

EXISTING COURSE ADOPTION PROCEDURE (ECAP):
INTERIM PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST
Drafted by Curriculum Committee & Approved by Faculty Senate
Indiana University East, Fall 2001

PART 1:

Course number: **CMCL C424**
Credit hours: **(3 cr.)**

Course Title **Communication Research Methods**
Division offering: **Communication Studies/ HFA**

Faculty member submitting this proposal: **Jerome Mahaffey**

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

YES

Below, please list all those campuses which teach the course in question:

It is not currently taught on any IU campus

PART 3:

Please provide the following elements to the model framework as required by the University Faculty Council (you may attach additional pages):

1) Describe the course content and your rationale for bringing it forward:

Our research methods class serves two purposes for the graduate. 1) It provides an overview of social science research in general that graduates will find essential in any field where understanding the nature of "audiences" is required. these contexts would included fields such as Public Relations, Media Production, New Media, Telecommunications, or other organizational contexts where employees are surveyed from time to time. 2) The class introduces the student to research methods, which are essential for success in Masters or Doctorate programs in any field. We will survey both quantitative (statistical) and qualitative methods.

This is not a new course for the campus, rather it is a name change to help clarify our program for students. We have previously taught it as the Senior Seminar.

The Comm department is completing the conversion of SPCH courses to CMCL to to make our program of study more clear in its goals. SPCH implies that the classes focus on speeches (which is a turn-off for many students) while they actually focus on a much broader aspects of human communication.

2) Describe the course's placement in the program, including its intended audience and any prerequisites.

The course will be required for all Comm. majors and as an elective for students from other majors. Specifically, Humanities majors who choose communication as one of their emphasis areas should be interested

3) List the anticipated student learning objectives and outcomes.

- Students will gain an introduction to both quantitative and qualitative research methods
- Students will learn how to read statistical analyses in scholarly literature

- Students will learn to apply fundamental statistics in their own research.
- Students will learn to set up demographic criteria in studies
- Students will learn about differences in research in the social science tradition and the Humanistic tradition.
- The course will directly contribute to accomplishing Campus Learning Objectives 1,2, 4,5,6 & 7.

4) Discuss any special features of the course.

The course will be cross-listed for both an in-class traditional section and an online section, with the online students viewing a video of the lecture/discussion.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

Division Chair

Date

Original form signed by TJ Rivard

RESEARCH METHODS IN COMMUNICATION CMCL C424

Dr Jerome Mahaffey 973-8324 jmahaffe@indiana.edu

Overview

Our research methods class serves two purposes for the graduate. 1) It provides an overview of social science research in general that graduates will find essential in any field where understanding the nature of "audiences" is required. these contexts would included fields such as Public Relations, Media Production, New Media, Telecommunications, or other organizational contexts where employees are surveyed from time to time. 2) The class introduces the student to research methods, which are essential for success in Masters or Doctorate programs in any field. We will survey both quantitative (statistical) and qualitative methods.

General Course Objectives:

- Students will gain an introduction to both quantitative and qualitative research methods
- Students will learn how to read statistical analyses in scholarly literature
- Students will learn to apply fundamental statistics in their own research.
- Students will learn to set up demographic criteria in studies
- Students will learn about differences in research in the social science tradition and the Humanistic tradition.
- The course will directly contribute to accomplishing Campus Learning Objectives 1,2, 4,5,6 & 7.

Attendance Policy: As a wise man once said "Ninety percent of life is just showing up." In this class you are allowed two absences with no penalty. For the 3rd absence and each one thereafter you will have 4% deducted from your final course grade. If you have "issues" that prevent you from attending as planned, call me as soon as possible and we will work out a schedule for you and waive the attendance deductions.

Deadlines: Deadlines are called "deadlines" for good reason. Too many late projects (perhaps only one) will cost you a job. I cannot, in good conscience, allow you to turn in work late without a penalty. Assignments must be turned in on their due date. Since this is a university and not an employer, I will still accept late work so that you can complete the course. If an assignment arrives late, the grade will be reduced by 5% per week (that's cheap, so don't complain).

Assignments and Grade Value: I grade assignments on a percentage scale. I will post all grades in the Oncourse Gradebook, which keeps a running calculation of your scores so you know how you are doing at all times and so there are no surprises at the end of the semester. If an assignment is late, I enter a zero after one week, but this will be changed to a grade after you turn it in (minus an appropriate late fee, of course). The pass/fail assignments, which only need to be turned in on time to receive full credit, will be worth 30% of your total grade and the graded assignments, evaluated in the customary manner, will be worth 70%.

Pass / Fail Assignments		Graded Assignments	
1. Scientist vs. Humanist Essay	5%	3. Sampling Assignment	10%
2. Which method do you favor and why?	5%	5. Survey Design Assignment	10%
4. Research design assignment	5%	7. Interpret a survey	10%
6. Vocabulary Terms & Definitions	5%	9. Conversation Analysis Assignment	10%
8. Content Analysis Assignment	5%	10. Interviewing Assignment	10%
11. Ethnography	5%	12. Literature Review	20%

Schedule

Date	Topic	Assignment (click for instructions)	Reading to be done by Class time
Jan 18	Philosophical paradigms and Research Perspectives		Nothing for the first day
Jan 25	1. Introduction to Research in Communication 2. The Research Process -- Getting Started	<u>1. Scientist vs. Humanist Essay</u>	Chapter 1 & 2
Feb 1	3. Introduction to Quantitative Research 4. Introduction to Qualitative Research		Chapter 3 & 4
Feb 8	5. Research Ethics 6. Measurement	<u>2. Which method do you favor and why?</u>	Chapter 5 & 6
Feb 15	7. Sampling, Significance Levels, and Hypothesis Testing		Chapter 7
Feb 22	8. Quantitative Research Designs	<u>3. Sampling Assignment</u> Due FEB 22	Chapter 8
Mar 1	9. Surveys, Questionnaires, and Polls	<u>4. Research design assignment</u> Due March 1	Chapter 9
Mar 8	10. Descriptive Statistics	<u>5. Survey Design Assignment</u> Due March 8	Chapter 10
Mar 15	Spring Break, Campus Closed		
Mar 22	11. Testing for Differences 12. Testing for Relationships	<u>6. Vocabulary Terms & Definitions</u> Revived assignment!	Chapter 11 & 12
Mar 29	13. Analyzing Texts	<u>7. Interpret a survey</u>	Chapter 13
Apr 5	14. Designing Qualitative Research	<u>8. Content Analysis Assignment</u>	Chapter 14
Apr 12	15. Qualitative Methods Ethnography Discourse Analysis	<u>9. Conversation Analysis Assignment</u>	Chapter 15
Apr 19	16. Reading and Writing the Quantitative Research Report	<u>10. Interviewing Assignment</u>	Chapter 16
Apr 26	17. Reading and Writing the Qualitative Research Report	<u>11. Ethnography</u>	Chapter 17
May 3		<u>12. Literature Review</u>	