

## **48C:201:01 Introduction to Graduate Study and Research Fall 2010, Tuesdays 5:30-8:20 p.m., Lang 311**

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**Course Description:** The purpose of this course is to provide beginning MA students a strong foundation toward the successful completion of a graduate degree in Communication Studies. The course provides an orientation to graduate school expectations and a stronger grasp of the diverse approaches to constructing knowledge via Communication Studies Research. Students will be expected to perform at graduate level standards in: 1) writing for an academic audience; 2) thinking and arguing critically; and 3) conducting research.

One way to understand the different expectations of graduate study is to think of scholarly engagement through the metaphor of a “conversation,” which can be used to distinguish the expectations of students in graduate programs vs. undergraduate programs. By the end of a person’s bachelor’s degree, s/he should be able to “track” and keep up with a conversation about the important findings and theories of a discipline. Upon finishing a master’s degree, the student should begin to “contribute” to the discipline, in terms of its finding and theories. Upon completion of a Ph.D., the student should begin to “shift” the thinking and findings of the discipline in new and needed directions.

The graduate program in Communication Studies is a place where you can continue to learn how to contribute to the important conversations in the communication field, as you learn to think more critically and apply your knowledge in ways that make a difference in the world in which you live. We want you to be a “public scholar” – learning to think, research, and act in such a way that the research you do will make a difference in your world.

Our goal is to produce “practicing scholars,” who can critically apply the theory and research methods they learn through their graduate programs within the public and professional arenas they serve. We seek to provide our students with opportunities to enhance practice with theory, and theory with practice, recognizing that a balanced relationship between the two is necessary to create thoughtful, effective scholarship and creative work.

### **Course Objectives:**

Students should be able to do the following, as a result of this course:

1. Understand communication as a discipline -- overview the historical development of theory and scholarship within communication studies;
2. Understand the research process from inception to implementation -- so that you will be able to ethically examine questions within the communication studies discipline/profession. This process includes choosing and narrowing a research topic, researching the literature surrounding that topic, selecting research methods appropriate for the topic, justifying the need for research in a particular area, formulating research questions & hypotheses, and selecting appropriate methods to study that topic;
3. Be able to explain and justify a research project (both the idea, need for, & methods used to study the topic);
4. Approach research critically -- find and read both traditional and alternative types of scholarly research articles, and critically assess the choices made by the author/s of a particular article;

5. Improve academic writing skills for the graduate level -- avoiding plagiarism, using appropriate citation format, writing a well-organized literature review, and formulating a clear introduction to a paper;
6. Provide feedback to peers about research & writing -- in a constructive and professional way; and
7. Immerse oneself in graduate and academic culture -- start writing, thinking, participating in discussions, and considering how to take knowledge gained into one's community, like a graduate student should.

### Required Texts

Dues, M., & Brown, M. (2004). *Boxing Plato's shadow: An introduction to the study of human communication*. Boston: McGraw Hill. [ISBN: 978-0-07-248390-1]

Rubin, R. B., Rubin, A. M., Haridakis, P. M. & Piele, L. J. (2010). *Communication research: Strategies & sources* (7th ed.). Belmont, CA: Wadsworth. [ISBN: 978-0-495-09588-0]

Colón Semenza, G. M. (2005). *Graduate study for the twenty-first century: How to build an academic career in the humanities*. New York: Palgrave Macmillan [ISBN: 1-4039-6936-1]

### Style manual of choice:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

OR

Modern Language Association. MLA handbook for writers of research papers. 7<sup>th</sup> ed. New York: The Modern Language Association of America, 2009. Print.

### Recommended Texts

For those who most likely will write a research paper:

Pyrzczak, F., & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak Publishing. [ISBN: 978-1884585753]

For those who plan on writing a thesis:

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Corwin Press. [ISBN 978-0761939610]

For those planning to seek a Ph.D:

Rossmann, M. H. (2002). *Negotiating graduate school: A guide for graduate students* (2nd ed.). Thousand Oaks, CA: SAGE. [ISBN: 978-0761924845]

**Course Requirements:** The total worth of the assignments is 100 points. The individual point value of each assignment is noted below. Simply doing the base requirements of each assignment will earn you a "C" -- this means you have done acceptable work. To earn a "B" you must go beyond the assignment expectations or fulfill them in an above average way. To earn an "A" you must go far beyond the assignment expectations and fulfill the base expectations in an exceptional manner.

Page limits on all assignments will be rigorously enforced. You should spend time finding ways to write more concisely and clearly. If I find your paper long-winded, and you go over the page limit, I will quit reading. (If however, you are brilliant and keep me captivated, I may not notice). And,

given the expectations of each of the assignments, you probably will need to use the number of pages required. If, however, you are exceptionally concise, then I may not notice if your paper falls short of the required pages.

A bibliography should be turned in with every assignment. It will not count toward your page limit. On the top of the page, indicate the style (APA or MLA) that you think you are using. If you are planning on writing a thesis, use the graduate college thesis manual for format for spacing guidelines. If you do not yet have a thesis pamphlet, one may be found [online](#).

Detailed descriptions of all assignments appear on this syllabus. You are free to ask questions in class about the assignments, or contact me outside of class by email or phone. But, do not wait to ask questions about an assignment the week before it is due.

### **1. Written Assignments:**

**A. Research project assignment**, on a topic of your choice: Whether one chooses the thesis or non-thesis option in the graduate program, learning to successfully write research proposals for class and out of class academic program requirements is essential. This assignment is designed to help students become more proficient in meeting the stringent demands of writing for graduate education. There are five sections to this assignment, each with its own due date. (40 points total)

#### **(1) Exhaustive topic search**

The basis of a good study is the depth and quality of one's search and analysis of previous research on a topic of choice. You are to access at least four different database sources and create a bibliography of any academic articles that are generally relevant to your topic. A minimum of 12 sources are required. Your goal is to collect a wide list of sources from which you will be able to later narrow your topic of interest and define your research proposal. Your list must be typed in alphabetical order using APA or MLA style. On the cover sheet provide: your name, your general topic of interest, any general research questions you might have, all the key words used to conduct the search, the data bases accessed, and finally, the style format you have chosen, APA or MLA. (5 points). Due September 21.

**(2) Research project introduction** [3 pages]. The clarity and strength of any good research paper or project begins its introduction. The purpose of this assignment is to teach how to develop a rationale for your academic work. To do so, students will identify a research project of interest and conduct a preliminary review of previous research to identify the current state of knowledge on the topic and what research is needed. The paper should provide a "statement of the problem" (can be practical, theoretical, and/or research based) that needs to be addressed and a general research question(s) the student seeks to answer *or* a preliminary thesis statement the student will develop when conducting her or his subsequent original research. The introduction does not need to describe the proposed study yet. It should clearly define the central concepts of what the student plans to study and provide a strong rationale for this focus. Students are strongly encouraged to consult with the instructor to help refine the focus of study. (5 points) Due October 5 (Critique due following week)

**(3) Research project literature review** [4 pages] The purposes of this assignment are to conduct more in-depth research for the proposal assignment, to enhance skills in obtaining and analyzing research, and to refine academic writing skills. The student will review numerous scholarly publications and write a "review of the literature" paper that synthesizes and critically analyzes the studies cited in terms of their content and methods used to construct knowledge. The conclusion will summarize the state of knowledge found on the given topic, identify limitations of the research, and future research needs.

From the review, the student will propose specific a research question(s) and/or hypotheses that will direct her or his research methods proposal in the next assignment. Thus, this is not simply a review that strings together summaries of multiple studies. The student's voice should help the reader make meaning of the information available. Students will need to defend their ideas for future research. (5 points) Due October 26 (Critique due following week)

**(4) Research project methods/research plan section** [3 pages] Based on what the student learned from writing the rationale and review of the literature, she or he will design an appropriate study to propose for an *original* research project. The paper begins by restating the research questions and/or hypotheses. The subsequent proposed methods should clearly help to address these -- in other words, justify your choice of method. The body of the paper includes two basic parts: plans for data collection and plans for data analysis. The design will vary with the nature of the project, but basically it should clearly detail for the reader the steps the student plans to take to construct knowledge on the topic of choice. If the proposal includes interviews or surveys, an appendix is needed with proposed questions to be asked. (5 points). Due November 16 (Critique due following week)

\*\*\*\*To complete this assignment, you must turn in a copy of your IRB form (regardless of whether you are doing a study that requires IRB approval).

\*\*\*\*If you are planning a study that requires IRB approval (meaning it includes participants), the proposal must include an appendix with an application to the Graduate College for Human Participants Review. The proposal need not be submitted.

**(5) Final prospectus**, including items 2-4 above as well as research questions/thesis statements to be advanced [15 pages]. The purpose of this assignment is to provide an opportunity for revision and to enhance skills in "making meaning" of research results. Based on feedback from the instructor and peers, the student will collapse and revise the previous introduction/rationale, literature review and methods assignments into one coherent research proposal/prospectus. To fill out the full 15 pages, students should do additional research for the intro, lit review, and methods, lengthening those sections. You will still need a conclusion for the prospectus. The conclusion would outline the final paper (or detail the chapters of the thesis), discuss the limits of the project, and begin to predict areas for future research. In this model, you would not advance your likely results/conclusions. If you want to practice writing research paper (and not just prospectus) conclusions you could predict possible results from the proposed research design, detail the study's limits, discuss what these results might mean for researchers and practitioners, and offer suggestions for further studies based on the possible research results. For those working on critical papers, you almost need to predict your results in the sense that you need to know what argument you plan to make, and what argument the paper will seek to support. Due: Wednesday, December 16, 5:00 p.m. DRAFT DUE: Dec. 9, for critique in class.

YOU ALSO MUST SEND YOUR FINAL PAPERS AS AN EMAIL ATTACHMENT TO CHRIS AT martinc@uni.edu before the final exam period. Your papers will not be considered "turned in" until you send them as an email attachment and until you also turn in **all** the peer edits done of your paper. (20 points)

**B. Critique assignments** – [2-4 pages each] (4 points each x 5 critiques [two journal critiques and three thesis/research paper critiques]= 20 points total)

*Journal Article Abstracts and Critiques:* The purpose of this assignment is to expose students to original research and to improve skills in reading and analyzing original research. Students will select two articles from communication journals in the last eight years to write a summary or abstract for. The two articles should use different research methods (e.g., quantitative/qualitative/critical or performance research methods). The topics can be tied to your research topic of interest for the final project in the course. The paper must include a summary in your own words of the key points of the study and your critique of the quality of the study. (2 pages each maximum)

*Thesis/Non-Thesis Abstracts and Critiques:* The purpose of this assignment is to help students better understand the expectations and variety of approaches possible for MA thesis and non-thesis research papers in the department by reviewing the writing of alumni. Students planning to write a thesis will select two theses and one research paper to review. Students who are planning to write a research paper, should review one thesis and two research paper. The research methods of the three selected should be different (e.g. qualitative versus quantitative or performance or critical). Suggestions of exemplary papers will be provided, but students are not limited to these. Theses and papers are available for check-out from the Communication Studies Resource Room, Lang 357. Theses are also available in the University Library. In order to complete this assignment you must be familiar with the UNI Thesis & Dissertation Manual (available on-line: <http://www.grad.uni.edu/thesis/thesismanual.aspx>), or the style format (APA, MLA) used for research papers. (3-4 pages each maximum)

[Link](#) for list of recommended theses/research projects. A list of all Communication Studies theses/research projects will be emailed.

Each critique should provide a **brief** summary of the example, identify its strengths & weaknesses, and outline questions that require clarification.

**2. Prospectus Presentation** (10 points): During the final exam period, we will have a formal presentation of the opening statement you might use in a prospectus defense. The purpose of this assignment is to enhance students' oral presentation and argumentation skills. Students will also receive feedback from others to incorporate in their final research proposals. The assignment is similar to what students do to present a research proposal to their thesis or non-thesis faculty committee. Students will be organized into groups of 4 and exchange final research proposals prior to the scheduled mock defense. At the defense, the student will present a rationale for the proposed study (6-7 minutes) and then answer questions/discuss the proposal with the three group members serving as faculty committee advisors for the proposed project (5-6 minutes). The entire presentation will last 12 minutes. Depending on class size, the length of the presentation may be changed. The presentation should provide sufficient background on the project and outline the core argument you hope to make.

Helpful hints:

- A. Do NOT simply read your paper for your presentation. The presentation should be formal and professional, but not scripted. I suggest you speak from a detailed outline. Please **bring two copies** of the outline: one to speak from and one on which I can take notes. DO practice the presentation to make sure your outline fits within the time limits. Time limits will be enforced.
- B. Presume the audience is not familiar with your project, but is educated about communication studies. Thus, your presentation should include: a description of the project, a description of the method, and a justification of the project. Your presentation does NOT need to include detailed definitions of common theoretical terms. However, do provide sufficient theoretical explanation of more complicated concepts so that the audience can follow your argument.

- C. Do not try to present everything in the prospectus in the presentation. You will not be able to cover everything in just 6 minutes. Instead, pick and choose those things that will best demonstrate your knowledge and instigate a productive discussion with your committee.

Due: Tuesday, December 14, 5:00-6:50 p.m.

**3. Peer Editing** (10 points): One way to enhance research and writing skills is to read and critique lots of other academics' writing. When an assignment is due for the research project, students will turn in two copies. One goes to the instructor, and one goes to an assigned peer reviewer. Peer reviewers will rotate for each assignment to maximize the variety of perspectives you receive in reviewer feedback.

To make this a useful assignment for both parties, peer reviews cannot simply say "good job" or note minor punctuation mistakes. If they do zero points will be awarded. It may seem awkward to critique each other's work at first, but one must remember the goal is to improve one's writing skills through the course of the semester. Authors need to understand the writing process requires multiple rewritings and that an editor can be a great resource. The reviews are due in class one week after the assignment is turned in. Peer reviewer responsibilities:

- 1) Reviewer comments should address content, organization, writing mechanics, and possibly suggesting resources. They should also pose questions for the writer to consider as she or he develops the paper. It is not the reviewer's responsibility to rewrite awkward wording or poor grammar. Instead, the reviewer can mark problem phrases or words and write "unclear," "check spelling," "check grammar," etc. The reviewer should be much more specific in editing content concerns. The reviewer is also responsible for proofing the reference lists for each paper. Here specific corrections are required.
- 2) Reviewers are expected to make at least three substantive suggestions. This can be about theoretical approach, direction of argument the writer is taking, what is not present in the paper that the reviewer feels would strengthen it, questions about the methods selected for the study, etc. This may require typing a few sentences or a paragraph to the author.

For the final research proposal assignment, students will be put into groups of 3-4 and read/edit all members' papers in their group. The edited versions are due by 5 p.m. the day of the research defense meetings. (Remember to send a copy to the instructor for grading). Reviews should not be provided to the student/author prior to the defense meeting. Each committee member will bring a minimum of two written questions for the mock defenses of each peer.

Writing only "good job" will earn your zero (0) credit for that peer edit.

For the research project introduction, literature review, and methods/research assignment, bring two (2) copies to class: one to turn in to me, and one to share with a peer editor. For each paper, your peer editor will change so that you may get as much diverse advice as possible. Peer editors should return the paper the class period after receiving it (edits for the research project introduction due October 12, edits to the literature review due Nov. 2, edits to the methods/research plan due Nov. 30, rough draft of the final paper due in class December 7).

Remember to sign the paper you edit so you can get credit for the work.

For the final paper, students should bring 2 copies of their draft to class on December 7, during which time we will do in-class peer editing of the final paper.

Editing guidelines: In order to receive the minimum passing credit for editing, you are expected to provide the following each time you edit:

1. Substantive edits: You are expected to provide a minimum of three (3) substantive suggestions. In order to make a good substantive suggestion, it usually requires at least a

paragraph of writing. Given the length of these edits, you may want to type them. These suggestions can include:

- a. Additional arguments to be made. You can point to additional evidence that supports their argument, or that modifies their argument in some way.
  - b. Additional citation on the history of the topic. You can provide the citation for a relevant essay or book, and explain the contribution it makes.
  - c. Additional variables or concepts that develop the thesis/research questions. You can provide a quotation and page number from the class texts, and explain what is revealed by using the concepts from the texts.
  - d. Additional scholarly citations. You can provide citations for articles from scholarly journals and books. You should summarize the concept from the scholar, and then explain it.
  - e. Major organizational changes. You can suggest a major reordering of the paper. This is more than moving the order of two paragraphs. Instead, it would constitute an alternative way to develop the argument.
  - f. Major differences in interpretation. You may disagree with some interpretive move the author makes. If so, make a case for an alternative interpretation, providing evidence.
2. Stylistic edits: You are expected to make a minimum of ten (10) style edits. They can include:
- a. bibliographic citation corrections
  - b. internal citation corrections
  - c. typographical error corrections
  - d. grammar corrections
  - e. spelling corrections
  - f. sentence rewordings
3. For the final research proposal presentation assignment, students must bring a minimum of two written questions for the mock defenses of each peer.

**4. Discussion:** (20 points). Graduate seminars at their best are open and free flowing discussions, where you engage each other's hearts and minds. The professor should serve as a muse or a guide, but not a drill sergeant. For a seminar to be a location of invention, and not just regurgitation, you must come ready to talk, to think, to rethink and to engage. Otherwise, seminars can devolve into just being an instance where the professor tells you what to think. Being a good participant does not mean that you always have the answer; it can also mean that you know when to ask the right questions and when to recognize that the answers have already been offered by the class but need to be synthesized. Discussion is a central component of this class insofar as each person's analysis of the readings can be enhanced by others' insights. For a detailed description of the criteria used in the assessment of discussion, see my discussion [link](#). In order to be a full participant in discussion, you MUST have completed the assigned reading. I will open every class asking if there are questions, but beyond that, I will not review the readings. Instead, I will assume you have completed the reading, taken notes, and are ready to apply and analyze the readings. AnaLouise Keating (*Teaching Transformation*, 2007, p. 196) provides the following description of "graduate level academic practices" in regards to reading for class:

- (1) I expect you to complete all readings by the date listed on the syllabus;
- (2) I expect you to read the material thoughtfully and in an engaged manner;
- (3) I expect you to read all endnotes and footnotes;
- (4) I expect you to read (not skim) *all* of the required readings--even those you find "boring" or difficult;
- (5) I expect you to reread those texts that you have previously read;
- (6) I expect you to seek out definitions for words and terminology you don't know . . . try the following websites:

<http://plato.stanford.edu/contents.html>

<http://www.theory.org.uk/>

<http://www.uoguelph.ca/culture/glossary.htm>

...

<http://www.popcultures.com/>

<http://www.cios.org/> [added by Cate]

James Jasinki, *Sourcebook on Rhetoric* (Thousand Oaks, CA: Sage, 2001). [added by Cate]

### **Questions for Guest Scholars**

For many classes, scholarly/creative work produced by members of the UNI Communication Studies Department will be assigned. When reading these works, you should be answer the following questions:

1. Is this an example of scholarly and/or creative work?
2. What method or approach was used? Be more specific than quantitative, qualitative, creative, or critical.
3. What is the main argument advanced?
4. What area/s of study would this essay fit within? e.g., rhetoric, performance studies, interpersonal, organizational, mass media, etc.
5. What are the strengths and weaknesses of this essay, both substantively and stylistically?

### **Plagiarism and Cheating**

Plagiarism, cheating, improperly sourced work, and other academic misconduct will not be tolerated. The *UNI Catalog* is clear on this: "Students at the University of Northern Iowa are required to observe the commonly-accepted standards of academic honesty and integrity. Except in those instances in which group work is specifically authorized by the instructor of the class, no work which is not solely the student's is to be submitted to a professor in the form of an examination paper, a term paper, class project, research project, or thesis project. Cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited. Also unacceptable are the purchase of papers from commercial sources, using a single paper to meet the requirement of more than one class (except in instances authorized and considered appropriate by the professors of the two classes), and submission of a term paper or project completed by any individual other than the student submitting the work. Students are cautioned that plagiarism is defined as the process of stealing or passing off as one's own the ideas or words of another, or presenting as one's own an idea or product which is derived from an existing source."

See the *UNI Catalog* for full details (<http://www.uni.edu/catalog/acadreg.shtml#attendance>).

### **UNI Writing Center**

The Writing Center offers one-on-one writing assistance open to all UNI undergraduate and graduate students. Writing Assistants offer strategies for getting started, citing and documenting, and editing your work. Visit the Online Writing Guide at [www.uni.edu/unialc/writingcenter/](http://www.uni.edu/unialc/writingcenter/) and schedule an appointment at 008 ITTC or 319-273-2361.

### **Disability Services**

The University of Northern Iowa is an Affirmative Action Equal Opportunity Institution. The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students with disabilities and other special needs should feel free to contact the instructor if there are services or adaptations that can be made to accommodate specific needs. Check with the Office of Student Disability Services at 103 Student Health Center (273-2676) for further information. Also see <http://www.uni.edu/sds/>.

**Acknowledgement:** Thank you to my colleagues Catherine H. Palczewski and Victoria DeFrancisco, who developed much of the structure and materials used in this course.

## Schedule

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*\*Note: Assigned readings from the guest speakers will be provided via the class eLearning site. More may be added depending on speaker availability.*

Each class meeting will offer a combination of study of the research process, getting to know graduate faculty in the department, and addressing pragmatic concerns and guidelines. The schedule and order of topics are subject to change; changes will be posted to the web version.

### **Week 1: August 24: Welcome to graduate school in Communication Studies**

Read: Semenza ch. 1- 3, Communication Studies Graduate Program Mission Statement [link](#)

Topics: expectations for graduate students

Timeline and choices: advisor, committee, thesis v. non-thesis, comprehensive exams. In particular, graduate students need to think carefully about how they manage their summer terms. Faculty members are on a 9-month contract and are not obligated to work with students in the summer. Therefore, students should set up a summer game plan at the end of the spring term so that they can work independently, and/or make plans to meet with faculty in advance. Many faculty members are willing to help in the summer, but students should see these efforts as a favor to them and not necessarily EXPECT this help the way they would during the school year. Students should do their best to finish thesis and research projects, whenever possible, during the school year and by graduate college deadlines. The graduate college is becoming increasingly strict with its deadlines, and students need to realize that if they plan to extend work on thesis/research projects over the summer, there is no guarantee that faculty will be available to work with them, and so defense and graduation may need to be delayed until Fall term.

Overview of the research process & assignments

Task: review department website for graduate faculty (for discussion next week) [<http://www.uni.edu/comstudy/faculty/index.html>]. Identify five faculty members whose research interests you, and come ready to talk about what you liked about their work (you are encouraged to search the Rod Library catalog, ComAbstracts (a library database), and Google Scholar to look up their work).

### **Week 2: August 31: Communication Studies**

**Faculty: Dr. Christopher Martin**

Read: Rubin et al. Chs. 1 & 10 and Dues & Brown (all)

Read: Dreier, Peter and Christopher R. Martin, "How ACORN Was Framed: Political Controversy and Media Agenda Setting." *Perspectives on Politics* 8.3 (2010): 761-792.

Get pdf at: [http://journals.cambridge.org/repo\\_A78BwUE1](http://journals.cambridge.org/repo_A78BwUE1)

Topics: outlets for communication research

ranges of research projects and types: quantitative, qualitative, critical, creative, theoretical characteristics of a successful graduate student

Task: Construct a CV modeled on the format in the Semenza book (for next week)

### **Week 3: September 7: Making the implicit explicit**

**Guest: Dr. Gayle Pohl**

Read: Semenza Chs. 4 & 5

Read: TBA

how to read for graduate classes [link](#)

writing graduate seminar papers and formulating an argument  
create a writing schedule and make sure it fits with your project director's schedule  
you MUST meet deadlines

task: Outline a semester by semester plan for your time in graduate school, listing when you will:  
take required classes (which must be completed before the comprehensive exams), take  
comprehensive exams, defend a prospectus or paper plan, write chapters of a thesis/or sections  
of a research paper, etc.

*successful graduate students visits: TBA*

**DUE: -First Research Abstract & Critique**

**Week 4: September 14: Research**

**Guest: Dr. Laura Terlip**

Read: Rubin et al. Chs 2-7

Read: TBA

**DUE: -Second Research Abstract & Critique**

**Week 5: September 21: Narrowing a topic**

**Guest: Dr. Victoria DeFrancisco**

Read: Rubin et al. Ch. 9

Read: TBA

**DUE: Exhaustive topic bibliography**

**Week 6: September 28: Introductions to scholarly paper/thesis**

**Guest: Dr. April Chatham-Carpenter, Director of Graduate Studies, Department of  
Communication Studies**

Read: TBA

Read: Rubin et al. Ch. 11

**DUE:-First Thesis/Research Paper Abstract & Critique**

**Week 7: October 5: Literature review**

**Guest: Dr. Bettina Fabos**

Read: TBA

**DUE: Research project introduction (Peer Critique Due Following Week)**

**Week 8: October 12: Methods**

**Guest: Dr. Cate Palczewski**

Read: Rubin et al. Ch. 12, review Rubin et al. 10.

Read: Palczewski, Catherine H. "The Male Madonna and the Feminine Uncle Sam: Visual  
Argument, Icons, and Ideographs in 1909 Anti-Woman Suffrage Postcards." *Quarterly Journal of  
Speech* 91.4 (November 2005): 365-394. The article can be accessed at:

<http://www.informaworld.com/smpp/content~content=a746299840~db=all> (use a campus-  
connected computer to download the pdf)

**Week 9: October 19: IRB and Ethics (meet in computer lab, TBA).**

**Guest: Dr. John Fritch, Associate Dean, College of Humanities and Fine Arts/College of  
Natural Sciences**

read: review "research ethics" (p. 204-5) and plagiarism discussion (p. 89-90 and 260-261) from  
Rubin, Rubin & Piele

Read: TBA

**DUE: Second Thesis/Research Paper Abstract & Critique**

**Week 10: October 26: Methods part 2**

**Guest: Dr. Paul Siddens, Dr. Chris Ogbondah**

Read: Dr. Siddens' examples of creative activity and scholarship are on the course eLearning page.

Read: Smenza 8

**DUE: Research project literature review (Peer Critique Due Following Week)**

**Week 11: November 2: Results**

**Guest: Dr. Joyce Chen, Dr. Tom Hall**

Read: TBA

**Week 12: November 9: Analysis/Conclusions (NCA)**

**Guest: Dr. Kate Lavelle, Director of Forensics**

Read: TBA

**DUE: Second Thesis/Research Paper Abstract & Critique Due**

**Week 13: November 16: Writing for and presenting at conferences and publications**

**Guest: Prof. Francesca Soans**

Read: Smenza 9 & 10

preparing for a prospectus defense

preparing for a thesis defense

preparing for a paper presentation

**DUE: Research project methods/research plan section (Peer Critique Due after the Break)**

**Week 14:** November 23 (no class, Thanksgiving break)

**Week 15: November 30: Preparing for exams and to teach/consult/train**

**Guest:**

Read: Smenza 6 & 7

**DUE: Research project methods/research plan section Critique**

**Week 16: December 7: In class peer editing.**

**Guest: Dr. Karen Mitchell**

Read: TBA

**DUE: Have a final rough draft of the final paper completed. Bring five (5) copies to class, 2 for peer editing, and 3 to give to your "committee"**

**Final Exam period:** 5-6:50 p.m., Tuesday, December 14

**DUE: Mock prospectus defense**

**DUE: Peer review of prospectus**