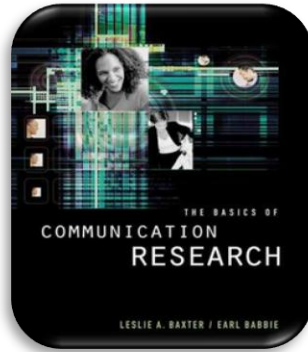


CMM-280 Communication Research



Fall Semester – 2010

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Course credit: 3.0 Hours

Class meets: MWF 11-11:50 in PRH 1 (Avda. del Valle, 28)

Office Hours: M & W from 12-13 hrs. and T & Th from 11-13 hrs.
or by appointment

Prerequisite: CMM-100

COURSE DESCRIPTION

Communication Research is a course designed to introduce you to the logic and methods of social scientific research in the Communication Studies discipline. You will become an ethical communication researcher and you will learn about quantitative and qualitative methods of inquiry. You will study the strengths and limitations of both types of methods and learn how to defend their value.

The course is divided in three parts. The first part will walk you through the philosophical underpinnings of the different paradigms of research. Furthermore, we will cover the basic principles that are necessary to research communication phenomena. The second part will be focused on quantitative communication research; we will discover different quantitative research methods (surveys, experiments, and content analysis of texts) and understand how to quantify and analyze data obtained with such designs (descriptive statistics). The last part of the course will be devoted to study qualitative communication research. Participant observation, qualitative interviewing and social text analysis are the qualitative research methods we will deal with. Finally, we will learn how to analyze the data collected with these qualitative methods.

COURSE GOALS

- ⊕ Develop an understanding of the philosophical underpinnings of communication research.
- ⊕ Develop a working knowledge of quantitative and qualitative communication research methods.
- ⊕ Recognize that communication research entails both the acquisition of prior knowledge and the creation of new knowledge.
- ⊕ Develop students' basic communication research skills.
- ⊕ Increase students' ethical awareness when conducting research and when applying research principles to their everyday lives.

COURSE DYNAMICS



The effectiveness of this class highly depends on your **attitude, work** and, **discipline**. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to **think, discuss, apply, exemplify, theorize, critique, and evaluate** the materials you have read. This course requires that you are an **active learner** inside and outside the class. In the end, being active in class will result in achieving the **learning outcomes** outlined below and in an **enjoyable experience**. Let me know how I can help you meet these requirements in order to learn succeed in CMM-280.

STUDENT LEARNING OUTCOMES (SLO)

The following SLOs have been identified in support of the **Five Dimensions of the Saint Louis University Experience** (http://www.slu.edu/opdr/Five_Dimensions.html): In particular these SLOs support four of the five dimensions: **Scholarship and Knowledge; Intellectual Inquiry and Communication; Community Building; Leadership and Service**

| SLOs | EXPECTATIONS |
|---|---|
| 1. <u>Discuss</u> the different communication research paradigms. | <ul style="list-style-type: none"> ✦ <u>Analyze</u> and <u>Compare</u> the different communication research paradigms |
| 2. <u>Discuss</u> what counts as “knowledge” in communication research. | <ul style="list-style-type: none"> ✦ <u>Define</u> and <u>discuss</u> epistemological, ontological and axiological assumptions of a research paradigm. ✦ <u>Critique</u> epistemological, ontological and axiological assumptions of a research paradigm. |
| 3. <u>Identify</u> and <u>compare</u> quantitative and qualitative research methods. | <ul style="list-style-type: none"> ✦ <u>Describe</u> specific quantitative methods. ✦ <u>Describe</u> specific qualitative methods. ✦ Explain criteria for evaluating rigor and systematicity in quantitative and qualitative research. ✦ <u>Compare, contrast</u> and <u>evaluate</u> quantitative methods. ✦ <u>Compare, contrast</u> and <u>evaluate</u> qualitative methods. |
| 4. <u>Apply</u> your knowledge of research paradigms. | <ul style="list-style-type: none"> ✦ <u>Develop</u> an understanding of the relationship between research paradigms and research methods. |
| 5. <u>Apply</u> your knowledge of research methods. | <ul style="list-style-type: none"> ✦ <u>Develop</u> and understanding of the relationship between a specific research methods and a specific research question or hypothesis. ✦ <u>Apply</u> the relevant research methods in communication following the <u>ethical standards</u> that protect research participants. ✦ <u>Work in groups</u> in order to benefit from each other’s ideas and learn to <u>collaborate</u>. ✦ <u>Apply</u> the relevant research methods in communication to populations whose <u>cultural communication</u> norms differ from yours. |
| 6. <u>Recognize</u> quantitative and qualitative research studies | <ul style="list-style-type: none"> ✦ <u>Detect</u> and <u>describe</u> the necessary elements that make up both quantitative and qualitative research studies. ✦ <u>Evaluate</u> the effectiveness of different quantitative and qualitative studies. |
| 7. <u>Select</u> relevant and useful research studies of your interest | <ul style="list-style-type: none"> ✦ <u>Determine</u> what a communication phenomenon is. ✦ <u>Determine</u> what a relevant communication phenomenon is. ✦ <u>Navigate</u> the library catalogue and electronic data bases. |
| 8. <u>Synthesize</u> relevant communication research studies | <ul style="list-style-type: none"> ✦ <u>Generate</u> a report that <u>compares, contrasts, and evaluates</u> different communication research studies in coherent and cohesive fashion. |
| 9. <u>Follow</u> the American Psychological Association style guidelines in your written assignments. | <ul style="list-style-type: none"> ✦ <u>Follow</u> the guidelines with: <ul style="list-style-type: none"> -References (bibliography) -In-text citations (verbatim and paraphrasis) -Manuscript format (margins, font, font size, font type, interline, parts of the document...) |
| 10. <u>Identify</u> and <u>follow</u> the guidelines to write a research proposal. | <ul style="list-style-type: none"> ✦ <u>Identify</u> and <u>follow</u> the main elements that make up a quantitative and qualitative research proposal. |

REQUIRED MATERIALS


-  Baxter, L., & Babbie, E. (2004). *The Basics of Communication Research*. CA: Wadsworth/ Thomson Learning.
-  Reading Packet available online (<http://cmm280communicationresearch.pbworks.com/>) You'll be invited to this website and you'll create your own password to access it.

COURSE ASSIGNMENTS

Please keep track of your scores as you receive them from me.

| ASSIGNMENTS | POINTS | APPROX. VALUE | MY SCORE |
|---|------------|---------------|-------------|
| Exam #1 (Midterm) | 100 | 18.5 % | |
| Exam #2 (Final) | 100 | 18.5 % | |
| Paper #1 (Research Proposal) | 75 | 13.8 % | |
| Paper #2 (Research Team Project) | 100 | 18.5 % | |
| Mini-Application Project #1 (Critical Thinking) | 10 | 1.8 % | |
| Mini-Application Project #2 (Experiment) | 10 | 1.8 % | |
| Mini-Application Project #3 (DRS vs. GTD) | 10 | 1.8 % | |
| Mini-Application Project #4 (Documentary) | 20 | 3.7 % | |
| Mini-Application Project #5 (CA or DA) | 10 | 1.8 % | |
| 3 Quizzes (@ 10 pts) | 30 | 5.5 % | ()-()-() |
| Research Team Project Presentation | 25 | 4.6 % | |
| Attendance & Participation | 50 | 9.2 % | |
| TOTAL | 540 | 100% | |

FORMAT INSTRUCTIONS FOR MINI-APPLICATION PAPERS

 The document should include the assignment number, your name and a title for the assignment. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed and printed. **I will not accept handwritten documents under any circumstances.**

Name, Date & Title of the Assignment

Margins: 1 inch (top, bottom, left and right)

Font: Times New Roman, 12-point font

Line spacing: The whole document needs to be double spaced

Length: 2 pages maximum unless specified differently. Choose the information you are going to include so that it responds to the requirements of the assignment. Synthesize the information so that you are able to include everything you consider relevant.

NOTE: for some assignments the page limit and format will vary (instructions will be provided in class)

ATTENDANCE, PARTICIPATION & DISCUSSION POLICIES

ATTENDANCE: Attendance is mandatory for this course to run properly. You are allowed only 2 unexcused absences. **More than 2 unexcused absences will significantly lower your grade** (minus 5 points per unexcused absence after the second). **Missing 6 or more classes will be grounds to earn a failing grade.**

I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 15 minutes late or longer, will count as an absence. If you are unable to attend class, it is your responsibility to

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find out what assignments, handouts, activities, or instruction you missed. The only officially excused absences are those resulting from university trips and other school-related activities. If you have to miss class because of medical reasons, please talk to me ahead of time.

LATE WORK: You will lose 10 % of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in class. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out an solution.

PARTICIPATION entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described above.

HOW WILL YOU EARN YOUR PARTICIPATION GRADE?

CAVEAT: Missing classes and lateness will lower your participation grade.

- An “A” in participation means that you almost always participate (as described above) in class.
- A “B” in participation means that you frequently participate (as described above) in class.
- A “C” in participation means that you sometimes participate (as described above) in class.
- A “D” in participation means that you seldom participation (as described above) in class is
- An “F” in participation means that you rarely participate (as described above) in class.

DISCUSSION: This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

MISCELLANEOUS POLICIES

CLASSROOM BEHAVIOR: The use of cell phones, and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Please, turn them off at the beginning of class or set them in SILENT mode (not vibrate ☺). Laptops/netbooks ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.) Students using laptops/netbooks for other purposes will be invited to leave the room and their absence will count as unexcused.

GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time,

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or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

| GRADE PERCENTAGES | |
|--------------------------|----------------------------|
| 94-100% ⇨⇨⇨ A | 77-79% ⇨⇨⇨ C+ |
| 90-93% ⇨⇨⇨ A- | 74-76% ⇨⇨⇨ C |
| 87-89% ⇨⇨⇨ B+ | 70-73% ⇨⇨⇨ C- |
| 84-86% ⇨⇨⇨ B | 61-69% ⇨⇨⇨ D |
| 80-83% ⇨⇨⇨ B- | 60% and below ⇨⇨⇨ F |

ACADEMIC INTEGRITY GUIDELINES

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty; and making unauthorized use of technological devices in the completion of assignments or exams.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

<http://www.slu.edu/provost/Adobe%20Pages/Academic%20Integrity%20Policy.pdf>

SPECIAL ACCOMODATIONS STATEMENT

Any student who needs an accommodation based on the impact of a disability (learning disabilities, physical handicaps, or other reasons) should contact me privately to discuss your specific needs. If you qualify for accommodations and are not registered with our Disabilities Services, accommodations can be coordinated for students with documented disabilities. Please contact Vickie Andrews or Laurie Mazzuca at 91 554 5858 Ext. 230, or stop by their office.

TENTATIVE SCHEDULE





TBCR: The Basics of Communication Research

RP: Reading Packet







This is a tentative schedule and it is subject to change as the semester progresses.

| Week | Day | Class Description | Reading for the Day | Assignments |
|--|-----------------|---|---|---|
| Week 1 | W-Sep-1 | ▶▶ Course Description and Introductions. | | |
| | F-Sep-3 | ▶▶ Searching for Knowledge about Communication. | TBCR: Ch. 1 | |
| Week 2 Unit I: Asking Questions about Communication and Finding Answers | M-Sep-6 | ▶▶ Paradigms of Knowing in Communication Research: Positivist and Systems Paradigms. ☐ Instructions for Mini-Project #1 | TBCR: Ch. 3 (pp. 46-58) | |
| | W-Sep-8 | ▶▶ Paradigms of Knowing in Communication Research: Interpretivist and Critical Paradigms. ☐ Instructions for Quantitative Research Proposal (Paper #1) | TBCR: Ch. 3 (p. 58-67) | |
| | F-Sep-10 | ▶▶ Basic Building Blocks in Conducting Communication Research (I): | TBCR: Ch. 2 TBCR: Appendix D | |
| Week 3 Unit I: Asking Questions about Communication and Finding Answers | M-Sep-13 | ▶▶ Basic Building Blocks In Conducting Communication Research (II): Constructing Theory Deductively. | TBCR: Ch. 4 (p. 68-78) | ✉ Mini-Project #1 Due Critical Thinking. |
| | T-Sep-14 | Last day to DROP a class without a grade of W and/or to ADD a class | | |
| | W-Sep-15 | ▶▶ Basic Building Blocks In Conducting Communication Research (III): Constructing Theory Inductively. | TBCR: Ch. 4 (p. 78-83) | 💣 QUIZ #1 |
| | F-Sep-17 | ▶▶ Discussion on the Ethical Considerations in designing and executing Research. ▶▶ Basic Building Blocks In Conducting Communication Research (IV): Conducting a Review of the Literature. Putting your skills in practice. | TBCR: Ch. 5 TBCR: Appendices A, B, C | ✉ Research Proposal Topic Statement: Write 1 or 2 pages briefly stating the topic of your research proposal. |
| Week 4 Unit II: Quantitative | M-Sep-20 | ▶▶ The Foundations of Effective and Accurate Citations in APA Style. ▶▶ Using the Proxy Server | RP: Fragment from APA Manual | |

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|--|-----------------|---|---|---|
| Research Methods in Communication | | <ul style="list-style-type: none"> ▶▶ Using Google as a research tool ▶▶ Using Wikipedia to jumpstart your research topic. | | |
| | W-Sep-22 | <ul style="list-style-type: none"> ▶▶ Criteria for Evaluation of Quantitative Research. ▶▶ Conceptualization and Operationalization of Variables. | TBCR: Part 2: Quantitative Communication Research (pp. 102-105) TBCR: Ch. 6 (pp. 106-121) | |
| | F-Sep-24 | NO CLASS!!! | NO CLASS!!! | NO CLASS!!! |
| Week 5 Unit II: Quantitative Research Methods in Communication | M-Sep-27 | <ul style="list-style-type: none"> ▶▶ Criteria for Evaluation of Quantitative Research. ▶▶ Conceptualization and Operationalization of Variables. | TBCR: Ch. 6 (pp. 121-130) | |
| | W-Sep-29 | <ul style="list-style-type: none"> ▶▶ Quantitative Research Designs (I): Experiments ☐ Instructions for Mini-Project #2 | RP: Ch. 8 (Keyton, 2006) | |
| | W-Sep-29 | Last day to choose AUDIT (AU) or PASS/NO PASS (P/NP) options | | |
| | F-Oct-1 | <ul style="list-style-type: none"> ▶▶ Quantitative Research Designs (I): Experiments | RP: Sparks, Sherry & Lubsen (2005) <i>The appeal of media violence in a full-length motion picture: an experimental investigation.</i> | Based on what you know about experiments, assess this brief experimental research report. Bring your thoughts to class. 🎯 QUIZ #2 |
| | M-Oct-4 | <ul style="list-style-type: none"> ▶▶ Quantitative Research Designs (II): Surveys and Questionnaires | TBCR: Ch. 8 (except <i>Thrustone Equal-Appearing Interval Scales and Guttman Scalograms</i>) | 📅 Mini-Project #2 Due |
| Week 6 Unit II: Quantitative Research Methods in Communication | W-Oct-6 | <ul style="list-style-type: none"> ▶▶ Surveys and Questionnaires: An Illustration | RP: Lin, Rancer & Trimbilas (2005) <i>Ethnocentrism and Intercultural-Willingness-to-communicate: A cross-cultural comparison between Romanian and US American college students.</i> Kassing (1997) & Neuliep (2002). | For this class, you will carefully read Lin, Rancer & Trimbilas' article. The other ones by Kassing and Neuliep contain questionnaires (measures) that were used by the first three authors when they conducted their project. Be acquainted with the latter. 🎯 Paper #1 (Quantitative Research Proposal Due) Turn in Library Log |
| | F-Oct-8 | <ul style="list-style-type: none"> ▶▶ Quantitative Text Analysis: Content Analysis | TBCR: Ch. 10 (p. 229-246) | |
| | M-Oct-11 | <ul style="list-style-type: none"> ▶▶ Content Analysis Illustration | RP: Bailey (2006) <i>A year in the life of the African-American male in advertisement.</i> | |
| Week 7 Unit II: Qualitative Research | | | | |

| | | MIDTERM | | MIDTERM | | MIDTERM | |
|---|-----------------|---|--|--|--|---|--|
| | |  EXAM | |  EXAM | |  EXAM | |
| Methods in Communication | W-Oct-13 | | | | | | |
| | F-Oct-15 | <p>▶▶ Criteria for Evaluation of Qualitative Research.</p> <p>▶▶ Participant Observation (I)</p> <p>☐ Instructions for Paper #2 (Research Team Project)</p> <p>☐ Instructions for Mini-Project #3</p> | | <p>TBCR: Part 3 (p. 296-299)</p> <p>TBCR: Ch. 13</p> | | <p>Paper #2 will be a qualitative study carried out in small groups of 2 or 3 students. Start thinking about a communication phenomenon you want to investigate.</p> | |
| Week 8 Unit III: Qualitative Research Methods in Communication | M-Oct-18 | <p>▶▶ Participant Observation II: An example from the Ethnography of Communication tradition.</p> | | <p>RP: Philipsen (1976) <i>Speaking "like a man" in Teamsterville: Culture patterns of role enactment in an urban neighborhood..</i></p> | | | |
| | W-Oct-20 | <p>▶▶ Participant Observation</p> | | <p>RP: Emerson, Fretz & Shaw (1995) Chapter 5: <i>Pursuing Member's meanings.</i></p> | | <p>Submit a 2 page summary of the chapter. Make sure that you can use your summary to remind yourself of how to represent members' meanings.</p> | |
| | F-Oct-22 | <p>▶▶ Qualitative Interviewing (I)</p> | | <p>TBCR: Ch. 14</p> | | | |
| Week 9 Unit III: Qualitative Research Methods in Communication | M-Oct-25 | <p>▶▶ Qualitative Data Analysis: Developmental Research Sequence</p> | | <p>TBCR: Ch. 16 (p. 365-373)</p> | | | |
| | W-Oct-27 | <p>▶▶ An illustration of Spradley's Developmental Research Sequence.</p> | | <p>RP: Baxter, L.A., & Goldsmith, D. (1990). <i>Cultural terms for communication events among some American high school adolescents</i></p> | | | |
| | F-Oct-29 | <p>▶▶ Qualitative Data Analysis: Strauss & Corbin's Grounded Theory Development</p> <p>☐ Instructions for Mini-Project #3</p> | | <p>TBCR: Ch. 16 (p. 373-379)</p> | | | |
| | F-Oct-29 | Last day to DROP a class and receive a grade of W | | | | | |
| Week 10 Unit III: Qualitative Research Methods in Communication | M-Nov-1 | <u>NO CLASS DIA DE LOS SANTOS</u> | | <u>NO CLASS DIA DE LOS SANTOS</u> | | <u>NO CLASS DIA DE LOS SANTOS</u> | |
| | W-Nov-3 | <p>▶▶ Data Analysis in Qualitative Research: Strauss & Corbin's Grounded Theory Development</p> | | <p>RP: Banks et al's <i>Constructing Personal Identities in Holiday Letters.pdf</i> (Available from SLU Proxy Server)</p> | |  QUIZ #3 | |
| | F-Nov-5 | <p>▶▶ Social Text Analysis</p> | | <p>TBCR: Ch. 15 (Read all pages except the following section: Performative.)</p> | | <p>What is social text analysis?</p> <p>☒ Mini-Project #3 Due</p> | |

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|--|----------|--|--|--|
| Week 11 Unit III: Qualitative Research Methods in Communication | M-Nov-8 | ▶▶ Rhetorical Criticism: Narrative Analysis | RP: Sillars & Gronbeck (2001) <i>Narrative Analysis: Reading Culture Through Stories.</i> | |
| | M-Nov-8 | Registration begins for Spring Semester Begins!!! | | |
| | W-Nov-10 | ▶▶ Semiology | RP: Rose (2007) <i>Semiology: Laying bare the Prejudices Beneath the Smooth Surface of the Beautiful.</i> | |
| | F-Nov-12 | ▶▶ Semiology | RP: Page (2003) <i>Myth and Photography in Advertising: A semiotic Analysis</i> | |
| Week 12 Unit III: Qualitative Research Methods in Communication | M-Nov-15 | ▶▶ In pairs, video/audio record a naturally-occurring conversation; conduct an informal semi- structured interview (Follow Spradley's taxonomy [ch.14]); a fragment from a talk show...etc. In any case, the length of the recording should be about 10 minutes. <input type="checkbox"/> Instructions for Mini-Project #4 (in pairs) | TBCR: Transcription Conventions (p. 357) | The data you collect need to be transcribed into paper. Later on the semester, you will analyze the data transcribed. Think about this as an opportunity to start vide taping material for your brief documentary (you can use your digital cameras, cell phones, laptops... Be creative. Also, make sure the topic of these recordings is at least somewhat related to the topic of your final project. |
| | W-Nov-17 | ▶▶ Documentary Storytelling I | RP: Bernard (2007) <i>Documentary Storytelling: Making Stronger and more Dramatic non-fiction Films. Ch. 2 Story Basics</i> | |
| | F-Nov-19 | ▶▶ Documentary Storytelling II | RP: Bernard (2007) <i>Documentary Storytelling: Making Stronger and more Dramatic non-fiction Films. Ch. 4 The Approach A</i> | |
| Week 13 Unit III: Qualitative Research Methods in Communication | M-Nov-22 | ▶▶ Discourse Analysis | RP: Gee (2005) <i>An Introduction to Discourse Analysis: Theory and Methods</i> (chapter 2 & 3- Building Tasks; Tools of inquiry and discourses) | Come to class ready to discuss this article and identify the concepts and methods pertaining to discourse analysis. |
| | W-Nov-24 | ▶▶ Critical Discourse Analysis <input type="checkbox"/> Instructions for Mini-Project #5 (in pairs) | RP: Fairclough (1995) <i>Critical and descriptive goals in discourse analysis</i> | <input type="checkbox"/> Mini-Project #4 due |

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|---|---------------------------------|--|--|---|
| | F-Nov-26 | ▶▶ In-class Data Play (Discourse Analysis) | Review readings on Discourse Analysis. You'll need to have those ideas fresh in your mind. Come to class with as many ideas for analysis as you can. | Bring 2 copies (one for me) of the transcripts. Be ready to conduct an in-class discourse analysis of the data. |
| Week 14 Unit III: Qualitative Research Methods in Communication | M-Nov-29 | ▶▶ Conversation Analysis | RP: Pomerantz and Fehr (2004) <i>Conversational analysis: An approach to the study of social action as sense making practices.</i> | |
| | W-Dec-1 | ▶▶ Conversation Analysis: An illustration | RP: Tannen (2004) <i>Talking the Dog: Framing Pets as Interactional Resources in Family Discourse</i> | Be ready to discuss this article. ✂ Mini-Project #5-Bring the finished version of the in-class DA. |
| | F-Dec-3 | ▶▶ Research Team Project Presentations | Present your research findings to the Academic Community | PAPER #2 DUE |
| Week 15 Presentations | M-Dec-6 | <u>NO CLASS DIA DE LA CONSTITUCION</u> | <u>NO CLASS DIA DE LA CONSTITUCION</u> | <u>NO CLASS DIA DE LA CONSTITUCION</u> |
| | W-Dec-8 | <u>NO CLASS INMACULADA CONCEPCION</u> | <u>NO CLASS INMACULADA CONCEPCION</u> | <u>NO CLASS INMACULADA CONCEPCION</u> |
| | F-Dec-10 | ▶▶ Research Team Project Presentations | Present your research findings to the Academic Community | |
| Week 16 Presentations + Finals Week | M-Dec-13 LAST DAY OF CLASSES | ▶▶ Research Team Project Presentations | Present your research findings to the Academic Community | |
| | W-Dec-15 | FINAL EXAM FINAL EXAM FINAL EXAM       8:30 am to 11:30 am 8:30 am to 11:30 am 8:30 am to 11:30 am | | |

SUPPLEMENTARY READING PACKET REFERENCES (in APA)

Bailey, A. A. (2006). A year in the life of the African-American male in advertisement. *Journal of Advertising*, 35, 83-104.

Banks, S. P., Louie, E., & Einerson, M. (2000). Constructing personal identities in holiday letters. *Journal of Social and Personal Relationships*, 17, 299-327.

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QUANTITATIVE RESEARCH ONLINE JOURNALS AND RESOURCES

- Methods Space: Connecting the Research Community: This website contains a fairly comprehensive array of quantitative materials that will nicely complement our textbook.
 - <http://www.methodspace.com/page/links-quantitative-research>

QUALITATIVE RESEARCH ONLINE JOURNALS AND RESOURCES

- The Qualitative Report: An on-line journal devoted to qualitative research since 1990
 - <http://www.nova.edu/ssss/QR/index.html>
- Qualitative research journals
 - <http://www.nova.edu/ssss/QR/calls.html>
- Qualitative research webpages
 - <http://www.nova.edu/ssss/QR/web.html>
- The Inter-University Faculty Consortium on Qualitative Research Methods (CQRM)
 - <http://www.maxwell.syr.edu/moynihan/programs/cqrm/>
- "The MCS (pronounced 'mix') site is an award-winning portal or 'meta-index' to internet-based resources useful in the academic study of media and communication. It was originally established by Daniel Chandler in Spring 1995 and is hosted by the University of Wales, Aberystwyth."
 - <http://www.aber.ac.uk/media/>
- Online Journal on Qualitative Research: *Social Research Update*
 - <http://sru.soc.surrey.ac.uk/>
- Online Journal on Qualitative Research: *Forum: Qualitative Social Research*
 - <http://www.qualitative-research.net/index.php/fqs/issue/archive>

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- Famous sociologists
 - <http://www.sociosite.net/topics/sociologists.php#BERGER>
- Psychologist Kenneth Gergen (Resources about the social construction of meaning)
 - <http://www.swarthmore.edu/SocSci/kgergen1/web/page.phtml?st=home&id=home>
- Coordinated Management of Meaning resources
 - <http://www.pearceassociates.com/index.htm>
- Douglas Maynard (Conversation Analysis and Ethnomethodology)
 - <http://www.ssc.wisc.edu/soc/faculty/pages/docs/maynard/DWMBooks&Papers.htm> with downloadable journal articles.
- Establishing trustworthiness in qualitative research
 - <http://www.qualres.org/HomeLinc-3684.html>