Drawing Hands – M.C. Escher, 1948

Hands with Reflecting Sphere, 1935 – M.C. Escher

**Visual Displays of “Reflexivity”**
# COMM 601: INTRODUCTION TO GRADUATE STUDY (Fall, 2014)

**Instructor:** Wayne A. Beach, Ph.D.  
email: wbeach@mail.sdsu.edu  
[http://www.rohan.sdsu.edu/~wbeach/index.htm](http://www.rohan.sdsu.edu/~wbeach/index.htm)

**Seminars:**  
Thursdays, 4:00-6:40  
SH 213

**Office:**  
COMM 201A  
594-4948

**Office Hours:** TBA  
**Main Office:** Comm 237;  
619-594-8512

### Course Description:
This course is an introduction to the history and trajectory of the field of communication and to the process of graduate study. During the semester you will begin your study of SDSU’s faculty comprising the School of Communication, discipline’s scholarship, journals, professional associations, epistemological foundations and paradigmatic distinctions. You will also begin to develop a scholarly and “reflexive” voice in your writing and speaking. The requirements of this course will hopefully refine the character and maturity of your scholarship. We have developed this course to provide you with the tools you will need to prosper in the graduate program, the discipline of communication, and across any professional settings in which you are actively involved.

### Course Objectives:
Upon completion of this course, you are expected to be able to…

- demonstrate critical thinking, analytical, reasoning, and reflexive skills;
- be able to analyze, identify, compare, contrast and discuss epistemological, ontological, and axiological issues that underpin the research work generated by communication scholars;
- formulate arguments coherently and cogently and write them in a scholarly voice;
- demonstrate abilities to identify and describe contemporary and emergent communication theory, and research, representing the breadth and depth of the discipline;
- become familiar with the discipline’s journals and scholarly associations;
- identify a representative sample of the prominent scholarly work in the discipline;
- demonstrate abilities to amass and select literature in support of scholarly claims;
- employ independent and critical thinking as an extension of scholarly research, while also working collaboratively with your peers as research team members;
- achieve and maintain currency in emerging areas of communication research.
- work both alone and in research teams collaborating on shared goals and priorities.
**Assignments:** You must be prepared to dedicate the necessary time and effort to complete the reading/writing requirements of this course. All assignments are graded on a point system and must follow the A.P.A. (American Psychological Association) style guidelines. All writing assignments must include a title page, pagination, be double spaced, stapled in the upper left hand corner, and have the appropriate evaluation form attached. (Evaluation forms are found in this syllabus package. Once papers are collected no late papers will be accepted without family/medical emergencies.)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Bridging the Gap… Group Project</td>
<td>September 26</td>
<td>100</td>
</tr>
<tr>
<td>2. Formatting &amp; Sound Arguments</td>
<td>October 10</td>
<td>100</td>
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<tr>
<td>3. Initial Research Proposal</td>
<td>November 7</td>
<td>100</td>
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<td>4. Final Research Proposal</td>
<td>December 4</td>
<td>100</td>
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<td>5. Oral Presentation</td>
<td>December 4 &amp; 11</td>
<td>50</td>
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<tr>
<td>6. Seminar Participation</td>
<td>Throughout…</td>
<td>100</td>
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<td><strong>Total:</strong></td>
<td><strong>550</strong></td>
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**Resubmissions:** Any assignment receiving less than 80% of the point total for that assignment will be returned to be re-done. All resubmissions are due **two weeks** from the day they were returned to the student, with the original marked-up paper. Your grade will be the numerical average of the original and the resubmitted work. One of the important objectives of this course is to help you to learn how to think and write as a scholar so that you can take an active part in the “public dialogue” that is the communication discipline.

**GRADING AND ASSIGNMENTS**
Your grade in this class will be based upon the total number of points accumulated during the semester. I will use the following criteria for assigning final grades:

- **A = 93% (511.5)**
- **B+ = 88% (484)**
- **B- = 80% (440)**
- **A- = 90% (495)**
- **B = 83% (456.5)**
- **C+ = 78% (429)**

**Important Note:** You must receive a final grade of a “B” in this course to continue as a graduate student in the School of Communication and to submit your official Program of Study, to secure Advancement to Candidacy, and to take the Comprehensive Examination or begin a thesis.

**Trouble-shooting:** If you experience difficulties in this course, please contact me at once. Our goal is that every student admitted to the graduate program will succeed in this course. Generally, we can work together to solve any problems you may experience in order to assure success. However, problems are generally easier to resolve when they are caught earlier rather than later.
Course Policies:
- All assignments must be your original, non-redundant work. When employing or drawing upon the ideas of other scholars, provide appropriate references to their work in order to avoid plagiarism. Though most plagiarism is accidental and is often the result of carelessness rather than malice, even accidental plagiarism has been known to tarnish or even ruin a scholarly career. Evidence of academic dishonesty or plagiarism will result in an “F” for this course and possible action at the university level.
- Although work in this course may involve collaborative efforts, **written assignments and papers are to be written on your own.** This prohibition includes, but is not limited to: reviewing or using assignments from previous semesters or other students in this course; and having any individuals performing word processing tasks for you or otherwise edit spelling, grammar, style, or language of your work. (International students for whom English is not a first language should meet with the instructor to clarify rules regarding the use of translators, tape recordings, etc.)
- Attendance is mandatory for all class meetings, except in cases of illness or emergency.

Texts:
- Readings provided by visiting faculty speakers.

Sampling of Recommended Websites:
National Communication Association: [www.natcom.org](http://www.natcom.org)
International Communication Association: [www.icahq.org](http://www.icahq.org)
Western Communication Association: [www.westcomm.org](http://www.westcomm.org)
[http://www.paultenhave.nl/resource.htm](http://www.paultenhave.nl/resource.htm) (conversation analysis and ethnomethodology)
International Association of Relationship Research: [http://www.iarr.org](http://www.iarr.org)
## Weekly Calendar: Activities & Due Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings*</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Welcome to the Discipline: PPT &amp; Handout</td>
<td>BB</td>
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<td>Communicating About Communication…</td>
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<tr>
<td>September 4</td>
<td>Qualitative Research Methods (Geist-Martin)</td>
<td>BB</td>
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<td>Surveying the Field</td>
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<td>September 11</td>
<td>Quantitative Research Methods (Moran)</td>
<td>BB</td>
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<td>Research Ethics</td>
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<td>What is Plagiarism?</td>
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<td>September 18</td>
<td>Rhetorical Studies (Dionisopolous)</td>
<td>BB</td>
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<td></td>
<td>Efficient Research Strategies</td>
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<td>September 25</td>
<td>Conversation Analytic Research Methods (Beach)</td>
<td>BB</td>
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<td></td>
<td>Understanding APA</td>
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<tr>
<td>Assignment 1</td>
<td><strong>Introduction to the World of Ideas Due 9/25</strong> by seminar start</td>
<td>BB</td>
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<td>October 2</td>
<td>Performance Studies (Lindemann)</td>
<td>BB</td>
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<td>Composition and Construction</td>
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<td>October 9</td>
<td>Interpersonal/Relational Communication (Pauley)</td>
<td>BB</td>
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<td></td>
<td>Developing Research Ideas and Crafting Proposals</td>
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<td>Assignment 2</td>
<td><strong>Manuscript Due 10/23 by seminar start</strong></td>
<td>BB</td>
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<tr>
<td>October 16</td>
<td>Intercultural Communication (Lee)</td>
<td>BB</td>
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<td>October 23</td>
<td>Leadership Communication (Snavely)</td>
<td>BB</td>
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<td>October 30</td>
<td>Health Communication (Andersen)</td>
<td>BB</td>
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<td>November 6</td>
<td>Rhetorical Topics 1: Visual Rhetoric (Goehring)</td>
<td>BB</td>
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<td>Assignment 3</td>
<td><strong>Building Blocks Due 11/6 by seminar start</strong></td>
<td>BB</td>
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<tr>
<td>Date</td>
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<td>November 13</td>
<td>Rhetorical Topics 2: Culture and Gender (Winslow) BB</td>
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<td>November 20</td>
<td>Engaging the Discipline: Membership in Professional Associations</td>
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<td>Class Meeting Time and Location TBA</td>
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<tr>
<td>November 27</td>
<td>THANKSGIVING DAY: NO CLASS</td>
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<tr>
<td>December 4</td>
<td>The “Dark Side” of Communication (Spitzberg) BB</td>
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<td>FINALIZE RESEARCH PROPOSALS AND PRESENTATIONS</td>
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<td><strong>Assignment 4</strong></td>
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<td>Assignment 4</td>
<td>Research Proposal Due 12/4 by seminar start</td>
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<tr>
<td>December 11</td>
<td>Research Presentations</td>
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*All readings for this class will be provided by visiting Faculty (typically, 3 readings per guest speaker), and will be available on BlackBoard/BB.*
FUNDAMENTAL ISSUES:
REFLEXIVE CRITERIA FOR UNDERSTANDING ORIENTATIONS
PRESENTED BY GUEST SPEAKERS

(Print and bring to seminar for each guest speaker)

1. Questions Raised:

2. Problems Addressed:

3. Methods Employed:

4. What Counts as ‘Data’ and/or ‘Sources of Information’?:

5. Units of Analysis? (e.g, Individual, Interaction, Group, Culture, Society):

6. Access to ‘Communication’ and ‘Interaction’?:

7. Findings Generated:

8. Implications Raised:

9. Potential for Impact and Change:

10. Overall Description and Assessment of ‘Inquiry’:
LIST OF REQUIRED READINGS FOR 601*

(To be provided)
Welcome to the world of innovative research and creative scientific endeavors!

San Diego is an amazing intellectual environment replete with a wide array of highly regarded and world renowned universities, private research centers, artistic venues, and corporate organizations. All seek to create unique opportunities, and provide necessary resources, to work and play systematically in pursuit of unbridled passions.

Whether the goals involve cutting-edge scientific discoveries, novel forms of artistic expression, and/or entrepreneurial success one shared priority is to promote positive change and constantly seek to improve quality of living.

This trans-disciplinary group project requires that you focus on how communication researchers can build impactful and sustainable collaborations – with individuals, teams, and institutions – across the San Diego community. Potential research/creative partners needn’t be contacted directly (but so doing is fine if you prefer).

Consider these four primary questions:

How can your efforts assist in 'bridging the gap' between communication studies and other research/artistic/corporate entities?

What can communication researchers bring to these collaborations that would not otherwise be available (i.e., what can others gain by partnering with communication professionals)?

What distinct features of interaction might be investigated, and what features might be identified that could promote more effective communication?

What long-term and meaningful impacts might these collaborations yield?
Specific steps:

1. Identify and describe possible collaborations with SDSU colleagues and/or research programs – in any cognate discipline – on campus.
2. Identify and describe possible off-campus collaborations at other universities.
3. Identify and describe possible collaborations with artistic and/or corporate organizations.

Write a 7-10 page manuscript (double-spaced, not counting title page and any references) that a) introduces your choices, b) overviews each collaborative opportunity, and c) provides a final discussion/conclusion highlighting the progress and potential of your efforts. List any references that would assist readers in better understanding the collaborations you propose.

NOTES
COMM 601: Group Project #1 Assignment Evaluation Form (#1)

Name: _________________________________     Date: ______________

Content, Style & Quality of Writing

Overall organization and appearance of manuscript (25 points)    ______

Quality of discussion – insightful and compelling arguments throughout paper (25 points)    ______

Quality of Writing (e.g., spelling, grammar, sentence structure) (25 points)    ______

Adherence to APA Format (25 points)    ______

Total Points: _____ /100    Grade: _______
## SELECTED COMMUNICATION JOURNALS

- Advances in Discourse Processes
- Argumentation and Advocacy/Journal of the American Forensic Association
- Asian Journal of Communication
- Atlantic Journal of Communication
- Australian Journal of Communication
- Australian Studies in Journalism
- Business Communication Quarterly
- Canadian Journal of Communication
- Communication
- Communication Education/Speech Teacher
- Communication Law and Policy
- Communication Monographs
- Communication Quarterly/Today's Speech
- Communication Research
- Communication Research Reports
- Communication Review
- Communication Studies
- Communication Theory
- Communication Yearbook
- Communications: The European Journal of Communication Research
- Convergence
- Critical Studies in Media Communication
- Discourse and Society
- Discourse Processes
- Electronic Journal of Communication
- Environmental Communication: A Journal of Nature and Culture
- European Journal of Communication
- Free Speech Yearbook
- Global Media and Communication
- Harvard International Journal of Press/Politics
- Health Communication
- Howard Journal of Communication
- Human Communication Research
- Information Communication & Society
- International Journal of Listening
- Issues in Applied Linguistics
- Journal of Applied Communication Research
- Journal of Broadcasting and Electronic Media
- Journal of Business & Technical Communication
- Journal of Business Communication
- Journal of Communication
- Journal of Communication and Religion
- Journal of Communication Inquiry
- Journal of Contemporary Ethnography
- Journal of Family Communication
- Journal of Health Communication
- Journal of Language and Social Psychology
- Journal of Marketing Communication
- Journal of Mass Media Ethics
- Journal of Media and Religion
- Journal of Media Business Studies
- Journal of Media Economics
- Journal of Multilingual and Multicultural Development
- Journal of Nonverbal Behavior
- Journal of Public Relations Research
- Journal of Radio Studies
- Journal of Social & Personal Relationships
- Journalism
- Journalism & Mass Communication Educator
- Journalism & Mass Communication Quarterly
- Journalism and Communication Monographs
- Journalism History
- Language and Communication
- Management Communication Quarterly
- Mass Communication & Society
- Mass Communication Research
- Mass Communication Review
- Media Psychology
- Media Studies Journal/Gannett Center Journal
- Media, Culture and Society
- New Media and Society
- Philosophy and Rhetoric
- Political Communication
- Popular Communication
- Progress in Communication Sciences
- Public Opinion Quarterly
- Public Relations Research and Education
- Public Relations Review
- Qualitative Inquiry
- Qualitative Research Reports in Communication
- Qualitative Sociology
- Quarterly Journal of Speech/Quarterly Journal of Public Speaking
- Research on Language and Social Interaction
- Rhetoric and Public Affairs
- Rhetoric Review
- Science Communication
- Semiotica
- Small Group Research/Small Group Behavior
- Southern Communication Journal/Southern Speech Communication Journal
- Symbolic Interaction
- Television & New Media
- Text and Performance Quarterly
- Visual Communication
- Western Journal of Communication
- Women's Studies in Communication
- Written Communication
COMM 601: ASSIGNMENT #2 (Due October 9th)

Formatting a Manuscript & Constructing a Sound Argument

Working alone, generate a paper not to exceed 3 double-spaced pages/12 font (including title and references pages) which displays a) your grasp of appropriate/inappropriate APA formats, b) proper spelling, grammar, and quality of writing, and c) construction of a sound/compelling argument about interesting communication phenomena.

This assignment must contain original, non-redundant work: You cannot borrow from Assignment #1 (the group assignment) nor edit from other manuscripts.

1) Locate 3 recent publications (last five years) across communication journals (and any books/volumes) that were not included in your Assignment #1. Select references which are aligned with your emerging research interests, and/or are (for various reasons) intriguing enough to draw your attention and pursue.

2) In one page MAXIMUM, overview and build a sound rationale for studying a specific setting and/or set of communication practices/patterns that shape social order.

3) Integrate the 3 recent publications by using specific quotes with appropriate APA formatting.

4) Briefly summarize what you have learned, and conclude your short overview with a brief “reflexive” description of how you have refined your research skills, enhanced your curiosity about selected communication phenomena, and created possibilities for future research efforts.

Note: Rewrites will be required for all papers receiving fewer than 80 points (B grade). Rewrite grades will be averaged with initial grade for a final Assignment #2 grade.
COMM 601 #2: APA Format / Argument Evaluation Form

Name: _________________________________     Date: _____________

Selection & Discussion of References (25 points)   ______

Appropriate/Inappropriate APA Formatting (25 Points)   ______

Integration and Use of Quotes (25 points)   ______

Reflexive Description (25 Points)   ______

General Comments:

Total Points: ________/100       Grade: _________
Issues to Consider When Reading & Integrating Readings

Content:
- Appropriateness of the rationale justifying/leading up to the study;
- Research question(s): clarity/specificity, importance, relevance to audience;
- Comparison to previous or existing research/scholarship;
- Representation of previous scholarship/research;
- Appropriateness of method of inquiry to the research question(s);
- Validity/adequacy of execution of methodology;
- Importance of contribution to the discipline or field of study;
- Validity of evidence relative to the conclusions;
- Generalizability or exportability, as relevant to the methodological paradigm;
- Heuristic implications;

Writing style:
- Clarity
- Organization
- Adaptation to audience(s)

Overall impressions:
- Strengths? Weaknesses?
- Suggestions for improvement

Overview of Issues Involving the Research Process

- Construction of a Research Prospectus
- Defining an Area of Study
- Developing a Rationale
- Formulating Hypotheses and Research Questions
- Development of Instrumentation/Observations & Interviews
- Formulating Coding Processes/Statistical Procedures/Field Notes Analysis Methods
- Research Ethics
- Institutional Review Boards
- Issues of Confidentiality and Anonymity
- Voluntary Nature of Research
- Consent Forms
- Preparation of a Research Manuscript for Submission to a Convention or Publication Outlet
- Converting a Convention Paper into a Journal Article
- Selecting the Convention & Journal for the Manuscript Submission
- What Convention Paper Reviews/Journal Article Reviewers Look For
- Theses/Thesis Proposals Exercise
COMM 601: ASSIGNMENT #3 (Due November 6th)

Building Blocks of a Research Proposal

This assignment provides an opportunity to begin constructing some of the most important aspects of your final research proposal to receive feedback before the final paper is due. This assignment also builds on the two previous assignments. After the first assignment, you should have a clear sense of how communication inquiries can add significantly to a wide array of scientific endeavors and research questions. The second assignment should have given you the opportunity to evaluate several current research studies in a critical manner so that you are aware of the state of the field in your chosen area of investigation.

In this assignment, your goal is to combine alternative theoretical orientations, research methodologies, and key research questions as you begin to craft your own research proposal.

This assignment contains three basic elements:

1. **Rationale.** The overarching goal of research in the social sciences and humanities is the generation of original knowledge. Although this often takes very different forms, research is rarely conducted if it does nothing to contribute to or otherwise advance the state of the field. In the opening section of your paper, you should take the time to establish the fundamental purpose for your study. This will essentially answer the question: What questions will your study address that previous studies have failed to consider?

   This section may differ depending on the method you will be utilizing for the proposed study. Rhetorical and ethnographic studies often include as part of their purpose statement (or in a section following the purpose), a description of the context, issue, group, movement, or artifact. Conversation analytic studies address the fundamental importance of certain kinds of human interactions, their impacts and usages in everyday life activities, and how studying them closely can reveal new (and previously unarticulated) features of social actions comprising the social order. Quantitative studies often include a general overview of significant concepts, variables, or theoretic claims as a way to introduce the research questions and purpose of the study.

   Regardless of methodology, your rationale should include: an overview of the research problem, a statement that identifies the specific purpose/goals of your study, and an overview of the main points of your paper. If a specific theoretical perspective will inform your research, it is also a good idea to introduce your reader to your theoretic commitments in this section. **This section should be 3-4 pages and is worth 25 points.**
2. **Review of Relevant Literature.** This assignment should be considered a “building block” for your final assignment, and as such, you should begin thinking about how you will organize/structure your literature review. Your task for this assignment is to write a significant (5-7 page) portion of the literature review. You will have the opportunity to revise and expand upon this draft, using comments from peers and your instructor, in the preparation of your final paper. Things you should consider addressing in this draft include:
   a. An overview of relevant theories, models, concepts, variables, setting/scene information, etc.
   b. A clear link to logical argument structure; that is, a consistent focus on presenting clear and compelling evidence that advances stated claims.
   c. A comprehensive (but not necessarily exhaustive) review of relevant studies that have advanced similar investigations.
   d. Hypotheses and or research questions that are clearly drawn from previous research and advance the knowledge within the given topical domain.

After completing this draft of your paper, you should be at approximately 10 pages of text. *This section is worth 50 points.*

3. **Overview of Research Methods.** Given that this is a first “research proposal” for many, make an attempt to describe and overview the methodology you would utilize if you were to conduct this study. You will need to develop this into a full research methods section for your final paper, but for now you should begin to think about the ways you will state your research questions and/or hypotheses. Things to consider addressing are:
   a. The source of the data. Most of the research done by communication researchers utilizing quantitative or qualitative research methods includes human participants. Think about how many participants – or instances, if building a collection – you would need for this study, where you would need to find these participants/data, how you would enroll them in your study (if not using archival data). If relevant address the demographic breakdown (gender, race, age, etc.) of your sample. If you will be performing a textual/rhetorical analysis, begin thinking about the artifact/artifacts you think will help you examine your research question(s).
   b. The method of data collection. For quantitative studies, think about the design of your research (experiment, questionnaire, etc.) and how you will measure the variables in your analysis. For qualitative studies, think about the settings, social activities, the actors, how you intend to conduct observations, how many observations are necessary, etc. For rhetorical studies, consider how many artifacts are necessary and how you will secure these artifacts (archival searches, web searches, newspaper articles, etc.).

*Your outline of proposed research methods should be about one page and is worth a total of 25 points.*
COMM 601: Building Blocks of a Research Proposal Evaluation Form (#3)

Name: ____________________________ Date: ____________________

Introduction and Rationale (25 points)

Clearly identifies area and need for further investigation
Clear statement of the goals/aims/objectives of the study
Contains a preview of the main points to follow in the paper
APA formatting/spelling/grammar

Review of Relevant Literature (50 points)

Identification of relevant theories/concepts/models/paradigms

Logical, coherent structure that includes claims and supporting data
Review of previous literature that makes good use of the information
Focus on previous studies’ conclusions & implications (not background)
correct use of APA when citing studies

Outline of Research Methods (25 points)

Is there a complete (i.e., full) outline of proposed research methods?

Does the outline overview the proposed source of data in a clear and credible way?
Does the outline include a plan for collection and/or analysis of the data?
Clear hypotheses and/or research questions connected to previous literature

Total: ______ / 100 Grade: ______
COMM 601: ASSIGNMENT #4 (Due December 4th)

Final Research Proposal

Written paper: This assignment is a rationale for proposed research. It includes an introduction, a thorough review of literature, original (testable) hypotheses and/or research questions, and a proposed methodology. Maximum length is 20 pages, including cover page and references. For exemplars, see the three ring binders with thesis proposals on file in COM 209. The final draft of your paper is due no later than Thursday, December 4, at the beginning of the seminar when papers are handed in.

Oral presentation: This assignment also includes an 8-10 minute oral presentation designed to share with the class the essence of your paper. Think of this as a mini conference presentation: Design your presentation so that we too may see the passion you have for your topic and the significance of researching this aspect of communication. See the attached oral presentation evaluation form.

Parts of your Paper

Cover Page and Abstract (not to exceed 120 words – consult the APA Publication Manual for guidelines).

Introduction: (2-3 pages)
Provocative, engaging, meaningful beginning that pulls us in, makes us think, and stimulates our curiosity in the general topic of your proposed research. State generally the topic of study. End with a final paragraph that previews the parts of the paper.

Rationale (3-4 pages)
Explicate the argument you will be making in the rationale (the main section of your paper) by laying out the key claims that lead up to the research question, hypothesis, or the artifact (group, movement, etc.). By the end of this section, the reader sees how your argument reveals a current issue, a context, or a gap in the literature. In this section you state more specifically what you have referred to generally, by describing the purpose of your study as revealed in this theoretical piece. This is essentially a revision of the work you did in the previous assignment.

Review of Literature: (7-9 pages)
As thoroughly as possible, review the literature specifically applicable to the purpose of your study. Make use of the key terms of your research question(s) or hypotheses to create the areas of your literature review. Your goal here is to demonstrate that you are contributing original research to the discipline that will enhance, answer, or extend extant research. Convince the reader that you have read everything possible relevant to this topic and in doing so persuade them that the focus of your review is a vital, provocative topic.
Research Question(s)/Hypothesis(es) (1/2-1 page)
Here is where you define more specifically the focus of a project that a study or thesis might explore. After reading your literature review we should be able to accurately guess this, even without reading this section. You have led us here.

Research Methods (1-2 pages)
Lay out how you would intend to conduct your study. You may need to include some literature review here, but it may not be necessary. This section should clearly explain how you intend to go about analyzing the data you have selected and how it will enable you to answer your research questions or test your hypotheses.

Discussion (2-3 pages)
Discuss the importance of your study and the contributions it will make to your field of study. Why is your project important? What are you hoping to add to the discipline? What makes your work valuable?

- One primary goal is to write a paper that will be judged of sufficient quality (with revisions), on its own merits or after data has actually been collected, to submit to a major communication conference (e.g. WSCA, NCA);
- In many cases, by the time you submit your paper, you will be better informed than your instructor about the literature relevant to your topic. Be as exhaustive as possible in your research efforts.
- You should avail yourself of the opportunity to talk to professors associated with the area of study (after you have completed Assignment #3, which will allow you to be sufficiently informed to ask relevant questions) to ensure that all reasonable avenues for sources have been utilized and seminal works have been located.
COMM 601: Final Research Proposal Evaluation Form (#4)

Name: _____________________ Date: ___________________

Introduction and Rationale (25 points)

Clearly identifies area and need for further investigation
Clear statement of the goals/aims/objectives of the study
Contains a preview of the main points to follow in the paper
APA formatting/spelling/grammar

Review of Relevant Literature (50 points)

Identification of relevant theories/concepts/models/paradigms

Logical, coherent structure that includes claims and supporting data
Review of previous literature that makes good use of the information
Focus on previous studies’ conclusions & implications (not background)
Correct use of APA when citing studies

Outline of Research Methods (25 points)

Is there a complete (i.e., full) outline of proposed research methods?

Does the outline overview the proposed source of data in a clear and credible way?
Does the outline include a plan for collection and/or analysis of the data?
Clear hypotheses and/or research questions connected to previous literature

Total: _______ / 100        Grade: _______
COMM 601: Oral Presentation Evaluation Form

Name: ________________________________ Date: ________________

Clarity and compelling nature of ideas (10 points) _____

Level of interest and compassion generated (10 points) _____

Organization (10 points) _____

Presentation Skills (10 points) _____

Handouts and/or PPT’s (10 points) _____

Total: ______/(50 points)
Reflections on Integrating Theories & Methods

You are enrolled in an M.A. program because you want to know and understand more about communication. Building theories, and utilizing methods to investigate communication phenomena, are central to accomplishing everyday life – as natural language users and as scholars.

Theory construction, as a methodological achievement, is a significant vehicle for actively participating in a process of speculating about some phenomenon and changing it. You do it every day. The outcomes of commonsense theorizing and action are very practical: You can and do persuade people to think and act differently, win arguments, develop and terminate relationships, avoid blame and wrongdoing, create excuses, offer praises, be compassionate (or not) – and a wide variety of other critically important facets of everyday social life.

Consider the following questions:

- What relationships exist between “theories” and “methods”?
- In what ways are they distinct yet overlapping?
- How are “inductive” and “deductive” approaches similar yet different?
- What relationships exist across qualitative, quantitative, critical, and philosophical orientations to communication research?
- What might “lay theorizing” refer to, and what is the relevance of “lay” vs. “social scientific/critical” approaches to understanding the world?
- What are the components of a formalized theory?
- How is a theory different from a paradigm?
- How does a theory differ from an assumption?
- What makes a “good” theory, and how are theories evaluated?
- How can theories be tested against one another?
- How do social scientific theories and scientific theories differ?
Selected Readings:
Theory, Methods, and Investigations of Communication Phenomena


SEMINAR PARTICIPATION

Students will be expected to maintain a satisfactory level of participation in the course throughout the semester. This means that students are expected to have read the assigned material before class and will come to class prepared to engage in thoughtful discussion. Class participation will be formally evaluated via the following assignments:

1. **Community participation: Reflexivity & Disruptive Thinking.** Over the course of the semester our School, the campus, and the broader San Diego community will host dozens of academic, artistic, or cultural events. Select one of these events that reflects discussions we have had on ‘reflexivity/disruptive thinking/innovation/creativity’. Prepare a brief (1-2 page) response identifying the nature of the event and discussing how it relates to aspects of one or more topics we have covered in class this semester. When time permits, we will take a few moments to discuss these events in class as a group. It is also strongly encouraged that you attend numerous colloquia within the School of Communication. *(25 points total).*

2. **Discussion Leadership: Stump the Professor.** Everyone will have the opportunity to lead a class discussion one time over the course of the semester. Discussion leadership will occur in groups of 2-3 students. When it is your group’s turn to lead discussion, your goal is to “stump the professor” (the week’s guest speaker and/or course instructors) by creating challenging, thought-provoking questions that will serve as the basis for discussions following speaker visits. These questions should show evidence of deep thinking about the week’s readings: challenge existing theories and paradigms, explore untapped implications (including implications for both theory building and “real world” applications of knowledge), look for connections around the discipline or across disciplinary lines – in short, think critically and be creative. You get an extra kudos if your question actually stumps the professor in question. You will need to submit your questions to your instructor when it is your turn to stump the professor, so please print a copy and bring them to class with you. Completing a list of no fewer than four high-quality questions will earn your group **25 points.**

3. **Class activities and attendance.** We will be completing a few random activities (interactive demonstrations, thought games, etc.) throughout the semester. Being present for, and participating in, these activities will earn you a total of **50 points.**

4. Although you will not receive points simply for attending class, each unexcused absence will result in a **deduction of 10 points.** If you need to miss class for any reason, please let me know ahead of time.

*(100 points total)*
### A Sampling of Possible Communication Topics

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