

Curriculum Development Grant Report

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(in collaboration with Aaron PeeksMease)

Project Title:

Making Research Real: Developing a Diversity Focused Introduction to Research Methods

The goal of this proposal is to redesign *SCOM 280: Introduction to Research Methods* with a focus on the range of methods used to research diversity issues. This redesign aims to have two impacts: First, it will integrate diversity into a core course in the SCOM curriculum. Second, it will transform a course that students often dread and deem “too theoretical” and “not relevant to life” into a course that addresses real contemporary issues.

Proposed Deliverables:

In the proposal I indicated the following deliverables would be provided at the end of the summer:

- a new course syllabus,
- new readings,
- redesigned assignment descriptions and grading matrixes,
- a list of allied organizations around the university that are willing to partner with students to identify real researchable diversity issues.

New Course Syllabus

Appendix A offers the newly designed course syllabus. At the beginning of the summer I collected all the syllabi from 280 courses for the past 3 years and invited all instructors to meet with me to discuss their thoughts, strategies, and suggestions for teaching the class. A summary of these interviews and syllabi analysis can be found in Appendix B.

Most significant changes to the Syllabi are:

- *Integration of Diversity topics early in the semester.* Early in the semester a number of days are designated to address issues of diversity exclusively. These days are designed to set foundations so that diversity becomes a natural centerpiece of later method discussions.
- *A reworking of the course design around 3 units: principles of research, data collection, and data analysis.* Courses have traditionally been separated by qualitative and quantitative methods, skewing which methods students are able to propose for their research because only ½ have been covered.
- *New assignments structures.*
 - The research presentation was eliminated in an effort to engage the essentials of the course.
 - Peer mentoring grades were included. Based on a finding through interviews, groups for peer feedback will be established early in the semester. Groups will receive a peer-mentoring grade based on the group’s performance on each of the building blocks.

New Readings

Appendix C offers the list of new readings divided into two sections:

- Required Readings
 - A new text was selected that is slightly less dense, and a little more straightforward. Ultimately this new text lightened the reading load so that additional readings could be added to the schedule.
 - Four readings on whiteness were selected as exemplars for how a single topic could be approached from multiple theoretical and methodological approaches.
 - Additional readings for methods not well covered in the Treadwell text were added to the readings.
- Class Discussion Readings
 - A set of diversity related example articles was compiled and correlated with diverse data collection and data analysis lessons. This will enable us to analyze these articles piece by piece together in class.
 - This list of articles and the methods they reflect can be found in Appendix C.

Assignment Descriptions and Grading Matrixes

Reworked grading matrices can be found in Appendix D. While significant adjustments were made to sections of these grading matrices, these major assignments reflect the requirements of 280 more than the emphasis on diversity. The assignments were primarily reworked to allow the time and reflection needed to add diversity elements to the course.

More diversity related assignments manifested in the first 6 weeks of class activities and participation assignments. This is reflected in the scheduling section of the syllabus (Appendix A) and I can offer more detail upon request.

Allied Organizations

The original course redesign included an element of the course that involved connecting with a partner at the university to learn about the questions they have regarding diversity and the questions they might pose in research.

I have omitted this element of the redesign and replaced it with two days that include guest speaker panels. This was a result of the interviews I did early in the summer, in which people described the course as having too much going on, and having “an identity crisis” about what was actually the focus of the course.

I will invite diversity researchers and practitioners to join 45-minute panel discussions in the 4th week of class. The “Profiles in Diversity” website, as well as departmental diversity researchers will be potential participants in these panels.

Additional Tasks

Additional task completed over the summer included:

- Mapping existing course requirements to the schedule.
- Lessoning planning early class meetings that lay the foundations for diversity discussions.
- Determining assessments to measure attitudes toward diversity and critical thinking as a result of the 280 Course designation.

Appendices

Appendix A – New Syllabus

Appendix B – Summary of Syllabus Review and
Interviews

Appendix C – New Readings

Appendix D – Redesigned Assignment
Descriptions

COMMUNICATION STUDIES 280
INTRODUCTION TO COMMUNICATION RESEARCH
****EMPHASIZING DIVERSITY****

An introduction to the principles, methods and analysis techniques used in the field of communication. Emphasis on a broad-based understanding of the breadth of research in the field. Includes both qualitative and quantitative research methods, methods of literature review and research article critiques. Fulfills the College of Arts and Letters writing-intensive requirement for the major. Prerequisite: SCOM 240.

Instructor: Jennifer Mease

Office Hours:

Location: Roop G 27

Phone: 540-568-6788 (If not calling during office hours, it is best to email.)

E-mail: measejj@jmu.edu

*I am not on email 24/7. You can expect a response from me within 1 full business day.

Text/Required Materials:

Treadwell, D (2017). *Introducing Communication Research*. Washington DC: Sage Press.

Hocker, D. & Sommers, N. (2013). *A pocket style manual—APA version*. Boston: Bedford/St. Martins

Additional readings can be found on Canvas.

Course Objectives:

Successful participation in this course will result in your ability to:

- Recognize the relationship between knowledge paradigms and research methods in the process of knowledge generation.
- Locate, utilize, and evaluate library materials and databases relevant to creating communication research projects.
- Identify and apply appropriate research methods for ethically collecting, analyzing, and interpreting data.
- Appraise the quality of published communication research studies.
- Design a communication research study that includes a justifiable question and/or hypothesis, literature review, and appropriate methodology.

Course Overview and Philosophy:

Education is a search for the edge of your mind, and learning is taking a leap.

We all participate in conversations every day. Yet different types of conversations have unique characteristics—a conversation you have with your mother, is different from one with your boss, is different from one with your friends....you get the point. This semester, we're going to examine **scholarly research as a kind of conversation**. This is a conversation focused on discovering and explaining how communication functions in our world. How do we join the conversation? How do we find out what has already been said? How do we make sure that people will find our contributions worth listening to? How can we tell if someone else is worth listening to? Sure, you'll end up with a big fancy research proposal in the end, but think of this class as a lab. It's an opportunity to you participate, in an educated manner, in a conversation where people are discussing how communication works in this world. It's a conversation that matters. This course is your invitation to participate in it.

This 280 Course is also unique because we'll focus the conversations on issues of diversity. We'll address the many ways to talk about, make claims about, and research issues of diversity. We'll learn to think more critically about issues of diversity and the ways that we communicate, interpret, and act on diversity issues, and we'll examine the ways that research can inform the conversations and choices we make in our everyday life concerning diversity. This will require you to think carefully about your own identity, in multiple dimensions, and to reflect on the issues of diversity that make you curious, angry, dumbfounded, or inspired. What do you want to contribute to the conversation on diversity, and what does research have to do with your ability to make that contribution?

Expectations:

My goal in this class is to create a learning community where we all work together to sharpen our abilities to participate in conversations that create knowledge about communication. Each of you shares in the responsibility for creating such a space. The following guidelines will help us to accomplish this:

You can expect me...

I expect you...

...to treat all students with respectto treat all students and instructor with respect .
...to give useful suggestions and feedback to your work.	...to integrate lessons and feedback into your work.
...to arrive to class on time and prepared.	...to arrive on time with assignments completed.
...to create interactive life applicable lessons.	...to participate and contribute to classroom discussions and activities.

****Information shared in this class is privileged, please do not share other's personal stories.****

Attendance Policy:

It is critical to attend class for two primary reasons. First, this is a learning community. The entire community suffers when one of the parts is not present. Second, after 3 absences, each absence will result in a 30-point deduction from your final grade. If you are not in class to turn in notes or complete an assignment, quiz, or evaluation, you cannot recover those points.

As long as you show up to class on time, I promise I will not hold you late.

Things you should know to do well in this class:

- You earn your grades based on a point scale as follows:
 - A = 1000-930, A - = 929-900
 - B+ = 899-870, B = -869-830, B- = 829-800
 - C+ = 799-770, C = 769-730, C- = 729-700
 - D+ = 699-670, D = 669-630, D- = 629-600
 - F = 0-599
- Specific grading criteria will be provided for each assignment. All assignments will be graded on a point basis. However, please note the following general criteria:
 - F** – F work ignores or incorrectly addresses many of the criteria of the assignment. It is poorly revised, poorly organized, and does not follow directions.
 - D** – D work addresses most of the criteria put forth in the assignment, but lacks essential understanding of the subject. It may disregard directions, be poorly revised or organized, contain grammatical errors, or have poor content. The audience (read me!) has to “work” to understand the assignment.
 - C** – C work addresses all criteria for the assignment with limited errors of grammar and/or content. It demonstrates familiarity, but lacks nuanced understanding or insight. It might lack in one of the following areas: thoroughly addressed all areas of the assignment, good presentation, or well supported and organized content.
 - B** – B work satisfies criteria for C work, but does not lack in any area. Thoughts are well supported and organization is clear. It demonstrates a coherent interpretation and understanding of the course concepts.
 - A** – A work satisfies criteria for B work, flows well, has a very clear message, and shows extra thought and creativity. It is free of errors, both of reason and grammar. These assignments have little room for improvement.
- In order to support principles of sustainability, we will turn assignments in on-line via canvas. **They must be professionally written, typed, and formatted according to APA format.** Please plan ample time to address any technology issues that could potentially surface for you when turning in an assignment.
- If you have an approved school sponsored or religious absence, it please turn in the assignment or take any scheduled quizzes or test **before the class absence.**

5. As a general rule, I do not accept late assignments. Few late assignments will be accepted in the case of an emergency. If you do have an emergency, please contact me *immediately* upon missing a due date or class assignment. Documentation of an emergency should be provided for me to extend credit for late assignments. Keep in mind that providing false documentation will result in a failure due to academic dishonesty. Please be aware that in order to maintain fairness, I cannot make exceptions for a single person.
6. If you would like to discuss a grade for a particular assignment please do not bring it up in class. You should wait 24 hours after the assignment has been returned, but no longer than one week, (**the 24-7 policy**.) This applies to the day you receive feedback online, whether or not you were in class that day. You should present arguments for grade disputes in writing.

*****Finally and most importantly, if you are having any kind of trouble, are unclear about any assignment or concept, would like me to review any assignment before it is due, please contact me and schedule a time to meet with me. *****

Academic Integrity !VERY IMPORTANT!!

Original work is imperative for the integrity of your education. Material in this course must be cited with the source and author. *This includes any idea that is not your original thought, including information you learn from the textbook or class lectures.* If you aren't comfortable with this, the writing center is a great resource. Check it out in its new location in the Student Success Center! Evaluations and quizzes will be completed individually, unless otherwise indicated, without unauthorized outside resources during the appropriate time period.

Other University Policies you need to know about when taking a class at JMU:

Academic Honesty: (Yes, again, because it is THAT important.) Plagiarism and other forms of cheating are not tolerated. Please honor JMU's honor code. "Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented. The JMU Honor Code is available from the Honor Council Web site: <http://www.jmu.edu/honor/code.shtml>."

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on MyMadison. The deadline for adding/dropping a Fall 2014 semester class through MyMadison without academic unit permission is Sept. 2, 2014. Between Sept. 3, 2014, and Sept. 11, 2014, academic unit permission is required to add a class for Fall 2014 semester. The last day to withdraw from a course and receive a "W" grade is Oct. 23, 2014. No exceptions will be made to these deadlines.

Disability Accommodations: If you need an accommodation based on the impact of a disability, you should contact the Office of Disability Services (Student Success Center, Suite 102, www.jmu.edu/ods, 540-568-6705) if you have not previously done so. Disability Services will provide you with an Access Plan Letter that will verify your need for services and make recommendations for accommodations to be used in the classroom. Once you have presented me with this letter, you and I will sit down and review the course requirements, your disability characteristics, and your requested accommodations to develop an individualized plan, appropriate for the course.

Religious Observance Accommodations: All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity.

Assignments:**The Research Proposal (150pts)**

Your completed research proposal will include a Cover Page, Abstract, Introduction, Literature Review, Method Section, Conclusion, and References. The proposal will highlight a significant communication issue associated with diversity, establish what scholars have already concluded about that issue, identify a question that has not been fully explored by others, and explain an appropriate method for investigating that question. Whew! That's a lot, so we're going to take it in steps.

Five Building Blocks (400 pts total)

Over the course of the semester you will create 5 building blocks that will help you compose the Research Proposal. As you turn in each building block, your peers and I will offer you feedback that you will incorporate into the next building block. Think of it as an expanding paper, each building block will improve what you've done so far and add another element of the final paper. They will address 1) Testing the waters 2) Establishing a Research Question, 3) He said, she said, 4) Defining the conversation, and 5) Methods. Full descriptions of these can be found on Canvas.

Assessments (3@50 pts)

You will complete an in class assessment at the conclusion of each unit. Each assessment will be worth 50 pts. Assessments will be short answer, fill in the blank, multiple choice and paragraph response.

APA Quizzes (5@20 pts)

You will have 5 APA quizzes, they will address 1) Bibliography Basics, 2) Bibliography entries, 3) Citation basics, 4) Citation formatting, 5) Review of all APA. They will be short 7 question quizzes given in class. You may use notes and your book, but you will have just 15 minutes to complete the quiz.

Peer Mentoring (5@20 pts)

For BB #2-5 and your final proposal, you will need to complete a peer review process. You will turn in a form to me highlighting who your peer review partner(s) are. Be sure to be helpfully critical, because you will receive a grade out of 20 based on the grade your partner(s) earn on the paper. See the form on Canvas for more details.

Proposal Assignments	Point Value
BB #1 – Testing the waters	50
BB #2 – Establishing a research question**	75
BB #3 – He said, she said**	100
BB #4 – Defining the conversation**	100
BB #5- Grounds/Methodology**	75
Final Research Proposal**	150
Other Assignments	
Assessment (3@50 pts)	150
APA (5@20pts)	100
Peer Mentoring Credit (5 @ 20 points)	100
Activities and Participation	100
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** Also have a peer mentoring grade.

Course Schedule

	Date	Topic	You need for Class	Major Due Dates
Week 1	Tues 1/10	Research as a Conversation	Bring syllabus	
	Thurs 1/12	Conversations about Diversity	- Print & complete sheet from Canvas with 3 examples of communication regarding Diversity	
Week 2	Tues 1/17	The Assumptions We Bring to the Conversation	- Read: Chapter 1 (pp. 6-16) & Chapter 2 (pp. 21-30)	
	Thurs 1/19	Reading the Assumptions in a Research Report (APA)	- Read: McDaniel, Sammovar, Porter, 2009; - Bring Copies of 4 articles you read for 1/24 and 1/26	
Week 3	Tues 1/24	Understanding and Critiquing Research	Bahk & Jandt, 2004 Warren & Hytten, 2004	APA #1
	Thurs 1/26	Understanding and Critiquing research	Martin, Krizek, Nakayama, & Bradford, 1996 Dubrofsky, 2006	
Week 4	Tues 1/31	Panel Discussion AND The Ethics of Research	Read: Chapter 3	
	Thurs 2/2	Panel Discussion AND Finding research on your own	Read: Chapter 4	APA #2
Week 5	Tues 2/7	Assessment day		
	Thurs 2/9	Honing Our Research Questions	Read: All of Chapter 2	BB #1
Week 6	Tues 2/14	<i>Assessment #1</i>		BB #2, Assessment #1
	Thurs 2/16	Defining Concepts and Variables	Read: Chapter 5 Bring: Harrison and Sin, 2006, Dommeyer, 2008, Walker & Ariz, 2015	
Week 7	Tues 2/21	Writing a Survey	Read: Chapter 9 Bring: Bahk & Jandt, 2004	
	Thurs 2/23	Sampling/Access	Read: Chapter 8 Bring: Dommeyer, 2008, Bahk & Jandt, 2004,	APA #3
Week 8	Tues 2/28	Designing an Experiment	Read: Chapter 10 Bring: Dommeyer, 2008, Stull, 1986	
	Thurs 3/2	From Bibliography to Literature Review	Bring: Hard copy of your bibliography	BB #3
Week 9	Tues 3/7	Spring Break		

	Thurs 3/9			
Week 10	Tues 3/14	Collecting Texts	Bring: McFarland, 2011, Fullick, 2013, Sung 2013	APA #4
	Thurs 3/16	Interviews and focus groups	Read: Chapter 11 pp 195-204 Bring: Denker, 2015, Rinaldi-Mile, Quick, and Lovoie, 2014,	
Week 11	Tues 3/21	Ethnography	Read: Chapter 11 pp 204-208 Bring: Everbach, 2006	BB #4
	Thurs 3/23	<i>Assessment #2</i>		Assessment #2
Week 12	Tues 3/28	Descriptive Statistics	Read: Chapter 6 Bring: Dommeyer, 2008, Rinaldi-Mile, Quick, and Lovoie, 2014,	
	Thurs 3/30	Inferential Statistics	Read: Chapter 7 Bring: Bahk & Jandt, 2004, Stull, 1986	
Week 13	Tues 4/4	Content Analysis	Read: Chapter 11 Bring: McFarland, 2011	
	Thurs 4/6	Qualitative Coding	Read: Saladana, 2016 Bring: Denker, 2015	BB#5
Week 14	Tues 4/11	Discourse Analysis	Read: van Dijk, 2011; Koller, 2012; Bring: Walker & Aritz, 2015; Sung, 2013; Fullick, 2013	
	Thurs 4/13	Rhetorical Analysis	Read: Huston and Merrigan Bring:	
Week 15	Tues 4/18	Reviewing Criteria for Excellence	Complete Comparative sheet posted on Canvas	APA #5
	Thurs 4/20	Writing Conferences/Assessment		Assessment #3
Week 16	Tues 4/25	Writing Conferences		
	Thurs 4/27	Making Research Matter		
	FINAL PAPER			Proposal Due

In the Case of Inclement Weather

James Madison University is primarily a self-contained campus with a large number of residential students requiring a variety of support services, regardless of inclement weather conditions or emergency situations. For the safety and well-being of its students and employees, the university may close or limit its services based on inclement weather or other emergencies. Refer to the following sources for information on closings or delays:

- JMU Weather Line: (540) 433-5300
- JMU radio station 1610AM
- [JMU's home page](#)
- Area radio and television stations
- JMU Office of Public Safety, who in turn is responsible for announcements on Emergency Notification System

When the university is closed due to inclement weather or other emergencies, all classes are cancelled. Policies regarding class cancellations are specified in the syllabus for each course.

When it is necessary to cancel classes due to weather or other emergencies, faculty have several options for making up the missed instructional time.

- Hold class at the regularly scheduled time on the official university make-up day, normally the Saturday immediately following the missed class.
- Hold class at a time acceptable to all class members other than the regularly scheduled time or the official make-up day. Time and location will be arranged by the academic unit.
- Accommodate the missed instructional time within remaining class meeting time.
- Hold class through electronic means.

For additional information, refer to <http://www.jmu.edu/JMUpolicy/1309.shtml>.

Summary of Syllabus Review and Interviews

Assignments:

Most instructors are using some variation of the following assignments:

- Research question paper
- Annotated bibliography (Some split into 2, some omit)
- Literature Review Paper
- Method paper (a lot skip this)
- Research Presentation (about 50% do this)
- Final proposal (some do a rough draft)
- APA Quizzes
- 2-4 exams
- Participation/Activity/Labs (Maybe half)

Additional assignments used:

- Method research Leader (Bressler)
- SONA and IRB (Brickner)
- Draft workshops (Maybrey)

Existing tensions:

General Approach: One on hand, there is an emphasis on personal exploration and how we come to ask and answer questions about life. On the other hand, there is an emphasis on pragmatic details on how to do research in a step by step manner. Given the extent of class content, it seems instructors tend to lean one way.

Textbook: As always there is some discontent with the textbook. The density of the reading is somewhat limiting. People generally seem to like it well enough, but it clearly forms the core structure for the class, although some people jump around a bit in different ways. Some people do stats at the end, others do it at the beginning. Each person had their own method expertise, and likely leans that way in teaching the class. *Very few people are using additional readings.*

Required content: There is a lot of required content in this class as it serves as the foundation for 5 different upper level methods, and needs to prep students for all of them. Additionally there is a lot of required writing, so there is just a lot that needs to get done. The *literature review and the methods* are a bit at odds. While it is a methods class, a lot of emphasis is on the literature review. Finding ways to better blend these might be useful.

Student Challenges: A few patterns emerge with the student challenges. 1) Students have a very difficult time coming up with solid research question, in particular a solid *communication* research question. 2) Student perceive the course as generally a lot of work, irrelevant to their lives, and overall dread it.

Instructor Challenges: There are a few common challenges that instructors face. 1) Students need a lot of hand holding and feedback, both in terms of writing and understanding concepts. 2) Instructors do not have expertise in all methods, which makes it harder to teach, this seems especially prevalent for those without rhetorical expertise.

Successful teaching strategies:

- Individual meetings with students.
- Lots of hands on activities to demonstrate methods.
- Using Communication Teacher/Communication Education as a resource.
- Spending a lot of time developing their own questions at the start.

Direct advice for my project:

- Make sure they know they are dealing with diversity.
- Careful with managing expectation of diversity connections throughout the university.
- Maybe have students do presentations on methods exemplars.

COMMUNICATION STUDIES 280
INTRODUCTION TO COMMUNICATION RESEARCH
****EMPHASIZING DIVERSITY****

Required Reading:

- Bahk, C. M., & Jandt, F. E. (2004). Being white in America: Development of a scale. *Howard Journal of Communication, 15*, 57-68. (Writing a Survey; Sampling/Access)
- Dubrofsky, R. E. (2006). *The Bachelor*: Whiteness in the harem. *Critical Studies in Mass Communication, 23*(1), 39-56.
- Koller, V. (2012). How to analyse collective identity in discourse--Textual and contextual parameters. *Critical Approaches to Discourse Analysis across Disciplines, 5*(2), 19-38. (Discourse Analysis)
- Martin, J. N., Krizek, R. L., Nakayama, T. K., & Bradford, L. (1996). Exploring whiteness: A study of self-labels for White Americans. *Communication Quarterly, 44*(2), 125-144.
- McDaniel, E. R., Samovar, L. A., & Porter, R. E. (2009). Understanding intercultural communication: The Working Principles. In L. A. Samovar, R. E. Porter, & E. R. McDaniel (Eds.), *Intercultural Communication: A Reader* (12th ed., pp. 6-17). Boston, MA: Wadsworth Centage Learning.
- Merrigan, G., & Huston, C. (2009). *Rhetorical Methods Communication Research Methods* (2nd ed.). New York, NY: Oxford University Press. Treadwell, D (2017). *Introducing Communication Research*. Washington DC: Sage Press.
- van Dijk, T. A. (2011). Introduction: The study of discourse. In T. A. van Dijk (Ed.), *Discourse Studies: A Multidisciplinary Introduction* (pp. 1-7). Thousand Oaks, CA: Sage.
- Warren, J. T., & Hytten, K. (2004). The faces of whiteness: Pitfalls and the critical democrat. *Communication Education, 53*(4), 321-339.

Required for Class Discussion:

- Denker, K. (2013) Maintaining gender during work-life negotiations: Relational maintenance and the dark side of individual marginalization. *Women and Language, 36*(2), 11-34. (Interviews and Focus Groups; Qualitative Coding)
- Dommeyer, C. J. (2008). The effects of the researcher's physical attractiveness and gender on mail survey response. *Psychology and Marketing, 25*(1), 47-70. doi:10.1002/mar.20198 (Defining Concepts and Variables, Sampling/Access, Designing an Experiment; Descriptive Statistics)
- Everbach, T. (2006). The culture of a women-led newspaper: An ethnographic study of the Sarasota Herald-Tribune. *Journalism and Mass Communication Quarterly, 83*(3), 477-493. (Ethnography)

- Fullick, M. (2013). "Gendering" the self in online dating discourse. *Canadian Journal of Communication*, 38, 545-562. (Collecting Texts; Discourse Analysis)
- Harrison, D. A., & Sin, H.-P. (2006). What is diversity and how should it be measured? In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), *Handbook of workplace diversity* (pp. 192-216). Thousand Oaks, CA: Sage. (Defining concepts and variables,
- McFarland, K. (2011). Media Influence and Frame Diversity in the Debate Over Same-Sex Marriage. *The Communication Review*, 14(4), 255-278. doi:10.1080/10714421.2011.624002 (Collecting Texts; Content Analysis)
- Rinaldi-Miles, A., Quick, B. L., & LaVoie, N. R. (2014). An examination of the principles of influence on condom use decision making during casual sex encounters. *Health Commun*, 29(6), 531-541. doi:10.1080/10410236.2013.765295 (Interviews and Focus Groups; Descriptive Statistics)
- Stull, J. B. (1986). Demonstrating empathy for foreign-born employees through openness and acceptance: A quasi-experimental field study. *The Journal of Business Communication*, 23(2), 31-40. (Designing an Experiment; Inferential Statistics)
- Sung, C. C. M. (2013). Doing Gender in conflict talk: An analysis of gendered discourses in a U.S. reality TV show. *Journal of English Studies*, 11, 213-232. (Collecting Texts; Discourse Analysis)
- Walker, R., & Aritz, J. (2015). Women doing leadership: Leadership styles and organizational culture. *International Journal of Business Communication*, 52(4), 452-478. doi:10.1177/2329488415598429 (Defining concepts and variables, Discourse Analysis)

Research Proposal: Building Blocks and Descriptions

The Research Proposal

Your completed research proposal will include a Cover Page, Abstract, Introduction, Literature Review, Method Section, Conclusion, and References. The proposal will highlight a significant communication issue associated with diversity, establish what scholars have already concluded about that issue, identify a question that has not been fully explored by others, and explain an appropriate method for investigating that question. Whew! That's a lot, so we're going to take it in steps.

The Building Blocks

Over the course of the semester you will create building blocks that will help you compose this Research Proposal. As you turn in each building block, your peers and I will offer you feedback that you will incorporate into the next building block. Think of it as an expanding paper. Each building block will rework what you've done so far and add another element of the final paper. Here is a brief description of each:

BB #1: Testing the Waters (2-4 pages)

For this paper you will compose a bibliography of 15 sources that you believe might help you understand an issue you would like to investigate. You will need to annotate 5 of those sources.

BB #2: Establishing a Research Question (3-4 pages, 50 pts)

This paper will define an area of importance to you and frame it in terms of a communication research question. The challenge will be framing the question in terms of diversity concepts and variables, making an argument for why the question is important to investigate, and grounding it in communication terms.

BB #3: He said, she said (~7pp, 50 pts)

For this paper you will redraft your research question, explain how you've gone about tracking down the existing "conversation" on the topic, and annotate 10 scholarly articles you have read.

BB #4: Defining the conversation AKA: The Literature Review (7-9 pp, 100pts)

For this paper you will incorporate your first and second Building Blocks as you demonstrate your expertise on your topic by summarizing the scholarly "conversations" and highlighting the important contributions, tensions, and conclusions that are a part of that conversation.

BB #5: The Grounds of Your Contribution AKA: Methodology (10-13 pp, 75 pts)

For this Building Block you will draw on previous BBs and the information we have covered in class to explain the methods you will use to investigate your question and build your own contribution to the conversation. You will identify an appropriate data set and explain how you will collect and analyze that data to answer your question.

****Please keep in mind that these assignments assess your mastery of the information we cover in class and through our reading. In each assignment you will be held accountable for demonstrating your mastery of the material covered in class, even when not explicitly highlighted in the grading matrixes.**

Full Research Proposal**

Purpose:

- Develop and define a diversity research question as related to a scholarly conversation among communication scholars.
- Present a convincing argument for the best methods for answering that question.
- Demonstrate mastery of APA style and formatting.

Description: This paper will draw on work you have completed throughout the semester to develop a fully coherent and academically styled research proposal. Your final 12-15 page proposal will *include* a cover page, abstract, body, and a reference pages, all completed in accordance with APA style. Your paper's body will include an introduction, justification, literature review, methods section, and conclusion. The final product will address all feedback from the 5 BBs and pull them together with traditional APA formatting and continuity of arguments. For more specific details on each section, see the corresponding BB, as well as course materials.

Criterion	Not Quite	Average	Well done	Points
Abstract concisely previews the most important elements of the research proposal.	<i>Basic ideas are present, but some significant points are missing.</i>	<i>Question, Data, and Analysis are all apparent, but writing is poor.</i>	<i>Question, Data, and Analysis are all apparent and written in a way that "hooks" the reader.</i>	15
Research question is clearly laid out and justified in communication terms.	<i>Question is clear but not well grounded in research or communication terms.</i>	<i>Question is clear and detailed, but may lack in justification or communication grounding.</i>	<i>Question is clear, and detailed in communication terms. Justification addresses both society and scholarship.</i>	15
Literature review hones a coherent argument/description about the current literature, and provides a foundation for your research question.	<i>Reviews literature, but authors voice and argument is not strong.</i>	<i>Review is well organized to describe the scholarly "conversation" in terms of tensions and trends.</i>	<i>Meets Average requirements as well as developing a strong argument that clearly connects different areas of research and supports your research question.</i>	25
At least 15 sources are appropriate and well-incorporated according to their contributions to the scholarly conversation	<i>Some sources are not appropriately academic, recent, or lack full description. They are discussed individually, rather than as a "conversation."</i>	<i>Has a sufficient number of sources, all of which are appropriate in terms of date and scholarly foundation? "Conversation" is clear.</i>	<i>Number of sources meets or exceeds expectations. The full academic contributions of each article are clear, But the focus is clearly on describing the conversation in a way that begs your research question.</i>	45
The methods are explained in detail (collection and analysis.)	<i>Details of the data, collection and analysis are mentioned but lack in explanation.</i>	<i>Details of data, collection, and analysis are all explained in detail, but important contextual factors or limitations are missing.</i>	<i>Details of data, collection, and analysis are all explained in detail. Contextual factors and limitations are highlighted.</i>	15
The methods are appropriate for the question and the contribution you want to make to the scholarly conversation.	<i>The methods are not well matched with the question.</i>	<i>The methods are appropriate for the question, but the justification is lacking.</i>	<i>Methods section uses strong arguments to explain why the chosen methods are appropriate for the question.</i>	15
The line of argumentation flows through the entire paper, and is well supported by the structure of the paper.	<i>Paper contains all necessary elements, but does not flow well together.</i>	<i>Paper uses appropriate headings and topic sentences to structure argument. Each section connects to the overall purpose of the paper.</i>	<i>Well-structured sections are clearly connected to overall purpose. The unity of the paper is clear in each section, as relevance to other sections is evident.</i>	20
Pitfalls				
Grammar, Spelling				
APA format				
Appropriate length				
Attention to previous feedback				
Total				150

BB #1: Testing the Waters**

Purpose:

- To practice finding articles related to a single “conversation.”
- To demonstrate understanding of APA Bibliography standards.
- To practice reading and summarizing academic research articles.

Description: This assignment has two parts. First, you must develop a 15-item bibliography (using proper APA format) addressing an issue of interest to you. The sources might address different aspects of the issue, but should demonstrate a common unity. 3-4 sentences that explain the unity at the beginning of the bibliography are welcomed. Second, you will need to select 5 articles to annotate. The annotation (similar to a summary) should show a clear understanding of the question, methods and conclusions of each article. Each annotation should be 150-250 words.

Criterion	Not Quite	Average	Well done	Points
All 15 articles are appropriate research articles from scholarly sources.	<i>Several articles are from unknown or non-credible sources.</i>	<i>Some sources are credible, but not scholarly.</i>	All sources are credible, scholarly sources.	15
Each source is properly formatted in terms of punctuation, capitalization, order, and text style. Entire bib is also correctly formatted.	<i>A few errors are present, and repeated throughout.</i>	<i>A few errors are present, but the format complies with APA rules for the most part.</i>	<i>Research question is strong and detailed in communication terms.</i>	10
Each of the 5 annotations identifies a research question, a research method, and a conclusion.	<i>4 points for each of the 5 annotations. 1 pt for each of the 3 aspects (question, method, conclusion) and an additional point for well written coherent annotation.</i>			20
The sources demonstrate coherence around a single issue.	<i>Coherence is present, but I have to work to figure it out.</i>	<i>Coherent issue is clear, but a few articles don't seem to fit.</i>	<i>Short explanation and articles clearly demonstrate a single issue coherently.</i>	5
Pitfalls				
Grammar, Spelling				
Appropriate length	Annotations are excessively short or long.			
Total				50

BB #2: Establishing a Research Question**

Purpose:

- Connect a personal area of interest regarding diversity to a conversation among communication scholars.
- Narrow down your interest to a specific question that you can investigate through research.
- Explain why your question needs to be answered.

Description: This 3-4 page paper is composed of three sections. First, you will introduce your question. Second, you should develop a justification for how your question a) addresses a communication phenomena and b) why it should be addressed. These sections will help build the foundation for your proposal. Your final section will be a short reflection addressing how your research process has progressed: What search methods and terms have you used, what have been the challenges?

Criterion	Not Quite	Average	Well done	Points
General topic area is defined as a communication phenomenon.	<i>General topic area is defined, but not connected to (an) area(s) of communication research.</i>	General topic area is defined and connected to a general area of communication research.	General topic area is defined and connected to a specific scholarly “conversation” as illustrated by specific authors and/or articles.	15
Research Question is clearly stated and elaborated in terms of specific variables, occurrences and/or texts.	<i>Has a question, but it isn't really in research terms or structure.</i>	<i>Has a strong research question based on variables/occurrences/texts and relationships.</i>	<i>Research question is strong and detailed in communication terms.</i>	20
Question is justified in terms of social and scholarly importance.	<i>Identifies 1-2 reasons, but they are not well supported.</i>	<i>Identifies <3 reasons focusing on either social or scholarly importance.</i>	<i>Provides multiple well-supported reasons for both scholarly and social importance.</i>	15
Paper draws on credible outside sources to support claims throughout the paper.	<i>Sources are limited or not credible.</i>	<i>Draws on credible sources.</i>	<i>Credible, well-integrated sources are incorporated throughout.</i>	15
Paper describes the resources, key terms, and challenges encountered in finding academic research.	<i>Very limited description. Process has not expanded beyond basic terms search.</i>	<i>Described process so far, focusing on challenges and how you attempted to overcome those challenges. Next steps are mentioned.</i>	<i>Process, challenges, solutions, adjustments, and next steps are described in detail.</i>	10
Pitfalls				
Grammar, Spelling				
APA format				
Appropriate length	- 1 pt for each line under require length			
Total				75

BB #3: He Said, She Said**

Purpose:

- To identify scholarly articles that shed light on the question you are proposing.
- To demonstrate the ability to understand and evaluate scholarly articles.
- (To continue fine tuning your question.)

Description: This 5-6 page paper will be composed of two parts (you can use the articles from BB#1 if they are still relevant. The first part (and the bulk of the work) will be an annotated bibliography of 10 sources relevant to your topic. For each source you will offer a brief summary of the question, method, and conclusions of the article, as well as any strengths/weakness of the article. At the start of your bibliography, you should write a short (2-3 paragraph) explanation of how you have found these sources (your key terms and areas of research, the databases, etc.) The annotated bibliography will be followed by 2-3 pages in which you will redraft your research question and justification in light of the feedback you received on BB#2 and the insights you've gained from your continued research. Keep in mind that any resources cited in this part (but not in the Annotated Bib part) should be cited on a reference page. **Failing to address feedback results in an automatic failure on this BB.**

Criterion	Not Quite	Average	Well done	Points
Improves sections from BB#1&2, by tightening and focusing writing and argument.	<i>Makes minimal noted corrections and adds research without rethinking argument.</i>	Makes adjustments to writing, but argument is not developed or new research is not incorporated.	Both writing and argument/structure of paper are improved, reflecting new research.	15
Briefly addresses the research process you've used.	<i>Briefly mentions your efforts, but lacks details of key terms, strategies, databases, etc. that you've used.</i>	<i>Offers details in some (but not all) of the following: key terms, strategies, databases, research area.</i>	<i>Offers details in all of the following: key terms, strategies, databases, research area. Also highlights challenges and how you have addressed them.</i>	15
Conclusions of all 10 appropriate sources are clearly identified	<i>Conclusions are missing or unclear in multiple sources.</i>	<i>Conclusions are always stated, but may be vague or incomplete.</i>	<i>Conclusions for each source are clearly stated and connected the article's other elements.</i>	25
Question of all 10 appropriate sources are clearly identified	<i>Questions are missing or unclear in multiple sources.</i>	<i>Questions are always stated, but may be vague or incomplete.</i>	<i>Questions for each source are clearly stated and connected the article's other elements.</i>	15
Methods of all 10 appropriate sources are clearly identified	<i>Methods are missing or unclear in multiple sources.</i>	<i>Methods are always stated, but may be vague or incomplete.</i>	<i>Methods for each source are clearly stated and connected the article's other elements.</i>	20
Strengths/weaknesses of all 10 appropriate sources are clearly identified.	<i>Strengths/Weaknesses are missing or unclear in multiple sources.</i>	<i>Strengths/Weaknesses are always stated, but may be vague or incomplete.</i>	<i>Strengths/Weaknesses for each source are clearly stated and connected the article's other elements.</i>	10
Pitfalls				
Grammar, Spelling				
APA/MLA citations and bibliography				
Appropriate length				
Addresses previous comments.	Failure to address both global and specific comments in new draft can result in point penalties, as well as unearned points.			
Total				100

BB #4: Defining the Conversation**

Purpose:

- Establish your expertise by summarizing the scholarly “conversations” relevant to your question.
- Demonstrate your ability to identify patterns, connections, and contradictions in the existing scholarly conversation.
- Illustrate how your research fits into this larger conversation and what it will contribute.

Description: This 7-9 page paper will draw on BB #2, while a) expanding your research to include 15 sources (10 which must be 1990 or later) and b) developing your voice as an expert on the topic. The entire paper should flow together and build a coherent argument that justifies and explains your research question. Drawing on your previous BBs and feedback, your introduction should introduce the topic, your question, and a justification for the research, as well as the general purpose and structure of the paper. The majority of the paper should review the existing literature. This is more than a laundry list of summaries. Your goal is to offer a summary and analysis of entire scholarly conversations (as they are relevant to your question) by highlighting specific contributions others have made. Keep in mind that your voice and analysis of those conversations should drive the structure of the paper. This is not a place for your opinion. You are not entering into the conversation just yet...you are demonstrating a sophisticated understanding of what is occurring in that conversation using your own voice. Your conclusion should draw the entire paper together to build a clearer picture of the project you are proposing. **Cutting and pasting from BB#3 will result in immediate failure.**

Criterion	Not Quite	Average	Well done	Points
Question and justification section are developed and flow into literature review.	Makes minimal noted corrections and weakly incorporates additional research.	Makes adjustments to writing, but argument is not developed or new research is not incorporated.	Both writing and argument/structure of paper are improved, reflecting new research.	15
All 15 sources are well-explained in terms of scholarly contribution.	Not enough sources, or draws on parts of sources, without identifying scholarly contribution of each.	Has sufficient number of sources, but fails to highlight the overall contribution of several of them.	Has 15 scholarly sources (10 recent) with a clear explanation of the scholarly contribution of each.	45
Paper/argument is composed in a way that demonstrates your understanding of trends and tensions in the “scholarly conversation.”	Trends and tensions are very surface level, addressing primarily topic and claim without reference to methods	Shows strong understanding of multiple trends. Some may lack the context of individual articles’ questions, methods, and conclusions.	Shows strong understanding of multiple trends AND tensions, using questions, methods, and conclusions of individual articles to support those trends and tensions.	25
Introduction, literature review, and conclusion flow together in a way that builds one coherent argument reflecting the <u>importance</u> of your research question and its <u>relevance</u> to existing scholarly conversations.	One or more sections of the paper lack integration with the other sections. Importance and/or relevance is an afterthought rather than a guiding principle throughout paper.	All sections of the paper are well integrated, although argument about importance and relevance may be weak in some sections.	All sections of the paper are well integrated, and the arguments about the importance and relevance of your research question guides the entire paper.	15
Pitfalls				
Grammar, Spelling				
APA/MLA citations and bibliography				
Appropriate length				
Addresses previous comments.	Failure to address both global and specific comments in new draft can result in point penalties, as well as unearned points.			
Total				100

BB #4: The Grounds of Your Contribution

Purpose:

- Identify a research process that is best suited to answer your question.
- Justify why that research process is appropriate for answering the question you have, and contributing to the larger conversation.
- Explain that research process in terms of data, collection, analysis, and ethics.

Description: This 10-13 page paper contains all of the elements you need for your final paper (the only thing missing is the cover page and abstract!) Again, you will need to draw on the previous BBs—making necessary improvements—to establish your question and expertise on the topic. Then you will explain the research process that is appropriate for your question. To do this, you should begin by identifying and justifying the data you would use as appropriate for your question. Next, you should explain how the data will be collected, specifically addressing how your variable/concepts will be operationalized, conceptualized and/or observed. Again, you will need to justify your method (i.e., address issues of reliability and validity.) Finally, you will explain (and justify) your process of analysis by addressing the statistical tests and/or interpretive approaches you will use to analyze the data. Be sure to explain in detail how the results of your analysis will give you insight into your original research question. Throughout this entire section and in your conclusion you will also need to address the ethical considerations and limitations of your research.

Criterion	Not Quite	Average	Well done	Points
Improves upon previous BBs to establish question and expertise.	<i>Makes minimal noted corrections and weakly incorporates additional research.</i>	<i>Makes adjustments to writing, but argument is not developed or new research is not incorporated.</i>	<i>Both writing and argument/structure of paper are improved, reflecting new knowledge.</i>	5
Data set is clearly delineated and justified, according to the qualities and principles discussed in class.	<i>Data set lacks details or justification.</i>	<i>Both details and justification are addressed, but some significant qualities are missed.</i>	<i>Details and justification are clear. All elements significant to your method are addressed.</i>	15
Methods for data collection and selection are clearly explained and justified.	<i>Method of data collection is stated, but not broken down in a step-by-step manner.</i>	<i>Methods of collection are clear, but the justification or step-by-step breakdown may be lacking.</i>	<i>Methods of collection, the justification, and step-by-step breakdown are well integrated and explained.</i>	20
Process of analysis is clearly explained and justified, including what this process will (and will not) tell you.	<i>Method of data analysis is stated, but not broken down in a step-by-step manner.</i>	<i>Methods of analysis are clear, but the justification or step-by-step breakdown may be lacking.</i>	<i>Methods of collection, the justification, and step-by-step breakdown are well integrated and explained.</i>	20
Ethical considerations and limitations of research are addressed.	<i>Ethical considerations and limitations a tagged on at the end.</i>	<i>Ethical considerations and limitations and incorporated throughout when necessary.</i>	<i>Ethical considerations and limitations are well incorporated and demonstrate thorough understanding of method.</i>	15
Pitfalls				
Grammar, Spelling				
APA/MLA citations and bibliography				
Appropriate length				
Attention to previous feedback				
Total				75

