

University of Calgary
Department of Communication, Media and Film

COMS 413 (L01): Advanced Research Methods

WINTER 2023: January 9 to April 12 (excluding Feb. 20, 22 AND April 10)

Lecture: MW 9:30-10:45

| | |
|----------------------|---|
| Instructor: | Maria Victoria Guglietti |
| Office: | SS 220 |
| Email: | mvguglie@ucalgary.ca |
| Office Hours: | Friday 9:30-11:30 (Zoom or in person) or by appointment |

Course Description

An in-depth study of selected methods for social and cultural research. Students will design and carry out empirical research applying these methods.

The class will focus on the study and application of qualitative studies commonly used in communication and media studies.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline or on D2L.

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 different qualitative methods available to collect and analyze data in communication and media studies,
- Develop a research question and a study design in the area of communication and media studies,
- Identify, analyze and evaluate academic literature in a specific area of research,
- Defend their research plans in a research proposal,
- Collect, analyze and interpret qualitative data,
- Author an academic report that discusses and argues the relevance of their original research contributions in communication and media studies.

Textbooks and Readings

Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447, <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518390902736512>

Barthes, R. The rhetoric of the image. In *Image, music, text*, (pp. 32-51). New York, NY: Hill and Wang. **Excerpt on D2L**

- Czarniawska, B. (2004). Structural analyses. In *Narratives in Social Science Research*. SAGE. <https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/narratives-in-social-science-research/n6.xml>
- Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In Wodak, R. P., & Meyer, M. (Eds.). (2001). *Methods of critical discourse analysis*. SAGE Publications. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=254697&ppg=130>
- Fugard, A., & Potts, H. W., (2019). Thematic analysis, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), *SAGE Research Methods Foundations*. <https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/foundations/thematic-analysis>
- Leach, J. (Ed.) (2000). Rhetorical analysis. In Bauer, M. W., & Gaskell, G. (Eds.) *Qualitative researching with text, image and sound*. SAGE <https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/qualitative-researching-with-text-image-and-sound/n12.xml>
- Lunn-Rockliffe, S., Derbyshire, S., & Hicks, D., (2019). Analysis of material culture. In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), *SAGE Research Methods Foundations* <https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/foundations/material-culture-analysis-of>
- Reardon, D. F. (2006). The literature review. In *Doing your undergraduate project* (pp. 149-178). SAGE <https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/doing-your-undergraduate-project/n8.xml>
- Seale, C. (2002). Quality Issues in qualitative inquiry. *Qualitative Social Work*, 1(1), 97–110. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/147332500200100107>
- Spiers, J., & Smith, J. A., (2019). Interpretative phenomenological analysis, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), *SAGE Research Methods Foundations*. <https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/foundations/interpretative-phenomenological-analysis>

Additional material will be posted on D2L.

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

The use of smartphones or other electronic devices is strictly limited to activities connected with the class.

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 |
|--------|--|---|
| 15% | <p>Reflective journal: individual Students will complete a research journal where they will reflect on the process of designing and conducting an independent research project. The assignment will require the student's reflection on different aspects of their learning. A complete journal consists of the following four sections (approx. 250-350 words each):</p> <ol style="list-style-type: none"> 1. Developing a research question 2. Writing a literature review 3. Designing a study 4. Conducting a study <p>Further instructions will be posted on D2L.</p> | April 12 th by 11:59PM (D2L dropbox) |
| 25% | <p>Literature Review: individual (max. 1800 words) Students will complete an in-depth literature review of a minimum of 10 academic sources. The document will situate the proposed study and justify the relevance of the students' research question. Further instructions will be posted on D2L.</p> | February 13 th by 11:59PM (D2L dropbox). |
| 25% | <p>Research Proposal: individual submission- max. 1000 words. Students will write a research proposal outlining the following components of their project:</p> <ol style="list-style-type: none"> 1. Title of the project 2. Aims and Objectives 3. Sample and method of data collection 4. Data analysis 5. Potential advancement of EDI principles. <p>Further instructions will be posted on D2L.</p> | February 27 th by 11:59PM (D2L dropbox). |

| | | |
|-----|---|--|
| 35% | <p>Final research paper: individual, approx. 3000- 4000 words.</p> <p>Students will complete a final research project that will engage with one or more qualitative methods studied in class. The project will answer the research question outlined in the proposal based on evidence obtained through the systematic application of one or more methods discussed in class.</p> <p>Further instructions will be posted in D2L.</p> | April 6 th by 11:59PM (D2L dropbox) |
|-----|---|--|

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, except for the final research art project which will be presented in class, 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 a partial letter grade (e.g.: A- to B+) for each day late. An assignment received two days after the deadline will receive an automatic 0.

***The Day of Grace:** One day of grace is available to all students to cover unforeseen problems that prevent them from meeting a deadline such as computer crashes, vehicle breakdowns, lack of printer ink or money, unexpected family obligations, etc. Students may use this day ONLY ONCE during the semester. **Students using this day of grace must upload the assignment by 11:59 pm the next calendar day** to avoid a late penalty and write “grace” on their subject line. It should be noted that assignments handed in this manner may be returned 1-2 classes later than those submitted on the due date.

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/. 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, final grades are reported as letter grades. All assignments will receive a percentage grade.

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

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

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

| | Mondays 9:30 – 10:45 SS541 | Wednesdays 9:30- 10:45 SS541 |
|-----------------------------------|--|---|
| Week 1 Jan. 9 & 11 | Topic: Introduction to the class and assignments. | Topic: Qualitative research- Analysis of a qualitative coms. study. Reading: TBD |
| Week 2 Jan. 16 & 18 | Topic: Research questions Reading: Jane Agee (2009) Developing qualitative research questions: a reflective process, International Journal of Qualitative Studies in Education, 22:4, 431-447, https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518390902736512 | Topic: Developing a RQ |
| Week 3 Jan. 23 & 25 | Topic: Research Design Reading: in-class notes (examples to be posted on D2L) | Assignment: Sampling Reading: in-class notes (examples to be posted on D2L) |
| Week 4 Jan. 30 & Feb. 1 | Topic: Literature Review Reading: Reardon, D. F. (2006). The literature review. In <i>Doing your undergraduate project</i> (pp. 149-178). SAGE https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/doing-your-undergraduate-project/n8.xml | Topic: Designing and writing a literature review (workshop) |
| Week 5 Feb. 6 & 8 | Topic: Thematic Analysis Reading: Fugard, A., & Potts, H. W., (2019). Thematic Analysis, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R .A. Williams (Eds.), SAGE Research Methods Foundations. https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/foundations/thematic-analysis | Topic: Designing and writing a literature review (workshop) |
| Week 6 | Topic: Discourse Analysis | Topic: Proposal Writing (workshop) |

| | | |
|-----------------------------------|--|--|
| Feb. 13 & 15 | <p>Reading: Fairclough, N. (2001). Critical discourse analysis as a method in social scientific research. In Wodak, R. P., & Meyer, M. (Eds.). (2001). <i>Methods of critical discourse analysis</i>. SAGE Publications. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=254697&ppg=130</p> <p>Assignment: Literature Review due</p> | |
| Week 7 Feb. 20 & 22 | READING WEEK | |
| Week 8 Feb. 27 & Mar. 1 | <p>Topic: Rhetorical Analysis Reading: Leach, J. (Ed.) (2000). Rhetorical analysis. In Bauer, M. W., & Gaskell, G. (Eds.) (2000). <i>Qualitative researching with text, image and sound</i>. SAGE https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/qualitative-researching-with-text-image-and-sound/n12.xml</p> <p>Assignment: Proposal due</p> | Topic: Q&A proposal |
| Week 9 Mar. 6 & 8 | <p>Topic: Narrative Analysis Reading: Czarniawska, B. (2004). Structural analyses. In <i>Narratives in Social Science Research</i>. SAGE. https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/book/narratives-in-social-science-research/n6.xml</p> | Topic: Visual Semiotics Reading: Barthes, R. The rhetoric of the image. In <i>Image, music, text</i> , (pp. 32-51). New York, NY: Hill and Wang. Excerpt on D2L |
| Week 10 Mar. 13 & 15 | <p>Topic: Phenomenological Analysis Reading: Spiers, J., & Smith, J. A., (2019). Interpretative Phenomenological Analysis, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), SAGE Research Methods Foundations. https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/foundations/interpretative-phenomenological-analysis</p> | Topic: Material Analysis Reading: Lunn-Rockliffe, S., Derbyshire, S., & Hicks, D., (2019). Material Culture, Analysis of, In P. Atkinson, S. Delamont, A. Cernat, J.W. Sakshaug, & R.A. Williams (Eds.), SAGE. https://ezproxy.lib.ucalgary.ca/login?url=https://methods-sagepub-com.ezproxy.lib.ucalgary.ca/foundations/material-culture-analysis-of |
| Week 11 Mar. 20 & 22 | Topic: Analysis workshop | Topic: Analysis workshop |
| Week 12 Mar. 27 & 29 | <p>Topic: Quality issues in qualitative research/ Reflexivity Reading: Seale, C. (2002). Quality Issues in Qualitative Inquiry. <i>Qualitative Social Work</i>, 1(1), 97–110. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/147332500200100107</p> | Topic: Designing the report |
| Week 13 April 3 & 5 | Topic: Time dedicated to final project, Q&A with instructor in-class | NO CLASS- INSTRUCTOR AVAILABLE FOR QUESTIONS |

| | | |
|---------------------------------|--------------------------------|--|
| | | Assignment: Final report due April 6 by 11:59PM (D2L) |
| Week 14 April 10 & 12 | NO CLASS- EASTER MONDAY | NO CLASS- TIME DEDICATED TO FINAL REFLECTION ASSIGNMENT Assignment: Final reflection due April 12th by 11:59PM (D2L) |