

13-204b

LSC: App-4/10/14

UWUCC: App-4/15/14

Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Zack Stiegler

Department Communications Media

Email stiegler@iup.edu

Course COMM 302: Research in Communications Media

Please provide answers to these questions on the next page:

- 1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi do not have to be revised using the Liberal Studies objective format.

- 2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

Table with 3 columns: Approvals, Signature, Date. Rows include Professor(s), Department Chair, College Dean, Director of Liberal Studies, and UWUCC Co-chair(s) with handwritten signatures and dates.

Received

APR 4 2014

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Professor Zack Stiegler Department COMM
Course COMM 302: Research in Communications Media

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Statement of Departmental Responsibility

Writing Intensive: COMM 302: Research in Communications Media

The course design for this Writing Intensive application was prepared by Zack Stiegler, who completed the IUP Writing Workshop in May of 2013. The Communications Media Department will maintain the Writing Intensive quality of this course by these methods:

1. Where possible, assign it to a faculty member who has also completed IUP's Writing Workshop.
2. Provide the Writing Intensive Request documents of this request from our files to the new instructor of record for this course.
3. In addition to the syllabus of record, the department will maintain a file of syllabi "as taught" over the semesters.
4. Provide not only the syllabus of record for the course, but also syllabi and sample assignments/exercises from department files to the instructor of record for the course.
5. Periodically review the course as part of annual department program assessment and our institutional program review by IUP (including external reviewers (next review 2019)).

COMM 302: Research in Communications Media

Spring 2014, Indiana University of Pennsylvania

Instructor: Dr. Zack Stiegler

Email: stiegler@iup.edu

Office: 124 Stouffer Hall 724-357-2492

Office Hours: T/Th 9:30am-10:45am; W 12:30pm-3pm and by appointment

Class: T/Th 12:30pm-1:45pm

Dr. Mark Piwinsky, Chair

Department of Communications Media

Office: 121B Stouffer Hall, 724-357-2493

Email: dudt@iup.edu

Catalog Description: Provides knowledge of the resource materials and research strategies used in the communications media field. Students design basic data gathering instruments, collect data, and assimilate information from various sources and data into communication products, services, and documents.

Prerequisite: COMM 150, ENG 101 & ENG 202 (Grade C and above).

Overview: It is by now a cliché to say that media technologies are constantly changing. But as a number of scholars have noted throughout the history of the field, technological change has profound effects on our social, cultural, personal, and professional lives. Yet with the increasing swiftness of technological change, these effects aren't always immediately apparent. Research is the avenue through which scholars and critics seek to understand media, its uses and applications, and its impact. This course provides students with the tools to embark on their own research in the field, directly applying the concepts and methods introduced throughout the course.

Course Objectives:

1. Explain the basic purposes and strategies of research used in the field of communication media;
2. Identify and define the basic types of communication research;
3. Design and utilize basic data gathering instruments to gather data for use in written reports
4. Possess a working knowledge of library resources and utilize those resources in writing assignments;
5. Identify and demonstrate primary ways in which research results are communicated to audiences and communication professionals;
6. Use the Internet and other electronic databases to gather information;
7. Revise documents to improve writing as appropriate to the stated research question and desired outcome;
8. Design, research, and write documents of a professional quality for inclusion in a senior portfolio.

Required Materials:

There is no required textbook for this class. However, you will need to retrieve readings and other materials posted on D2L. You should print out these readings and bring them to class for discussion. The class website is accessible through D2L via <http://d2l.iup.edu>. Once logged in, select "my courses" and then SPRING 2014 COMM 302 001. If you have any difficulties accessing the website, please notify me.

Course Requirements:

- 1) **Quizzes (10%):** Occasional quizzes related to lecture materials and class discussion
- 2) **Minor Assignments (15%):** Occasional in- and out-of-class assignments intended to reinforce course concepts.
- 3) **Literature Review (15%):** 3-5 page literature review based on your research topic. Details forthcoming.
- 4) **Data Gathering Instruments (10%):** Student will design a survey instrument to be used in gathering data for a statistical sample. In addition, you will design a set of interview questions. The questionnaire will need to be distributed to at least fifteen people to get feedback to be used for your paper. Prior to distribution, the instruments will need to be revised through peer evaluation and instructor's feedback. For the interview, you are expected to interview two people and transcribe it for data analysis. The instruments will be graded based on its close connection to the research question and whether the students incorporated and adapted their instruments based on instructor feedback and the peer evaluation. (Two instruments – 10 points each).
- 5) **Research Proposal (10%):** You will write one page paper on your plan for research plan for final projects and your justification with your selected methodologies and timelines.
- 6) **Final Project (paper and presentation) (30%):** Using the previous two reports and data gathered, you will use additional resources (the revised literature reviews), add more interviews, or distribute more questionnaires to prepare a research paper. Using one methodology is sufficient (survey/interview). See page 8 for more explanation. In addition, students will present research and the findings to the rest of the class
- 7) **Attendance/Participation (10%):** Participation in class activities and discussions is strongly encouraged. Participation is crucial to maintaining an interactive intellectual environment in the classroom. Students who earn participation points attend class regularly and actively engage in class activities and discussions. Note that habitual failure to attend class prohibits you from participating, and thus from earning points in this area. These are by no means freebies that you should expect to earn automatically. As with all components of your grade, you must earn them. Short assignments will occasionally take place in class. These may be reading responses, reflective writing exercises and other means of checking your comprehension of course concepts. A detailed rubric for assessing participation is included below:

CATEGORY	5 Points	3 Points	1 Points
Participation	Student participated in discussion and activities; student demonstrated, through participation, an understanding of the required readings.	Student participated in some discussion and activities; student demonstrated, through participation, an understanding of the required readings.	Student had very limited participated in discussion and activities; student did not demonstrate, through participation, an understanding of the required readings.

Late Policy

Late work is not accepted except under extreme circumstances (documented illness, family emergency). This includes exams. If you are unable to be in class on the day of an exam, it is your responsibility to make alternate arrangements *prior* to that date. Exams and assignments cannot be made up or turned in late unless the absence is excused, with documentation. This policy is taken very seriously, and will be enforced. Excused absences will be granted only for the following circumstances and when proper documentation is provided. **No absences will be excused without documentation.**

- 1.) Illness that prevents class attendance. The student must have documentation from the health center or another physician that specifically indicates the student cannot or should not attend class. Health center documentation is not acceptable unless it indicates the student is unable to attend class.
- 2.) Family emergency. Serious illness or death of an immediate family member. Documentation of this emergency must be provided.
- 3.) Participation in a university sponsored activity. Permission for excused absence must be obtained in advance of the activity and the student must have a letter from the faculty sponsor indicating the student's involvement in the activity.
- 4.) Assignments due during a time a student is participating in a student activity must be handed in to the instructor ahead of time. Assignments due during a time when a student is excused for other reasons must be handed in at the beginning of the second class following the student's return, unless other arrangements are made with the instructor.
- 5.) Students are responsible for obtaining any notes from missed classes, getting instructions for assignments and stories or any other class materials from other students. The instructor will not provide notes or course outlines.

Grading Scale

This scale holds for all assignments and your overall grade:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	Below 60

As a matter of clarification, a C connotes "average" work. As are reserved for "exceptional" work. I evaluate assignments and exams based on performance, not effort. Effort will be reflected in your participation grade.

I will not discuss the grade of a particular assignment on the day the assignment is returned to students. Students are encouraged to reflect on the performance and grade assigned for at least 24 hours. However, students wanting to contest a grade on a particular assignment must do so no later than two weeks after it has been returned to the student. In addition I will **not** discuss grading issues via e-mail, but I am happy to meet during office hours.

Grade Grubbing

Along similar lines, this course has a strict "NO GRADE GRUBBING" policy. Do not email, phone, or come to my office to ask me to change your grade simply because you are "close" to a desired grade. **I am happy to discuss your grades, to entertain appeals if you feel you were misgraded, and certainly happy to help you with course material with which you may be having difficulty.** However, I will not entertain pleas for points that you did not earn. There are no freebies, so do not waste your time and mine.

Students With Disabilities

I am happy to accommodate students who have special needs. However, individual students must contact Disability Support Services (216 Pratt Hall) so that appropriate arrangements may be made.

Etiquette

Be respectful of opinions different than your own, and to treat your classmates appropriately. In general, I expect that you will help to maintain a respectful classroom environment with your classmates.

Please turn off all cell phones, pagers, alarms etc. before class starts. Please arrive to class on time. Arriving late, having your phone go off etc. are distractions to your classmates and I, and disruptions to the class. If your phone rings, I will answer it. The first time a student is found texting in class will result in a warning. **Each additional occurrence of texting in-class will result in a 5% reduction in your grade for the course.**

Likewise, the first time a student comes to class late (unexcused) will result in a warning. **Each additional occurrence of unexcused tardiness will result in a 5% reduction in your grade for the course.**

Office Hours & E-mail

My office hours exist for your benefit. However, please note the times posted at the top of this syllabus and on my office door. If these times do not work for you, I am happy to schedule an alternate time to meet. If you wish to meet outside of my office hours, you MUST make an appointment. This means that I cannot accommodate walk-ins outside of posted office hours.

Email is generally the best way to get in touch with me. I will reply within a 24 hour period, so know that response may not be immediate. Please also note that I generally do not check my University email during evenings, weekends and breaks.

Plagiarism

As defined by the University, plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both direct quotes and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number of numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforementioned manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing for the assignment (MLA, APA, Chicago, BC, etc.). If you have questions about avoiding plagiarism, feel free to see me in office hours.

Writing Center

The IUP Writing Center is an excellent resource for helping students write more effectively. Tutoring and workshop services are available, as well as a number of other resources. If you've never made use of the Writing Center, it is recommended that you do so. See their website for more information: <http://www.iup.edu/writingcenter/>

Tentative Schedule

Reading assignments are listed on the day that they are due.

Tuesday, January 21: Introductions, Overview

Thursday, January 23: Introduction to Research—The Basics

Tuesday, January 28: Models

Humanities vs. Social Science, Qual vs. quant

Thursday, January 30:

Understanding Communication and media research

Tuesday, February 4

Overview of the research process

Literature review / concept mapping

Independent / Dependent variables

Research topics due

Thursday, February 6:

Claims, arguments, support

Tuesday, February 11

Evaluating Sources; summary vs analysis

Key concepts in rhetorical analysis

Thursday, February 13

Writing the literature review

Tuesday, February 18

Thursday, February 20

Library

Tuesday, February 25:

Designing research questions

Basic data gathering methods

Thursday, February 27

Quantitative study and survey instruction

Tuesday, March 4

Sampling

Qualtrics /lab session

Thursday, March 6

Common issues in writing

Tuesday, March 11

Revisions

Improving clarity and style

Thursday, March 13

Reporting survey results

****Monday, March 17-Friday March 21 SPRING BREAK****

Tuesday, March 25:
Qualitative - interview

Thursday, March 27:
Analyzing interview transcripts, coding

Tuesday, April 1:
Qualitative - focus group

Thursday, April 3
Understanding and writing a research paper

Tuesday, April 8
Ethics, IRB
Research application

Thursday, April 10 - LHCC

Tuesday, April 15
individual meetings

Thursday, April 17
Writing workshop

Tuesday, April 22
Citations, APA

Thursday, April 24:
Preparing the report and presenting findings

Tuesday, April 29
Lab session

Thursday, May 1
Final Presentations

Tuesday, May 6, 10:15-12:15am
Final Presentations