



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 03.02.09

1. ACADEMIC UNIT: Hugh Downs School of Human Communication, CLAS
2. COURSE PROPOSED: COM 308 Advanced Research Methods in Comm. 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Kellie Palazzolo Phone: 965-5061
Mail Code: 1205 E-Mail: Kellie.Palazzolo@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.

- (1) Course Description
- (2) Course Syllabus
- (3) Criteria Checklist for the area
- (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? Yes

Mandatory Review



ARIZONA STATE UNIVERSITY

Harold L. Goodall, Jr.

Chair/Director (Print or Type)

Date: 3/3/09

A handwritten signature in cursive script, appearing to read 'Harold L. Goodall, Jr.', written over a horizontal line.

Chair/Director (Signature)

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Course syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Course syllabus
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Course syllabus
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Course syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
COM	308	Advance Research Methods in Communication	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1: The course grade is based on the following assignments: NIH certificate, topic proposal, literature review, research proposal, quantitative article critique, qualitative article critique, and four exams.	160 of the points come from writing assignments (i.e., topic proposal, literature review, research proposal, quantitative article critique, and qualitative article critique).	The writing assignments are described on page 4 of the syllabus and the points assigned to each task are on page 5.
C-2 & C-3: The topic proposal, literature review, research proposal, quantitative article critique, and qualitative article critique assignments all involve gathering, interpreting, and/or evaluating evidence.	The literature review and research proposal are both substantial writing tasks. They include synthesizing scholarly research, designing a study, and proposing methods for analyzing data.	The writing assignments are described on page 4 of the syllabus.
C-4: The topic proposal, literature review, and research proposal all build off of each other. They are spaced throughout the semester such that students have several weeks to make revisions on each paper before the next is due.	The requirements for the research proposal explicitly require students to complete the revisions given to them by the instructor on their literature review papers. Similarly, the literature review contains revisions from the topic proposal paper.	The writing assignments are described on page 4 of the syllabus.

COM 308: ADVANCED RESEARCH METHODS IN COMMUNICATION SPRING 2009—SLN 10574

INSTRUCTOR: Kellie E. Palazzolo, Ph.D., M.P.H. (Formerly Carlyle)

CLASS MEETS: MW 2:00-3:15pm Stauffer 315

OFFICE: Stauffer 470

OFFICE HOURS: M 11:30-1:30pm & by appointment

OFFICE PHONE: (480) 965-5061

E-MAIL: Kellie.Palazzolo@asu.edu (preferred means of communication)

COURSE DESCRIPTION: This course builds off of COM 207, Introduction to Communication Inquiry, and will prepare you for 400-level coursework. The course covers quantitative, qualitative, and critical approaches; however, emphasis is placed on quantitative methods. It is important to note that, although this course cannot cover any method of inquiry completely, each area is given more in-depth coverage in specialized 400-level courses. I encourage each of you to explore the range of methods both formally and informally during your time at ASU.

COURSE OBJECTIVES: This will likely be one of the most rigorous courses you will take, as well as one of the most valuable. The skills you learn in this class will help you in a wide range of careers, and will help you become more informed consumers. Specifically, this class is designed to provide you with the ability to:

1. Demonstrate a general knowledge of empirical research methods and objectives;
2. Conduct and critique empirical research;
3. Assess the appropriateness of various research methods in response to questions asked by communication researchers; and
4. Design a preliminary communication study using social scientific research methods.

REQUIRED TEXT & MATERIALS:

1. Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods* (2nd edition). Boston: Allyn & Bacon.
2. Regular access to Blackboard course Web site.
3. Calculator with square-root function (cell phone calculators *not* permitted).
4. Additional materials as assigned.

RECOMMENDED TEXT:

1. APA (2001). *Publication manual for the American Psychological Association* (5th ed). Washington, D. C.: American Psychological Association.

POLICIES AND PROCEDURES

PRE-REQUISITES: Students must have a GPA of 2.5 or greater, must have completed COM 207 with a grade of C or greater, and must have completed a Math pre-requisite. It is your responsibility to ensure that you have met these requirements. If you have not met these requirements, the HDSHC retains the right to remove you from the course regardless of the number of assignments, exams, etc. completed. You will be removed administratively if you do not do so on your own.

ATTENDANCE: Attendance is required. If you do choose to miss class, please be sure to read the policies listed below under missed or late exams or assignments. In addition, it is your responsibility to find out what you missed from a classmate who is willing to share that information. I do not give out copies of my lecture notes or PowerPoint slides except for what is posted on the course Blackboard site. Students are required to provide official *written* documentation for excused absences. Excuses for university-sponsored activities must be presented *in advance* of the absence. No excuses or documentation will be accepted more than one week after the absence. *Your final grade will be lowered by 3 points for each unexcused absence beyond two absences.*

MISSED OR LATE EXAMS OR ASSIGNMENTS: All assignments are due at the *beginning* of the class period. Assignments must be submitted in hard copy in class *and* submitted through Safe Assign by the start of class on the due date. If one of these two forms of submission is not completed by the time the assignment is due, the assignment will be considered late and at least *five points* will be deducted from your grade, regardless of the point total for the assignment. Exceptions will not be made for computer problems, so please plan accordingly.

By definition, late exams and assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, missed or late assignments are generally *not* accepted (i.e., if you miss or are late for an exam or assignment, you will receive a zero on that exam or assignment). The only exception to this policy will be documented and university accepted excuses. Such documentation must be presented before the missed assignment/exam when reasonably possible (and by the next class period when this is not possible). If you are missing an assignment or exam because of an event that is currently scheduled (e.g., varsity athletes whose playing schedule is established), you *must* notify the instructor one week before the exam you will be missing in order to receive a makeup exam. Please note that make-up exams or assignments may be of a different format or cover course content in a different ratio than the original. Also note that if you arrive after the first person has completed/left the exam, you will absolutely not be allowed to take the exam (i.e., you will receive a zero on the exam).

WRITTEN WORK AND PRESENTATIONS: Students must use correct spelling and grammar in all written assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Fifth Edition of the American Psychological Association's (APA) Publication Manual.

E-MAIL & COMPUTER WORK: I will use electronic mail for class updates, as well as Blackboard. Please read your ASU email regularly and check Blackboard (at least 2-3 times per week) so you can keep up-to-date on upcoming assignments. Let me know if you need help with this.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate *fully and constructively* in class discussions and activities.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., repeatedly arriving late, having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls or text messages, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Your final grade will be reduced by two points *each time* you engage in these sorts of behaviors – *especially* cell phones or pagers going off.

ACADEMIC MISCONDUCT: ACADEMIC MISCONDUCT: In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty will not be tolerated, and there are severe sanctions for cheating, plagiarizing and any other form of dishonesty. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. *Use of your COM 207 papers is NOT permitted.* Hence, plagiarizing your own COM 207 paper is also an example of academic misconduct and will be treated as such. Ignorance of the University's policy is never considered an excuse for academic misconduct, so I recommend that you review the manual and, specifically, the sections dealing with academic misconduct.

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (*documentation should be provided no later than the second week of class*) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. Course material will gladly be made available in alternate formats whenever necessary.

ASSIGNMENTS

C-2

NIH CERTIFICATE (DUE 2.04): You will be asked to complete the National Institutes of Health Human Participants Protection online course. This course should take approximately two hours total, and may be completed in multiple sessions or a single session. When you finish the course, you will receive a completion certificate which you can print out. Please print one copy for yourself and one to hand in to me. This certificate must be handed in by the due date, but may also be handed in any time prior to the due date. The online course can be found at: <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>.

PLAGIARISM EXERCISE (IN CLASS 2.09): Because plagiarism is a serious violation of academic integrity that may result in a person being expelled from the University, it is important that all students understand what plagiarism is and how to avoid it. As such, all students must complete this plagiarism exercise in class, which includes a demonstration of your understanding of plagiarism. No student will be permitted to hand in *any* written assignment until this exercise has been successfully completed.

ORIGINAL COMMUNICATION RESEARCH PROJECT: This project asks you to examine a particular aspect of communication within a specific context, to review how communication theory has been used in previous scholarly studies, and then to design your own original research study. The project will be completed in several phases (detailed instructions to be provided throughout the semester):

C-4

TOPIC PROPOSAL (DUE 2.23): For the first phase of your project, you will propose a topic of interest. You will write a short description (1-2 paragraphs) of the topic/question of interest, identify and conceptualize all independent and dependent variables, and include preliminary research questions and/or hypotheses. You will also provide a ten-source annotated bibliography of scholarly articles you think might be relevant in writing your paper. An annotated bibliography includes the citation in APA format for each article, with a short (1 paragraph) description of each article underneath.

C-3

LITERATURE REVIEW (DUE 3.25): The literature review is the first half of your project. This will include an introduction, a brief background and need for the topic of study proposed, a review of the relevant literature, a conceptualization of your variables, and a formal presentation of your research questions and/or hypotheses. This paper should be approximately 5-6 pages and conform to APA guidelines.

C-4

RESEARCH PROPOSAL (DUE 5.04): The research proposal is the finalized project. It includes your revised literature review plus a method section. Your method section explains how you will carry out the quantitative study that you have proposed. This section contains several components (e.g., research participants, procedure, etc.), and detailed instructions of each will be provided during the semester. The method section of this paper should be approximately 2-4 pages and conform to APA guidelines.

ARTICLE CRITIQUES (DUE 3.02 & 4.13): You will be asked to perform two article critiques throughout the semester; one quantitative and one qualitative. The articles that you critique and detailed guidelines for each assignment will be provided by the instructor.

EXAMS: There will be four exams in this course. They are not cumulative; however, the material does build upon itself so some material will naturally appear on multiple exams. Exams may include multiple choice, short answer, and/or short essay questions and will cover material presented in lecture, discussion, activities, and assignments. The final (fourth) exam will also consist of statistical calculation problems.

GRADING C-1

<u>ASSIGNMENT</u>	<u>POSSIBLE POINTS</u>	<u>POINTS EARNED</u>
NIH Certificate	10	_____
Topic Proposal	20	_____
Literature Review	60	_____
Research Proposal	40	_____
Quantitative Article Critique	20	_____
Qualitative Article Critique	20	_____
Exam #1	40	_____
Exam #2	20	_____
Exam #3	40	_____
Exam #4	30	_____
Total possible points	300	_____

Grading Scale:

A+	291-300 points
A	279-290 points
A-	270-278 points
B+	261-269 points
B	249-260 points
B-	240-248 points
C+	231-239 points
C	210-230 points
D	180-209 points
E	0-179 points

COURSE SCHEDULE

Date	Topic/Assignment	Reading
W 1.21	Course Intro	
M 1.26	Intro to Research	Ch. 1
W 1.28	Asking Questions	Ch. 2
M 2.02	Finding, Reading, and Using Research	Ch. 3
W 2.04	Research Ethics **NIH Certificate Due**	Ch. 6
M 2.09	Review for Exam #1 **Plagiarism Exercise In Class**	
W 2.11	Exam #1	
M 2.16	Library Research	
W 2.18	Observing/Measuring Variables	Ch. 4
M 2.23	Designing Valid Research **Topic Proposals Due**	Ch. 5
W 2.25	Designing Valid Research	Ch. 5
M 3.02	Exam #2 Review **Quantitative Critique Due**	
W 3.04	Exam #2	
M 3.09 W 3.11	Spring Break—no class	
M 3.16	Experimental Research	Ch. 7

W 3.18	Experimental Research	Ch. 7
M 3.23	Survey Research	Ch. 8
W 3.25	Interviews and Focus Groups <i>**Literature Review Due**</i>	
M 3.30	Textual Analysis	Ch. 9
W 4.01	Textual Analysis	Ch. 9
M 4.06	Naturalistic Inquiry	Ch. 10
W 4.08	Naturalistic Inquiry	Ch. 10
M 4.13	Review for Exam #3 <i>**Qualitative Critique Due**</i>	
W 4.15	Exam #3	
M 4.20	Describing Quantitative Data	Ch. 11
W 4.22	Inference	Ch. 12
M 4.27	Inference	Ch. 12
W 4.29	Overview of Tests of Differences	Ch. 13
M 5.04	Overview of Tests of Relationships Review for Exam #4 <i>**Research Proposal Due**</i>	Ch. 14
M 5.11	Exam #4	