and hours: Cabrillo 204		
Mondays	9 AM	9:45 AM
	1:15 PM	2:45 PM
Wednesdays	1:15 PM	2:45 PM
Thursdays	12:15 PM	2:45 PM
Additional times available by appt		

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A study of traditional, modern, and post-modern approaches to organizational communication as well as its functions, forms and consequences. Provides a theoretical overview of management theory and gives practical insights for communicating in a variety of organizations.

PROGRAM AND COURSE LEARNING OUTCOMES

This course introduces students to disciplinary expectations for research in communication, including source evaluation and citation, and equips them to review literature, select methods, and propose ethical research in communication from qualitative and quantitative perspectives.

Successful completion of the course should enable you to:

- Recognize methods used in communication research
- Extract most salient points from disciplinary research articles
- Select appropriate and ethical research methods for a variety of hypotheses or research questions
- “Speak the language” of communication research methods
- Cite scholarly research using discipline appropriate style

PROGRAM LEARNING OUTCOMES

As a required course for Communication Studies and Organizational Communication students, please visit the curriculum maps at <http://assessment.pointloma.edu/academic-assessment/department-of-communication-theatre/curriculum-maps/> to identify which PLOs this class addresses for your major.

For students taking this course to fulfill other degree programs, please visit the curriculum maps at <http://assessment.pointloma.edu/academic-assessment/department-of-communication-theatre/curriculum-maps/> to identify which PLOs this class addresses for your course of study.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Curnalia, R. M. L. & Ferris, A. L. (2014). *CSI: A step-by-step guide to writing your literature review in communication studies*. Dubuque, IA: Kendall Hunt.

Davis, C. S., & Lachlan, K. L. (2025). *Straight Talk about Communication Research Methods* (4th ed.). Dubuque, IA: Kendall Hunt.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Grading

Regardless of your prior experiences with grading, I am insistent that a “C” is considered “average” or acceptable work, grades of “B” and “A” are awarded for above average and exceptional work respectively. Normally, those students receiving A’s represent the top 10 - 25% of a class.

Feedback on assignments will be provided using the “Annotated Comments” feature in Canvas. Please follow the instructions at <https://tinyurl.com/BirdsellGrades> to access them.

There is a 24-7 rule in this class: you must wait at least 24 hours after receiving a grade to discuss it, and no later than 7 days. Any discussion of grades must occur outside of class time. I will gladly talk about assignments (non-grade issues) past the 7-day period. To avoid confusion, you must (a) document the error in writing, (b) state why you think it is an error (based on the syllabus (course expectations, grading policies, etc.) and specific assignment details.), and (c) suggest what you think should be done to rectify the error (in cases where this is not obvious). These matters will be dealt with promptly. (If an error had been made which benefits you, please accept it as a “gift” which does not need to be reported.)

Assignments And Readings

All written assignments must be typed (double-spaced, 225-250 wpp, 1” margins, 12pt font, Times New Roman or Courier typeface) unless otherwise instructed. Use the APA style guide where necessary (see <https://owl.english.purdue.edu/owl/resource/560/01/> for formatting assistance). The most likely time for your computer/internet connection to crash is minutes before an assignment is due. Please plan ahead.

Grades will be based on the following:

Assignment Distribution:	Grade Scale
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Chapter Quizzes (10 pts each)	140 pts	Percentage		Points	
CSI Discussions (10 pts each)	70 pts	A	93 - 100	604.5	- 650
Concept Reports (100 pts each)	200 pts	A-	90 - 92.9	585	- 604
Literature Review & Methods	240 pts	B+	87 - 89.9	565.5	- 584.5
Proposal		B	83 - 86.9	539.5	- 565
CITI Training Certificate (must be successfully completed to pass the course)	REQUIRED	B-	80 - 82.9	520	- 539
		C+	77 - 79.9	500.5	- 519.5
		C	73 - 76.9	474.5	- 500
		C-	70 - 72.9	455	- 474
		D+	67 - 69.9	435.5	- 454.5
		D	63 - 66.9	409.5	- 435
		D-	60 - 62.9	390	- 409
		F	0 - 59.9	0	- 389.5

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In COM 2065, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In COM 2065, we will cover a variety of topics, some of which you may find triggering. Through my classroom behavior, I will attempt to model how challenging material should be presented and approach each meeting as if a campus guest, General Superintendent, or one of my children might be in attendance. There are times during the course when your peers are responsible for the content and I will not have vetted it before its delivery. I hope that my modeling and shared approach provide guidance for their content. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and

for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of communication, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. Assignments turned in past due will be accepted but the grade will be reduced by 10% as soon as the assignment is tardy and another 10% for every 24 hour period after that.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) (<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for

that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[APA Style: How to Cite ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Instructor Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. You are expected to attend each class session. There are no excused absences except as approved in writing by the Provost for specific students participating in certain university-sanctioned activities.

Your attendance will be recorded when you sign in to the daily form that is passed around the classroom. You are responsible to ensure that your signature has been collected on the form. There is not stronger evidence that you were in attendance. If you did not sign in, you will be counted as having missed class regardless of other evidence you may provide.

Missing class will negatively impact your grade in the following way:

- If you miss 0 classes = No impact on final grade
- If you miss 1 class = No impact on final grade
- If you miss 2 classes = 2% reduction of final grade
- If you miss 3 classes = 3% reduction of final grade
- If you miss 4 classes = 4% reduction of final grade
- If you miss 5 classes = 5% reduction of final grade, etc.

Use of Technology

While technological resources have made it possible to exchange messages at a greater rate, particularly through email, please remember that just because you’re available to send a message doesn’t mean I’m available to respond to those messages. I especially frown upon frantic emails sent hours before an exam or assignment. I typically respond to email within one 24-hour school day (M – F). For example, if you email me at 1:00pm on Wednesday afternoon, I will typically respond by 1:00pm on or before 1:00pm on

Thursday afternoon. If you email me at 9:00 am on Saturday morning, I will typically respond on or before 9 am on Tuesday morning. It is your responsibility to plan ahead.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments.

Research summaries I have read, along with my own experience as both an instructor and a student, suggest that taking notes by hand on paper improves information retention. If you are taking notes on a laptop or tablet, please disable your connection to the internet unless otherwise instructed.

Please silence your phone when you are in class. If a call or text interrupts our class session, I reserve the right to answer the phone on your behalf and/or make fun of an unoriginal ringtone.

ASSIGNMENT INSTRUCTIONS, RUBRICS, AND CALENDAR

Refer to the attached pages for assignment instructions, rubrics, and the course calendar. Any modifications to these expectations and dates will be announced in-class or via email and updated on Canvas.

Chapter Quizzes

To encourage you to keep current on readings from Davis and Lachlan (2025) and prepare for better class discussions, brief quizzes on the day's readings (see course calendar for details) will be made available on Canvas. These must be completed by the start of class on the assigned days. Makeups will not be offered.

CSI Discussions

As you read the assigned "Steps" of Curnalia & Ferris (2014), there will be a corresponding discussion board on Canvas where you will be asked to share your response to the prompt "What were the three most interesting/useful/engaging/thought-provoking/confusing sentences in this Step?" These posts will be due by 8am on class days so I can summarize/highlight features that seem to be most pressing for our section.

CITI IRB Training

One of the goals of this class is to prepare you to pursue communication research throughout your program. Because human subjects often provide the data we analyze to test hypotheses and answer research questions, it's vital that we collect that data ethically. To that end, all students must complete the CITI IRB training available at: <https://www.pointloma.edu/institutional-review-board/training>

The training contains six (6) modules and the estimated time to complete the modules is four (4) hours. The training may be done in different sessions and there is a quiz at the end of each module for which the average score across all six (6) modules must be at least 80%. Your completion certificate is valid for three (3) years. A copy of your completion certificate must be uploaded to Canvas in order to receive a passing grade in this course and IRB protocols you submit for future courses will not be approved unless you are able to provide a copy of the Completion Report.

If the completion certificate is not uploaded by the submission of midterm grades, you will receive an "F" as your midterm grade and reminded of this requirement. If you have not uploaded the certificate by the drop deadline, I will suggest you drop the course. If you remain enrolled and this requirement remains unmet at the time of final grade submission, you will receive an "F" for the course regardless of your scores on other assignments.

CONCEPT REPORT INSTRUCTIONS

Develop the annotations on a concept by using 5 sources (you may use the same source to answer multiple questions) to answer each question below in your own words, ending with a parenthetical citation. I have provided a column that can help you navigate the articles you find.

Working Through the Articles

Question to answer (five times, one sentence each)	Where to find the answer in most research articles
How is it defined?	Literature review
What theories are usually involved when studying it?	Literature review
How do we get more or less of it?	Literature review and Results
What can be predicted if we have a lot or a little of it?	Literature review and Results
What contexts is this concept often observed in?	Literature review
What methods are commonly used to measure this concept?	Methods
What variables are usually collected to see your concept?	Methods
What sampling methods are often used to collect your concept?	Methods
What statistics are usually used to test hypotheses/answer research questions about your concept?	Methods and Results
What have researchers suggested be done next in the understanding of your concept	Discussion
What recommendations have researchers made to improve the measurement of your concept?	Discussion

Your submission should end with a References page with complete APA citations for each source.

The annotated bibliography will be evaluated based on:

- The number of times you answer each question
- The quality and relevance of sources you use to answer them (the best sources will be peer-reviewed journal articles from communication journals/scholars)
- APA formatting (parenthetical citations and complete citations on References page)
- Writing – clarity, precision, focus, spelling and grammar, etc.

CONCEPT REPORT GRADING SHEET

Name: _____

Score: _____ /100

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

NUMBER OF ANSWERS: _____

1 point per answer for a maximum of 55 points:

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

SOURCES:

Are all sources scholarly/academic/credible? Are they drawn primarily from articles written in communication journals or by communication scholars?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

Research Proposal Assignment *Organization*

1. Title Page

Follow APA format using the OWL guide available at <https://owl.english.purdue.edu/owl/resource/560/01/>

2. Introduction

For your introduction, formulate a research objective, research question, or hypothesis that is appropriate for communication research. Your topic should further scholarly understanding of communication and/or respond to a need in society. Describe the nature of the situation, and provide an overview of the selected topic. Describe your topic and state your RQ/H as a purpose. E.g. "The purpose of this research is..."

Justify the selection of your particular research topic. Describe its prevalence, implications for individuals, families, organizations, and/or society at large. Focus your research by indicating why *others* should be interested in the selected topic. Convince the audience that the topic is worthy of study. Be sure to use appropriate references cited correctly.

3. Literature Review

Develop the background for your topic. Explain why your topic is interesting or important. Introduce any key terms and describe previous work on the topic. Explain the questions that the previous work answered, and explain how the previous work leads up to your question or hypothesis. Conceptually define variables. Conclude the literature review with your *hypothesis* and/or your research question.

4. Methods

Describe your study in plenty of detail. Include enough detail that someone could actually do the experiment well enough to get good results. Explain *why* you've designed the experiment in the way you have; try to convince the reader that your experiment is the best way to test your hypothesis. You might want to include a diagram, drawing, or table, if it will help you explain your experiment or study. Selecting an appropriate method will require some independent research and readings on different methodologies and becoming an "expert" in the particular method for your study. In the same way a hammer (as opposed to a screwdriver) is the best tool to be used when driving a nail, so too should your method align with your research question or hypothesis. As part of this section you need to:

Decide on the best method for getting an answer to your RQ/H.

- Describe in detail what methodology you will use, and justify your decisions: (e.g., Experimental research, survey research, textual analysis, ethnographic research,
- Define and describe your population and sample.
 - What is your sampling design? Who will you talk to? How many?
 - When/where/how?
 - (If applicable) Describe how you will select your sample.
 - (If applicable) Describe how you will administer your instrument.
 - (If applicable) Describe how/when you will conduct observation(s).

- How will you address concerns about validity, reliability, and ethics?
- (If applicable) What are your variable(s)?
 - Operational definition of each variables
 - Which are independent/dependent (if applicable)
- List information to be gathered.
- List the types of questions you will ask.
- Describe how you intend to analyze the results.
- Include an estimated timeline of your project

5. Limitations

What are the limitations to your research?

6. References

List any sources that you referred to in your proposal in APA format. Make sure your in-text citations are also correct.

7. Appendix

Include any survey or instruments used and/or observation protocols.

RESEARCH PROPOSAL GRADING SHEET

Name: _____

Score: _____ /240

Grading Scale:

- 2- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the paper or has it been “polished” and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form? (<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

INTRODUCTION:

Does the proposal have a clear purpose? Have you articulated the value of this study? Does your reader know why it matters?

1 2 3 4 5 6 7 8 9

LITERATURE REVIEW:

Have your main concepts been defined? Does the reader get a sense of what we know and don't know about these concepts from existing literature? Does this section end with research questions or hypotheses that are logically born from your literature review?

1 2 3 4 5 6 7 8 9

METHOD/LIMITATIONS:

Did you describe the proposed method in enough detail that someone else could complete this study? Are the sample and sampling strategy appropriate and complete? Does the method fit the RQ/hypothesis? Are variables identified and defined? Are instruments summarized in the proposal and included in the appendix (where possible)? What relevant limitations are there for this study?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, choice of supporting materials, and attention to detail. Does the paper leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9

Week	Dates	Topic	"Straight Talk" Readings	CSI Readings	Graded Work Due (Recommended Pace)
1	1/13	Intro to course			
	1/15	What is Communication Research		Step 1	CSI Discussion 1 submitted to Canvas by 8am
2	1/20	Decide What You're Looking For	Chapter 1		Chapter 1 Quiz
	1/22	Paradigms	Chapter 2		Chapter 2 Quiz
3	1/27	Library Research		Step 2 & 3	CSI Discussions 2 and 3 submitted to Canvas by 8am
	1/29	Writing a Lit Review	Chapter 3, Chapter 4		Chapters 3&4 Quizzes
4	2/3	Research Ethics	Chapter 6		Begin CITI training
	2/5	RQs and Hypotheses			
5	2/10	Conceptualization, operationalization, and measurement	Chapter 5		Chapter 5 Quiz
	2/12	Variables	Chapter 7		Chapter 7 Quiz
6	2/17	Sampling	Chapter 8		Chapter 8 Quiz
	2/19	Sampling			Concept Report 1
7	2/24	Validity, Reliability, and Credibility	Chapter 9		Chapter 9 Quiz
	2/26	Survey research	Chapter 10		Chapter 10 Quiz
8	3/3	Survey research (continued)			
	3/5	Content Analysis			CITI Training Certificate submitted to Canvas
9	3/10	NO CLASS: Spring Break			
	3/12	NO CLASS: Spring Break			
9	3/17	Experiments	Chapter 12		Chapter 12 Quiz
	3/19	Experiments (cont)			
10	3/24	Statistical analysis			
	3/26	NO CLASS: Concept Report Work Day			
11	3/31	Statistical analysis (continued)			Concept Report 2
	4/2	NO CLASS: Easter Recess			
12	4/7	Qualitative research	Chapter 14		Chapter 14 Quiz
	4/9	Collecting Qualitative Data	Chapter 15	Step 4	Ch 15 Quiz, CSI Discussion 4 submitted to Canvas by 8am
13	4/14	Catch Up Day			
	4/16	Ethnography and Narratives	Chapter 16	Step 5	Ch 16 Quiz, CSI Discussion 5 submitted to Canvas by 8am
14	4/21	Writing Workshop		Step 6	CSI Discussion 6 submitted to Canvas by 8am
	4/23	Writing Workshop		Step 7	CSI Discussion 7 submitted to Canvas by 8am
15	4/28	Peer Editing			RESEARCH PROPOSAL ROUGH DRAFT (bring to class)
	4/30	CLASS OPTIONAL: Q&A with Birdsell			
Finals Week	Tuesday, May 5 10:30 am	Proposal Presentations			Research Proposal