POINT 19☐02 LOMA
NAZARENE UNIVERSITY

Department of Communication Studies

COM 4065: Communication Theories and Research
3 Units
Fall 2024

Meeting days/times: Tuesday and Thursday, 11am-12:15pm
Meeting location: Cabrillo 101
Final Exam: Thursday, 12/17/2024, 10:30am-1pm

Instructor title and name: Dr. Jeff Birdsell
Phone: 619-849-3370
E-mail: jebirdse@pointloma.edu
Office location and hours: Cabrillo 204 Mondays   8:30 AM   9:45 AM   1:30 PM   3:00 PM Tuesdays   12:30 PM   1:30 PM Thursdays   12:30 PM   1:30 PM Fridays   8:30 AM   9:45 AM Additional Wednesday and Friday 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

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.

PROGRAM AND 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 a degree in Organizational Communication, this course will contribute to the following PLOs

• Develop a sophisticated understanding of communication as the negotiation of meaning.
• Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.
• Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.
• Demonstrate an ability to present themselves in a professional manner including resume, interview skills, and presentations.
• Demonstrate an understanding and ability to work collaboratively in a group.
• Analyze and conduct original communication research (quantitative and qualitative) using scholarly journals, data bases, and collecting and analyzing empirical data.
• Demonstrate an understanding of basic theoretical concepts relative to organizational behavior including scientific management, systems theory, and organizational culture.
• Integrate a Christian perspective of values and ethics in their communication in interpersonal, small group organizational and intercultural contexts.

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

Davis, C. S., & Lachlan, K. L. (2017). *Straight Talk about Communication Research Methods* (3rd 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						
Definition Paper	25 pts		Percentage			Points		
Theory Summary	50 pts	A	93	-	100	930	-	1000
Method Summary/Article Deconstruction	50 pts	A-	90	-	92.9	900	-	929
Project Proposal	100 pts	B+	87	-	89.9	870	-	899
Concept Report	100 pts	B	83	-	86.9	830	-	869
CITI Training Certificate **(must be successfully completed to pass the course)**	**REQUIRED**	B-	80	-	82.9	800	-	829
		C+	77	-	79.9	770	-	799
Theory Presentation	100 pts	C	73	-	76.9	730	-	769
Lit Review, Methods, Works Cited Draft	125 pts	C-	70	-	72.9	700	-	729
Lit Review, Methods, & Works Cited		D+	67	-	69.9	670	-	699
Revision + Results & Discussion Draft	150 pts	D	63	-	66.9	630	-	669
"4065 in 5" presentation	100 pts	D-	60	-	62.9	600	-	629
Complete Research Paper	200 pts	F	0	-	59.9	0	-	599

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 4065, 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 4065, 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 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, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. https://chat.openai.com/"

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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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.

Definition 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. APA formatting is required. Since I assigned you the readings to draw from, I am providing the reference list citations:

Andersen, K. E. (1984). A perspective on defining the field of communication. *Association for Communication Administration Bulletin, 48,* 16–18.

Birdsell, J. L. (date of handout). Definitions of communication [Class handout]. https://canvas.pointloma.edu/courses/51728/pages/definitions-of-communication

Bettinghaus, E. P. (1984). Defining the field of communication. *Association for Communication Administration Bulletin, 48,* 8–9.

Cherry, C. (1957). *On Human Communication: A Review, A Survey, and a Criticism.* MIT Press.

Gerbner, G. (1984). Defining the field of communication. *Association for Communication Administration Bulletin, 48,* 10–11.

Nilsen, T. R. (1957). On defining communication. *Speech Teacher, 6*(1), 10-17.

DEFINING COMMUNICATION GRADING SHEET

Name: _____   Score: /25

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 in Griffin (2011). Your understanding must be demonstrated in the form of a 750-1000 word summary. The summary should include:

- 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?
- 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.
- Apply the basic ideas of the theory to some relevant, actual communication situation in your life.
- Provide a final commentary and critique of the theory. How useful is it? What are its limitations? Why?

THEORY SUMMARY GRADING SHEET

Name: _____   Score: /50

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 quantitative communication methods outlined in Straight Talk about Communication Research Methods (See Chapters 10, 11, and 12). Your understanding must be demonstrated in the form of a summary, including:

- Identifying the strengths and weaknesses of the method. Why/when should someone use this method? Why/when shouldn't someone use this method?
- 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 use the article you've been working with in previous discussion boards, find one independently, or select one from my provided sample pieces or one that is referenced in the chapter you've selected . "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: /50

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

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 have 2-4 minutes to pitch your idea for an original research project to your classmates. You should imagine your classmates are investors who are most likely to support a project that is reasonable to complete and fits a scholarly need or gap in existing communication literature. The "pitch" should include the following:

1) An "attention getter" that engages your classmates and persuades them to listen to your presentation.
2) 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?
3) 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?
4) 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?
5) 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 4065? Be clear with potential investors about how much you are able to commit to this study and let them know how much commitment you would expected from them.
6) A conclusion that summarizes your presentation and evokes your classmates to action.

Project Pitch Evaluation Form

Presenter_____   Score: /100

      5 Excellent   3 Competent   1 Needs Attention

Introduction: (___/20 pts)

Prepared to speak when called	5	4	3	2	1
Gained audience attention	5	4	3	2	1
Clear thesis statement	5	4	3	2	1
Preview of main points	5	4	3	2	1

Body: (___/50 pts)

Clearly articulated the need for the study	10	8	6	4	2
Explained how their study satisfies the need	10	8	6	4	2
Presented clear steps for proceeding on project	10	8	6	4	2
Provided strong evidence to support claims	10	8	6	4	2
Included smooth transitions between points	10	8	6	4	2

Conclusion: (___/10pts)

Clearly reviewed main points	5	4	3	2	1
Provided memorable closure/clincher	5	4	3	2	1

Delivery: (___/20 pts)

Used appropriate nonverbal communication (eye contact, facial expressions, attire)	5	4	3	2	1
Used clear/articulate/descriptive language /	5	4	3	2	1
Language/vocal style (rate; free of 'fillers')	5	4	3	2	1
Showed energy/enthusiasm for topic	5	4	3	2	1

___ Met Time Limits (up to 5 pts deducted)

Concept Report

Develop the annotations on a concepts 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

CITI IRB Training

Most student projects in this course involve collecting data from human subjects and require the approval from the university's Institutional Review Board. It's vital that we be ethical in our collection of data to test hypotheses and answer research questions. 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.

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: /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

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

Literature Review, Methods, Works Cited Section Draft

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

Introduction

I recommend following this structure for the intro: Summarize the problem you're trying to solve (a preview of your lit review), summarize how you solved it (a preview of your methods), and summarize why it is AMAZING! (a preview of your discussion).

Theory

Add paragraphs to your first draft that address the following questions:

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? Why did you choose this theory? Were others considered? What variables or contexts are common in research that employs this theory?

Results -OR- Analytic Plan

If you have collected and analyzed data by the time this assignment is due: 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.

If you have NOT collected and analyzed data by the time this assignment is due: Write out the step by step recipe for what needs to be done once you have collected your data. Imagine someone who took the course last semester offered to do the work for you but would only carry out your direct instructions. How, for example, is your independent variable scored? What statistics need to be used to establish reliability or correlation or compare groups? How, analytically, will you test your hypotheses or answer your research questions?

Discussion-REAL or IMAGINED

If you have collected and analyzed data by the time this assignment is due:

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. I like to follow this recipe:

- What did we discover?
- How is it like what we/theory expected?
- How is it different from what we/theory would expect?
- What would we change if we had to do it all over again?
- Why does this matter to people who are likely to experience your phenomenon?
- Why does this matter to everyday people who may not think this matters?
- Why does this matter to communication scholars?

If you have NOT collected and analyzed data by the time this assignment is due, you will draft two "potential" discussions:
1) Imagine all of your hypothesized relationships are confirmed and respond to the prompts above
2) Imagine an alternative outcome (perhaps there is no significant relationship found between the variables you expected or a hypothesis is confirmed among the men in your study but not women or some other alternative outcome) and respond to the same prompts

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.

"4065 in 5" Presentation

Prepare a 4-6 minute presentation that follows the rules and answers the questions below (adapted from "Three Minute Thesis" https://threeminutethesis.uq.edu.au/resources). Prior to the presentation, please upload your visual aid to Canvas.

Rules

A single static visual aid (ie PowerPoint) slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration. (See Canvas for ideas on how to design a single image that summarizes your complete project)

No additional electronic media (e.g. sound and video files) are permitted.

No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.

Presentations are limited to 6 minutes maximum.

Presentations are to be spoken word (e.g. no poems, raps or songs).

Evaluation

Comprehension and content

Did the presentation provide an understanding of the background and significance to the research question being addressed, while explaining terminology and avoiding jargon?

Did the presentation clearly describe the impact and/or results of the research, including conclusions and outcomes?

Did the presentation follow a clear and logical sequence?

Was the thesis topic, research significance, results/impact and outcomes communicated in language appropriate to a non-specialist audience?

Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Engagement and communication

Did the oration make the audience want to know more?

Was the presenter careful not to trivialize or generalize their research?

Did the presenter convey enthusiasm for their research?

Did the presenter capture and maintain their audience's attention?

Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?

Did the PowerPoint slide enhance the presentation - was it clear, legible, and concise?

Research Paper

The Final Paper should include the sections you've drafted so far along with an Abstract, and all Appendices you make reference to throughout the paper.

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	9/3	Course introduction		
	9/5	What is communication? What is theory?	Nilsen (1957), Cherry (1957)	
2	9/10	What is communication? Where have we been?	Bettinghaus (1984), Gerbner (1984), Andersen (1984)	
	9/12	What is theory good for?	Corman (1995)	Defining Communication Paper
3	9/17	What is theory good for?	Straight Talk 1, 2, 6	Begin CITI Training
	9/19	How do we know what we know? Paradigms and Quantitative Research	Straight Talk 5, 7, 8, 9	
4	9/24	How do we know what we know? Qualitative Research	Straight Talk 10, 11, 12, or 15 (as relevant)	Theory Paper
	9/26	How do we do research? Variables		
5	10/1	How do we do research? Variables		
	10/3	How do we do research? Measurement		Method Summary and Article Deconstruction Paper
6	10/8	How do we do research? Sampling and Ethics		CITI Training Completed
	10/10	Project Proposal Presentations		Project Proposal Presentation
7	10/15	Who are you gonna do it with?		
	10/17	How can we be successful?		Concept Report
8	10/22	What are we going to measure?		
	10/24	NO CLASS: FALL BREAK		
9	10/29	Statistics without math		
	10/31	Statistics without math		
10	11/5	More measurement and stats		*IRB Proposal Draft*
	11/7	What have you found so far?		*IRB Proposal Submitted*
11	11/12	What did you expect to find (and why)?		
	11/14	How do we get this done?		Literature Review, Methods, Works Cited Section Draft
12	11/19	Are we where we want to be?		
	11/21	What are we going to say next week?		
13	11/26	Theory Presentations		Theory Presentations
	11/28	NO CLASS: THANKSGIVING		
14	12/3	Data Analysis		
	12/5	Data Analysis		
15	12/10	Data Analysis		Revised Lit Review, Methods Section and Works Cited, Results and Discussion Draft
	12/12	Responding to Feedback and Questions		
	12/17			
Finals Week	10:30-1	4065 in 5 Presentations		Research Paper Due on Canvas, 4065 in 5 Presentation (in class)