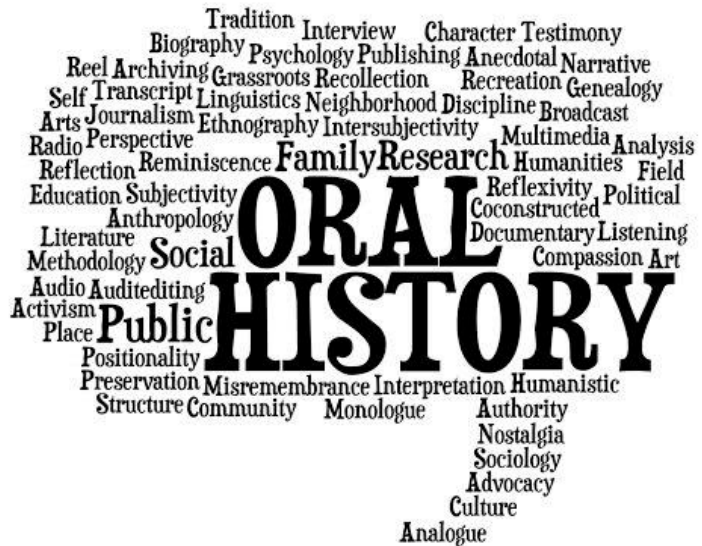


CM475 A
Senior Research in
Communication
(Fall 2016)
2 hrs. M/W 2:00-2:50

CM 475B
Senior Project in
Communication
(Spring 2017)
1 hr., TBD,
Mohler 218 and Hess 51



COURSE DESCRIPTION

This service learning course will introduce qualitative and quantitative research methods. Students will learn how to search for, comprehend, and create research documents. Ethics and professional conduct will be included in classroom discussions. Each student will complete a service learning thesis oral history project. The projects will be presented in a public forum at the end of the semester. Class time will also be devoted to the discussion of post college plans including job searching, resume writing, cover letter creation, and interviewing and storytelling skills.

REQUIREMENTS MET

Communication major and minor, Automotive communication major. Elective course hours for English major. Elective course for others.

PREREQUISITES

Students must be of senior status.

REQUIRED RESOURCES

Hart, C., & Samson, L. (2009). *The oral history workshop: Collect and celebrate the life stories of your family and friends*. New York: Workman Publishing.

Curnalia, R. M. L., & Ferris, A. L. (2014). *CSI: A step-by-step guide to writing your literature review in communication studies*. New York: Kendahl Hunt.

Additional readings will be posted on e-Learning or found through EbscoHost Database.

Modern Languages Department

Professor: Becki Bowman, Ph.D.

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Office: Mohler 225

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Office Hours: MWF 8:30-9:00; 10:50-11:30; TR 1:00-2:30; and by appointment

COURSE OUTCOMES

Upon successful completion of this course, students should be able to

1. articulate their options following graduation whether it be continuing academic study or conducting a search for communication related jobs.
2. illustrate effective practices for creating cover letters and résumés for communication jobs.
3. describe the appropriate behaviors to enact during job interviews.
4. analyze scholarly communication journal articles.
5. explain the process of creating a literature review.
6. differentiate between qualitative and quantitative research.
7. employ APA format correctly to cite references.
8. establish an interview script for a specific cause.
9. interview a subject to gain usable data.
10. compile an oral history.

COURSE STRUCTURE

This course can be divided into three areas: (1) examining options following graduation, (2) exploring research methods and writing, and (3) creating your senior thesis project.

As a seminar class, **there will be little lecture, and much more discussion and work time.** Content discussions will be led equally by the students and the professor. We will learn together as we investigate this material.

You may note that the credit for this course is spread over two semesters because you will continue your research into the spring semester and present it in the spring. The first two hours are earned through class meetings, and the third through the research and writing of your senior project. We will meet individually as necessary to help guide you through that project.

ASSIGNMENTS—1st Semester

READINGS: Class discussion and activities are based on the assigned textbook readings. You should read the assigned material before the day of the week that it is due (see the course schedule). Coming to class prepared will enhance our daily discussions and allow you to participate more fully.

JOB APPLICATION PACKAGE: It takes college graduates an average of six months to find paid employment. (I've also read that for every \$10,000 you hope to make, it takes a month of searching.) To assist you in starting this process, you will complete a job application package that consists of the following:

- A. Complete job descriptions for no fewer than 10 positions that you could realistically apply for with your Bachelor's degree in hand. These must include contact information for the employers.
- B. A cover letter and résumé for one of the jobs. These should be error-free and ready to send!

PRESENTATION OF RESEARCH: As we study the different types of communication research that can be conducted, you will be assigned to read a research study that pertains to one of these types. It will be your task to read this study, analyze it, and then summarize it orally for the class.

MINI-LITERATURE REVIEW: One of the best ways to prepare yourself to conduct research in the field of communication is to read the research that is out there. You will select a sub-area of the field and conduct a miniature literature review by selecting 10 of the most important articles on the topic and then summarizing those into a review. You will note strengths and weaknesses of the literature and will propose future areas of study, including proposing research questions or hypotheses.

EVALUATION OF KNOWLEDGE: You will demonstrate the knowledge learned about research methods by answering written questions. You will be quizzed on your understanding of research terminology and process. A mixture of matching, multiple choice, and essay questions may be used.

COURSE REQUIREMENTS AND GRADING for 1st SEMESTER:

Assignments	Points Possible	% of Grade	Points Earned
Job Application Package -Jobs List (10) -Cover Letter (25) - Résumé (25)	60	30%	
Presentation of Research	20	10%	
Mini-Literature Review	60	30%	
Evaluation of Knowledge	20	10%	
Oral History Interview Questions	30	15%	
Attendance & Participation	10	5%	
Total Points	200	100%	

Grading Scale:

- 180-200 points = A *Excellent work that greatly exceeds requirements.*
- 160-179 points = B *Good work that exceeds requirements.*
- 140-159 points = C *Average work that meets the minimum requirements.*
- 120-139 points = D *Below average work that meets some requirements, but not all.*
- 0-119 points = F *Poor work that is deficient in most or all requirements.*

ASSIGNMENTS—2ND Semester

ORAL HISTORY PROJECT: After learning about interview techniques, and note taking skills, you will be paired with a person outside of this class, and will be charged with the task of interviewing this individual and creating her/his oral history. This project will be done as a combination of in/out of class time. The culmination of this project will be for you to present the participant with a copy of her/his story.

COURSE REQUIREMENTS AND GRADING for 2nd SEMESTER:

Oral History Assignment	Points Possible	% of Grade	Points Earned
Hour-Summaries for Interviews	25	25%	
Rough Draft of Project	15	15%	
Completed Story	50	50%	

Presentation of Story	10	10%	
Total Points	100	100%	

Grading Scale:

90-100 points = A *Excellent work that greatly exceeds requirements.*
80-89 points = B *Good work that exceeds requirements.*
70-79 points = C *Average work that meets the minimum requirements.*
60-69 points = D *Below average work that meets some requirements, but not all.*
0-59 points = F *Poor work that is deficient in most or all requirements.*

COURSE POLICIES

ATTENDANCE and PARTICIPATION: Learning involves knowledge and experience; it is active, rather than passive. As this is a seminar class, your presence and active, meaningful participation are central to your own learning and that of your class colleagues as well. Though attendance is important, but equally important is good participation. It is my hope that you will ask questions and contribute to class discussions. It is expected that you will participate in class, contributing your thoughts, questions and opinions to the daily discussions.

Part of participating is inviting your peers to become involved in discussions as well. One way to do this is by asking questions of one another. Another is to allow a thoughtful and meaningful debate of ideas. It is important that you share your opinions, but equally as important that you allow your classmates to share theirs. It is by listening to others and hearing challenges to our own thoughts that we explore new ideas and concepts and grow in our learning.

5% of your overall grade will be based on your attendance and participation in the course. *If you miss or are late to class, it is your responsibility to inquire about missed activities and assignments outside of class time. It is also your responsibility to contact me outside of class time to excuse an absence.* All assignments or presentations missed due to an excused absence will be due the day you return to class.

ELECTRONIC EQUIPMENT: Use this class as practice for life in the workplace. Show people around you that you respect them by interacting with them instead of your electronic devices. Use technology to enhance our research and discussions, but don't allow it to distract us from our learning goals.

LATE WORK: Doing your work on time is important. Deadlines are created to ensure you get the most out of the assignments and to ensure that I have quality time to evaluate your work. Unexcused late work is *not* guaranteed to be graded. It is unfair for some students to have more time to complete work than others, and late work is certainly not above average. Thus any late work that *is* graded (whether it be a day late or two weeks late) may be assessed a 2-letter grade penalty; an "A" paper becomes a "C." A "B" paper becomes a "D." Part of being a good student is looking ahead and planning how you will complete your work in a timely fashion. If you foresee problems completing your work on time, please see me privately *before* the deadline. Waiting until the deadline has passed will earn you little sympathy from me.

WRITING AND GRAMMAR: Because writing is central to being a strong communicator, it is vital that all written work use correct grammar, appropriate punctuation, accurate spelling, and organized structures. It is acceptable (and encouraged!) to visit the campus writing lab to have a tutor review your work with you in order to improve your writing. Never turn in a first draft; always proof-read and correct your work. Papers lacking good writing qualities will be evaluated with lower grades. As seniors, I expect you will be able to peer edit one another's work too. You will soon be taking positions in which you will be expected to catch mistakes and errors in publications before they're sent out for public viewing. This class provides a good opportunity to practice those skills.

INSTRUCTOR'S SCHEDULE: If you are having difficulty with the course, please come see me before a problem arises. I am available to meet during office hours and can make other appointments as necessary. I check my e-mail frequently and invite you to send questions or concerns about the class to me. It is always acceptable to ask general questions about class content or assignments in class. Please make private or detailed requests to me during my office hours or via e-mail so I will have adequate time to consider and respond to them.

MCPHERSON COLLEGE POLICIES

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS: Students who, because of disability, may require reasonable accommodations to meet course requirements should contact the instructor or access coordinator, Carole Barr (ext. 2507), as soon as possible.

ACADEMIC SERVICES: The Royer Center for Academic Development (Miller Library, main level) is open to all students who need academic assistance in any class.

PLAGIARISM AND CHEATING: Don't do it. The purpose of completing work in this class is to further your knowledge of the subject and make you competent in this area of communication studies. If you cheat and/or copy someone else's work, you are not learning the material and you degrade the academic system. Any student guilty of academic dishonesty can be failed on the assignment or failed in the course. Incidents of intentional academic dishonesty are reported to the vice president for academic affairs. Multiple reported incidents can result in suspension from the college

FALL 2016 TENTATIVE COURSE SCHEDULE

Date	Assignment Due	Reading Due	Class Topic & Activity
<i>Week 1</i>			
M 8/22			Review Syllabus, The Job Search— Give Job Assignment
W 8/24	<i>President's Opening Convo—12:00- 12:50 p.m. Friday, 8/26: Last day to add a course</i>		Job Search
<i>Week 2</i>			
M 8/29			Cover Letters
W 8/31			Résumés

	<i>Friday, 9/2: Last day to drop a course without a \$50 fee</i>		
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Week 3

M 9/5	No Classes—Labor Day	No Classes	No Classes—Labor Day
W 9/7	10 Job Openings		Interviewing

Week 4

M 9/12			Mock Interview Question Day
W 9/14	Rough Draft of Résumé		Feedback Day

Date	Assignment Due	Reading Due	Class Topic & Activity
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Week 5

M 9/19	Final Copy of Cover Letter and Résumé	CSI: Step 1	Where is Communication Research Found? Review Communication & Mass Media Complete Database
W 9/21	<i>Friday, 9/23: End of 1st 5 weeks—Down grades issued.</i>	Read Literature Reviews on e-Learning	Discuss literature review: What is a literature review? What are its parts? Discuss mini-literature review—what topics are out there?

Week 6

M 9/26	<i>9/27: ½ Day Assessment; ½ Day Professional Development—No Classes (Down Grades Due at Noon)</i>	CSI: Step 2	What literature is out there? How do we find it? RESEARCH!
W 9/28	Literature Review Topics	CSI: Step 3	Qualitative and Quantitative Research; Types of studies: survey, content analysis, experiment, rhetorical criticism, ethnography, focus group, etc. Brainstorm for communication topics

Week 7

M 10/3	Literature Presentations		Each student present literature
W 10/5	Literature Presentations <i>Friday, 10/7: Midterm Point in Semester</i>		Each student present literature

Week 8

M 10/10		CSI: Step 4	Library Research Time
W 10/12	<i>(Midterm Grades Due at Noon) Friday, 10/14: Honor's Convocation—12:00 p.m.-12:50; Homecoming Weekend!</i>	CSI: Step 5	Library Research Time

Date	Assignment Due	Reading Due	Class Topic & Activity
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Week 9

M 10/17		CSI: Step 6	Creation of hypotheses or research questions (independent and dependent variables)
W 10/19	<i>Last day to drop courses without grade. Fall Break 10/20-10/23: No Classes</i>	CSI: Step 7	Discuss methodology, sampling, Human Subjects Approval.

Week 10

M 10/24	<i>Midterm Grades Due 10/20</i>	CSI: Step 8	Writing Time—Individual appointments as needed
W 10/26	<i>Friday, 10/28: Convo with C.L. Lindsey: "You Are What You Tweet"—12:00 p.m.</i>		Writing Time—Individual appointments as needed

Week 11

M 10/31	Mini-Literature Reviews		Share research
W 11/2			Share research

Week 12

M 11/7	<i>Study for evaluation!</i>		Evaluation of Knowledge
W 11/9		Hart: Chapter 1	Talk about Oral History Project

Week 13

M 11/14		Hart: Chapter 2	Preparing for the Interviews, using interpersonal skills, managing time
W 11/16		Hart: Chapter 3	Questions: Leading questions, open-ended questions, probing questions

Week 14

M 11/21		Hart: Chapter 4	Interview guidelines; Professionalism—Preserving the Interview
W 11/23	<i>11/23-11/27: Thanksgiving Recess</i>	No class	No class

Week 15

M 11/28		Hart: Chapter 5	Writing the Story—Examples
W 11/30	Interview Questions for Oral History		Practice

Final Exams: Monday, December 5th -Thursday, December 8th. You should plan to remain on campus until your LAST final is complete. Final grades will be reported by noon, Tuesday, December 13th.

Senior Project in Communication

SENIOR PROJECT in COMMUNICATION SPRING 2017 TENTATIVE COURSE SCHEDULE

Date	Assignment Due	Class Topic & Activity
<i>Week 1</i>		
M 1/30		
W 2/1	<i>Friday, 2/3: Last day to add a course</i>	
<i>Week 2</i>		
M 2/6		Meet and Discuss Project Expectations and Guidelines
W 2/8	Be prepared to meet your interviewee <i>Friday, 2/10: Last day to drop a course without a \$50 fee</i>	Oral History Project: Meet with Residents for first time
<i>Week 3</i>		
M 2/13		Oral History Project
W 2/15		Oral History Project
<i>Week 4</i>		
M 2/20		Oral History Project
W 2/22		Oral History Project
<i>Week 5</i>		
M 2/27	<i>Tuesday, 2/28: No classes. ½ day assessment, ½ day faculty development</i>	Oral History Project
W 3/1	<i>Friday, 3/3: End of 1st 5 weeks—Down grades issued.</i>	Oral History Project
<i>Week 6</i>		
M 3/6	<i>Oral History Project: Data should be collected at this point. Final project writing and polishing should commence!</i>	Check in to class. Meet in Hess Lab. Review Assignment.
W 3/8		Check in to class—Meet in Hess Lab; Review Assignment
<i>Week 7</i>		
M 3/13		Oral History Project
W 3/15	Rough Draft— COMPLETE DRAFT— Due	Oral History Project

3/17: Midterm Point in Semester

Week 8: No Classes—Spring Break, March 18-March 26

Week 9

M 3/27		Give residents a copy of text and photo captions to review
W 3/29		Oral History Project: Edit and Complete

Week 10

M 4/3	<i>Last day to drop courses without grade.</i>	Share histories in class; Debrief Experience; Plan for presentations
W 4/5		Friday 4/7: Final Oral History Projects Due!

Week 11

M 4/10		Meet to copy the stories.
W 4/12		Meet to copy the stories.

4/14-4/16: No Classes, Easter Break

Week 12

M 4/17		Meet to bind the stories.
W 4/19		Meet to bind the stories.

Week 13

M 4/24		
W 4/26		

Week 14

M 5/1		
W 5/3		Friday, May 5th: Presentations of Senior Projects

5/5: Awards Convocation, 12:00 p.m.; Senior grades due at noon

Week 15

M 5/8		One last check in—Focus Group for Major
W 5/10		

5/12: No classes--All School's Day

Final Exams: Monday, May 15th – Thursday, May 18th. You should plan to remain on campus until your LAST final is complete. Your final for this class is the presentation of the oral history project.

This syllabus is subject to modification. The instructor will communicate all substantial modifications both to the Chief Academic Officer and to students enrolled in the course, prior to enacting these modifications.

Legacy Oral History Project 100 points

This is a service-learning project. As you practice qualitative research, interviewing skills, and writing from data collected, you will create a legacy story for an older resident in McPherson. At the completion of the project, you will present a copy of the story to the resident and to her/his family.

- 1. Create an appropriate and comprehensive interview script.**
 - a. This script should include questions that span the lifetime (childhood, adulthood, aging).
 - b. The script is a guide to your interviewing—you will vary from it as appropriate.
 - c. (Grade for this part of the assignment is in the first semester of the course.)

- 2. Interview your resident for a minimum of five hours and a maximum of ten hours.**
 - a. You will meet with the resident for 1-2 hours over a five week period. You should arrange and confirm these meetings during the first meeting.
 - b. It is highly encouraged that you digitally record each interview session. The only reason *not* to do this is if your participant has an objection to be recorded.
 - c. Each session should have a specific set of questions to guide the period. It may be helpful to select topics for each session (week 1: childhood, week 2: family life, etc.).
 - d. Invite your resident's partners to some of the sessions. Sometimes, they will share stories a resident may not think of him or herself.

- 3. Write up stories from each week's interview.**
 - a. You do not need to write every word said. Instead, *tell a story*. Pick the most interesting parts, and narrate the resident's story. These will be stories you will later string together to make the complete the legacy story so spend time on these write ups. [Do *not* tell me things like, "I met with my resident. She was really nice. First we sat down and had cookies, and then I asked her questions. I was surprised by her stories." This is a narrative of the interview. I want a narrative of her life.]
 - b. You should create multiple stories from each week's interview. A story may be as short as a paragraph or as long as a few pages.
 - c. These are due each Monday. Save these from week to week!

- 4. Request or take photographs of your resident.**
 - a. Photos should be incorporated into your finished product to add visual interest to your story.
 - b. A photo of you with your resident will be a nice touch as a sort of signature line to the narrative.
 - c. Any borrowed photos *must* be returned to the resident in the same condition in which they are loaned. Scan photos, save them and return them to your residence quickly.

- 5. Create a fluid narrative—a legacy story.**
 - a. Combine your multiple stories into a fluid narrative.
 - b. Write the narrative in third-person.
 - c. Employ proper grammar and correct spelling. You *must* have someone else proofread your work.
 - d. The narrative must be written in a coherent organizational pattern with headings and sub-headings as appropriate.
 - e. Use quotes from your resident to add an intimate feeling to the narrative. *Do not write using extended quotes and tie them together with brief transitions.*

- 6. Allow your resident(s) to proof-read your story.**
 - a. Give them several days to look over the story and make suggestions and corrections. They'll know best if the details are right. The *best* thing you could do is to give them the story to read over spring break.
 - b. Use the feedback offered to correct and polish the story.
 - c. Please note: Your reader is to read for accuracy of details. It is not her/his job to proof-read and edit your paper for grammar and organization.

- 7. Create an author's note.**
 - a. Tell how the project was created (explain that it was part of a communication class) and reflect on the process. Explain how the interviews were conducted (when/where) and note anything of importance that occurred during the experience.
 - b. A personal note to the resident can be included here.
 - c. This would be an excellent place to include a photo of you with your resident.

- 8. Present your legacy story to your resident and his/her family.**
 - a. The final project should be printed in high quality on nice paper.
 - b. The project should be bound in an attractive way. This is a gift to your resident. Make it look like one.
 - c. You must submit a copy for your resident, one for each of his/her children, and one for the department. (Thus, if they have three children, you would turn in five copies.)
 - d. You should be prepared to read your final project aloud to an audience. A date for the presentation ceremony will be set in the spring semester once the projects are nearing completion.