

Course Syllabus

COMM 5080:

Introduction to Graduate Studies and Research in Communication

Spring 2020

Dr. Brian Lain

Office: GAB 320-D
2:00pm

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and by appointment

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Required Texts:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Cresswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Peters, J. D. (1998). *Speaking into the Air: A History of the idea of communication*. Chicago, IL: University of Chicago Press.

Other course readings available through Dropbox.

Course Goals and Objectives:

The goal of this course is to create a better understanding of the discipline of communication studies. Specific skills will include the ability:

- To understand the formation of academic research in higher education
- To comprehend, summarize, and critique research and scholarly publications effectively
- To understand the scope of research within the Communication Studies discipline
- To demonstrate ability to engage in scholarly writing using appropriate academic style as set forth by APA.

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Course Requirements and point allocation:

Book Review of a Journal	10%
Annotated Bibliography	15%
Digital Abstracts/Annotations	15%
Curriculum Vitae and Resume	5%
Internship Application	10%
E-Portfolio	5%
Online Discussions	15%
Departmental faculty interview and introduction	10%
Final Exam	15%

Total 100.00%

Grades will be assigned by points using a standard grading system (90-100% A, 80-89% B, etc.). The final point scale is based on 1000 points possible and is as follows:

900-1000	A
800 - 899	B
700 - 799	C
600 - 699	D
599 - 0	F

Book Review on a Journal. Each student will identify a journal in the field, summarize its mission, identify its editor and citation style, and discuss its origin and the reason it was formed.

Annotated Bibliography. You will create an annotated bibliography of *at least* 15 sources. The sources may include essays from collections or handbooks, but primarily should be recent scholarly journal articles. This will be an opportunity for you to demonstrate proper use of APA style.

Digital Abstracts or Annotations. Over the course of the semester, students will produce an “abstract” or annotation for each essay they read.

In the first 8 weeks, students produce digital abstracts the goal of which is to be able to quickly read and summarize scholarly work. All abstracts should be digital in word, txt, some similar format. Each abstract should present the following information in this order:

1. Author and Title of the Essay
2. The Central Question(s) raised in the Essay (or Conversation)
3. The Central Claim/Main Point/Thesis of the Essay
4. Crucial Subordinate claims of the essay
5. Relationships to other critics and theorists
6. List potential questions or issues that this essay raises for you.

Abstracts need not be long and should not be complete outlines of the readings. Imagine about a half a page to do the entire process. Abstracts for the week’s readings will be turned in prior to each class session.

In the last 8 weeks, students produce **annotations**. An annotation is a brief (typically around 150 words) descriptive and evaluative summary of research. The purpose of an annotation is to inform the reader of the relevance, accuracy, and quality of the source. In general, an annotation summarizes a research project, points out the projects strengths and evaluates its methods and presentations. Annotations typically summarize and comment on method, findings, and conclusions among other things. Annotation needs the following, but not necessarily in this order.

1. A complete citation in APA format
2. An identification and analysis of the research thesis
3. Description and/or evaluation of the research method
4. Description and/or evaluation of the research findings
5. Description and/or evaluation of the conclusions
6. Description and/or evaluation of the contribution of this essay

In general, digital abstracts are designed to improve your reading and are mainly descriptive, annotations are a writing skill and are designed to convey evaluation to another reader. They expose an author’s particular point of view, and evaluate its strengths and weaknesses.

Curriculum Vitae and Resume. Each student will put together their own curriculum vitae and resume for use in graduate school and beyond.

Department Faculty Member Interview and Introduction: Students will be assigned randomly to the faculty members. Students should first read the faculty member's curriculum vitae (posted on the course website) and then several works published by that faculty member. Students then should construct a set of interview questions, and, in a face-to-face meeting, interview the faculty member. During the class sessions that faculty members attend, assigned students will present a professional 2–3-minute oral introduction of them (working from a written manuscript), with the written introduction and set of interview questions submitted that class session (and evaluated along with the oral introduction).

Final Paper and Oral Presentation: Select a communication topic, review scholarly literature on it, and write a paper and give a formal oral presentation (10 minutes) that summarizes (in a comprehensive manner), synthesizes (in a creative/innovative conceptual manner that forwards understanding of the topic), and critiques (with regard to strengths and limitations) the extant research and sets the agenda for such research in the future (e.g., similar to reviews published in *Communication Yearbook*).

Course Policies:

You are **REQUIRED** to log on to Blackboard in this course. It is your responsibility to determine your Blackboard login and password. All course assignments will be electronically submitted through Blackboard. All written assignments are due on the dates and time indicated on the schedule. Grades (including final course grades) will ONLY be posted on Blackboard and will not be given via e-mail.

Class Attendance and Participation. Attendance and participation is both expected and mandatory for all meetings of the course. Absences should be cleared with one of the instructors, preferably in advance of the absence if possible. Students may miss one class for *any* reason, but anything beyond one absence will result in *a half-letter-grade penalty for each* absence. In order to be successful in this course you will need to have completed all readings and be prepared to engage in class discussions. While a portion of the class is lecture based, we frequently engage in extensive question and answer sessions, so preparation is essential.

Submitting Work. All written assignments must adhere to standard citation guidelines unless otherwise specified. **Assignments that do not adhere to these citation guidelines will not be evaluated.** Consider self-presentation and impression formation as you put together and submit your assignments. Students are expected to meet deadlines. Late assignments are accepted only with advanced written permission and subject to grading penalties.

Access Policy. We will cooperate fully with the University's Office of Disability Accommodation to provide reasonable accommodation to students who require help. Students who wish to self-identify should register with the ODA no later than the second day of class.

Extra Credit. Extra credit will not be offered in this course. Students should also not ask to resubmit assignments for a better grade. Because we cannot afford every student this opportunity, we offer it to none.

Academic Integrity. All persons shall adhere to the UNT Policy regarding academic dishonesty, including acts of cheating and plagiarism. The University of North Texas Policy Manual defines these as:

1. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:
 1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
 2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
 3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
 4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
 5. any other act designed to give a student an unfair advantage on an academic assignment.
6. Plagiarism. Use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:
7. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.

8. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
9. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.
10. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.
11. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.
12. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others. (University of North Texas, (2003) Policies of the University of North Texas, 18.1.16. Retrieved from https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf .(https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf.)

Academic integrity is a very important subject in graduate research. A fact that is highlighted by the UNT Graduate Catalog which notes:

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT's policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. (University of North Texas. (2012). 2012-2013 Graduate Catalog: University of North Texas, p. 48. Retrieved from <http://catalog.unt.edu/mime/media/view/7/658/2012-13-UNT-graduate-catalog.pdf> .(<http://catalog.unt.edu/mime/media/view/7/658/2012-13-UNT-graduate-catalog.pdf>.)

Punishments for cheating or plagiarism range from a grade of zero points on the assignment in question to failure of the course.

Policy on Incompletes. An "Incomplete" will be awarded only in cases where 75% of the coursework has been completed AND the grade is warranted by university-sanctioned excused absences (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete. To request an incomplete please set up a meeting with prior to Finals week. If an "I" is granted, specific schedules and conditions must be met in order to satisfy course requirements.

COMM Library Copier Use Policy

Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr .(<http://www.unt.edu/csrr>)

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0 (http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu ([http://SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu)) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Disclaimer. This tentative syllabus should not be construed as a binding contract between the instructor and the students. The professors reserve the right to change any aspect of the course without notice.

COMM 5080: Introduction to Graduate Communication Studies ~Spring 2020

(This is a tentative schedule, this syllabus is not a contract and is subject to change)

UNIT ONE: FOUNDATIONS

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Th Jan 16— Week 1-Intro to course; Discuss syllabus and assignments, Foundational Thinkers, Humanities, Social Sciences, Questions

Th Jan 23 Week 2—

Communication as a discipline- What do we study?

A. Readings: Defining Communication

Dance, F. E. X. (1970). The "concept" of communication. *Journal of Communication*, 20, 201–210. doi:10.1111/j.1460-2466.1970.tb00877.x

Eadie, W. B. (2008). Understanding the communication discipline and deciding to go to graduate school. In S. Morreale & P. Arneson (Eds.), *Getting the most from your graduate education in communication: A student's handbook* (pp. 1-15). Washington, DC: National Communication Association.

Hummert, M. L. (2009). Not just preaching to the choir: Communication scholarship does make a difference. *Journal of Applied Communication Research*, 37(2), 215-224.

Morreale, S. P., & Pearson, J. C. (2008). Why communication education is important: The centrality of the discipline in the 21st century. *Communication Education*, 57(2), 224-240

B. Readings: UNT (Communication) Graduate Program

Department of Communication Studies, University of North Texas. (2010). *Graduate Student Handbook*. Unpublished manuscript. Access at <http://communication.unt.edu/graduate-studies-overview/graduate-student-handbook> (<http://communication.unt.edu/graduate-studies-overview/graduate-student-handbook>)

Toulouse Graduate School, University of North Texas (2015). *Graduate Catalog*. Retrieved from <http://catalog.unt.edu/index.php> (<http://catalog.unt.edu/index.php>)

Myers, S. A. & Martin, M. M. (2008). Socializing yourself into the graduate study and the communication discipline. In S. Morreale & P. Arneson (Eds.), *Getting the most from your graduate education in communication: A student's handbook* (pp. 29-42). Washington, DC: National Communication Association.

C. Assignments

1. Read and do digital abstracts for the Dance, and at least 2 other articles from Group A.
2. Study carefully the UNT Communication Studies Program documents and come prepared to ask questions about specific policies and procedures.
3. Choose or construct, and come prepared to share and defend, a definition of "communication."
4. Review the Myers and Martin essay and ask yourself "what is the key to graduate school?"

(Online Activities) Th Jan 30- Week 3-The Communication Discipline History (including APA Manual)

A. Readings: The History of Communication

Gehrke P. J. & Keith, W. M. (2014). Introduction: A Brief History of the National Communication Association. In P. J. Gehrke & W. M. Keith (Eds.), *A Century of Communication Studies: The Unfinished Conversation* (1-25). New York: Routledge.

Keith, W. M. (2008b). Speech communication, history of. In W. Donsbach (Ed.), *International encyclopedia of communication* (Vol. 10, pp. 4775–4781). Malden, MA: Wiley-Blackwell.

Sproule, J. M. (2014). Discovering Communication: Five Turns Toward Discipline and Association. In P. J. Gehrke & W. M. Keith (Eds.), *A Century of Communication Studies: The Unfinished Conversation* (26-45). New York: Routledge

Cohen, H. (1994). The history of speech communication: The emergence of a discipline, 1914-1945. Annandale, VA: Speech Communication Association. (Chapter 1-3)

B. Assignments

1. Read and do digital abstracts for the Gehrke & Keith essay and 2 other essays of your choosing from group A.
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

Th Feb. 6 – Week 4-Communication as a problem Advisor and Committee Member Selection and Interactions

A. Readings:

Peters, J. D. (1998). *Speaking into the Air: A History of the idea of communication*. Chicago, IL: University of Chicago Press. Pages 1-136

B. Readings: Advisor and Committee Member Selection and Interactions

Waldeck, J. H., Orrego, V. O., Plax, T. G., & Kearney, P. (1997). Graduate student/faculty mentoring relationships: Who gets mentored, how it happens, and to what end. *Communication Quarterly*, 45, 93–109. doi:10.1080/01463379709370054

Buell, C. (2004). Models of mentoring in communication. *Communication Education*, 53, 56–73. doi:10.1080/0363452032000135779

Foss, K. A., & Foss, S. K. (2008). Accomplishing the mission: Creating a partnership with your advisor. In S. Morreale & P. Arneson (Eds.), *Getting the most from your graduate education in communication: A student's handbook* (pp. 59–70). Washington, DC: National Communication Association.

C. Assignments

1. Read Peters, do one digital abstract for each chapter including introduction.
2. Come prepared to talk about the model(s) of faculty mentoring that you prefer, as well as best practices in which you intend to engage as a mentee.

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(Online Activities) Th Feb 13 – Week 5- Philosophy and/of Communication;

A. Readings: (Social) Sciences and/vs. Humanities (Rhetoric)

Peters, J. D. (1998). *Speaking into the Air: A History of the idea of communication*. Chicago, IL: University of Chicago Press. Pages 137- 272

B. Assignments

1. Read Peters (one digital abstract for each chapter including conclusion)
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

Feb 14, 11:59pm. Due: Book Review on a Journal

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Th Feb 20 – Week 6-Institutional Location/ Communication Graduate School Best Practices

A. Readings: The Communication Discipline

Craig, R. (1999). Communication theory as a field. *Communication Theory*, 9, 119–161. doi:10.1111/j.1468-2885.1999.tb00355.x

Powers, J. (1995). On the intellectual structure of the human communication discipline. *Communication Education*, 44, 199–222. doi:10.1080/03634529509379012

Gronbeck, B. (2005). Is Communication a Humanities Discipline? *Arts and Humanities in Higher Education*, 4(3), 229-246.

Cohen, H. (1985). The Development of Research in Speech Communication: A Historical Perspective. *Speech communication in the twentieth century*. (Benson, T. ed.) Carbondale and Edwardsville: Southern Illinois University Press, 282-298.

B. Readings: (Communication) Graduate School Best Practices

Fischer, B. A., & Zigmond, M. J. (1998). Survival skills for graduate school and beyond. *New Directions for Higher Education*, 101(1), 29–40. doi:10.1002/he.10103

Nyquist, J. D., Manning, L., Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., . . . Woodford, B. (1999). On the road to becoming a professor: *The graduate student experience*. *Change*, 31, 18–27. doi:10.1080/00091389909602686

Stearns, S. C. (1987). Some modest advice for graduate students. *Bulletin of the Ecological Society of America*, 68, 145–150.

Huey, R. B. (1987). Reply to Stearns: Some acyncial advice for graduate students. *Bulletin of the Ecological Society of America*, 68, 150–153.

C. Assignments

1. Read and do digital abstracts for at least 3 essays from Group A
2. Come prepared to discuss the nature and structure of the communication discipline, and how/where you situate yourself within it.
3. Come prepared to discuss your motivations, expectations, and best practices for (communication) graduate school.

Unit Two: The Tools You need

(Online Activities) Th Feb 27 – Week 7- What is Theory?

A. Readings: Communication Theory

Nastasia, D. I., & Rakow, L. F. (2010). What is theory? Puzzles and maps as metaphors in communication theory. *TripleC*, 8, 1–17. Retrieved from <http://www.triple-c.at/index.php/tripleC>

Chaffee, S. H., & Berger, C. R. (1987). What communication scientists do. In C. R. Berger & S. H. Chaffee (Eds.), *Handbook of communication science* (pp. 99–122). Newbury Park, CA: Sage.

Rogers, E. M. (1982). The empirical and the critical schools of communication research. In M. Burgoon (Ed.), *Communication yearbook* (Vol. 5, pp. 125–144). New Brunswick, NJ: Transaction Books.

Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995–2004. *Journal of Communication*, 54, 589–615. doi:10.1093/joc/54.4.589

Mumby, D. K. (1977). Modernism, postmodernism, and communication studies: A rereading of an ongoing debate. *Communication Theory*, 7, 1–28. doi:10.1111/j.1468-2885.1997.tb00140.x

Burgoon, J. B. (Ed.). (1990). Are rhetoric and science incompatible? [Special section] *Communication Monographs*, 57, 309–332. Contains the following articles:

Craig, R. T. The speech tradition. 310–314. doi:10.1080/03637759009376205

Prelli, L. J. Rhetorical logic and the integration of rhetoric and science. 315–322. 10.1080/03637759009376206

Cushman, D. P. A window of opportunity argument. 328–332. doi:10.1080/03637759009376208

Condit, C. M. The birth of understanding: Chaste science and the harlot of the arts. 323–327. doi:10.1080/03637759009376207

B. Assignments

1. Read and do digital abstracts for Anderson & Baym and at least 2 other essays from A
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

March 6- Curriculum Vitae Due

Th March 5 – Week 8- Internships _ Guest Speaker—

A. Readings

Carlin, D. (2002). Graduate internship programs in the Humanities: A report from one university. *Pedagogy*, 2(2), 213-228.

Cunningham, S., & Bridgstock, R. (2012). Say goodbye to the fries: Graduate careers in media, cultural and communication studies. *Media International Australia*, 145(1), 6-17.

Sapp, D. A., & Zhang, Q. (2009). Trends in industry supervisors' feedback on business communication internships. *Business Communication Quarterly*, 72(3), 274-288.

Noll, C. L. (1995). II Collaborating with the Career Planning and Placement Center in the Job-Search Project. *Business Communication Quarterly*, 58(3), 53-55.

Dailey, S. L. (2016). What happens before full-time employment? Internships as a mechanism of anticipatory socialization. *Western Journal of Communication*, 80(4), 453-480.

B. Assignments

1. Read and do digital abstracts for three essays from Group A, one digital abstract for each
2. Think about your passions and skills before class.

Th March 12- No Class- Spring Break

-----END DIGITAL ABSTRACTS -----BEGIN ANNOTATIONS-----

(Online Activities) Th March 19 – Week 9- Basic/Pure (Theory) and/vs. Applied Communication Research

A. Readings: Basic/Pure (Theory) and/vs. Applied Communication Research

Ellis, D. G. (1991). The oneness of opposites: Applied communication and theory. *Journal of Applied Communication Research*, 19, 116–122. doi:10.1080/00909889109365295

Keyton, J., Bisel, R. S., & Ozley, R. (2009). Recasting the link between applied and theory research: Using applied findings to advance communication theory development. *Communication Theory*, 19, 146–160. doi:10.1111/j.1468-2885.2009.01339.x

Miller, G. R. (1995). "I think my schizophrenia is better today," said the communication research unanimously: Some thoughts on the dysfunctional dichotomy between pure and applied communication research. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 47–55). Mahwah, NJ: Lawrence Erlbaum.

Seibold, D. R. (1995). *Theoria* and *praxis*: Means and ends in applied communication research. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 23–38). Mahwah, NJ: Lawrence Erlbaum.

Wood, J. T. (1995). Theorizing practice, practicing theory. In K. N. Cissna (Ed.), *Applied communication in the 21st century* (pp. 157–167). Mahwah, NJ: Lawrence Erlbaum.

B. Assignments

1. Read and do annotations for Ellis, Wood, and at least one other essay.
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

Th March 26- Week 10- Faculty Visit #1

Research Trends: Part I- Guest Faculty: Dr. Iftekhar Ahmed, Dr. Brian Richardson, Dr. Justin Trudeau Dr. Megan Morrissey.

A. Readings:

Ahmed, I, Poole, M.S., & Trudeau A. (2018). A Typology of Virtual Research Environments. Virtual Teams, Organizations and Networks, HICSS, 51 (pp. 689-697). IEEE.

Richardson, B. K., & James, E. P. (2017). The Role of Occupational Identity in Negotiating Traumatic Experiences: The Case of a Rural Fire Department. *Journal of Applied Communication Research*, 45 (3), 313-332. doi: 10.1080/00909882.2017.1320573

Morrissey, M.E. (2017). The Incongruities of Queer Decorum: Exploring Gabriel García Román's, *Queer Icons*. *Women's Studies in Communication*, 40(3), 289-303. doi: 10.1080/07491409.2017.1346532

Trudeau, J. T., & Morrissey, M. E. (2017). "Bring in an Honest Verdict": Prosecuting Southern Whiteness in American Slavery As It Is. *Southern Communication Journal*, 82(5), 312-323

doi: 10.1080/1041794X.2017.1332093

B. Assignments

1. Read and do annotations for all the essays in Group A
2. Come prepared to ask questions of faculty members

March 27, 11:59pm- Due: Annotated Bibliography.

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(Online Activities) Th April 2– Week 11-

Quantitative and/vs. Qualitative Communication Research

A. Readings: Quantitative and/vs. Qualitative Communication Research

Cresswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage. (Chapter 2, The Literature Review; Chapter 5, The Introduction; Chapter 6, Purpose Statement; Chapter 7, Research Questions and Hypotheses)

B. Assignments

1. Read Cresswell and do annotations for each chapter
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

Th April 9 – Week 12 Research Trends Part II- Guest Faculty: Dr. Suzanne Enck, , Dr. Holley Vaughn, Dr. Zuoming Wang, Dr. Joeseeph McGlynn

A. Readings:

Enck, S. M. & McDaniel, B. M. (2012). Playing with fire: Cycles of domestic violence in Eminem and Rihanna's 'Love the way you lie,' *Communication, Culture & Critique*, 5 (4), 618-644.

Ramirez A. and Wang, Z. (2008). When online meets offline: An expectancy violations theory perspective on modality switching. *Journal of Communication*, 58(1), 20-39. doi:10.1111/j.1460-2466.2007.00372.x

Trudeau, J. T., & Vaughn, H. (2018). Big Tex is burning: performing iconicity by means of collaborative directing. *Text and Performance Quarterly*, 38(3), 170-184.

McGlynn III, J., & Richardson, B. K. (2014). Public support, private alienation: Whistle-blowers and the paradox of social support. *Western Journal of Communication*, 78, 213-237. doi: 10.1080/10570314.2013.807436

B. Assignments

1. Read and do annotations for all the essays in Group A
2. Come prepared to ask questions of faculty members

(Online Activities) Th. April 16 – Career Planning and E-Portfolios

A. Readings:

McNair, L. D. Tricks of the Trade: Using Digital Portfolios and Reflective Practices to Develop Balanced Graduate Student Professional Identities. 122nd ASEE Annual Conference & Exposition, 2015, 26, 1.

Sellnow, T. L., Littlefield, R. S., & Sellnow, D. F. (1994). A National Profile of Experiential Education Trends in Communication Master's Degree Programs. *Journal of the Association for Communication Administration (JACA)*, 2, 68-76.

Wakimoto, D. K., & Lewis, R. E. (2014). Graduate student perceptions of eportfolios: Uses for reflection, development, and assessment. *The Internet and Higher Education*, 21, 53-58.

Wakimoto, D. K., & Lewis, R. E. (2019). School counselors' changing perceptions of ePortfolios: From graduate students to professionals. *The Internet and Higher Education*, 41, 45-50.

B. Assignments

1. Read Sellnow, Littlefield, and Sellnow and at least 2 other essays and do annotations for them.
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

(Online Activities) Th. April 23 – Week 14-

A. Readings.

Anderson, J. A. (2009). Thinking qualitatively: Hermeneutics in science. In M. B. Salwen & D. W. Stacks (Eds.), *An integrated approach to communication theory and research* (pp. 40–58). Mahwah, NJ: Lawrence Erlbaum.

Beatty, M. J. (2009). Thinking quantitatively. In M. B. Salwen & D. W. Stacks (Eds.), *An integrated approach to communication theory and research* (pp. 30–39). Mahwah, NJ: Lawrence Erlbaum.

Chesebro, J. W., & Borisoff, D. J. (2007). What makes qualitative research qualitative? *Qualitative Research Reports in Communication*, 8, 3–14. doi:10.1080/17459430701617846

Della Carpini, M. X. (2013). Breaking boundaries: Can we bridge the quantitative versus qualitative divide through the study of entertainment and politics? *International Journal of Communication*, 7, 531–551. Retrieved from <http://ijoc.org/index.php/ijoc>

Waitkin, H. (1993). Interpretive analysis of spoken discourse: Dealing with the limitations of quantitative and qualitative methods. *Southern Communication Journal*, 58, 128–146. doi:10.1080/10417949309372898

B. Assignments

1. Read Anderson and at least 2 other essays and do annotations.
2. Check Canvas for a discussion, Post your contribution by Thursday, respond to at least 2 others by Saturday night.

Th. April 30- Week 15- Research Trends Part III- Guest Faculty:, Dr. Karen Anderson-Lain, Dr. Brian Lain, Dr. Jay Allison, Dr. Joseph McGlynn,

A. Readings:

Lain, B., Anderson-Lain, K., & Oliver, L. (2017). Making debate normal: The Texas Normal Debating League's democratic and pedagogical functions. *Contemporary Argumentation & Debate*, 36, 1-23.

Hammonds, K. A., & Anderson-Lain, K. (2016). A pedagogy of communion: Theorizing popular culture pedagogy. *The Popular Culture Studies Journal*, 4 (1 & 2), 106-132.

Hlavacik, M. (2012). The democratic origins of the teachers' union rhetoric: Margaret Haley's speech at the 1904 NEA Convention. *Rhetoric and Public Affairs*, 15 (3), 499-524.

Shaffer, T. S., Allison, J. M., Jr., and Pelias, R. J. (2015). A critical history of the "live" body in performance within the National Communication Association. In P. J. Gehrke & W. M. Keith (eds.), *A century of communication studies: The unfinished conversation* (pp. 187-206). New York: Routledge.






























B. Assignments

1. Read and do annotations for all the essays in Group A
2. Come prepared to ask questions of faculty members

May 7, 11:59pm- Due Final Exam

Portions of this syllabus used with permission from Dr. Larry Frey.

Course Summary:

Date	Details	
Sat Jan 18, 2020	 Start: Discussion- Introduce Yourself (https://unt.instructure.com/courses/28974/assignments/519274)	due by 11:59pm
Wed Jan 22, 2020	 Digital Abstracts Week 2 (https://unt.instructure.com/courses/28974/assignments/470938)	due by 11:59pm
Wed Jan 29, 2020	 Digital Abstracts Week 3 (https://unt.instructure.com/courses/28974/assignments/470939)	due by 11:59pm
Thu Jan 30, 2020	 Week 3 Discussion (https://unt.instructure.com/courses/28974/assignments/520889)	due by 11:59pm
Wed Feb 5, 2020	 Digital Abstracts Week 4 (https://unt.instructure.com/courses/28974/assignments/470940)	due by 11:59pm
Wed Feb 12, 2020	 Digital Abstracts Week 5 (https://unt.instructure.com/courses/28974/assignments/470941)	due by 11:59pm
Thu Feb 13, 2020	 Week 5 Discussion (https://unt.instructure.com/courses/28974/assignments/520898)	due by 11:59pm
Fri Feb 14, 2020	 Book Review of a Journal (https://unt.instructure.com/courses/28974/assignments/520010)	due by 11:59pm
Wed Feb 19, 2020	 Digital Abstracts Week 6 (https://unt.instructure.com/courses/28974/assignments/470942)	due by 11:59pm
Wed Feb 26, 2020	 Digital Abstracts Week 7 (https://unt.instructure.com/courses/28974/assignments/470943)	due by 11:59pm
Thu Feb 27, 2020	 Week 7 Discussion (https://unt.instructure.com/courses/28974/assignments/520899)	due by 11:59pm
Wed Mar 4, 2020	 Digital Abstracts Week 8 (https://unt.instructure.com/courses/28974/assignments/470944)	due by 11:59pm
Fri Mar 6, 2020	 CV and Resume (https://unt.instructure.com/courses/28974/assignments/520897)	due by 11:59pm
Wed Mar 18, 2020	 Digital Annotations Week 9 (https://unt.instructure.com/courses/28974/assignments/470945)	due by 11:59pm
Thu Mar 19, 2020	 Week 9 Discussion (https://unt.instructure.com/courses/28974/assignments/520900)	due by 11:59pm
Fri Mar 20, 2020	 Internship Application (https://unt.instructure.com/courses/28974/assignments/520894)	due by 11:59pm
Wed Mar 25, 2020	 Digital Annotations Week 10 (https://unt.instructure.com/courses/28974/assignments/470933)	due by 11:59pm
Fri Mar 27, 2020	 Annotated Bibliography (https://unt.instructure.com/courses/28974/assignments/520893)	due by 11:59pm
Wed Apr 1, 2020	 Digital Annotations Week 11 (https://unt.instructure.com/courses/28974/assignments/470934)	due by 11:59pm
Thu Apr 2, 2020	 Week 11 Discussion (https://unt.instructure.com/courses/28974/assignments/520901)	due by 11:59pm
Wed Apr 8, 2020	 Digital Annotations Week 12 (https://unt.instructure.com/courses/28974/assignments/470935)	due by 11:59pm
Wed Apr 15, 2020	 Digital Annotations Week 13 (https://unt.instructure.com/courses/28974/assignments/470936)	due by 11:59pm
Thu Apr 16, 2020	 Week 13 Discussion (https://unt.instructure.com/courses/28974/assignments/520902)	due by 11:59pm
Wed Apr 22, 2020	 Digital Annotations Week 14 (https://unt.instructure.com/courses/28974/assignments/470937)	due by 11:59pm
Thu Apr 23, 2020	 Week 14 Discussion (https://unt.instructure.com/courses/28974/assignments/520903)	due by 11:59pm
Fri Apr 24, 2020	 e-Portfolio (https://unt.instructure.com/courses/28974/assignments/520895)	due by 11:59pm
Wed Apr 29, 2020	 Digital Annotations Week 15 (https://unt.instructure.com/courses/28974/assignments/520905)	due by 11:59pm
Thu Apr 30, 2020	 Intro for Faculty Member (https://unt.instructure.com/courses/28974/assignments/470947)	due by 11:59pm
	 Final Exam 5080 (https://unt.instructure.com/courses/28974/assignments/470932)	