

University of Calgary
Department of Communication, Media and Film

Communication and Media Studies COMS 313 L01
Communication Research Methods

Winter 2019

Monday, January 14 – Monday, April 8 (excluding Monday, February 18)

M: 12:00-2:45

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Web Page: D2L available through MyUofC portal
Office Hours: Monday 10-11 and Tuesday 10-11

Course Description

This course provides students with an introduction to the concepts, theories, methods and tools used in communication studies research. Through critical reading and writing as well as active learning that encourages a hands on approach to research methods, students will become both consumers and producers in their own research process. As consumers, students will learn about the various theoretical and methodological perspectives that can be applied to communications research. As producers, they will become familiar with the various research methods (including surveys, content and discourse analysis, interviewing, focus groups, ethnography) that can be applied to a wide array of research questions on a number of communications research topics.

Objectives of the Course

By the end of this course, students should be able to:

- understand how research methods are used in the field of communications and how communications research applies to various social issues and topics.
- critically reflect on the challenges and opportunities of various qualitative and quantitative research methods.
- recognize ethically sound, rigorous research methodologies and research design in scholarly articles.
- reflect on and evaluate the importance of research ethics in the research process.
- understand how important scholarly research is to the research process and to learn how to write a thematically cohesive literature review.

- develop knowledge and practical skills for proposing and designing research.
- know how to code and interpret collected data.
- learn in a safe and collaborative environment.

Textbooks and Readings

Seale, C. (Ed.) *Researching Society and Culture*. London, UK: Sage (either 3rd or 4th editions will work.)

Other class readings will be posted in D2L.

Internet and electronic communication device information

Laptops and other computer devices are welcomed in the course and are to be used only for class activities and note taking. Please be respectful of your fellow classmates while using them.

Assignments and Evaluation

Weight	Course components	Due
5%	Each student will complete the online TCPS tutorial outside of class time. Time: 2 hours	Jan. 28
5% total (2.5% each)	Readiness Assessment Tests: Students will complete two RAT (Readiness Assessment Tests) that will test their reading knowledge of that week's assigned reading as well as prepare them for the problem based learning activity that will take place in class.	Jan 28 and March 11
5% total (2.5% each)	Problem Based Learning Activities: Two group problem based learning activities related to the flipped classroom. Participation includes collaborating on a problem based learning activity.	Jan 28 and March 11
25%	Literature Review Assignment Individually, students will compile an annotated bibliography and develop a thematically cohesive literature review using at least 6-8 sources related to a research question on a topic of their choice. Length: 1200 words	March 4
30%	Exam (2-2.5 hours) The exam will consist of multiple choice questions, fill in the blanks, short answer and longer application style question.	March 25
20%	Research Proposal Student groups will produce a research proposal on a topic and research design of their choice. The proposal will include the elements of a formal academic proposal (introduction to topic, significance of research, research questions, literature review, research design, task chart, reference list and appendices). Length: 2000-2500 words plus appendices	April 8
10%	Research Proposal Presentation In their research groups, students will present their research proposals outlining and explaining the choices they made regarding research questions, methodology, literature review, etc. Length: 30 minutes	April 8

Registrar-scheduled Final Examination: No

All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

Submission of Assignments: All assignments are digital and the instructor will not accept any hard copies. Please hand in your essays directly to the appropriate dropbox in D2L.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Note: It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Student Accommodations and Deferrals:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or for another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, please see the following:

- Section N.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>
- FAQs for Students at <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Note that when accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to that of another assignment or test.

For information on deferrals, see the following sections in the *University Calendar*:

- Section G.7 Deferral of Term Work at <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>
- Section G.6 Deferral of Final Exam at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

Grading & Department of Communication, Media and Film Grade Scale

Final grades are reported as letter grades. All assignments will be graded on a numerical scale except the literature review which will be graded on the letter scale.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* **
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

** These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library). Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.

Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436>. Research and citation resources are also available on the website of the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/section/2/>. If you have questions about how to document sources, please consult your instructor or visit the writing support services in the Student Success Centre (3rd floor, Taylor Family Digital Library, at <http://www.ucalgary.ca/ssc/writing-support>).

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • Calgary Police Service • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program 	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911 http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • Writing Support Services • Student Services Mobile App 	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents
STUDENTS' UNION CONTACTS <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm

<ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	<p>http://ucalgary.ca/wellnesscentre/counselling</p> <p>http://ucalgary.ca/wellnesscentre/health</p> <p>403-266-HELP (4357)</p> <p>http://ucalgary.ca/wellnesscentre/healthycampus</p> <p>If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.</p>
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Schedule of Lecture Topics and Readings

Date	Topic	Activities	Readings and Assignments Due
Monday, January 14	<p>Introduction to the class Course Objectives</p> <p>What is research? Intro to philosophical paradigms and theoretical perspectives.</p>	Choosing groups	<p>4th edition: Chapter Three: Silverman, D. (2018). Research and theory. In Seale, C. (Ed.), Researching society and culture (pp 25-41). London, UK: Sage.</p> <p>3rd edition: Chapter Three: Silverman, D. (2012). Research and theory. In Seale, C. (Ed.), Researching society and culture (pp 30-44). London, UK: Sage.</p>
Monday, January 21	<p>What are the contexts of research?</p> <p>What are good research questions and good research design?</p>		<p>4th edition: Chapter Seven: Robinson, C & Seale, C. (2018). Research Design. In Seale, C. (Ed.), Researching society and culture (pp 103-121). London, UK: Sage.</p> <p>4th edition: Chapter Six: Kelly, M. (2018). Research questions and proposals. In Seale, C. (Ed.), Researching society and culture (pp 79-99). London, UK: Sage..</p> <p>3rd edition: Chapter Seven: Kelly, M. (2012). Research questions and proposals. In Seale, C. (Ed.), Researching society and culture (pp 98-117). London, UK: Sage.</p>

Date	Topic	Activities	Readings and Assignments Due
Monday, January 28	Why are ethics in research important?	Flipped class: (The class will start with a 15-30 minute reading quiz based on the reading assigned for this class. Students will then engage in a problem based learning activity.)	<p>Complete the TCPS 2 Tutorial Course on Research Ethics (5%) by Monday, January 28.</p> <p>http://www.pre.ethics.gc.ca/eng/education/tutorial-didacticiel/</p> <p>4th edition: Chapter Four: Ali, S & Kelly, M. (2018). Ethics and Social Research. In Seale, C. (Ed.), Researching society and culture (pp 43-76). London, UK: Sage.</p> <p>3rd edition: Chapter Five: Ali, S & Kelly, M. (2012). Ethics and Social Research. In Seale, C. (Ed.), Researching society and culture (pp 59-76). London, UK: Sage.</p> <p>Reading Quiz: 2.5% Group Participation 2.5%</p>
Monday, February 4	What is a Literature Review?	<p>Locating sources and the annotated bibliography.</p> <p>Learning how to organize a literature review thematically.</p>	<p>4th edition: Chapter Five: Branley, D., Seale, C. & Zacharias, T. (2018). Doing a literature review. In Seale, C. (Ed.), Researching society and culture (pp 63-78). London, UK: Sage.</p> <p>3rd edition: Chapter Six: Branley, D. (2012). Doing a literature review. In Seale, C. (Ed.), Researching society and culture (pp 78-89). London, UK: Sage.</p>
Monday, February 11	Structured Methods: Interviews, Questionnaires and Observation	Developing effective survey questions.	<p>4th edition Chapter Ten: Seale, C. (2018). Structured methods: Interviews, questionnaires, and observation. In Seale, C. (Ed.), Researching society and culture (pp 175-193).</p> <p>4th edition Chapter Eleven: Seale, C. (2018). Questions, Measurements, and Structured Observation. In Seale, C. (Ed.), Researching society and culture (pp 195-215).</p> <p>3rd edition Chapter Eleven: Phellas, C.N., Bloch, A & Seale, C. (2012). Structured methods: Interviews,</p>

Date	Topic	Activities	Readings and Assignments Due
			questionnaires, and observation. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp 182-205).
Monday, February 18	No Class: Reading Break		
Monday, February 25	What is Ethnography?	Exploring the mundane, everyday spaces and social phenomena, using a variety of qualitative methods. Conducting ethnographic research.	<p>4th edition Chapter Fourteen: Walsh, D. (2018). <i>Doing ethnography</i>. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp 257-274). London, UK: Sage.</p> <p>3rd edition Chapter Fourteen: Walsh, D. (2012). <i>Doing ethnography</i>. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp 246-261). London, UK: Sage.</p>
Monday, March 4	What is visual and critical discourse analysis?		<p>4th edition Chapter Twenty-Six: Ali, S. (2018). <i>Visual analysis</i>. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp. 455-475). London, UK: Sage.</p> <p>3rd edition Chapter Sixteen: Ali, S. (2012). <i>Visual analysis</i>. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp. 283-301). London, UK: Sage.</p> <p>4th edition Chapter Twenty-Seven: Tonkiss, F. (2018). <i>Discourse analysis</i>. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp. 477-492). London, UK: Sage.</p> <p>3rd edition Chapter Twenty-Three: Tonkiss, F. (2012). <i>Discourse analysis</i>. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp. 405-423). London, UK: Sage.</p> <p>Literature Review Due (25%)</p>

Date	Topic	Activities	Readings and Assignments Due
Monday, March 11	What is content analysis?	Flipped class: (The class will start with a 15-30 minute reading quiz based on the reading assigned for this class. Students will then engage in a problem based learning activity.)	<p>4th edition Chapter Twenty-Four: Seale, C. & Tonkiss, F. (2018). Content and comparative keyword analysis. In Seale, C. (Ed.), London, UK: Sage. Researching society and culture (pp. 403-428). London, UK: Sage.</p> <p>3rd edition Chapter Twenty-Six: Seale, C. & Tonkiss, F. (2012). Content and comparative keyword analysis. In Seale, C. (Ed.), London, UK: Sage. Researching society and culture (pp. 459-478). London, UK: Sage.</p> <p>Reading Quiz 2.5% Group Participation 2.5%</p>
Monday, March 18	What is Qualitative Interviewing and Focus Groups?	Practicing Interviewing and Focus Groups.	<p>4th edition Chapter Twelve: Byrne, B (2018). Qualitative interviewing. In Seale, C. (Ed.), Researching society and culture (pp 217-235). London, UK: Sage.</p> <p>3rd edition Chapter Twelve: Byrne, B (2012). Qualitative interviewing. In Seale, C. (Ed.), Researching society and culture (pp 206-226). London, UK: Sage.</p> <p>4th edition Chapter Thirteen: Tonkiss, F. (2018). Focus groups. In Seale, C. (Ed.), Researching society and culture (pp. 237-255). London, UK: Sage.</p> <p>3rd edition Chapter Thirteen: Tonkiss, F. (2012). Focus groups. In Seale, C. (Ed.), Researching society and culture (pp 228-244). London, UK: Sage.</p>
Monday, March 25	Exam		Exam (30%)
Monday, April 1	How do I code qualitative data? Preparing for presentations and writing proposals.	Identifying patterns and themes from qualitative data.	<p>4th edition Chapter Twenty-Five: Rivas, C. (2018) Finding Themes in Qualitative Data. In Seale, C. (Ed.), Researching society and culture (pp 429-453). London, UK: Sage.</p> <p>3rd edition Chapter Twenty-One:</p>

Date	Topic	Activities	Readings and Assignments Due
			<p>Rivas, C. (2012) Coding and analyzing qualitative data. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp 366-392). London, UK: Sage.</p> <p>4th edition Chapter Thirty-One: Silverman, D. (2018). Giving oral presentations. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp. 555-565). London, UK: Sage.</p> <p>3^d edition Chapter Twenty-Nine: Silverman, D. (2012). Giving oral presentations. In Seale, C. (Ed.), <i>Researching society and culture</i> (pp. 518-527). London, UK: Sage.</p>
Monday, April 8	Class Presentations	Class Presentations	<p>Research Presentation Due 10% Research Proposal Due 20%</p>