

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Communication Studies

Course No. SC 491

Title of Course: Investigating Communication

Date: 12 March 2018

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course): An introduction to communication research methods and the theoretical and practical applications of research. The focus is principally on quantitative. (3)

II. Prerequisite(s): None.

Co-requisite(s): None.

III. Purposes or Objectives of the Course (optional):

A. Develop an understanding and appreciation of how communication research methods can be applied/used in various professional, organizational, and socio-political contexts.

B. Develop an ability to conduct communication research and effectively utilize the findings.

IV. Course Learning Outcomes (Minimum of 3):

A. Students will be able to critique current ways of thinking from Social Scientific (Quantitative) to Humanistic (Qualitative) to Dialogic.

B. Students will be able to discuss the complexities associated with communication empirical research such as ethics in research, dependent and independent variables, sample size, and differing types of data (i.e., ordinal, nominal, ratio).

C. Students will be able to read and write a literature review and a complete research project following APA guidelines.

D. Students will be able to distinguish between qualitative and quantitative research and identify which methodology is appropriate based on their research questions.

V. Names of Faculty Qualified to Teach the Proposed Course:

A. Paul Madlock, Ph.D.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

A. Introduction to communication research	3 hrs.
B. Empirical research, qualitative methods, and research ethics	3 hrs.
C. Searching for previous research and research structure and literature reviews	3 hrs.
D. The CITI test & the IRB	3 hrs.
E. Measurement	3 hrs.
F. Reliability & validity	3 hrs.
G. Survey research	6 hrs.
H. Sampling methods and hypothesis testing	3 hrs.
I. Descriptive statistics and Chi-Square	3 hrs.
J. t-test and ANOVA	3 hrs.
K. What to do with data once collected	3 hrs.
L. Correlation & regression	3 hrs.

M. Statistical analysis in SPSS	3 hrs.
N. Discussion and presentation of final papers	3 hrs.
Total hours:	45 hrs.

Attach the following:

- copy of example class syllabus
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

COURSE APPROVAL DOCUMENT

Reference Sheet

Department: Proposing Department
Course No.: Proposed course number (two-letter pre-fix + three-digit number)
Title of Course: Proposed course title

I. Catalog Description (Credit Hours of Course):

Short catalogue description (maximum 20 words) that appears verbatim in the Undergraduate or Graduate Bulletin. Credit hours are included at the end in parentheses.

II. Prerequisite(s):

List any prerequisites for the course.

Co-requisite(s):

List any co-requisites for the course.

III. Purposes or Objectives of the Course (optional):

List purposes or objectives of the course as a numbered list. Include a statement on how the new course fits with an academic program (i.e. required course, elective course) and justifying why the new course is needed and current courses, including similar ones in other departments, cannot adequately cover the content or meet student demand.

IV. Course Learning Outcomes (Minimum of 3):

List Course Learning Outcomes (CLOs) the course as a numbered list. Minimum of three required, more are acceptable. These are different than course purposes or objectives.

V. Names of Faculty Qualified to Teach the Proposed Course:

List qualified faculty. It is preferable new courses are not dependent on an individual faculty member.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Brief listing of class content or outline.

Attach copy of example class syllabus and schedule:

Must include (in no specific order):

- 1. Catalog description including descriptive statement; prerequisites; credit hours and course number, section and title.*
- 2. Semester*
- 3. Contact hours of course (if different from credit hours)*
- 4. Instructor name and contact information, including office phone, office location, and email address.*
- 5. Statement of whom to contact with concerns (use required wording)*
- 6. Office hours and location if different from office location.*
- 7. Course Objectives (optional; include if listed in Course Approval Document)*
- 8. Course Learning Outcomes*
- 9. Accessibility statement (the official statement and/or a link/URL to the official statement)*
- 10. Civility statement (the official statement and/or a link/URL to the official statement)*
- 11. Academic honesty statement (the official statement and/or a link/URL to the official statement)*
- 12. Grading scale and policies*
- 13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)*
- 14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)*
- 15. Final exam date/time/place*
- 16. Class content outline or schedule*

Attach Memo from the Library Dean:

Since library resources are crucial to successful instruction, new course and course revision proposals must include an assessment of available and needed library holdings and resources. A memo from the Library Dean providing this assessment for the proposed course must be attached.

Attach Memo from All Affected Departments:

If the proposed course impacts programs or courses offered through other departments in any way (i.e. enrollment, duplication of offerings, etc.), a memo from the Chair of all affected departments stating issues have been discussed and resolved must be attached to the new course proposal.

COURSE INFORMATION

Course Number: SC 491

Course Title: Investigating Communication

Catalog Description: An introduction to communication research methods and the theoretical and practical applications of research. The focus is principally on quantitative.

Prerequisites: NONE

Credit Hours: Three

Semester: Fall 2019

Class Meeting Times and Locations: Academic Hall 204, Time TBD T&R

INSTRUCTOR INFORMATION

Instructor: Dr. Paul Madlock

Contact Info:

Email: pmadlock@semo.edu

Office Phone: (573) 651-2514

Office Location: 237F Academic Hall

Office Hours: T & R 12:15 p.m. – 2:00 p.m., and by appointment

WHOM TO CONTACT WITH CONCERNS

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be directed to Dr. Glen Williams, Chairperson of Communication Studies.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes:

1. Students will be able to critique current ways of thinking from Social Scientific (Quantitative) to Humanistic (Qualitative) to Dialogic.
2. Students will be able to discuss the complexities associated with communication empirical research such as ethics in research, dependent and independent variables, sample size, and differing types of data (i.e., ordinal, nominal, ratio).

3. Students will be able to read and write a literature review and a complete research project following APA guidelines.

4. Students will be able to distinguish between qualitative and quantitative research and identify which methodology is appropriate based on their research questions.

ACCESIBILITY STATEMENT

Southeast Missouri State University is committed to providing services for students with disabilities to ensure equal access as outlined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Disability Services is the institutionally recognized program designed to provide both federally mandated services as well as proactive services for students with disabilities by ensuring equal access. By providing leadership, advocacy, resources, mediation, and guidance to students with disabilities, Disability Services assists students with identifying barriers to their success and thus identifying ways to address those barriers.

While Disability Services strives to reduce barriers that students encounter at Southeast, academic accommodations are often necessary in the classroom. Academic accommodations are adjustments made to provide students equal access. Students wishing to use academic accommodations that are associated with their disability should contact Disability Services to determine how best accommodations may be provided. When accommodations are needed, they are implemented on a case by case basis. Disability Services staff consult with each student individually to identify how to best meet their needs.

For more information, see the Disability Services page or contact Disability Services located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927)

Disability Services

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of [Disability Services](#) located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927).

It is the responsibility of the student to notify the instructor after requesting reasonable accommodations with DS. Failure to do this may result in not receiving the requested accommodations. Refer to <http://www.semo.edu/ds/index.htm>

ACADEMIC HONESTY

Policy. Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the Undergraduate or Graduate Bulletin. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

General Responsibilities for Academic Honesty. It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

Protocol for Adjudicating Alleged Violations of Academic Honesty. Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

From Faculty Senate Bill 11-A-16 <http://www.semo.edu/facultysenate/handbook/5d.html>

CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([Statement of Student Rights and Code of Student Conduct](#)). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

GRADING SCALE AND POLICIES

Grading Scale: A – 100%-90%; B – 89%-80%; C – 79%-70%; D – 69%-60%

Late Work Policy: Papers are due at the start of class. Afterwards, late papers will receive a 20% deduction for every day late. Participation points are based on the assignment and discussion that accompanies the assignment, therefore; no points will be earned if the assignment is not submitted at the start of class. Students will not be permitted to take tests late without written documentation that excuses the absence. Student with documentation must take the test within 24-hours of return to classes.

COURSE-SPECIFIC REQUIRED MATERIALS

Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. C. (2016). *Quantitative research methods for communication: A hands-on approach* (3rd Ed.), New York: Oxford University Press.

You will need access to a current APA manual for reference, in order to use the APA's latest guidelines.

Supplemental Research Articles (PDFs posted on Moodle)

FINAL EXAM SCHEDULE

Final Exam Place: Academic Hall 204

Final Exam Date: TBD

Final Exam Time: TBD

COURSE CONTENT

Schedule

Dates	Chapters	Assignments
Week 1	Review course syllabus	
	Introduction to communication research	Read chapter 1 Due: Reaction paper re: Ch 1
Week 2	Empirical research (Ch. 2); Intro to qualitative research	Read chapters 2 & 3 and Qualitative Research (Moodle)
	Research ethics (Ch. 3)	Discuss theories/concepts for annotated bibliography assignment Due: Reaction paper re: Ch 2 / 3 and qualitative research
Week 3	Searching for previous research (Ch. 4); APA review	Read chapters 4 & 5
	Research structure and literature reviews (Ch. 5) Discuss annotated bibliography assignment	Due: Reaction paper re: Ch 4 / 5
Week 4	Discuss CITI test and IRB for research	CITI assignment assigned
Week 5	Variables (Ch. 6)	Read chapter 6 Due: Reaction paper re: Ch 6
	Discuss literature review assignment	Due: Annotated bibliography and CITI assignment

Week 6	Test 1	
	Measurement (Ch. 7)	Read chapter 7 Due: Reaction paper re: Ch 7
Week 7	Reliability and Validity (Ch. 8)	Read chapters 8 & 9 Due: Reaction paper re: Ch 8 / 9
	Survey research (Ch. 9) More re: Measures & IRB. Developing Hypotheses and Research questions	Due: Literature review assignment, including measures.
Week 8	Survey research, cont. (Ch. 9) Review: Survey project, measures, & IRB More re: Developing Hypotheses and Research questions	
	Sampling Methods (Ch. 13)	Read chapter 13 Due: Reaction paper re: Ch 13
Week 9	Hypothesis testing (Ch 14)	Read chapter 14 Due: Reaction paper re: Ch 14
	Discuss data collection	Due: Survey project. Upon IRB approval, begin data collection.
Week 10	Descriptive statistics (Ch. 15)	Read chapters 15 & 16 Due: Reaction paper re: Ch 15 / 16
	Survey research (Ch. 16) Discuss Chi-Square	
Week 11	t-test (Ch. 17)	Read chapters 17 & 18 Due: Reaction paper re: Ch 17 / 18
	ANOVA (Ch. 18)	
Week 12	Discuss what to do with data once collected	Due: Data collection
Week 13	Correlation (Ch. 19)	Read chapters 19 & 20 Due: Reaction paper re: Ch 19 / 20
	Regression (Ch. 20)	Enter data in excel and upload to SPSS. Create a variable guide.
Week 14	Discuss statistical analysis in SPSS	Run statistical analysis
		Run statistical analysis
Week 15	Discuss writing final research paper	Due: Statistical analysis and results
	Discussion and presentation of final papers	Due: Final paper, including: methods section, results and discussion added to lit review.
	Final Exam	Content & format TBA