

Spring 2019

Meeting days: Tuesday and Thursday	Instructor title and name: Dr. Jeff Birdsell
Meeting times: 9:30-10:45am	Phone: 619-849-3370
Meeting location: Bond Academic Center 151	Office location and hours: Cabrillo 204 Mondays and Tuesdays 1-3 Thursdays 8:15-9:15 (other times available by appointment)
Final Exam: Thursday, May 2 10:30am-1pm	E-mail: jebirdse@pointloma.edu Twitter: @ProfBirdsell

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Survey of contemporary approaches to human communication emphasizing theory development, epistemological perspectives, meaning negotiation, and research methodology. Participants complete an original research project that is publicly presented in a poster session.

COURSE LEARNING OUTCOMES

Successful completion of the course should enable you to:

- Develop your own definition of communication rooted in disciplinary scholarship
- Analyze qualitative and quantitative data
- Compare communication theories and show their utility in everyday life and research
- Execute original communication research through the justification of its context, designing of methodology, interpretation of data, and comparison of results to communication theory

PROGRAM LEARNING OUTCOMES

As a required course for all majors in the Department of Communication and Theatre, 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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Davis, C. S., Powell, H., & Lachlan, K. L. (2013). *Straight talk about communication research methods* (2nd ed.). Dubuque, IA: Kendall Hunt.

ASSESSMENT AND GRADING

During the course of the semester you will be responsible for the following written assignments. See the descriptions below and the detailed instructions at the end of the syllabus for more details.

Assignment Distribution:		Grade Scale						
		Percentage			Points			
Definition Paper	30 pts	A	93	-	100	930	-	1000
Theory Summary	60 pts	A-	90	-	92.9	900	-	929
Method Summary	60 pts	B+	87	-	89.9	870	-	899
Project Proposal	30 pts	B	83	-	86.9	830	-	869
Annotated Bibliography	60 pts	B-	80	-	82.9	800	-	829
Method Presentation	90 pts	C+	77	-	79.9	770	-	799
Theory Presentation	90 pts	C	73	-	76.9	730	-	769
Lit Review, Methods, Works Cited Draft	110 pts	C-	70	-	72.9	700	-	729
Lit Review, Methods, & Works	140 pts	D+	67	-	69.9	670	-	699
Cited Revision + Results & Discussion Draft		D	63	-	66.9	630	-	669
Poster Session	90 pts	D-	60	-	62.9	600	-	629
Complete Research Paper	170 pts	F	0	-	59.9	0	-	599
In-class activities	70 pts							
<i>(completed activities ÷ total activities)</i>								

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.

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.

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.)

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. No requests for early examinations or alternative days will be approved.

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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU’s Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that

date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

CLASS ATTENDANCE AND PARTICIPATION

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.

At various points in the semester you will be asked to complete in-class activities. Your submissions in response to these activities will contribute to your grade (see Assessment and Grading). These activities may not be made up regardless of the reason for the absence.

Failure to attend the class meeting during Finals Week will be counted as missing 3 classes and factored in to attendance reductions.

INFORMATION AND COMMUNICATIONS 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.

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.

ASSIGNMENTS AND READINGS

All assignments must be typed (double-spaced, 8.5" x 11" paper, one-side, 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). Written assignments and readings are due at the beginning of class on the appropriate day. Quizzes and online discussions are due according to the times listed in Canvas and on the attached calendar. The most likely time for your computer/internet connection to crash or printer to die/run out of ink, is minutes before an assignment is due. Please plan ahead.

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.

Defining Communication Paper

The goal of this 500-750 word paper is for you to establish your own definition of communication. To do so, you should synthesize course readings to identify key areas of disagreement, contested elements, and/or tensions between definitions you have read. Once those have been identified, take a position on those spectrums and present your definition. End the paper by providing a real world or hypothetical example of something that would fit your definition and an example of an occurrence that would not “count” as communication, using your definition.

DEFINING COMMUNICATION GRADING SHEET

Name: _____

Score: _____ /30

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

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

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used sources to ground your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

IMPLICATIONS:

Is it clear to the reader that you have given a succinct response? Have you clearly laid out what it means if your position is correct? Have you recognized and rebutted opposing points of view?

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

Theory Summary

For this paper, you are to read and gain an understanding of one of the communication theories posted on Canvas. Your understanding must be demonstrated in the form of a 750-1000 word summary. The summary should include:

- A) An identification of the problem/context which is addressed by the theory. What is the theorist trying to solve? Additionally, what theoretical perspective or paradigm does the theory assume?
- B) What does the theory assert to be true about communication? Provide sufficient detail including, but not limited to, the primary thesis of the theory, the key researchers of the theory, where it emerged in time, and how it's been tested or adapted.
- C) Apply the basic ideas of the theory to some relevant, actual communication situation in your life.
- D) Provide a final commentary and critique of the theory. How useful is it? What are its limitations? Why?

THEORY SUMMARY GRADING SHEET

Name: _____

Score: _____ /60

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

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

DEPTH OF ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you used sources to ground your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

SUMMARY/APPLICATION:

Does the response accurately summarize the theory? Is the theory “placed” in a chronological or conceptual context for the reader to understand? Is the example clear and a good “fit” for the theory? How well are limitations identified and critiqued?

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

Method Summary and Article Deconstruction

For this paper, you to read and gain an understanding of one of the communication methods outlined in Davis, Powell, and Lachlan (2013) (See Chapters 10, 11, 12, and 14). Your understanding must be demonstrated in the form of a summary. That includes:

- A) Identifying of the strengths and weaknesses of the method. Why/when should someone use this method? Why/when shouldn't someone use this method?
- B) A "checklist" that outlines the steps of successfully executing research using this method.

The second part of the assignment is to deconstruct a published, scholarly, peer-reviewed article that uses this method. You may select one that is referenced in the chapter you've selected or find one independently. "Deconstructing" the article will require you to create a "functional outline" of the article by identifying what each paragraph "does" (instead of summarizing what it "says"). Does the paragraph exist to provide a definition? Or transition between concepts? Or identify the sample used (etc.)?

Conclude your submission by identifying any discrepancies between how the book says the method should be performed and how the authors of your article described it.

METHOD SUMMARY AND ARTICLE DECONSTRUCTION GRADING SHEET

Name: _____

Score: _____ /60

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

SUMMARY/DECONSTRUCTION:

Does the response accurately summarize the method? Is the checklist complete and clear? Is the article used appropriate for the assignment? Is the deconstruction thorough? Are discrepancies identified?

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

Project Proposal

In this presentation, you will propose an original research project that addresses the following areas.

- 1) An explanation of the need for this study which may include answers to the following questions:
Research goals: What problem(s) will the study address, and why is it important to address this? What intellectual, practical, or personal goals will this study attempt to accomplish?
Conceptual framework: What are the most important theories, ideas, and knowledge (personal and scholarly) that inform this study? How have these shaped the study? What do we not know that your study will address?
Research questions/Hypotheses: What do you want to learn by doing this study? What are your independent and dependent variables?

- 2) An explanation of how your study will satisfy the need you've outlined which may include answers to the following questions:
Site and participant selection: What setting(s) will you study, and/or what individuals will you include in your study?
Validity: What do you see as the most important potential threats to the validity of your conclusions? What will you do to address these? What limitations on generalizability do you see?

- 3) A visualization of what the process would look like if someone joined your team
Data collection: How do you plan to collect your data and what data will you collect? How will these data enable you to answer your research questions/hypotheses?
Data analysis: What strategies and techniques will you use to make sense of your data? Why have you chosen these?
Timeline: What are the major segments of your project (including research, data gathering, IRB approval, writing, data input, statistical analysis, etc.) and when will they be accomplished?

- 4) A visualization of what you'd like your group composition and commitment level to be
Size: How many coauthors do you need to accomplish this study?
Skills: What are you strongest in? What skills are you hoping other team members bring to the project?
Commitment: Will this project be the only one you have to worry about this semester? Are you juggling an internship and a puppy while enrolled in 465? Be clear how much you are able to commit to this study.

PROJECT PROPOSAL GRADING SHEET

Name: _____

Score: _____ /30

Grading Scale:

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- 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

PROPOSAL CONTENT:

Was the need for this study clearly articulated? Does the proposed research seem to satisfy the need? Were sampling, methodological, and analytic decisions clear? Was strong evidence used to support the claims?

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

Annotated Bibliography

Find **20 scholarly/academic** sources relevant to your research topics. Using APA formatting, list all 20 sources in your annotated bibliography. Your source list should include:

5 sources that pertain to the theory/theories that frame your study

5 sources that pertain to your method/measures

5 sources that define or advance knowledge about your independent variable(s)

5 sources that define or advance knowledge about your dependent variable

Additionally, you should find **5 sources** that address the context/environment of your study. These can come from nonacademic sources but should be highly credible (sources like The Chronicle of Higher Education, UT San Diego, Sports Illustrated, Marie Claire, or Total Carp Magazine would likely be more credible than about.com, BuzzFeed, or The Point Weekly). These sources should be formatted using APA guidelines as well.

Each article listed should include the following:

- APA citation for article
- Which of the 5 categories (theory, method, IV, DV, or context) the article fits
- Why the article is valuable
- How the article may compare/contrast with other information in the bibliography

The final document should also include your research question and/or hypotheses

The annotated bibliography will be evaluated in terms of:

- Quality and relevance of sources
- APA format
- Fulfilling requirements in terms of content and length (working creatively within assignment constraints)
- Writing – clarity, precision, focus, spelling & grammar, etc.

ANNOTATED BIBLIOGRAPHY GRADING SHEET

Name(s): _____

Score: _____ /60

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

MECHANICS:

Is this the first draft of the assignment 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? How relevant are the sources selected to your research question/hypothesis? Does the annotation appear to adequately summarize and evaluate the chosen article or is it merely a description of it?

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, and attention to detail. Does the assignment 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

Method Presentation

This presentation will allow your group to get feedback on the methodological decisions you have made. Your group will have 15-20 minutes to address the following questions (HINT: your individual Methods papers from earlier in the semester may help address some of these):

What method will you be using? How did you arrive at that decision? What are some “best practices” of the method? Has someone done something similar to what you’re proposing?

What measures will you be using? How have these measures been used in the past? How do you know they are reliable and/or valid? How do you plan to use them? What modifications or justifications will you need to make?

Hypotheses/Research Questions. How do you plan to test your hypotheses/answer research questions? What will you be looking for in order to make claims about them?

METHOD PRESENTATION EVALUATION FORM

Name: _____

Score: _____ /90

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

INTRODUCTION:

Did the introduction grab attention and engage the audience or just begin? Was the issue/context/problem defined and the presentation previewed? Was the philosophical perspective consistent with this method identified and explained?

1 2 3 4 5 6 7 8 9

METHOD:

Was the method well summarized and explained or left vague? Was the explanation comprehensive or were things left out? Were the key researchers identified and central concepts clarified? Have you explained it with enough detail for others to understand?

1 2 3 4 5 6 7 8 9

MEASURES:

Were measures presented and justified as reliable and valid? Were modifications to existing methods explained? Did the selected measures appear appropriate to address the hypotheses or research questions?

1 2 3 4 5 6 7 8 9

H/RQ Analysis:

Did you clearly articulate your plan for analyzing your data? Is the plan appropriate given your hypotheses or research questions?

1 2 3 4 5 6 7 8 9

DELIVERY:

Were the presenters verbally fluid or were there many fillers (e.g., um, ah, you know, like, etc.)? Was movement purposeful or frenetic? Did presenters exhibit energy, make eye contact with all audience members, and smile often? Was the team well rehearsed and coordinated or did people not know what to do? Was appearance neat and professional or too casual?

1 2 3 4 5 6 7 8 9

USE OF TIME:

Was the presentation length appropriate? Was the time available managed well so that various activities could be included and still cover everything?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a combination of all the items above and they synergy created when they are put together.

1 2 3 4 5 6 7 8 9

Theory Presentation

This presentation will allow your group to get feedback on the theoretical decisions you have made. Your group will have 15-20 minutes to address the following questions (HINT: your individual Theory papers from earlier in the semester may help address some of these):

Theory. What theory will you be using to frame your study? What does the theory assert (broadly)? What is the theory's origin? How did it emerge? How has it been tested, explored, and advanced?

Model. What does the theory "look" like? Draw a model/diagram to help your classmates visualize the theory.

Application. Why did you choose this theory? Were others considered? What variables or contexts are common in research that employs this theory? How does/do your hypothesis/hypotheses or research question(s) emerge from this theory?

THEORY PRESENTATION EVALUATION FORM

Name: _____

Score: _____ /90

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

INTRODUCTION:

Did the introduction grab attention and engage the audience or just begin? Was the issue/context/problem defined and the presentation previewed? Was the philosophical perspective consistent with this theory identified and explained?

1 2 3 4 5 6 7 8 9

THEORY:

Was the theory well summarized and explained or left vague? Was the explanation comprehensive or were things left out? Were the key researchers identified and central concepts clarified?

1 2 3 4 5 6 7 8 9

MODEL:

Was the model visually appealing? Did it make sense given your description of the theory? Was the model well integrated or just tacked on?

1 2 3 4 5 6 7 8 9

DELIVERY:

Were the presenters verbally fluid or were there many fillers (e.g., um, ah, you know, like, etc.)? Was movement purposeful or frenetic? Did presenters exhibit energy, make eye contact with all audience members, and smile often? Was the team well rehearsed and coordinated or did people not know what to do? Was appearance neat and professional or too casual?

1 2 3 4 5 6 7 8 9

USE OF TIME:

Was the presentation length appropriate? Was the time available managed well so that various activities could be included and still cover everything?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a combination of all the items above and they synergy created when they are put together.

1 2 3 4 5 6 7 8 9

Title Page

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

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.

Methods

Describe your experiment or 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.

Revised Lit Review, Methods Section and Works Cited, Results and Discussion Draft

Results

What were the results of your method? Describe, in detail, the characteristics of your sample. Talk through what you found: put words to the math, categories, or tensions (but avoid explaining in detail what those numbers/categories/tensions *mean*). Direct the reader to any appendices, figures, or tables you “talk out” in this section.

Discussion

Here is where you will include a discussion of your findings in terms of implications, importance, and usefulness. Did what you found confirm the theory you chose? Did you confirm your hypotheses? Why or why not? What problems did your study solve? Study limitations, suggestions for future research, and conclusion go in this section

ATTACHED LETTER TO THE REVIEWER

In a separate document, include a letter to the reviewer that lists all major revisions to the paper at this point, summarizes minor revisions, and explains how you addressed the concerns/questions posed to you when your first draft was returned.

Tri-Fold Poster

Regardless of the topic of your paper, all poster displays should have the following elements: Paper Title, Author(s), Research Question, Purpose of Study, Method, Results, Discussion.

Since poster displays are each unique, groups can select what they would like to emphasize. Most importantly, the entire paper should **not** appear in the poster display. Use the resources posted to Canvas to get a sense of how to best prepare your poster for your audience.

POSTER EVALUATION FORM

Students: _____

Project Title: _____

Grading Scale: 1 or 2 = Unacceptable – does not meet minimum expectations.

3, 4, 5 = Good, average work – satisfies basic research canons.

6 or 7 = Superior – exceeds expectations for undergraduate work.

Instructions to Evaluators: Based upon what you see in the handout and poster and what you hear in the brief oral presentation (and any follow-up questions you or others may ask), please respond to the following items.

- (1). Research Project: Degree to which project seems to satisfy the canons of social science research design, procedures, and analysis. 1 2 3 4 5 6 7

Comment:

- (2). Poster Session: Sufficient detail concerning problem/issue, hypothesis or RQ, method, sample, results and is aesthetically pleasing. 1 2 3 4 5 6 7

Comment:

- (3). Oral Presentation: Appropriate verbal fluency, energy, and eye contact with few (if any) nonverbal distractions. 1 2 3 4 5 6 7

Comment:

Research Paper

The Final Paper should include the sections you've drafted so far along with an Abstract, Introduction, and all Appendices you make reference to throughout the paper. You may use the table below to generate ideas for your paper and use the Evaluation Form to see specifically what sections will be evaluated and what questions each section should address. Refer to your functional outlines, articles you've read, and feedback/conversations with your instructor to ensure that you have included the necessary information for your particular study.

1. This is what I've been thinking about. (*theory*)
2. This is what other people have said about what I've been thinking about. (*literature review*)
3. This is what I think I would find if I looked to test my ideas. (*hypotheses*)
4. By the way, when I say "X," I mean this and that. (*operationalization*)
5. This is my plan for looking. (*design*)
6. These are the kinds of people, places, and things I am going to look at. (*sample*)
7. This is what I found out. (*findings*)
8. This is what the findings mean. (*analysis*)
9. This is how what I found relates to the ideas I had at the beginning. (*conclusion*)
10. Given all this, I think we should look at (*implications*)

RESEARCH PAPER EVALUATION FORM

Names: _____

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

FORMAT MECHANICS:

Is this the first draft of the paper or has it been "polished" so that it is free from spelling, syntax, and grammatical errors. Have you followed all instructions in the syllabus or does the paper appear to be "thrown together at the last moment?" Have you followed APA guidelines in font, spacing, pagination, headings, etc.?

1 2 3 4 5 6 7 8 9

ABSTRACT/INTRODUCTION:

Background of the Problem, Statement of the Problem and Goal of the Research, Justification, Introduction of Key Terms, and Assumptions.

1 2 3 4 5 6 7 8 9

REVIEW OF THE LITERATURE:

Summarization and analysis of Previous Research, Constitutive Definitions of Variables, Rq/Hypothesis.

1 2 3 4 5 6 7 8 9

METHODOLOGY:

Research Setting, Subjects, Procedure for the Protection of Human Subjects, Operational Definitions of Research Variables, Procedures, Instrumentation, and Timing.

1 2 3 4 5 6 7 8 9

RESULTS:

Characteristics of Sample, Data Tables (e.g., t-test, descriptives, correlation matrix, regression), Results of Statistical Methods.

1 2 3 4 5 6 7 8 9

DISCUSSION:

Include a discussion of your findings in terms of implications, importance, and usefulness. Study limitations and suggestions for future research, and a final conclusion (if you want one).

1 2 3 4 5 6 7 8 9

APPENDIX & BIBLIOGRAPHY:

Charts, Tables, Informed Consent Statement, Questionnaire, etc. Bibliography is to include the listing for all indirect notations and direct quotations. Please cite all resources in appropriate APA bibliographic form.

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is always a function of many aspects including a clearly articulated RQ, research rationale, properly defined variables, depth of analysis, cogency of information, vivid writing style, 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	Readings	Graded Work Due
1	1/10	Course Introduction		
2	1/15	Deconstructing Research	Nilsen (1957)	
	1/17	Deconstructing Theory	Cherry (1957)	
3	1/22	Defining Communication	Bettinghaus (1984), Gerbner (1984), Andersen (1984)	
	1/24	Reconstructing Theory	Corman (1995)	Defining Communication Paper
4	1/29	Reconstructing Research	Straight Talk Ch 1	
	1/31	Paradigms in Comm Research	Straight Talk Ch 2	Theory Paper
5	2/5	Quantitative Research	Straight Talk pgs 199-214, 233-242, 251-261	
	2/7	Qualitative Research	Straight Talk Ch 14 and pgs 351-370	Method Summary and Article Deconstruction Paper
6	2/12	RQs/Hs, Variables, Sampling	Straight Talk Ch 6	
	2/14	RQs/Hs, Variables, Sampling	Straight Talk Ch 7, 8	Project Proposal
7	2/19	Group Assembly and Agreements		
	2/21	Success Prep	Straight Talk Ch 9	
8	2/26	SPSS LAB: MEET IN LIBRARY		
	2/28	SPSS LAB: MEET IN LIBRARY		Annotated Bibliography
9	3/5	NO CLASS: Spring Break		
	3/7	NO CLASS: Spring Break		
10	3/12	Interview/Questionnaire Construction	Review Straight Talk Chs 10, 11, 12, or 15 as relevant	Begin IRB Proposal
	3/14	Evaluating Research	Straight Talk Ch 13, 16 (as appropriate)	
11	3/19	Method Presentations		Method Presentations
	3/21	Method Presentations		Method Presentations
12	3/26	Online Questionnaire Construction		Last Day to Submit IRB Proposal
	3/28	Peer Reviews		Literature Review, Methods, Works Cited Section Draft
13	4/2	Theory Presentations		Theory Presentations
	4/4	Theory Presentations		Theory Presentations
14	4/9	SPSS LAB: MEET IN LIBRARY		
	4/11	SPSS LAB: MEET IN LIBRARY		Revised Lit Review, Methods Section and Works Cited, Results and Discussion Draft
15	4/16	SPSS LAB: MEET IN LIBRARY		
	4/18	NO CLASS: Easter Recess		
16	4/23	Poster Presentations		Tri-Fold Poster and Draft of Complete Research Paper
	4/25	Responding to Feedback		
Finals Week	5/2 10:30-1	In-Class Interviews		Research Paper Due on Canvas