

**University of Calgary**  
**Department of Communication, Media and Film**

**Communication and Media Studies COMS 313 L03**  
**Communication Research Method**

**Winter 2017**

**Wednesday, Jan. 11 to Apr. 12 (excluding February 22)**

**Lectures: Wednesdays from 12:00 – 14:45**

**Instructor:** Méil Hogan  
**Office:** SS310  
**Office Phone:** 220-3248  
**E-Mail:** mhogan@ucalgary.ca  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Wednesdays 10am - 12pm, by email appointment

**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. This course may not be repeated for credit.

**Objectives of the Course**

- To understand the fundamentals of methodological practices in communication studies
- To understand the political underpinnings and historical contexts of various methods used
- To learn key vocabulary and key concepts that pertain to methods and methodology
- To understand how research is done and what issues are part of the process and practice
- To work effectively and cooperatively in groups, and to hand things in on time
- Develop your presentation style and other professional skills

**Textbooks and Readings**

Readings are posted on the Desire2Learn course website, and see below.

**Internet and electronic communication device information**

No cell phones allowed during class. If you'd like to take notes on an electronic device, bring in your laptop or tablet. Stay off Facebook and all social media, games, and texting, etc., during class. (You can check your cell phone during break, or step outside the class to make urgent

calls.) For all these reasons, and to help you be less distracted, you're strongly encouraged to take notes by hand.

### Assignments and Evaluation

<b>Weight</b>	<b>Course components</b>	<b>Due</b>
10%	<p><b>Presentation on reading (15 mins)</b></p> <p>In groups of 4 (max), students will present for 20 minutes on a recommended reading which will be assigned during the first class. This presentation should be well rehearsed, organised, and give a coherent overview of the piece, identify the main concepts, critique the methodology used, and leave time at the end for a discussion activity. The group presenting will facilitate discussion among the class by designing a creative activity that focuses on the method and process presented in the article.</p>	ongoing, date by sign up
25%	<p><b>Writing Prompts (varied, 5% each)</b></p> <p>These are in-class writing assignments that will take place throughout the term. They will last between 15 and 30 minutes. Students will be given a notebook for these assignments, which will be collected at the end of each class. These assignments will happen five times throughout the term. Details in class.</p>	ongoing
15%	<p><b>Podcast response paper (2-3 pages)</b></p> <p>Students will submit a 2-3 page report on a podcast episode from the BBC Radio 4 series "Thinking Allowed" (selected episodes will be chosen by the instructor). The report should introduce the featured researcher and their main argument. Outline two points that support the researcher's argument by pulling out two key quotations and explaining their significance. Focus on what methods the person uses in their research, identifying and defining three keywords that characterize their approach. Details in class.</p>	Feb 08
25%	<p><b>Observation (5-7 pages)</b></p> <p>Students will conduct a solo observation exercise and report on their findings. Details in class.</p>	Mar 01
25%	<p><b>Survey (5-7 pages)</b></p> <p>In groups, students will generate a survey that they will share with the class and present at the last class. Details in class.</p>	Apr 12

Registrar-scheduled Final Examination: No

You do not need to complete all assignments and exams in order to receive a passing grade in the course.

**Readings and Schedule** PDF or link for all readings found in D2L.

Sage Research Methods: <http://methods.sagepub.com.ezproxy.lib.ucalgary.ca/>

<b>1// Jan 11 - What is Research? Who is a Researcher?</b>	
<i>Syllabus and Course overview</i>	Sarah J. Tracy, 2010. "Qualitative Quality: Eight 'Big-Tent' Criteria for Excellent Qualitative Research." <i>Qualitative Inquiry</i> 16 (10): 837–51. doi:10.1177/1077800410383121. <a href="http://qix.sagepub.com.ezproxy.lib.ucalgary.ca/content/16/10/837.full.pdf+html">http://qix.sagepub.com.ezproxy.lib.ucalgary.ca/content/16/10/837.full.pdf+html</a> *read in class
<b>2// Jan 18 - Textual Analysis vs Content Analysis</b>	
<i>Content vs Textual in-class ad analysis</i>  <i>WPI</i>	Alan McKee, 2003. "What Is Textual Analysis?" SAGE Publications Ltd DOI: <a href="http://dx.doi.org/10.4135/9780857020017">http://dx.doi.org/10.4135/9780857020017</a>
<b>3// Jan 25 - Ethnography and Participant Observation</b>	
<i>Podcast papers due</i>  <i>Presentation on reading: group de Garis</i>	<b>Guest: Anne Marie Dorland</b>  Laurence de Garis, 1999 "Experiments in Pro Wrestling: Toward a Performative and Sensuous Sport Ethnography," <i>Sociology of Sport Journal</i> (vol. 16, 1999), pp. 65-74.
<b>4// Feb 1 - Focus Groups, Interviews and Ethics</b>	
<i>Complete online tutorial</i> <a href="http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/">http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/</a> for 5% extra credit on	<b>Guest: Janaki Jayanthan, Ethics</b>

<p><i>your overall course grade. Submit the certificate!</i></p>	
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<b>5// Feb 8 - Decolonizing Methods</b>
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<p><i>Podcast papers due</i>  <i>Look at: TCPS 2: CORE Module 9: Research Involving First Nations, Inuit &amp; Métis Peoples of Canada</i>  <a href="http://pre.ethics.gc.ca/education/Module9_en.pdf">http://pre.ethics.gc.ca/education/Module9_en.pdf</a>  <i>Presentation on reading: group Kovach</i></p>	<p><b>Guest: Monique Fry (13:30-14:45)</b></p> <p>Margaret Kovach, 2009. “Chapter 1: Indigenous and Qualitative Inquiry: A Round Dance?” In <i>Indigenous Methodologies</i>. University of Toronto Press, pp. 23-38.</p>
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<b>6// Feb 15 - Archives</b>
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<p><i>Archives visit</i></p>	<p><b>Visit to Archives: Regina Landwehr</b></p> <p>Michael R. Hill, 1993. “Introduction,” and “Chapter 1: Archival Sedimentation,” In <i>Archival Strategies and Techniques</i>. Sage, pp. 1-20.</p>
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<b>7// Mar 1 - Reflexivity</b>
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<p><i>Presentation on reading: group Pillow; group Leurs</i></p> <p><i>Observation project due, present and discuss</i></p> <p>WP2</p>	<p>Pillow, W., 2003 “Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research” <i>QUALITATIVE STUDIES IN EDUCATION</i>, 2003, VOL. 16, NO. 2, 175–196</p> <p>Koen Leurs, 2015. “Methodological trajectory, section 1.3: In-depth interviews,” In <i>Digital Passages: Migrant Youth 2.0</i>. Amsterdam University Press, pp. 70-88.</p>
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<b>8// Mar 8 - Social Media Analysis 1</b>
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<p><i>Presentation on reading: group Light</i></p>	<p><b>Guest: Carla McCutchin (12:45-14:45)</b></p> <p>Light, B., et al., 2016. “The walkthrough method: An approach to</p>
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WP3	the study of apps,” <i>New Media and Society</i> , 1-20.
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**9// Mar 15 - Social Media Analysis 2**

<p><i>Observation projects due</i></p> <p><i>Presentation on reading: group Rogers; group Highfield</i></p>	<p><b>Guest: Mylynn Felt</b></p> <p>Rogers, R, 2013. “Chapter 1: The end of the virtual: digital methods,” In <i>Digital Methods</i>. MIT Press, pp. 19-38.</p> <p>Highfield, T., &amp; Leaver, T, 2016. “Instagrammatics and digital methods: Studying visual social media, from selfies and GIFs to memes and emoji.” <i>Communication Research and Practice</i>, 2(1).</p>
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**10// Mar 22 - Research Creation**

<p><i>I'm away at SCMS in Chicago - no class meeting. Please read the article:</i></p> <p>WP4</p>	<p>Owen B. Chapman, Kim Sawchuk, 2012. “Research-Creation: Intervention, Analysis and Family” Resemblances” <a href="http://www.cjc-online.ca/index.php/journal/article/view/2489">http://www.cjc-online.ca/index.php/journal/article/view/2489</a></p>
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**11// Mar 29 - Surveys and Questionnaires**

<p><i>Form groups for survey project</i></p> <p><i>Presentation on reading: group Sue and Ritter</i></p>	<p>Valerie Sue &amp; Lois Ritter, 2012. “Introduction,” In <i>Conducting Online Surveys</i>. Sage, pp. 1-13.</p> <p>Survey Monkey <a href="https://www.surveymonkey.com">https://www.surveymonkey.com</a> Google Forms <a href="https://www.google.com/forms/about">https://www.google.com/forms/about</a></p>
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**12// Apr 5 - Critical Discourse Analysis**

<p><i>Presentation on reading: group Van Dijk</i></p> <p>WP5</p>	<p>Teun A. Van Dijk, 2015. “Chapter 18: Critical discourse analysis.” In <i>The Handbook of Discourse Analysis</i>. Wiley, pp. 466-485.</p>
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**13// Apr 12 - Final Class**

<i>Surveys due, present in class and discuss</i>	No readings
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**Format**

Please hand in all your papers in Times 12 pt font, double spaced with regular/default margins. Always hand in a hard copy at the start of class unless otherwise specified.

**Submission of Assignments**

Please hand in your essays directly to me at the beginning of class. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

**Policy for Late Assignments**

Assignments submitted after the deadline will be penalized with the loss of a 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 will process the request and issue letters of accommodation to instructors. For additional 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 in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.

- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will 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. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

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

Final grades are reported as letter grades. In this course, percentages are used for all written assignments.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of	B	75 - 79.99%	77.5%

	subject matter generally complete.			
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	0- 49.99%	0%

\* If percentages are used to calculate final grades, the grades falling within these ranges will be translated to the corresponding letter grades.

\*\* 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.

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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

### 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 (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

### Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY · Calgary Police Service · Emergency Text Messaging · Emergency Evacuation & Assembly · Safewalk Program	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> 403-220-5333 403-266-1234      Emergency: call 911 <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a> If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a>
DESIRE2LEARN (D2L) Support · IT help line	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE · Writing Support Services · Student Services Mobile App	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>

<p>STUDENTS' UNION CONTACTS</p> <ul style="list-style-type: none"> <li>· Faculty of Arts Reps</li> <li>· Student Ombudsman</li> </ul>	<p><a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a></p> <p><a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a></p>
<p>SU WELLNESS CENTRE</p> <ul style="list-style-type: none"> <li>· Counselling Services</li> <li>· Health Services</li> <li>· Distress centre 24/7 CRISIS LINE</li> <li>· Online resources and tips</li> </ul>	<p>403-210-9355 (MSC 370), M-F, 9:00–4:30 pm</p> <p><a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a></p> <p><a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a></p> <p>403-266-HELP (4357)</p> <p><a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a></p> <p>If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.</p>