

# University of Calgary

## Department of Communication, Media and Film

### COMS 313 (L01): Communication Research Methods

**SUMMER 2023: June 26 to August 8 (excluding July 3 and August 7)**

**Lecture: MW 13:00 to 15:45 at TI 110**

#### IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY

**Note:** This course will be delivered in person. If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term.

<b>Instructor:</b>	Amanda Zanco
<b>Office:</b>	SS240/ SS250
<b>Email:</b>	amanda.zanco@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	Tuesdays 9:00-11:00 via Zoom by appointment through this link: <a href="https://amanda-zanco.youcanbook.me">https://amanda-zanco.youcanbook.me</a> Wednesday 4:00-5:00 PM in person at SS250

#### Course Description

A critical introduction to communication research methods. Students will explore, practice and critique selected quantitative and qualitative research methods and perspectives on the processes of knowledge production.

#### Additional Information

The weekly schedule of topics and readings can be found at the end of this outline. Students are responsible for reading and following all course and university policies discussed in this outline.

#### Objectives of the Course

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

- The difference between scientific research and other practices of knowledge production
- Qualitative and quantitative research design and orientations in social science research
- Methods of data collection and analysis and their strengths and limitations in communication research
- Ethical considerations in communication research
- Potential bias introduced by a different method of sampling
- The political underpinnings of various methods
- Key vocabulary and key concepts that pertain to methods and methodology
- How to critique the limitations of scholarly studies
- Constitutive elements of a literature review and its role in a research project
- How to develop a proposal and design a communication research project
- The components of a research proposal and the characteristics of a good proposal in the context of communication research

## Textbooks and Readings

Seale, C. (2018). Researching society and culture (4th ed.). London, U.K.: Sage. (Required Textbook) available on U of C Bookstore (digital copy is acceptable).

## Learning Technologies and Requirements

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online synchronous courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

## Policy on the Use of Electronic Communication Devices

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

## Assignments and Evaluation

Weight	Assessed Components	Due
10%	<p><b>Participation and engagement in class activities</b></p> <p>The instructor will keep track of attendance and activities throughout the term. The participation assessment will be based on the quality and frequency of verbal participation in class discussions and your contribution to in-class activities.</p> <ul style="list-style-type: none"><li>• <b>Class Engagement</b> Students are expected to contribute to class discussions and bring insightful, consistent, and informed comments based on the week's topics/readings.</li><li>• <b>In-class activities</b> This component is the student's contributions to in-class structured activities. The instructor will email students with details if the activity needs preparation and/or access to other materials.</li></ul> <p>More information about how the participation grade will be assessed will be posted on D2L.</p>	<b>Ongoing</b>
5%	<p><b>Completion of TCPS2 CORE Tutorial (online)</b></p> <p>Students will be responsible for completing the U of C research ethics training, which is an online tutorial created in accordance with Canadian Tri-Council Research Agencies. The tutorial has eight modules and will take between two and three hours to complete.</p> <p>Please submit to the D2L Dropbox the screenshot of your completion certificate to receive credit.</p>	<b>July 5 at 11:59 pm on D2L dropbox</b>

	<p>TCPS2 CORE Ethics Tutorial is available here:  <a href="https://tcps2core.ca/welcome">https://tcps2core.ca/welcome</a></p> <p><b>*To be done individually*</b></p>	
20%	<p><b>Quizzes</b></p> <p>There are 2 multiple-choice quizzes, each available for 24 hours on D2L. Class time is allotted for students to do the test in the classroom if they wish. All tests are as follows:</p> <ul style="list-style-type: none"> <li>• Open book</li> <li>• <b>To be done individually</b></li> <li>• Timed, and once open, must be completed in one attempt</li> <li>• For each test, the instructor will be in the classroom during regular class hours for students who wish to bring their laptops and complete the test there</li> <li>• The instructor will be monitoring emails closely during regular class hours</li> </ul> <p><b>Quiz #1 (10%) on July 12</b></p> <ul style="list-style-type: none"> <li>• 10-15 multiple-choice questions</li> <li>• Covers materials from <b>Week 1, 2, and 3</b></li> <li>• Is timed for 30 minutes, but students will have 45 minutes to complete in case of technical difficulties</li> <li>• Quiz will be open on D2L for 24 hours (from July 12 at 1 pm to July 13 at 1 pm).</li> </ul> <p><b>Quiz #2 (10%) on July 26</b></p> <ul style="list-style-type: none"> <li>• 10-15 multiple-choice questions</li> <li>• Covers materials from <b>Week 4 and 5</b></li> <li>• Is timed for 30 minutes, but students will have 45 minutes to complete in case of technical difficulties</li> <li>• Quiz will be open on D2L for 24 hours (from July 26 at 1 pm to July 27 at 1 pm)</li> </ul>	<p><b>QUIZ #1</b> - July 12  (available online on D2L from July 12- 1 pm to July 13- 1 pm)</p> <p><b>QUIZ #2</b>- July 26  (available online on D2L from July 26- 1 pm to July 27- 1 pm)</p>
20%	<p><b>Padlet for Research Methods</b></p> <p>Students throughout the term will be required to keep an online “journal” of communication research methods. This assignment also aims to encourage students to engage with the course material in a different format (showing their participation beyond the lecture activities and discussions). Also, students can design their Padlet as an easy-to-access guide to research methods including sources, ideas, examples, and links, which will be useful when conducting research communication projects.</p> <p>Students need to create <b>one entry for each Lecture</b> (#1, #2, #3, #4, #6, #7, #8). <b>No entries for class #5 (quiz), #9 (quiz), and #10 (after assignment due).</b></p> <p>At the end of each class, the instructor will provide the following:</p> <ul style="list-style-type: none"> <li>• Reflection questions about the lecture topic</li> <li>• Ideas from discussion topics that can be expanded on</li> <li>• Examples of case studies to engage in a quick analysis</li> </ul> <p>Students may choose between these options and write their entry, which must be 200-300 words (1 or 2 paragraphs).</p> <p>Further information about this assignment will be provided in class.</p> <p><b>*To be done individually*</b></p>	<p><b>July 26 at 11:59 on D2L dropbox</b></p>
10%	<p><b>Research Project Outline</b></p> <p>This assignment aims to get students thinking about their final paper and reflecting on how a media artifact can be studied through different methods and perspectives.</p>	<p><b>July 19 at 11:59 pm on D2L dropbox</b></p>

	<p>Students will choose a media artifact that they are interested in studying; then they will write two research questions, propose two different research methods (one for each question), and think about the potential limitations of each method of studying the chosen media example. At the end of the document, students must identify which of the two methods they will use in the final research project. The instructor will provide students with feedback about how to move forward to the Final Research Project Submission.</p> <p>Further instruction will be provided in class and on D2L under Content &gt; Assignment Docs &gt; "Research Project Outline."</p> <p><b>*To be done in groups of 2 to 4 students*</b>  <b>Note: The name of group members needs to be submitted to the Instructor by July 5 via email.</b> The group will be working together for three assignments: (1) Research Project Outline, (2) Final Research Project, and (3) Presentation.</p> <p><i>Group members will receive the same grade on assignments; however, the instructor reserves the right to award differential grades based on group peer reviews or information indicating significantly uneven contributions by group members. The instructor will closely monitor the group members' participation by asking each group member to report their contribution to each assignment individually. More information regarding groups will be provided in class.</i></p>	
10%	<p><b>Presentation Research Project</b></p> <p>On the last day of the course, groups will present their Research Proposal to the class in a 10-minute presentation (including PowerPoint/Canva) + extra 5 min for a Q&amp;A section.</p> <p>Further instruction will be provided in class and on D2L under Content &gt; Assignment Docs &gt; "Presentation Research Project"</p> <p><b>*To be done in a group of 2 to 4 students*</b> (same group for: Research Project Outline, Final Research Project, and Presentation)</p> <p><i>Group members will receive the same grade on assignments; however, the instructor reserves the right to award differential grades based on group peer reviews or information indicating significantly uneven contributions by group members. The instructor will closely monitor the group members' participation by asking each group member to report their contribution to each assignment individually. More information regarding groups will be provided in class.</i></p>	<p><b>August 1st slides deposited at 11:59 on D2L dropbox</b></p> <p><b>August 2nd in-class presentations</b></p>
25%	<p><b>Final Research Project</b></p> <p>Drawing on course material, students will expand on one of the two approaches presented on their Research Project Outline and propose a research project for the chosen contemporary media artifact.</p> <p>The Research Proposal is to be 7-8 double-spaced pages of text and include the following sections: (1) Title, (2) Abstract, (3) Background/Introduction, (4) Research question, (5) Brief Literature review, (6) Aims and objectives, (7) Data collection, (8) Data analysis, (9) Ethical considerations, (10) Dissemination, and (11) References.</p> <p>Further instruction will be provided in class and on D2L under Content &gt; Assignment Docs &gt; "Final Research Project"</p> <p><b>*To be done in a group of 2 to 4 students*</b> (same group for: Research Project Outline, Final Research Project, and Presentation)</p> <p><i>Group members will receive the same grade on assignments; however, the instructor reserves the right to award differential grades based on group peer reviews or information indicating significantly uneven contributions by group members. The instructor will closely monitor the group members' participation by asking each group member to report their contribution to each assignment individually. More information regarding groups will be provided in class.</i></p>	<p><b>August 9 at 11:59 pm on the D2L dropbox</b></p>

## **Registrar-scheduled Final Examination: No**

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this course.

### **Submission of Assignments**

Please submit all assignments by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

### **Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors

### **Expectations for Writing**

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### **Grading & Department of Communication, Media and Film Grade Scale**

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, letter grades will be used for written assignments (e.g., Research Outline, Padlet Journal, Final Paper and Presentations), while percentage or numerical grades will be used for quizzes and participation grades.

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

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages, A.I. content generators, or visual media.

Students must adhere to the instructor's course policy regarding the use of A.I. generated content in course work. Unsanctioned use of A.I.-generated content in course work is not permitted and will be reported as academic misconduct.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

### **Instructor Intellectual Property & Copyright Legislation**

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Academic Misconduct**

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

### **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

### **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>



## Student Support Services and Resources

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)

## Schedule of Lecture Topics and Readings

Week/ Topics	Mondays	Wednesdays	Assignments deadlines
<b>PART ONE - INTRO TO COMMUNICATION RESEARCH METHODS</b>			
<b>Week 1</b>  <b>Introduction to Communication Research Methods Course</b>	<b>June 26 (Lecture #1)</b>  <b>Part I (1:00- 2:15)</b> Introduction to Communication Research Methods Course  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Starting Out in Researching Society and Culture  <b>Reading: No readings</b>	<b>June 28 (Lecture #2)</b>  <b>Part I (1:00- 2:15):</b> Research and Theory Research Orientations & Research Designs  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Research Ethics + Activity  <b>Readings:</b> <i>Chapter 3-</i> Research and Theory <i>Chapter 4-</i> Ethics and Social Research <i>Chapter 6-</i> Research Questions and proposals All these readings are from the textbook: Seale, C. (2018). <i>Researching society and culture</i> (4th ed.). London, U.K.: Sage.	<b>No assignments are due this week.</b>  <b>Recommended:</b> Watch the documentary " <i>Quiet Rage: The Documentary</i> ," available on D2L for the in-class activity <b>on June 28</b>
<b>PART TWO- GENERATING/COLLECTING DATA</b>			
<b>Week 2</b>  <b>Quantitative and Qualitative Sampling</b>	<b>July 3</b>  <b>NO CLASS</b>  Canada Day: July 01 (observed on Monday, July 3)	<b>July 5 (Lecture #3)</b>  <b>Part I (1:00- 2:15)</b> Survey Research: Interviews and Questionnaires  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Qualitative Interview and Focus Group  <b>Readings:</b> <i>Chapter 10-</i> Questionnaires and interviews <i>Chapter 12-</i> Qualitative Interviewing <i>Chapter 13-</i> Focus Group  All these readings are from the textbook: Seale, C. (2018). <i>Researching society and culture</i> (4th ed.). London, U.K.: Sage.	TCPS2 CORE Tutorial due <b>July 5 (Wednesday) at 11:59 pm on D2L dropbox</b>
	<b>July 10 (Lecture #4)</b>  <b>Part I (1:00- 2:15)</b> Ethnography	<b>July 12 (Lecture #5)</b>  <b>QUIZ #1</b>	<b>QUIZ #1 (open from July 12- 1 pm to July 13- 1 pm on D2L)</b>



<b>Week 3</b>  <b>Quantitative and Qualitative Sampling</b>	Archival/Historical Research  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Digital Social Research Combining Qualitative and Quantitative Methods  <b>Readings:</b> <i>Chapter 14-</i> Doing Ethnography <i>Chapter 16-</i> Doing historical and documentary research Chapter 18- Digital Social Research  All these readings are from the textbook: Seale, C. (2018). <i>Researching society and culture</i> (4th ed.). London, U.K.: Sage	*Covers lecture material and readings from <b>Weeks 1, 2 and 3*</b>  (Quiz #1 will be available online on D2L but class time will be allocated for those who want to take the quiz in-class)	
<b>PART THREE- DOING ANALYSIS</b>			
<b>Week 4</b>  <b>Doing Analysis</b>	<b>July 17 (Lecture #6)</b>  <b>Part I (1:00- 2:15)</b> Quantitative Analysis  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Content and Text Analysis  <b>Readings:</b> <i>Chapter 19-</i> Preparing data for statistical analysis <i>Chapter 23-</i> Secondary Analysis <i>Chapter 24-</i> Content and text analysis  All these readings are from the textbook: Seale, C. (2018). <i>Researching society and culture</i> (4th ed.). London, U.K.: Sage	<b>July 19 (Lecture #7)</b>  <b>Part I (1:00- 2:15)</b> Visual Methodologies  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Thematic and Discourse Analysis  <b>Readings:</b> <i>Chapter 26-</i> Visual analysis <i>Chapter 25-</i> Finding themes in qualitative data <i>Chapter 27-</i> Discourse analysis  All these readings are from the textbook: Seale, C. (2018). <i>Researching society and culture</i> (4th ed.). London, U.K.: Sage.	Research Project Outline due <b>July 19 (Wednesday at 11:59 pm on D2L dropbox)</b>
<b>PART THREE- DOING ANALYSIS</b>		<b>PART FOUR- DECOLONIZING METHODS</b>	
<b>Week 5</b>  <b>Doing Analysis Through Critical Lenses</b>	<b>July 24 (Lecture #8)</b>  <b>Part I (1:00- 2:15)</b> Conversation, Phenomenological and Narrative Analysis  <b>Break: 15 minutes</b>  <b>Part II (2:30-3:45)</b> Bringing all Together Through Critical Lenses: Qualitative and Quantitative Research in Communication Studies Decolonizing Methods: Participation and Research-Creation  <b>Readings (required):</b> <i>Chapter 28-</i> Analyzing conversation <i>Chapter 29-</i> Narrative analysis and interpretative phenomenological analysis  All these readings are from the textbook: Seale, C. (2018). <i>Researching society and culture</i> (4th ed.). London, U.K.: Sage  <b>Additional readings (recommended-available on D2L):</b>	<b>July 26 (Lecture #9)</b>  <b>QUIZ#2</b>  *Covers lecture material and readings from <b>Weeks 3 and 4*</b>  (Quiz #2 will be available online on D2L but class time will be allocated for those who want to take the quiz in-class)	<b>QUIZ #2 (open from July 26- 1 pm to July 27- 1pm on D2L)</b>  Padlet due <b>July 26 (Wednesday at 11:59 pm on D2L dropbox)</b>

	<p>Chapman, Owen. "Research-Creation: Intervention, Analysis and 'Family Resemblances.'" Canadian Journal of Communication 37, no. 1 (2012): 5–26. doi:10.22230/cjc.2012v37n1a2489</p> <p>Carla Rice, Andrea LaMarre, Nadine Changfoot &amp; Patty Douglas (2020) Making spaces: multimedia storytelling as reflexive, creative praxis, Qualitative Research in Psychology, 17:2, 222-239</p>		
<b>PART FIVE- WRITING, PRESENTING, REFLECTING</b>			
<b>Week 6</b>  <b>Conducting a Research Project + Presentations</b>	<p><b>July 31 (Lecture #10)</b></p> <p><b>Part I (1:00- 2:15)</b> Literature Review Writing a Research Project</p> <p><b>Break: 15 minutes</b></p> <p><b>Part II (2:30-3:45)</b> Giving Oral Presentations Workshop Final Paper Doubts section + Time for groups to get together</p> <p><b>Readings:</b> <i>Chapter 5-</i> Doing a literature review <i>Chapter 30-</i> Writing a research report <i>Chapter 31-</i> Giving oral presentations</p> <p>All these readings are from the textbook: Seale, C. (2018). Researching society and culture (4th ed.). London, U.K.: Sage + Come prepared with questions regarding final paper</p>	<p><b>Aug 2 (Lecture #11)</b></p> <p><b>Presentation of Research Proposals</b> <i>*List of groups and presentation chronogram will be posted on D2L *</i></p>	<p>Presentation Slides <b>August 1st- Tuesday at 11:59 pm on D2L dropbox</b></p> <p><b>August 2nd in-class presentations</b></p>
<b>Week 7</b>  <b>Wrap Up</b>	<p><b>August 7</b></p> <p><b>NO CLASS</b></p> <p>Alberta Heritage Day</p>	<p><b>August 9</b></p> <p><b>NO CLASS</b></p> <p>Last day of class is August 8</p>	<p>Final Project <b>August 9 (Wednesday at 11:59 pm on D2L dropbox)</b></p>