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Zane Dayton – Zane.Dayton@unt.edu
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Office Hours: TBD

***Please note: Email is our preferred method of contact. Please allow up to 48 hours for us to respond to your emails during weekdays (excluding holidays). We will not check emails on the weekend***

Required Texts and Materials:


Supplemental Materials: Electronic copies of readings and other course materials will be provided on Canvas (CANVAS).
- You will be expected to come to class with a summary of the key take-aways (2-3 sentences) for the supplemental readings with your thoughts/opinion (2-3 sentences) - connect to the course/communication phenomena. These count towards your participation grade (Participation Activity – PA).

Recommended Texts:


Course Description:
Our purpose in this course is to equip students with concepts and skills that will enable them (1) to engage in critical research about communication phenomena, and (2) to produce stronger written work (content and style) in 3000- and 4000- level communication studies courses. Students must pass this course with a grade of "C" or better in order to progress in the major. Students who successfully complete the course may enroll in upper-level communication courses in subsequent semesters. Students who are unsuccessful must retake the course. During a student’s initial enrollment s/he may enroll concurrently in one other upper-level communication courses. If a student must repeat the course, s/he will not be permitted to enroll concurrently in another upper-level communication course.
Enrollment Restriction:
Enrollment in this course is limited to Communication Studies majors. COMM minors and students majoring in subject areas other than Communication Studies, including General Studies, are ineligible for enrollment.
Two groups of Communication Studies majors are eligible for enrollment in Communication Perspectives:

(1) Students who have completed 1010 and all but one of the 2000 level courses in the pre-major (i.e., 2020, 2020, 2140, 2060) and are taking that course concurrently with 3010, and

(2) Students who have completed all requirements for the pre-major and are ready to begin enrolling in upper-level communication studies courses. Students in this category may concurrently enroll in one other course from the following list: 3120, 3260, 3265, 3320, 3520, 3720, 3760, 3840, 3860, 3920

Students who do not meet these requirements will be dropped from the class.

Course Objectives:
Upon completion of COMM 3010, students will be able to:

- Obtain a basic understanding of how communication is related to “being human” by describing and comparing various theoretical communication traditions used in communication studies research.
- Explain the relationship between theory and research.
- Obtain a basic understanding of quantitative and qualitative research methods and how they differ from each other.
- Understand how to find and evaluate academic sources to narrow a communication research topic.
- Be able to assess, synthesize, and critique communication related research in handbooks and academic journals from various traditions/paradigms and research methods.
- Be able write in APA style by properly citing sources in the body of texts and in reference lists.
- Be able to write an annotated bibliography using APA style.
- Formulate a clear communication research question and be able to write and justify a communication research proposal for that question using APA style.

Course Policies:

Class Participation
Students are expected to attend each class session, to have read the material to be covered that day, and to be prepared to participate actively and intelligently in class discussions. You will be unable to participate intelligently if you have not completed the reading assignment for the day.

Your classroom participation reflects directly on your grade. Our class time is NOT designed for you to work on homework for other classes, complete the crossword puzzle, or update your Facebook status. I promise to give you my undivided attention – please give me yours.

Class participation includes attending class regularly, being on time, doing all assigned work outside of class as directed, and being prepared to take part in all in-class activities. These will include informal writing and speaking exercises, as well as large and small group discussions. Please note that you need to balance speaking and listening, to direct comments constructively to the subject at hand, and to show respect to all speakers. Dialogue facilitates critical thinking and true learning.
Absences & Tardiness
Attendance is crucial to your participation and personal development in this course. Not only is the material covered in class important to your success, but your participation as an audience member and in the daily activities of the class is crucial for a positive learning environment. If you accumulate more than three (3) absences over the course of the semester, your grade will be adversely affected. Beginning with your fourth absence (and continuing with each subsequent absence), we will lower your final grade by 5 percentage points (the equivalent of half of a letter grade).

Absences that meet the University Authorized Absence policy will not be counted towards your attendance record. However, University Authorized Absences that are not cleared PRIOR TO the date(s) of the absence(s) will remain on the roll as unauthorized absences. We understand we are a far walk to our classroom, but it is your responsibility to limit your tardies. If you are tardy it is YOUR responsibility to ensure you received the roll sheet and are signed in for the day.

Tardies
- Two tardies and/or early departures will count as one absence.
- You must be present for at least ¾ of the class to receive any credit for attendance.
- Please save your absences, tardies, and early departures for illnesses and emergencies.

Electronic Absences: Showing up for class is not enough. Texting, using a laptop to check email, surf, etc. without permission from the instructor, during class will count as an electronic absence for the class. An electronic absence is the same as a regular absence and counts against your total of three allowed for the semester.

Late Work
You are expected to submit your work on time. Due dates are listed on the class schedule, plan accordingly. Late work WILL NOT be accepted.

Notice to Athletes and Others Involved in Extra-Curricular Activities
Please notify your TA BEFORE absences take place. All assignments are due BEFORE the absence occurs.

Students are responsible for knowing what is happening in the class
It is the student’s responsibility to obtain class materials, assignments, etc. You are responsible for obtaining assignments and class notes as well as submitting work by the deadline stated. No exceptions. Also, please make sure to bring laptop/tablet everyday just in case it is needed.

Handing in Work
All written assignments must be typed and double-spaced unless otherwise specified. Assignments that do not follow these guidelines will not be graded. All Papers should be typed using Times New Roman, 12 pt. font. All Papers must be written utilizing APA formatting. Most writing assignments will be turned in via turnitin.com via Canvas (note you must upload doc or docx files; pages and pdfs are not permitted).

Extra Credit
A number of extra credit opportunities may be offered during the semester (e.g., participate in research, attend performances, and participate in departmentally sponsored events and organizations). The University offers several speakers throughout the semester; please get the engagement approved with your TA before attending in order to receive Extra Credit.

Each opportunity is worth 10 points you may complete up to 2 options for a total of 20 points. So if you had an 880 in the class and did the extra credit you would have 900 in the class. In most cases, students will be expected to write a 1-page reflection Paper responding to an event. Unless directed otherwise, response Papers should provide a critical evaluation of the event including the following 3 elements: 1) provide a brief summary of the event as it relates to
issues of communication; 2) discuss how the event relates specifically to course terminology, concepts, and scholarship; 3) provide a critique/evaluation of the event’s representations of a communication phenomenon of your choice (i.e. gender, race, sexuality, class, etc.). All extra credit Papers are due within one week of attending an approved event and should be emailed to your TA. We do not round grades, so please take advantage of this opportunity.

Grade Discussions
Any grade disputes will need to be addressed at least 24 hours after you receive your grade and within 7 days after receiving your grade.

Emailing Your Instructors
For all of us, email is normally the best and easiest form of communication. We reserve the right to not answer emails received on the weekend. Where we allow short and to the point emails, please keep a level of professionalism when emailing any instructor. All emails should include a subject line that includes the course number (3010) and topic.

General Classroom Guidelines
Please turn off all cell phones, etc. Sometimes special circumstances require you to leave your cell phone on vibrate during class. Please see your TA BEFORE class starts to discuss your situation and I will make every effort to work with you. If you are texting during class, I reserve the right to mark you as absent. If you check your phone during an exam you will receive a zero on the exam.

Active participation will make this class more beneficial, rewarding and enjoyable to all. You may not agree with everything stated in class (in fact, I do not expect you to) but keeping an open mind will create an opportunity for all of us to learn and grow together. Students in class are asked to respect class time and all members of the class in an effort to create a comfortable education environment. Disrespectful behavior aimed toward a classmate will NOT be tolerated and may warrant removal from the class.

Communication Studies Library
The Department of Communication Studies has an impressive collection of scholarly books relevant to this course. Please take advantage of this perk! Do keep in mind, though, that the Communication Library is not a lending library; you can use the books and media inside the library space when the library is open and make photocopies of particular chapters/essays that would be most helpful to you. To see what the Communication Library has in its collection and find out when it is open for general use, consult their website: http://communication.unt.edu/research/library.

IF YOU RECEIVE A C OR LOWER ON ANY ASSIGNMENT, YOU WILL BE EXPECTED TO GO TO THE COMMUNICATION STUDIES LIBRARY FOR THE NEXT ASSIGNMENT THAT IS DUE. This will be an honor code system, and you will be required to sign-in when visiting the communication studies library.

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.

The Writing Center
A great place to talk about ideas, improve the organization of your Paper, or work on your writing skills. Check the Writing Center website for more information about hours, request an appointment, or even find out how to receive feedback on your writing online at: http://writinglab.unt.edu/. You can also contact The Writing Center at 940-565-2563 or e-mail:
If you receive a D or lower any assignment, I HIGHLY recommend visiting the Writing Center for the next assignment due to receive help with organization, grammar, style, focus, and general editing.

Research and Instructional Services (RIS)
Available through Willis Library, Research and Instructional Services (RIS) assists with research, instruction, and collection needs. Contact them for assistance at (940) 565-3245, or visit them at http://www.library.unt.edu/ris-research-instructional-services to ask a question online.

Prolonged Illness or Absence
In the event that students must be absent for an extended amount of time due to illness, emergency, tragedy, etc. it is the responsibility of the student to contact the instructor immediately and to maintain communication. Students are urged to do this through University channels such as their dean, advisor, Disability Services, or the UNT CARE Team: https://studentaffairs.unt.edu/care. Failure to take action, as described above, may result in not receiving certain accommodations like making up assignments missed, having absences excused, etc., which may negatively impact your course grade. The responsibility falls onto the student to take action.

UNIVERSITY POLICIES

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. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

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.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.
Firearms Policy
The University of North Texas is committed to providing a safe environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on campus premises except in locations and at activities prohibited by law or by this policy. Open carry is NOT permitted. A license holder may not carry a partially or wholly visible handgun, or intentionally or knowingly display a handgun in plain view of another person. See 04.001 Carrying of Concealed Handguns on Campus policy for more details.

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 an excuse (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete.

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

Code of Student Conduct
All persons shall adhere to the Code of Student Conduct regarding academic dishonesty, including acts of cheating and plagiarism. See 18.1.16 Student Standards of Academic Integrity.

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. due 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.

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:
1. 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.
2. 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.” (Policies of the University of North Texas, 2012, Section 18.1.16, pg. 3-4).

Rules for citing quotes and ideas can be found in the Publication Manual of the American Psychological Association, 6th edition. Please note: Intentionality is not an issue with regard to plagiarism. Even if a student plagiarizes without intending to do so, it is still considered plagiarism and will result in the appropriate consequences. Students are urged to review the parameters and provisions of plagiarism to avoid any potential plagiarism issues. Punishments for cheating or plagiarism range from a grade of ZERO points on the assignment in question to failure of the course. You can find additional information on the University policy regarding plagiarism and academic dishonesty at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf
Canvas
This class will utilize Canvas as a classroom learning site. Additional information will be provided as needed. Your grades will be available throughout the semester on Canvas and you may have various assignments that will be due utilizing Canvas features such as journaling, discussion prompts, etc. Failure to come to class with the proper materials from Canvas will result in a grade deduction.

Turnitin
All assignments will be turned in utilizing Turnitin.com via Canvas. When you submit something to turnitin.com you receive a confirmation number AND are emailed a receipt to the email address used for the login. You must keep this email receipt to verify that you turned in the document. Note: If you do not submit your written assignments through Turnitin.com, it is as though it does not exist. If for some reason Turnitin.com or Canvas is down you must email your Paper to your TA or Instructor prior to the deadline.

SPOT Evaluations
The Student Perception of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Student feedback is important in order that the classroom environment can continue to evolve to meet the needs of students at UNT. Thus, the SPOT is an important part of your participation in this class. Students may access the online SPOT evaluation through their my.unt.edu page. Note that students who complete the SPOT will have access to their grades earlier than students who do not.

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

Crisis Contingency: Bad Weather/ Flu Days/ Zombie Outbreak
If the University closes campus for any reason, see Canvas for instructions. You will be responsible to know the material in the chapter for the exams. If something unforeseen happens to me I will send an announcement, please get in the habit of checking your email first thing in the morning. Snow days do not necessarily result in assignment postponement or changes in the syllabus.

Grade Distribution:
Success in this course depends on attention to detail in conducting and reporting the results of research. The department insists on mastery in both areas. All assignments will be evaluated on matters of form as well as content. We do not round in COMM 3010. Extra credit will be offered.

Grading/Quality of Work:
All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. In the end, your final grade will be accounted in the following manner:

A-range (90 – 100%) - Exemplary: work or performance that shows consistent critical engagement with class material and goes well beyond the basic expectations of the assignment to the point of providing a model of excellence to others.

B-range (80 – 89%) - Commendable: work or performance that not only meets all requirements but exceeds them, demonstrating depth, originality, and other marks of quality that give the work distinction.

C-range (70 – 79%) - Satisfactory: work or performance that fully meets all requirements competently and shows the ability to function as a college student.
D-range (60 – 69%) - Marginal: work or performance that either (1) fails to meet all requirements though what is done is considered competent, or (2) meets all requirements but not at a basic level of competence, or (3) both of the above but not poor enough to be considered failing.

F-range (0%-59%): Failing: work or performance that falls significantly short of requirements or basic competence or both. And, of course, work not completed/done.

Incomplete assignments will automatically receive a zero (0) on the style section of the rubric.

- During the course of the semester, you have the opportunity for one revise and resubmit assignment (R&R). You may choose the assignment from a group of selected assignments (See starred assignments below) and request permission for an R&R. The starred articles are the only ones eligible. If you received a Zero (0) on an assignment due to plagiarism OR you submit an INCOMPLETE assignment, you will not be allowed to revise that assignment. REQUESTS FOR A R&R MUST BE SUBMITTED WITHIN 48 HOURS OF GRADE ASSIGNMENTS. YOU WILL HAVE 72 HOURS AFTER THE REQUEST IS RECEIVED TO COMPLETE THE REVISION.

Failure to bring assignments designed for in-class workshops will result in an unexcused absence even if you are in attendance in class.

Assignments:

Paper Template & Topic Selection Assignment (100 points- 10%)- This assignment has THREE components that will help you to determine your research interests with how you want to study a communication phenomenon. The goal of this activity is to begin to research a topic area to find focus for their final research projects. This assignment involves submitting materials for the work you did for steps 1 and 2 in the CSI book.

Component 1: Step 1 in the CSI book (25 points): Students will complete step 1 in the CSI book by determining the general communication context of interest, completing a mind-map of concepts to consider, questions to ask, and concepts related to question (pp. 19-21 in CSI book). Step 2 in the CSI book (15 points): Students will complete step 2 in the CSI book (pp. 52-53) by developing a list of credible, interrelated sources that fit the topic. Students will be required to find a handbook chapter and at least two additional academic journal articles to assist in selecting the topic. (Total 40 points).

Component 2: Paper Template (10 points): Students will create a template in APA style for use with all assignments for the course.

Component 3: Topic Selection Essay (50 points): Students will synthesize everything from components 1 and 2 and write in paragraph form the topic in which they are interested. Students will be required to explain how they are conceptualizing communication for their research topic and potential communication traditions and research methods that relate to the topic and conceptualization of communication. A reference page with at least five sources (the three from Component 1, Step 2 should be included).

Researcher Positionality Reflection Memo (25 points – 2.5%) – Students will critically reflect and interrogate your positionality relative to the research orientation of your topic, since no one can be 100% objective. The researcher’s beliefs, values systems, and moral stances are as fundamentally present and inseparable from the research process as the researcher’s physical, virtual, or metaphorical presence when facilitating, participating and/or leading the research project (for more information read https://weingartenlrc.wordpress.com/2017/01/09/research-writing-whats-your-positionality). Students will write a 1-2-page reflective memo that highlights potential challenges and opportunities of being cognizant of one’s positionality and with how you are conceptualizing communication. These reflections illustrate the significance of positionality and serve as a reminder of its potential effects on the research process (for an academic example, see http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1026&context=tqr).
Annotated Bibliography- Part I (J5) (50 points- 5%)- Students document recently published research in their primary area of interest in an annotated bibliography form (step 3 in the CSI book, pp. 85-86). Students will annotate 5 journal articles for this assignment.

Annotated Bibliography & Step 4 - Part II (J7) (125 points- 12.5%)- Students document recently published research in their primary area of interest in an annotated bibliography form (step 3 in the CSI book, pp. 85-86). Students will include an annotation of a seminal work in the assignment. Students will annotate 7 additional journal articles for this assignment for a total of 12 (between Part I & II). At the end of this annotated bibliography, complete the Key Components Worksheet of your annotated references where you synthesize and evaluate your research to help narrow your topic and question by finding themes and gaps in the existing literature (step 4 in the CSI book – pp. 89-94).

Midterm Exam (200 points – 20%) – This assessment focuses on FOUR areas of communication research and APA Style: (1) An assessment of the ability to write citations and to correctly order citations within a reference list, (2) An assessment of the ability to recognize and edit citations of materials in the body of a research Paper, (3) An assessment of the ability to identify and correct errors common in student writing, and (4) An assessment of the ability to identify various communication definitions, traditions, and research methods (qualitative vs. quantitative). To prepare for the exam, students should study lecture notes, read the CSI book, read the APA Manual, and the supplemental readings (i.e. Communication Theory, Writing Guide for Student Papers, etc.).

Rationale & Research Question (75 points- 7.5%) – Students narrow their research to a single question (in most cases) and justify their selection.

Individual Meeting with Outline & References (50 points- 5%) – Students will meet individually with the instructor prior to the final research proposal submission. During this meeting students will present a completed outline of their project with all references (25+ academic journal articles) in APA style (step 5 in the CSI book – pp. 112-114). The depth of the outline as well as the references will be evaluated during the meeting and assigned a grade.

Literature Review Assignment (100 points- 10%) – Students write and submit one sub-section of their literature review. In the review, students should focus on one thematic area from the literature review that serves as a foundation for their research proposal. Students have the option to complete their entire final research proposal here, and if you receive a B or higher, can choose not to submit revised research proposal, and receive the grade you received here.

Final Class Reflective Assignment with Creation of E-Portfolio from Career Connect (25 points- 2.5%) – For this assignment you will write a 1-page reflection Paper discussing what you have learned during the class and how it will assist you in achieving further academic and/or work/professional related goals. Be sure to include concepts covered in class, textbook(s) and/or reading supplements on CANVAS. You should also include goals for what you would like to continue to improve upon after the class and how this will help your future academic/professional goals/interests. You also need to create an E-Portfolio with UNT’s Career Connect (http://careerconnect.unt.edu/e-portfolio) and complete your entire profile page. The quality of your reflection and E-Portfolio will be evaluated and assigned a grade.

Research Proposal (150 points- 15%) – Students synthesize the relevant research they have conducted over the course of the semester and create an extended argument for the research they wish to conduct; they also explain how the study, if conducted, would add to the knowledge base in communication studies (step 6 in the CSI book). A 13-15-page (of text) Paper with a minimum of 25 academic references in APA style.

Active Participation (100 points – 10%). You must come to class prepared to participate in class discussions and activities in thoughtful and constructive ways. This means reading the assigned material prior to class discussion. You will be assigned to complete class reading and/or discussion question/writing activities, which will serve as
starting points of in-class conversations – Participation Activities (PAs) (10 total worth 5 points each – 50 total PA points). You will submit on Canvas the night before class by 11:59 pm: 1) a summary of the key take-aways (2-3 sentences) for supplemental readings with your thoughts/opinion (2-3 sentences) per reading that connect to the course/researching a communication phenomenon; OR 2) complete required activities in the CSI book; OR 3) other assigned homework. You can also print and bring your PA response, but the PA will only be graded in Canvas and must have been submitted on time (prior to 11:59 pm the night before class) to receive points. Active participation in our class also means turning off your cell phone and refraining from using your laptop for anything other than course notes. There will be multiple in-class group and individual assignments throughout the semester in order to encourage dialogue and engagement with the readings. These must be done in-class and cannot be made up, except in the case of an excused absence.

ADDITIONAL ASSIGNMENT DETAILS WILL BE POSTED ON CANVAS

GRADE TRACKER

Foundational Assignments (25% of total grade):
- Paper Template & Topic Selection Assignment __________/100
- Researcher Positionality Reflection Memo __________/25
- Final Class Reflection w/ UNT’s E-Portfolio __________/25
- Active Participation w/ PAs __________/100

Exam (20% of total grade):
- Midterm Exam __________/200

Building A Research Proposal/Linked Assignments (55% of total grade):
- Annotated Bibliography- Part I (J5) – 5 annotations __________/50
- Annotated Bibliography- Part II (J7) - 7 annotations & Step 4 Computational Analysis of Annotated References __________/125
- Rationale & Research Question __________/75
- Literature Review __________/100
- Individual Meeting with Outline and References __________/50
- Research Proposal __________/150

Total: __________/1000

* Assignment eligible for Revise & Resubmit
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<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings due before class/Activities in Class</th>
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<tr>
<td>Week 1</td>
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<td>Mon. 8/27</td>
<td>Community Development and Course Overview</td>
<td>Syllabus &amp; semester schedule&lt;br&gt;Writing rules&lt;br&gt;Final Project Proposal Overview&lt;br&gt;Introduction Survey</td>
<td>Review Syllabus &amp; Course Schedule, come to class with questions</td>
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<td>Tues. 8/28</td>
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<td>Due @ 11:59 pm on Canvas: PA 1 - Key take-aways w/ thoughts/opinion for supplemental article</td>
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<td>Week 2</td>
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<td>Mon. 9/3</td>
<td>NO CLASS</td>
<td>LABOR DAY</td>
<td>Due @ 11:59 pm on Canvas: PA 2 &amp; 3-&lt;br&gt;Key take-aways w/ thoughts/opinion for supplemental articles (PA2: think about which COMM tradition(s) from Craig you are most interested in/fit with your interests &amp; why)</td>
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<td>Tues. 9/4</td>
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<td>Assign Paper Template and Topic Selection Assignment&lt;br&gt;Bring laptops/tablets</td>
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<td>Wed. 9/5</td>
<td>Frameworks for Organizing Theories -- Communication Traditions &amp; Choosing a Research Topic&lt;br&gt;Step 1 of the Research Process: Decide What You're Looking for</td>
<td>Supplemental article on Canvas: Thinking about the field: Traditions &amp; Contexts&lt;br&gt;Supplemental article on Canvas: Thinking about Theory &amp; Research&lt;br&gt;Read: Ch. 2 in APA Manual 2.01-2.08, &amp; 2.11&lt;br&gt;Read the Introduction and Step 1&amp;2 chapters in the CSI book (COMPONENT 1 OF THE PAPER TEMPLATE &amp; TOPIC SELECTION ASSIGNMENT)&lt;br&gt;-Communication Traditions Activity&lt;br&gt;-10 minutes at end of class to ask questions/get feedback from TA.</td>
<td>Due @ 11:59 pm on Canvas: PA 4 -&lt;br&gt;Complete the 2 activities in CSI book PRIOR to class: 1) &quot;Mapping to Explore Your Topic,&quot; &amp; 2) &quot;Try Out Different Questions&quot; (pp. 18-19). Include how your communication context &amp; question(s) define</td>
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<td>Week</td>
<td>Mon. 9/10</td>
<td>Learning the Library Databases - Step 2 in the Research Process: Understanding the Quality &amp; Types of Sources</td>
<td>MEET IN THE LIBRARY</td>
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<tr>
<td>Tues. 9/11</td>
<td></td>
<td>Review: Ch. 2 in APA Manual 2.01-2.08, &amp; 2.11 (COMPONENT 2 OF THE PAPER TEMPLATE &amp; TOPIC SELECTION ASSIGNMENT) - Supplemental article: Read the Purpose of Mastering APA (3 pages) - 10 minutes at end of class to ask questions/get feedback from TA Homework: Work on Paper Template &amp; Topic Selection Assignment</td>
<td>Due @ 11:59 pm on Canvas: PA 5 - Complete the “How do they compare?” Activity on pg. 52 in CSI book</td>
</tr>
<tr>
<td>Wed. 9/12</td>
<td>Cover Pages and Headers in APA</td>
<td></td>
<td>Due IN CLASS: Bring a revised draft of your Paper Template &amp; Topic Selection (Components 1-3)</td>
</tr>
<tr>
<td>Sun. 9/16</td>
<td></td>
<td>Read the I/O journal article provided on Canvas prior to class</td>
<td>Due @ 11:59 pm on Canvas: PA 6 - Annotated Bib. of article (see p. 82 in CSI book for components to include) – include separately how communication is being defined and the communication tradition(s) of this article</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Task</td>
<td>Notes</td>
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<tr>
<td>Mon.</td>
<td>9/24</td>
<td>Paraphrasing and plagiarism; &amp; Writing a Basic Citation in APA</td>
<td>Read the following in the APA Manual: -4.01-4.38 in Chapter 4 (pp. 87-114) in APA Manual -Chapter 6 pp. 169-192 10 minutes at end of class to meet w/ TA.</td>
</tr>
<tr>
<td>Tues.</td>
<td>9/25</td>
<td></td>
<td>Due @ 11:59 pm on Canvas: PAs 7 &amp; 8 - Complete the 2 Activities in the CSI book PRIOR to class: 1) “Paraphrasing Practice” &amp; 2) APA Practice.</td>
</tr>
<tr>
<td>Wed.</td>
<td>9/26</td>
<td>Step 3 of the Research Process: Look Closely at the Evidence</td>
<td>Read Step 3 Chapter in CSI book - Workshop with TA Squad (J5).</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
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<td>Assign Annotated Bibliography – Part 1 (J5) Assignment (Step 3 in CSI book)</td>
</tr>
<tr>
<td>Mon.</td>
<td>10/1</td>
<td>Hands on R &amp; R (Research &amp; writing)</td>
<td>Class Workshop on J5 - Homework: Study for Midterm Exam</td>
</tr>
<tr>
<td>Wed.</td>
<td>10/3</td>
<td>Hands on R &amp; R (Research &amp; writing)</td>
<td>Class Workshop on J5 Read the Step 4 Chapter in the CSI book Study for Exam</td>
</tr>
<tr>
<td>Sun.</td>
<td>10/7</td>
<td></td>
<td>Due IN CLASS: Bring draft of Annotated Bibliography Part 1 (J5)</td>
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<td>Week 7</td>
<td></td>
<td></td>
<td>Due @ 11:59pm: Annotated Bibliography Part 1 (J5) via Turnitin.com - Assign Annotated Bib. Part 2 (J7) &amp; Computational Analysis of Annotated References (Step 4 in CSI book) - Study for Midterm</td>
</tr>
<tr>
<td>Mon.</td>
<td>10/8</td>
<td>Step 4 of the Research Process: Compare, Synthesize, &amp; Integrate Evidence</td>
<td>Class Workshop: Annotated Bib.- Part 2 (J7) &amp; Step 4</td>
</tr>
<tr>
<td>Tues.</td>
<td>10/9</td>
<td></td>
<td>Due @ 11:59 pm on Canvas: PA 9 complete Activity “An Annotation Word Cloud” (p. 93) in CSI book</td>
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<tr>
<td>Wed.</td>
<td>10/10</td>
<td>Hands on R &amp; R (Research &amp; writing)</td>
<td>Class Workshop: Annotated Bib.- Part 2 (J7) &amp; Step 4 - Study for Midterm Exam</td>
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<td>Weeks 8</td>
<td></td>
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<td>Midterm Exam Bring number 2 pencil</td>
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<tr>
<td>Mon.</td>
<td>10/15</td>
<td>Midterm Exam</td>
<td>BRING DRAFT OF ANNOTATED BIBLIOGRAPHY PART 2 (J7) &amp; STEP 4 TO CLASS.</td>
</tr>
<tr>
<td>Wed.</td>
<td>10/17</td>
<td>Hands on R &amp; R (Research &amp; writing)</td>
<td>Workshop with TA Squad</td>
</tr>
<tr>
<td>Sun.</td>
<td>10/21</td>
<td></td>
<td>Due @ 11:59 pm: Annotated Bibliography Part 2 (J7)</td>
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<tr>
<td>Week</td>
<td>Mon. 10/22</td>
<td>Writing RQs/Using Headers to Organize; &amp; Narrowing Focus</td>
<td>Read: Ch. 2 in APA Manual 2.01-2.08, &amp; 2.11 Re-read: APA 3.03 (pp. 62-63) Class Workshop on Rationale &amp; Research Questions 10 minutes at end of class to ask questions/get feedback from TA.</td>
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<tr>
<td>Wed. 10/24</td>
<td>Narrowing Focus &amp; Hands on R&amp;R Workshop with TA Squad on Rationale &amp; Research Questions</td>
<td>Bring materials to work on Rationale &amp; R/Q</td>
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<td>Mon. 10/29</td>
<td>Hands on R&amp;R/ Individual Meetings</td>
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<tr>
<td>Wed. 10/31</td>
<td>Hands on R&amp;R/ Individual Meetings</td>
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<td>Week 11</td>
<td>Mon. 11/5</td>
<td>Hands on R&amp;R Workshop with TA Squad.</td>
<td>DUE IN CLASS: BRING DRAFT OF RATIONALE &amp; RESEARCH QUESTION ASSIGNMENT</td>
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<tr>
<td>Wed. 11/7</td>
<td>Step 5 of the Research Process: Outline the Case You’ve Built</td>
<td>Read the Step 5 chapter in the CSI book 10 minutes at end of class to ask questions/get feedback from TA</td>
<td>Assign: Literature Review &amp; Final Proposal Assign: Individual Meetings with Outline &amp; References</td>
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<td>Week 12</td>
<td>Sun. 11/11</td>
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<tr>
<td>Mon. 11/12</td>
<td>Hands on R&amp;R workshop on outlining Literature Review/final proposal</td>
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<td>Bring laptops/tablets</td>
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<tr>
<td>Wed. 11/14</td>
<td>Step 6 of the Research Process: Write up Your Final Report</td>
<td>Read Step 6 chapter in the CSI book 10 minutes at end of class to ask questions/get feedback from TA.</td>
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<tr>
<td>Week 13</td>
<td>Mon. 11/19</td>
<td>Step 7 of the Research Process: Edit Your Paper</td>
<td>Read Step 7 chapter in the CSI book</td>
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<tr>
<td>Wed. 11/21</td>
<td>Putting It All Together – The Final Project</td>
<td>Re-Read: APA 2.05 (p. 27-28) Class Workshop/Workshop with TA Squad</td>
<td>DUE IN CLASS: BRING ROUGH DRAFT OF LITERATURE REVIEW</td>
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<td>Week 14</td>
<td>Sun. 11/25</td>
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<td>DUE @ 11:59pm: Literature Review via Turnitin.com</td>
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<td>Mon. 11/26</td>
<td>Final Project Q&amp;A &amp; Course Evaluations</td>
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<td>Wed. 11/28</td>
<td>Individualized Meeting- Outline with References due at Meeting</td>
<td>Due @ 11:59 pm on Canvas: Final Class Reflection w/ E-Portfolio/LinkedIn Everyone can pick up your draft paper from your TA in their office</td>
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<td>Week 15:</td>
<td>Mon. 12/3</td>
<td>Individualized Meeting- Outline with References due at Meeting</td>
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<td></td>
<td>Wed. 12/5</td>
<td>Individualized Meeting- Outline with References due at Meeting</td>
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<tr>
<td>Week 16: Finals Week</td>
<td>Sun. 12/9</td>
<td>Final Proposal</td>
<td>DUE @ 11:59 pm Final Proposal via Turnitin.com</td>
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