Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Communication and Journalism

2. Course Prefix and Number: COMM 3200
   3. Effective Term: Fall 2014

4. Course Title: Methods of Studying Communication
   Abbreviated Title (30 characters or less): Methods of Studying Comm.

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term?: Weekly
   Credit Hours: 3
   Anticipated Enrollment: 24
   Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Sophomore, Junior, or Senior Standing
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Development and application of both scientific and interpretive research methods widely known in communication studies.

11. May Count Either: NA or NA
    (Indicate if this particular course cannot be counted for credit in addition to another)
    Program Type
    (e.g.: minor, major, etc.)
    Program Title
    (e.g.: MS in Chemistry, Performance Option, Minor in Art)
    Requirement or Elective?
    (required or optional?)
    Major
    BA in Communication
    Elective

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)
    Major

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - Applicable
   - Not Applicable
14. Justification:

This class complements other courses in the Communication curriculum that peripherally discuss formal methods of studying communication. The class would be dedicated entirely to understanding different methodological paradigms as well as specific data-gathering and analytic techniques. (Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:

From the AU Student Learning Objectives:
* Students will be able to read research analytically and critically.
* Students will be able to construct and critique arguments about communication by way of their own data-gathering and analytic practices.
* Students will demonstrate effective oral communication skills (in class discussion) in supporting claims with evidence grounded on solid reasoning.

From the proposed syllabus. Specifically, at the end of this course, students will be able to:
* compare and contrast scientific and interpretive methodologies for studying social phenomena;
* compare and contrast specific scientific and interpretive methods used in formal communication scholarship;
* learn and use the concepts and vocabulary of those methodologies and specific methods;
* use the library and computer-based resources to find relevant communication research;
* develop and write arguments grounded in scholarship-based knowledge;
* read, understand, explain, and critically evaluate communication research.

The course is designed for students to reach for these objects through class discussion and writing assignments.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:


Supplemental readings from:

Week 1 (this is usually only one-half of a week) -
Welcome and Intro to course
Read Chapter 1 in Chambliss and Schutt (2013)

Week 2
Introduction to course: Communication and social research
(re) Read Chapter 1 in Chambliss and Schutt (2013)
Week 3 -
Processes and challenges of doing social research
Read Chapter 2 in Chambliss and Schutt (2013)
Assignment #1 due - Placing and Identifying Research
Week 4 -
Quantitative methods: Conceptualization and Operationalization
Read Chapter 4 in Chambliss and Schutt (2013)
Week 5 -
Quantitative methods: Getting ready to gather data and sampling
Read Chapter 5 in Chambliss and Schutt (2013)
Assignment #2 due - Conceptualizing and Operationalizing
Week 6 -
Quantitative methods: Collecting data – Surveying
Read Chapter 7 in Chambliss and Schutt (2013)
Assignment #3 due - Survey Assignment
Week 7 -
Quantitative methods: Data analysis
Read Chapter 8 in Chambliss and Schutt (2013)
Week 8 -
Quantitative methods: Experimentation and quasi-experimentation
Read Chapter 6 in Chambliss and Schutt (2013)
Quantitative Study Due
Week 9 -
Midterm exam (Exam 1) - Quantitative Methods
Week 10 -
Comparing Quantitative and Qualitative Methods
Intro to Qualitative Methods
Read Chapter 9 in Chambliss and Schutt (2013)
Week 11 -
Qualitative methods: Ethnography
Read Chapter 10 in Chambliss and Schutt (2013)
Week 12 -
Qualitative methods: Discourse Analysis
Read Chapter 12 in Merrigan and Huston (2009)
Assignment #4 due - Observation Assignment
Week 13 -
Qualitative methods: Discourse analysis (cont.) Conversation Analysis
(re) Read Chapter 12 in Merrigan and Huston (2009)
Assignment #5 due - Article Annotation
Week 14 -
Qualitative methods: Textual Analysis
Read Chapter 13 in Treadwell (2014)
Week 15 -
Qualitative methods: Reading and writing research
Read Chapter 11 in Chambliss and Schutt (2013)
Qualitative Study due
Final Exam (Exam 2) - Qualitative Methods

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Midterm Exam (Exam 1) - The midterm exam will cover all material on quantitative methods read about and discussed in class up to the day of the exam. The format of the exam will be a combination of true/false, multiple choice, short-answer, and long-answer questions.

Final exam (Exam 2) - The final exam is not comprehensive. It will cover all material on qualitative methods read about and discussed in class from the day after the midterm exam up to the last day of the semester. The format of the exam will be a combination of true/false, multiple choice, short-answer, and long-answer questions.

Class assignments – 5 assignments, 1-2-page discussions each. These assignments will be write-ups to activities relevant to chapters in the text that will contribute to their quantitative and qualitative study reports.

Quantitative study report – The purpose of this assignment is for students to practice deductive research and reporting by synthesizing conceptualization, operationalization, and data collection for a mini-research study. The report includes the following elements:
- Conceptualization and research elements (including connection to at least one relevant research article)
- Operationalization and a developed survey instrument
- Presentation of data in form of at least two frequency charts.
- Analysis of data in the form of correlation chart, cross-tabulation, or t-test
- Speculation of meaningfulness of results of analysis
- Appendix: a copy of the survey instrument
Qualitative study report – The purpose of this assignment is for students to practice inductive research by collecting and analyzing field study data, textual data, or transcribed conversation. The report includes the following elements:
- An argument or main claim that emerged from data analysis (including connection to at least one relevant research article).
- Discussion of data collection technique and resultant data.
- Analytic points that support the report’s main claim.
- Discussion of ideas or issues the report might suggest.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Midterm exam – 25%
Final exam – 25%
Class Assignments (5 assignments, 5% each) - 25%
Quantitative study report - 12.5%
Qualitative study report - 12.5%
Grading Scale
- A – 90-100%
- B – 80-89.5%
- C – 70-79.5%
- D – 60-69.5%
- F – Below 59.5%

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: Not applicable

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Exception in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title X) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 128B Haley Center, 844-2006 (V/TT).