

EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES
CMN 2020: COMMUNICATION RESEARCH

Term: Spring 2012	Section: 003	CRN: 31009	
Day/Time: MWF 2 – 2:50	Location: Coleman 1721		
Instructor: Dr. Richard G. Jones, Jr.	Office: Coleman 2037	Phone: 581-3324	rgjones@eiu.edu
Office Hours: M, W 3:00 – 4:00; F 11:00 – 2:00; and by appointment			

GENERAL INTRODUCTION TO THE COURSE:

Description: How do you find answers to questions you have? How do you ask the “right” questions? How do you solve problems and puzzles related to information retrieval, processing, and organization? How do you synthesize in writing the information you find? These are all important questions that this course will help you address. Developing a strong understanding of and ability to use research methods is a practical and important skill for students of communication studies to use in other college classes, internships, future careers, and graduate school education.

Course Objectives:

After taking this course, students should be able to:

1. Understand the process of communication research
2. Formulate questions based on personal, professional, and/or intellectual curiosity, and pair those questions with appropriate research methodologies
3. Locate, read, and understand scholarly research articles and other relevant research materials
4. Understand the ethics of research
5. Describe qualitative and quantitative research methods
6. Critically evaluate, summarize, and synthesize communication research
7. Plan and develop a research project
8. Write a research report using APA style
9. Demonstrate professionalism, accountability, and self-motivation as a student by following standard collegiate level guidelines in class assignments, discussions, and personal conduct.

Student Standards Statement: All faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive knowledge of their content area. Students in Communication Studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

The syllabus, calendar, and materials on WebCT contain all the information you need to be successful in this course. You are responsible for knowing and being accountable for the information included in these documents. If you have a question about the class, these should be your first stop. Keep these documents handy and review them often.

Professor's Note on Expectations:

1. I am completely committed to facilitating your needs as they arise. Please ask me for help if you find that you have questions I have not answered in class, or if you would like to discuss any (potential) problems.
2. Understand that my commitment to facilitating your needs in and goals for the class are extended primarily to those students who are proactive and address concerns before they become overbearing or unbearable, and generally do not extend to students who only demonstrate concern for their performance in the class during the last weeks of the semester.
3. In terms of workload, this will be a difficult class, which is appropriate because college is supposed to be difficult. We learn and grow through challenge. You will want to invest more time in this class than others you may be taking because it's a core course for your major.
4. You will be graded based on standard collegiate level expectations. To earn an A or a B, you will need to consistently exceed those expectations. But, my promise to you is that I will always balance my rigorous expectations with clarity in terms of assignment guidelines and willingness to discuss grading with you at any time.
5. As a student, you *earn* your grades rather than me "giving" you grades; however, I believe you always have the right to understand why you *earned* the grade you did.
6. Whether you already have a job outside of school or not, you should think of college as a profession as well—a profession that most people do not have the privilege of experiencing (only 30% of people have a bachelor's degree), and a profession in which you are paid in knowledge and skills. Just like your regular jobs, you can't get paid if you don't show up and put in the effort.
7. As a professional, I will strive to enable you to succeed, but I will not "enable" you to rely on excuses, exceptions, and/or extensions to get by. What's most important is that you meet me somewhere in the middle, so we both find the course rewarding.

GRADING AND EVALUATION:**Grading Scale:**

Grade	Points
A	1000 – 900
B	899 – 800
C	799 – 700
No Credit (NC)	699 and below

General Grading Expectations:

A Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

B Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

C Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

D Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.

F Failure to complete assignments during the scheduled time through lack of evident effort.

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Assignment	Possible Points	Your Points
Preparation Assignments (300 points total)		
Research Questions	20	
Mini Research Project	30	
Survey Questions	20	
Hypotheses	20	
Interview Questions	20	
Field Notes	20	
Mini Autoethnography	20	
Preliminary Methods	20	
Annotated Bibliography	100	
Methods Section	30	
Exams (350 points total)		
Exam 1	100	
Exam 2	100	
Final Exam (Cumulative)	150	
Final Project (200 points total)		
Research Prospectus	200	
Participation (150 points total)*		
Discussion Boards, Reading Questions, Homework, In Class Assignments, etc.	150	
Final Grade		/1000

* A breakdown of the point value for each participation assignment isn't provided because the total number of assignments may vary. Therefore each assignment will be graded as a percentage. To calculate your participation grade at any point, average your participation grades together to get one grade (add each participation grade that's listed on WebCT together and divide that number by the total number of points available so far). Then, multiply that percentage by 150 to convert it into points.

Grading of writing: The quality of written work will be a consideration when grading written assignments. Assessment will be based on the following: focus, organization, development, style, and mechanics. All typed assignments must also follow APA guidelines. The following website will be helpful: <http://owl.english.purdue.edu/owl/resource/560/01/>.

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Grading of speaking: In all cases, grades will be determined based on a rubric that includes the following criteria: effectiveness of organization, language (including grammar and syntax), supporting material, analysis, nonverbal delivery, and verbal delivery.

REQUIRED/RECOMMENDED MATERIALS:

Required Text: Merrigan, G., & Huston, C. L. (2009). *Communication research methods* (2nd ed.). New York, NY: Oxford University Press.

Recommended Text: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (Can also access in the reference room of Booth Library)

COURSE POLICIES

Academic Integrity: The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” At minimum a student who engages in academic dishonesty/plagiarism will receive a 0 (F) on the assignment and be reported to the Office of Student Standards. If the act of academic dishonesty is deemed particularly egregious by the professor then the student may receive an F for the course. If there are multiple instances of academic dishonesty, the Office of Student Standards may sanction the student further, i.e., suspension for a semester or academic year or expulsion from the university. Your instructor reserves the right to utilize TurnItIn or other tools to evaluate your work.

Statement Regarding Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

Class attendance:

1. Class attendance is expected. The 2010 Student Catalog states: “Students are expected to attend class meetings as scheduled. When an absence occurs, the student is responsible for the material covered during the absence.”
2. Course instruction includes a variety of methods including lecture, discussion, in-class activities, and reviews. Each of these will provide important coverage and review of key concepts that you will need to know to succeed in the course.
3. The class is also designed sequentially, meaning that concepts and skills are learned and then added to and developed over the course of each class period. Missing a class will put you behind and require you to do “catch up” work on your own time. It is not your instructor’s responsibility to catch you up on what you missed in class.
4. I understand that there are times when you must miss class due to a previously planned event, illness, or family emergency. If you know you will need to miss a class, speak to me about it and we can arrange for you to complete the assignments. Note: I will always accept an assignment early without penalty.

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5. If you are ill or have an emergency, let me know. You all have cell phones/smart phones and access to technology. Even if you are sick, you can still call or send a quick email to let me know. If you're too sick to call, have a family member or roommate/friend do it.
6. We will have graded assignments due or completed in class each class period. So, before you ask, "Did I miss anything?" the answer is "Yes." Missing class will result in missing these points unless arrangements have been made with the professor before the absence.

Class Participation:

1. Show respect for others by listening, taking turns, and not having side-conversations. Disruption of teaching and/or learning is a violation of the Student Code of Conduct. For the purposes of this class, "Disruption" is defined as, but not limited to: repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, and/or resorting to personal insults and challenges, taunts, crude behavior, physical threats or contact. If you disrupt the class, you may be asked to leave.
2. You may use a laptop or other electronic device to facilitate note-taking. If you are found to be using your device for non-class related tasks you will receive one warning. The next time you will no longer be allowed to use the device in class.
3. It is disrespectful and distracting to text message or use your phone in class. All electronics should be turned off or silenced completely (not just put on vibrate).
4. If you use electronic devices in ways that distract or disrupt the class in others ways, you may be asked to leave.
5. Bring all of your course materials (book, notes, notebook, handouts, etc.) to each class period.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

Lateness: Arriving to class late does not reflect well on your professionalism as a student. You are considered late if you arrive after I have taken attendance, which I will do every class period at the scheduled start time. Further, if you arrive more than 15 minutes late, you will be considered absent. Expect that I will begin class at the scheduled start time with important reminders, announcements, and other pertinent information. Therefore, it will be in your best interest to get to class a few minutes early so you will be ready to engage course materials at the scheduled start time.

Late work:

1. If you do not have your assignment ready to physically hand in when it is due it will be subject to a 50% deduction.
2. If an assignment that is due electronically is not submitted on time it will also be subject to a 50% deduction.

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3. Assignments can always be turned in early.
4. Assignments will receive no credit if they are more than one week late.
5. For emailed assignments: make sure the attachment is in the specified format, make sure you actually attach the assignment, check your sent folder to make sure it sent and the assignment was attached. If Panthermail isn't working right, email from a back-up email.
6. Please do not blame technology (your printer, your ink, your email, etc.) for not having an assignment ready. If you avoid waiting until the last minute to complete assignments, you can proactively handle any technology snafus.

Make up work: Make-up privileges, where make-up is possible, will be granted to students who have made arrangements with the instructor. It is the student's responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course webpage (through WebCT) daily for announcements and updates. You should also check your Panthermail daily. Please communicate via email in a professional manner. While electronic communication is convenient at times, please take advantage of class time to ask questions, as email responses may be delayed up to 48 hours.

Guidelines for Written Assignments: Standard collegiate level criteria for writing assignments will be followed in this class. Typed assignments must adhere to the following criteria: (you may want to use this as a checklist to ensure you don't lose points):

For hardcopy and electronic:

- 12 point font size
- 1" margins all around
- Times New Roman font everywhere (including headers and page numbers)
- double-spaced throughout (no extra spaces after headers, set "after" spacing to "0")
- APA Format

For hardcopy only:

- single-sided prints
- black ink
- white paper

NOTE: Most computers do not default to 1" margins so you will have to manually change them, you may also have to manually change font or font size, and spacing, so always to make sure to double-check your formatting.

All typed assignments must follow APA guidelines. In order to properly format to APA you should always consult the APA manual rather than relying on secondary sources/websites/tools to format for you (because they oftentimes contain errors). The one exception that I will endorse, and I'm not guaranteeing it is error free, is <http://owl.english.purdue.edu/owl/resource/560/01/>. Meeting format requirements is as easy as clicking a few buttons and looking something up in a manual. We will do a participation assignment that will allow you to get feedback on formatting before you turn in larger assignments. Once you receive that feedback, it's up to you to make the appropriate changes to correct any formatting errors. Grades may be substantially penalized for formatting/APA errors.

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ASSIGNMENTS

Overall Assignments: You will be asked in this class to apply all of your assignments to one of two themes: 1) Your desired intended career path, 2) A research context that fascinates you. In this sense, you will be making all the assignments practical to your goals and/or interests. This thematic approach to the class will also allow you to work on your final paper in stages, which will make the overall assignment more manageable.

Reading: It is vital that you read the chapter(s) and/or WebCT readings by the date they are listed on the calendar. The class will be a mixture of lecture and discussion, so your (in)ability to contribute to the class discussion will either advance or impede the progress our learning community. I will formally assess your reading comprehension through written assignments, reading questions, and exams. I will informally assess whether or not you are reading by posing discussion questions and evaluating overall class discussion. If I believe students are not satisfactorily engaging the reading materials before class, I reserve the right to implement additional graded assessment tools such as response papers or quizzes.

Participation: Your participation grade will be the average of all homework and in-class assignments. Your level of preparation and professionalism will also affect your participation grade (see learning objective 9). For example students who routinely violate classroom guidelines set forth in this syllabus may have their participation grade lowered accordingly.

Preparation Assignments: You will do a variety of preparation assignments that will build up to the final paper. These include: Research questions, mini-research project, survey questions, hypotheses, interview questions, field notes, mini-autoethnography, preliminary methods, annotated bibliography, and methods section. See “Assignment Packet” on WebCT for more details.

Final Paper and Presentation: Each student will turn in and receive feedback on several assignments throughout the semester that will contribute to the final paper. The final four weeks of the course will be devoted to this assignment and will include in-class writing time, one-on-one student professor conferences, and research time. The final paper (a research prospectus) will be 12 – 15 typed, double-spaced pages (not including title-page, abstract, references, or appendices) and include: an introduction to a communication context being examined; a personal introduction explaining the author’s investment in the topic; a review of literature; research questions; explanation of and justification for methods to be used to complete the research; expected results; references page in APA format including at least 10 scholarly sources). Each student will deliver a 5-minute presentation of their research prospectus using PowerPoint as a presentation aid. See “Assignment Packet” on WebCT for more details.

Exams: The 3 exams, which will be in-class, closed book/note, multiple choice/matching/short answer, and will cover materials from the textbook, WebCT readings, and in-class discussion. All material on the exams will be covered in class, therefore attending each class session, taking notes, and reviewing the notes should prepare you for the exams. The first two exams are not cumulative, the final exam is. Students will receive a study guide one week prior to each exam. The final exam must be taken during the time scheduled by the university.

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COURSE CALENDAR

Subject to revision as necessary. Readings/Assignments are to be completed BY the date they are listed on the calendar. Assignments in the third column are explained in the "Assignment Packet" or on WebCT.

Date:	Content/Reading:	Assignments:
<i>UNIT I: Course Introduction and Foundations of Communication Research</i>		
M 01/09	Introduction to Course	
W 01/11	Introduction to the Field of Communication Read Chapter 1	DUE: WebCT Discussion Board, "What's Your Question?"
F 01/13	Review	DUE: Communication Journal Worksheet
M 01/16	NO CLASS, MLK DAY	
W 01/18	Three Paradigms of Knowing Read Chapter 3	
F 01/20	Making Claims Read Chapter 4	
M 01/23	Review	DUE: WebCT Discussion Board, "What is your Context?"
W 01/25	What Counts as Communication Data? Read Chapter 5	
F 01/27	NO CLASS , Dr. Jones at Basic Course Director's Conference	
M 01/30	Warrants for Research Arguments Read Chapter 6	
W 02/01	Review	DUE: Research Questions Assignment
F 02/03	Ethics and Research Read Chapter 2	
M 02/06	EXAM 1	
<i>UNIT II: "How To" Utilize Specific Research Methods</i>		
W 02/08	Overview of Methods Read Designing Communication Research Projects (on WebCT)	
F 02/10	Library Resources	
M 02/13	Survey Research Read Chapter 7	DUE: Mini Research Project (Email to Dr. Jones as a .doc or .docx attachment by 2:00 pm today)
W 02/15	Survey Research	
F 02/17	NO CLASS , Lincoln's Birthday	
M 02/20	Experimental Research Read Chapter 8	DUE: Survey Questions Assignment
W 02/22	Experimental Research	

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F 02/24	Content Analysis Read Chapter 9	
M 02/27	Content Analysis	
W 02/29	Descriptive Statistics and Hypothesis Testing Read Chapter 10	
F 03/02	Descriptive Statistics and Hypothesis Testing	
M 03/05	Conversation and Discourse Analysis Read Chapter 12	DUE: Hypotheses Assignment
W 03/07	Conversation and Discourse Analysis	
F 03/09	EXAM 2	DUE: Annotated Bibliography (Email to Dr. Jones as a .doc or .docx attachment by 2:00 pm today)
M 03/12	SPRING BREAK	
W 03/14	SPRING BREAK	
F 03/16	SPRING BREAK	
M 03/19	Interviewing Read Asking, Listening, Telling (on WebCT)	
W 03/21	Interviewing	
F 03/23	Participant Observation Read Observing (on WebCT)	DUE: Interview Questions
M 03/26	Participant Observation	
W 03/28	Autoethnography and Personal Narrative Read TBA (on WebCT)	DUE: Field Notes
F 03/30	Autoethnography and Personal Narrative	
M 04/02	Rhetorical Criticism Read Chapter 14	DUE: Mini Autoethnography (Email to Dr. Jones as a .doc or .docx attachment by 2:00 pm today)
W 04/04	Rhetorical Criticism <i>Communication Day!</i>	DUE: Preliminary Methods
<i>UNIT III: Writing ⇔ Revising, and Presenting Research</i>		
F 04/06	Writing Research Papers Read Writing Research Papers (on WebCT)	
M 04/09	On Writing Well Read On Writing Well (on WebCT)	
W 04/11	Writing Review	

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F 04/13	Conferences/Independent Research and Writing	DUE: Methods Section (Email to Dr. Jones as a .doc or .docx attachment by NOON)
M 04/16	Conferences/Independent Research and Writing	
W 04/18	Conferences/Independent Research and Writing	
F 04/20	Research Project Presentations	
M 04/23	Research Project Presentations	
W 04/25	Research Project Presentations	
F 04/27	Research Project Presentations Review for Final	DUE: Final Paper (Email to Dr. Jones as a .doc or .docx attachment by 10:00 pm on Sunday 04/29)
Thursday May 3rd	FINAL EXAM, 8:00 am	

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