

# SENIOR CAPSTONE IN COMMUNICATION

COMM 410 (01) (7250), Fall 2019  
Columbia Hall B320B  
Mo/We/Fr 11:00AM-11:50AM

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## COURSE DESCRIPTION & OBJECTIVES

According to the UND Catalog, this course Provides students with the opportunity to enrich their knowledge of communication and hone their analytic, research, and writing skills. Students will create content that are relevant to their desired professions or career paths and test its effectiveness by conducting appropriate research.

The objective of this class is to provide an understanding of the means by which information is gathered and used to make decisions by professionals in the field of communication. Research provides the basis for communication professionals to understand markets and the behaviors of target audience and can aid in the creation of more effective communication strategies. Moreover, research serves as the foundation of all effective communication plans. Emphasis is given to six primary areas:

1. Understanding the scientific method for answering brand- and marketing communications-based questions,
2. Developing explicit and measurable research objectives in communication,
3. Developing adequate communication research plans to solve those objectives,
4. Implementing appropriate methodologies to answer the questions proposed by the objectives,
5. Analyzing data, and
6. Preparing the reports that communicate the results of the research.

You can learn about research by doing research. You will be exposed to research basics, and you will be asked to use them to solve the communication problems. Since research is a time-consuming process, it is critical that you manage your time wisely and continue working throughout the semester.

You will be working in teams, so you will be able to get to know each other. I encourage each of you to help one another. Ask your team members, and ask me. Everyone offers a unique viewpoint – take advantage of it!

*Note:* Each of you must do his or her own work for the IRB training certificate, quizzes, and the exams. By the end of the semester, you should be able to:

1. Understand various research methods used in communication.
2. Locate and interpret existing communication research.
3. Evaluate the quality of existing primary and secondary research.
4. Plan and organize communication research projects using secondary and primary sources to collect and organize qualitative and quantitative data.
5. Interpret and report findings that allow for communication action.

This course is designed to satisfy the following standards:

- To demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- To demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- To demonstrate an understanding of the diversity of groups in a global society in relationship to communications
- To understand concepts and apply theories in the use and presentation of images and information
- To think critically, creatively and independently
- To write correctly and clearly in forms and styles appropriate for the communications professionals, audiences and the purposes they serve
- To conduct research and evaluate information by methods appropriate for communication
- To apply tools and technologies appropriate for communication

### Essential Studies Learning Goals:

1. This course addresses the Essential Studies learning goal of Critical Inquiry & Analysis. This means it will focus on collecting and analyzing information to reach conclusions based on evidence.

More specifically, inquiry should be thought of as a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding. You should expect to focus on these intellectual skills as part of this course.

2. This course addresses the Essential Studies learning goal of Information Literacy. This means it is about being able to find necessary information, understanding

where that information comes from, and evaluating and using that information appropriately.

More specifically, information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning. You should expect to focus on these intellectual skills as part of this course.

3. This course addresses the Essential Studies learning goal of Written Communication. This means it is about developing and expressing ideas in writing or with a mix of words, data, and images. You can expect to work in different genres and styles of writing as you develop your written communication skills in this course.

4. This course addresses the Essential Studies learning goal of Quantitative Reasoning. This means it will focus on how you can become competent and comfortable when working with numbers and graphic displays of information based on numbers.

More specifically, quantitative reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate. You should expect to focus on these intellectual skills as part of this course.

5. This course addresses the Essential Studies learning goal of Oral Communication. This means it is about presenting information (formally or informally) in various settings and to various audience sizes to achieve some purpose, such as to increase the listeners' knowledge, to foster their understanding of a topic, or to promote a change in their attitudes, values, beliefs, or behaviors. You can expect to work on these skills in this course.

This course is an Essential Studies Special Emphasis course in Advanced Communication, which means it places a strong emphasis on practice and process in communication. You will receive regular feedback on your speaking and/or writing, and you will be required to produce multiple spoken presentations and/or written texts. In addition to assignments which require you to work with content, they will also demand that you are aware of rhetorical strategies and styles of delivery.

As an Advanced Communication course, at least 1/3 of your assignments will emphasize writing and/or speaking skills, and you should expect these assignments to build on skills developed in earlier courses – such as awareness of audience and purpose, argumentation and rhetorical effectiveness, or the communication conventions associated with particular civic, academic, and professional contexts.

You should also expect to receive feedback on the quality of your communication in writing and/or oral presentation assignments, and have the time necessary to use that feedback to improve your writing and/or oral communication skills.

This course is an Essential Studies Capstone course, and as such represents an opportunity to consolidate, synthesize, and make use of the wide variety of intellectual skills you've acquired as part of your undergraduate curriculum. This course's Essential Studies learning goals will be an intentional and thoughtful focus of the course, meaningfully integrated into the work that you do. You can expect to produce work in those goal areas that is at an advanced level, and which represents a culmination of your undergraduate educational experience.

## RECOMMENDED TEXTBOOK

Davis, Joel J. (2012), *Advertising Research: Theory and Practice*, 2nd ed., Upper Saddle River, NJ: Prentice Hall. (RECOMMENDED, NOT REQUIRED)

Additional readings or materials will be given to you throughout the semester from a variety of sources.

**The Blackboard site for this course is essential.** It will include lecture slides, weekly quizzes, exams, assignments, course schedule, and gradebook. It will also be where you take weekly quizzes and the exam and upload your assignments as you complete them. In order to use Blackboard, you will need access to a computer that is connected to the Internet. Blackboard is compatible with nearly all modern browsers.

## COURSE REQUIREMENTS

**Plagiarism Training Certificate (Required):** All COMM majors and students taking COMM classes are required to pass a brief online course that teaches them how to identify plagiarism. This course was put together by Indiana University, which has kindly allowed us to utilize it for our own students. To pass the course, use the links provided below. **Obtain the certificate, then upload it to the Lesson in this course entitled "Plagiarism Training Certificate" some time before you complete this course.** If you have already obtained this certificate, you don't need to take the Indiana University course again. Simply upload the certificate that you have already earned for all COMM courses. **Finally, if you do not turn in this certificate by the deadline indicated on the schedule, you will receive an "I" grade for this course. With all that being said, this certificate is not worth any points. It is a pass/fail assignment.**

- Watch the "[How to Recognize Plagiarism](#)" tutorials.
- Learn about [registration/certification tests](#).

**Research Projects:** You will complete a big research project by taking four separate steps: (1) Research Topic Proposal; (2) Qualitative Research Project; (3) Communication Content Creation; and (4) Quantitative Research Project. You will choose *your own client or topic* and research on it throughout the semester to make effective communication strategies to reach out to the chosen target audience, who is college students between 18 and 29 years of age. In terms of choosing the topic, choose one of the following two options:

1. Choose a *brand or organization* and its opportunities and/or challenges when communicating with the chosen target audience, who is college students between 18 and 29 years old.
  - For example: The demographics of Fitbit's customers are generally people who are 30-54 years old, and Fitbit currently struggles to attract consumers 18-29 years of age. Consequently, research projects were conducted to better understand target audience's perceptions of Fitbit (features, cost, looks, etc.), technological features that 18-29 year olds enjoy, and any other forms of wearable technology that 18-29 year olds currently use. Research findings helped provide recommendations for Fitbit's communication strategies to better reach out to consumers 18-29 years of age.
2. Focus on a *social issue* and its challenges when communicating with the chosen target audience, who is college students between 18 and 29 years old.
  - For example: College students between 18 and 29 years old know the importance of recycling, but they don't always recycle. Research projects were conducted to better understand why or why not college students recycle, and what would motivate them to recycle. Research findings helped provide recommendations for the UND to better communicate the recycling issue and ultimately increase the recycling rates among college students.

By conducting research, you should obtain essential information to advance the understanding of your research topic.

1. **Research Topic Proposal:** The objectives of Research Topic Proposal are: (1) to provide a background information about the research topic; and (2) to set a clear direction to conduct qualitative and quantitative research projects. *Please refer to the Research Topic Proposal Guideline posted on Blackboard for detailed instructions (50 points).*
2. **Qualitative Research Project (Focus Group Interviews):** The objective of Qualitative Research Project (Focus Group Interviews) is to give students an opportunity to apply their knowledge and develop skills in planning and executing focus group interview research projects. In follow-up to the research directions identified in the problem statement at the end of Research Topic Proposal, each team is required to conduct two focus group interview sessions to gain additional insights that could guide recommendations for Communication Content Creation and Quantitative Research Project. *Please refer to the Qualitative Research*

*Project Guideline posted on Blackboard for detailed instructions (100 points).*

Before submitting the final paper of Qualitative Research Project, each team is required to submit the draft of focus group guideline (**20 points**). In addition, each team will do the presentation of the Qualitative Research Project. Please feel free to divide the work, but everyone in the team should speak. Each team should aim 15 minutes of content and 5 minutes of Q&A session. Each team's presentation will be graded by classmates and the instructor (**30 points**).

- 3. Communication Content Creation:** The objective of Communication Content Creation is to give students an opportunity to apply their knowledge and develop skills obtained in previous skills courses in their undergraduate curriculum. Based on the findings from the Qualitative Research Projects, students are required to choose appropriate media channel(s) and vehicle(s) and create messages to maximize opportunities and/or resolve challenges identified in the problem statement. Before submitting the final version, each team will have an opportunity to submit the draft version and receive the feedback (**20 points**). *Please refer to the Communication Content Creation Guideline posted on Blackboard for detailed instructions (50 points).*
- 4. Quantitative Research Project (Surveys):** The objective of Quantitative Research Project (Surveys) is to give students an opportunity to apply their knowledge and develop skills in planning and executing survey research projects. In follow-up to the foundation laid in Qualitative Research Project and Communication Content Creation, each student is required to conduct quantitative survey research to validate insights gained from qualitative analysis and test the effectiveness of communication content. The findings gained from quantitative research will guide the communication recommendations suggested for reaching the 18 – 29 year old target audience. *Please refer to the Quantitative Research Project Guideline posted on Blackboard for detailed instructions (100 points).*

Before submitting the final paper of Quantitative Research Project, each team is required to submit the survey questionnaire draft (**20 points**). In addition, each team will do the presentation of the Quantitative Research Project. All teams will present on the final presentation day. Please feel free to divide the work, but everyone in the team should speak. Each team should aim about 15 minutes of content and 5 minutes of Q&A session (**30 points**).

**Exams:** Exams will include some combination of multiple-choice and true/false questions, short answer, and essay questions.

**Exam I** will test you on the following lectures (**100 points**):

- Why research in communication? & Research process
- Secondary research
- Qualitative research: In-depth interviews

- Qualitative research: Focus group interviews
- Qualitative data analysis

**Exam II** will test you on the following lectures (**100 points**):

- Quantitative research
- Measurement and question development
- Questionnaire design
- Quantitative data analysis

**About half of each exam questions will be exactly the same as practice exams. Therefore, it's critical to review practice exams before taking each exam.**

Make-up exams will be given for three situations **ONLY**:

1. Personal or family health conditions, certified by a physician or counselor and approved by the instructor;
2. Personal or family legal conditions, warranting your attention during the scheduled exam time and certified by an attorney or judge and approved by the instructor; or
3. University business certified by a University official and approved by the instructor.

If you cannot take the exam during the scheduled week, arrangements should be made with the instructor at least **ONE WEEK before** the scheduled week. Failure to do so will result in **the reduction of 20% of the total score** for the exam.

Please do not ask for exceptions other than these. Keeping up with grades is your responsibility. Please check the instructor if you have a problem or need an exception.

**IRB Training Certificate:** CITI IRB training in Institutional Review policies must be read. IRB (Institutional Review Board) policies regarding research with human subjects are available. Log on to <https://www.citiprogram.org> after creating an account. Complete the "Social / Behavioral Research Investigators and Key Personnel" section. You must earn at least 80% for each area. If not, keep taking the test for each section until you achieve a score of 80% or higher. You will need to download or capture the screenshot of your certificate and submit your certificate via Blackboard (**10 points**).

**Attendance:** Attendance will be taken at the beginning of class until Week 16. **Each attendance is worth 2 points.** Late arrival, which can be defined as arrival after checking attendance, counts 0.5 point. The total attendance points will be 60 points (2 points x 30 in-class meetings). **If you miss more than 30 minutes of class by arriving late or leaving early, you will be counted as absent from class that day.** There are no excused or unexcused absences. However, students will not be penalized for absence during the session due to unavoidable or legitimate circumstances, which must be documented. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and

religious observances. Such circumstances do not include voting in local, state, or national elections. You have to take responsibility for your decisions, including missing points for class participation, lectures, or extra credit if you decide to be absent **(60 points)**.

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**You will be allowed 3 absences (10% of the total attendance) with point deductions (2 point for each absence). After any 3 absences, 5% of the total attendance points will be deducted for *each absence cumulatively* (i.e., 4th absence = 5%, 5th absence = 10% deduction, etc.).**

**Team Weekly Reports:** Each team will submit a team weekly report by 11:59pm (CST) on each Sunday (unless noted otherwise) via Blackboard. The Weekly Report form will be provided on Blackboard. This form includes (1) the overall summary of team's tasks of the week, (2) overall team's plans for next week, (3) individual team member's tasks for the week and the process/results, and (4) individual team member's tasks for next week. The notes will be a source of my evaluations for your individual participation. **If a team does not submit this report by the deadline, all team members will receive 0 (zero) point for the weekly report and negatively affect your individual participation grade (50 points = 5 points x 10).**

**Peer Evaluation:** Peer evaluation is related to the extent to which you actively participate in team projects over the semester. Your score will be based on your team members' peer evaluation **(60 points)**.

**Lecture Summary Notes:** After listening to recorded lectures, students are expected to write and submit a 1 page (single-spaced, 1-inch margins) summary note for each lecture **(100 points = 10 points x 10)**.

**Class Participation:** Throughout the semester we will have various class participations. These participations will include each student's contribution to team research projects and class discussions. These are given in order to help facilitate student learning and to foster student-teacher interaction. Instructor's evaluations will be included here as well **(100 points)**.



## COURSE EVALUATION POLICY

**Final Grade:** Your final grade in this class will be composed of two exams, attendance, lecture summaries, attendance, team projects and presentations, team reports, IRB training certificate, peer evaluations, and class participation.

Course requirements	Points
Exam I	100
Exam II	100
Attendance (30 meetings x 2 points)	60
Team Reports (5 points x 10)	50
<b>Research Projects</b>	
I. Research Project Proposal	50
II. Qualitative Research Project	
Focus Group Guideline Draft	20
Qualitative Research Paper	100
Qualitative Research Presentation	30
Peer Evaluation I	30
III. Creating Communication Messages	
Draft Version	20
Final Version	50
IV. Quantitative Research Project	
Survey Questionnaire Draft	20
Quantitative Research Paper	100
Quantitative Research Presentation	30
Peer Evaluation II	30
Lecture Summary Notes (10 points x 10 notes)	100
IRB Training Certificate	10
Class Participation	100
Plagiarism Training Certificate	0
<b>TOTAL</b>	<b>1,000</b>

**Writing Assignments:** All writing assignments must be typed, double-spaced and in 12 point type (Times New Roman) with 1-inch margins. Unless individual permission is granted prior to the due date, all writing assignments must be uploaded to Blackboard **by the beginning of class on which it is due.**

**Team Presentations:** You will do three team presentations. Slides for team presentations must be uploaded to Blackboard **by the beginning of class on which it is due.**

**Team Project Policy:** All team members must participate in team projects in a meaningful manner in order to earn team project grades. If your team does not receive any responses from your team member(s) or cannot communicate with them, please let me know who those member(s) are. Based on each team's decision, each team can report if your team lost team member(s). Then, I will notify it to the team member(s) who

have not meaningfully participated in projects. Once I file the report, that team member(s) will have 25%, 50%, or 100% point deduction from your team's total grades based on the team's decision regarding the team member(s) contribution. For example, if your team earned 30 points for a team project, that team member(s) may earn 22.5 points (25% deduction from 30 points), 15 points (50% deduction from 30 points), or 0 point (100% deduction from 30 points). As you are seniors or juniors, I assume you know how to respect your team members and work together. However, I need to state this policy in order to be fair to students who work harder. If you actively participate in your team projects, you don't need to be concerned about this policy at all.

**Grade Distribution:** Grades will be given on an absolute scale. This means that your grades will be based only on your accomplishments and that you are not in competition with other students for grades in this course.

**Grading Standard:**

- A: Achievement that is outstanding relative to the level necessary to meet course requirements.
- B: Achievement that is significantly above the level necessary to meet course requirements.
- C: Achievement that meets course requirements in every respect.
- D: Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F: Represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.
- I (Incomplete): assigned at the discretion of the instructor. An incomplete grade will be considered only when documented, extraordinary circumstances beyond control, or ability to anticipate, prohibit timely completion of the course requirements. **Incomplete grades are rare.** Requires a written agreement between instructor and student. **Students who don't complete the plagiarism training module will receive an "I" grade.**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
≥90%	80	70	60	0-59.99

**Calculating the Final Grade:** The maximum score you can earn from this course is 1,000 points. Additionally, extra credit opportunities will be provided over the course of the semester. Your final grade percentage will be calculated based on the following formula: **(Points earned from course requirements + extra credit points) \* 100 / 1000 points**

Suppose that at the end of the semester, you earn 900 points (out of 1,000 points) from course requirements and 10 extra credit points. Then your final percentage will be:  $(900 + 10) \times 100 / 1000 = 91\%$

**Late Assignments:** Late assignments will be penalized **20% for each late class period, up to two class periods.** No assignment will be accepted after the second class period.

**Make-up Policy:** Students will not be penalized for absence during the session due to unavoidable or legitimate circumstances, which must be documented. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. Make-up assignments must be completed within one week of the due date. The instructor must be notified of excused absences within 48 hours of the absence.

**Coursework Resubmission:** Assignments are only eligible for resubmission in extraordinary circumstances and with the permission of the instructor.

**Grade Changes:** Grade inquiries and challenges must follow the following rules and procedures:

- (1) All grade inquiries and challenges must be made **within two weeks** of when an assignment is returned in class. Absence from class is not an excuse. Grade inquiries or challenges made after this period will not be accepted.
- (2) Before meeting with the instructor, you must submit, **in writing**, to the instructor, a well-constructed explanation of why you believe your grade should be changed. This may be submitted via e-mail. No action regarding your grade will be taken without this written justification. If you simply need clarifications, you may meet with the instructor to discuss that. You may then submit your justification should you feel dissatisfied.

## **ADDITIONAL COURSE POLICIES**

Notification of cancellation of class will be announced at least one class meeting prior to the cancellation or via UND email account. In case of inclement weather, I will do my best to send out an email as early as possible (most likely around 6AM) if we are not meeting in person.

**Classroom Conduct:** The instructor is responsible maintaining a positive and orderly classroom environment. To facilitate this, students are asked to (1) be respectful of the wide range of views that may be presented in the class; (2) give their classmates and the instructor the opportunity to finish their statements; and (3) raise their hands to ask questions or engage the instructor in a non-disruptive manner. Different perspectives are encouraged, provided they are presented in a productive manner. If a student feels that his or her learning is being negatively impacted by the actions of the instructor or another student, they should make their concerns known to the instructor. Students whose behavior is disruptive may be asked to leave the classroom.

**Electronic Device Policy:** Students are strongly encouraged to bring laptops or tablets on in-class meeting days. It is students' responsibility to bring their own laptop or tablets to take exams. For those who can't bring their own device, students are strongly encouraged to use TTDa's equipment checkout service (<http://und.edu/academics/center-for-instructional-and-learning-technologies/services/classroom-services/checkout.cfm>)

Students are not allowed to use cell phones in the classroom. **2 point will be deducted each time your cell phone rings.** Text-messaging, cross-word puzzles, Sudoku, newspapers and any other non-course related materials and activities are absolutely prohibited in class.

**\*\*\*If the instructor is late for class or his cell phone rings during the class, he will bring treats for all students at the next class.**

## Scholastic Dishonesty

University of North Dakota takes a strong stance against Scholastic Dishonesty. Scholastic Dishonesty includes, but is not limited to, cheating on a test, plagiarism, collusion, fabrication, or facilitating any such act. **If you engage in scholastic dishonesty, disciplinary action at both the departmental and university level will be taken, which could result in failing the course and/or expulsion from the university.** Examples of scholastic dishonesty include:

(1) **Cheating** on a test includes, but is not restricted to: 1) Copying from another student's test; 2) Possessing or using material during a test not authorized by the person giving the test; 3) Collaborating with or seeking aid from another student during a test without authority; 4) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test; 5) Substituting for another student or permitting another student to substitute for oneself to take a test; and 6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(2) **Plagiarism** means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.

(3) **Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit.

(4) **Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.

(5) **Recycling Prior Work:** Submitting work previously submitted and evaluated for course credit in prior sections of this course or in other courses.

To be clear: going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is **academic misconduct**. If you work together on an assignment when it is not allowed, it is **academic misconduct**. If you have a question about an assignment, please come see me to clarify. Any cases of academic

misconduct will be reported for violating the academic honesty requirements in the student handbook. They will also result in failure for the course. Remember – ignorance is NOT a defense.

**The Department of Communication is committed to bringing the richness of cultural diversity to all students. Through active engagement, the Department of Communication endeavors to provide multicultural opportunities, to reduce cultural stereotypes, to embrace cultural differences, and to promote respect for cultural diversity.**

All Students are subject to the University of North Dakota Code of Student Life (<http://und.edu/code-of-student-life/general-policies.cfm>), including, but not limited to, issues of Scholastic Dishonesty.

All Communication majors and pre-majors will be added to the Communication Department Listserv. The purpose of the listserv is to keep students informed of opportunities to enhance their educational experience at UND. Contact the Communication Department office ([und.comm@email.und.edu](mailto:und.comm@email.und.edu)) if you would like to be removed from the listserv or if you are not receiving messages and would like to be added. To keep informed, also refer to the Communication Department web page (<https://arts-sciences.und.edu/communication/>).

**Disabilities:** To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at <https://und.edu/disability-services/>, McCannel Hall 190, or 701.777.3425.

**Notice of Nondiscrimination:** It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, Twamley Hall 401, 701.777.4171, [UND.eo.titleIX@und.edu](mailto:UND.eo.titleIX@und.edu) or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

**Reporting Sexual Violence:** If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; [donna.smith@UND.edu](mailto:donna.smith@UND.edu); or go to <http://und.edu/affirmative-action/title-ix/>.

**Faculty Reporting Obligations Regarding Sexual Violence:** It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an

investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix/>.

**UND Cares Program:** The UND Cares program (<http://und.edu/und-cares/>) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

**How to Seek Help When in Distress:** We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/und-cares/>.

## COURSE SCHEDULE

This is subject to change. Should any changes happen, it will be announced via email and an updated schedule will be posted on Blackboard (\*Dates that will NOT be counted toward attendance point are italicized).

Week	Date	Topic	Readings / Assignments Due
Week 1	8/28 (W)	Course and Instructor Introduction	
	8/30 (F)	Topic 1: Why Research in Communication? (Online) Topic 2: Research Process (Online)	<ul style="list-style-type: none"> <li>Submit <b>Summary Note 1 on Topic 1</b> and <b>Summary Note 2 on Topic 2</b> by 9/1 (Sunday) 11:59PM CST</li> </ul>
Week 2	9/2 (M)	LABOR DAY (No Class)	
	9/4 (W)	Topic 1: Why Research in Communication?	
	9/6 (F)	In-Class Team Meeting & Topic 3: Secondary Research (Online) Topic 4: Qualitative Research – In-Depth Interviews (Online)	<ul style="list-style-type: none"> <li>Meet your teammates!</li> <li>Submit <b>Signed Team Contract (= Team Report 1)</b> by the end of class</li> <li>Submit <b>Summary Note 3 on Topic 3</b> and <b>Summary Note 4 on Topic 4</b> by 9/8 (Sunday) 11:59PM CST</li> </ul>
Week 3	9/9 (M)	Topic 2: Research Process	
	9/11 (W)	Topic 4: Qualitative Research – In-Depth Interviews	
	9/13 (F)	Topic 5: Qualitative Research – Focus Group Interviews (Online)	<ul style="list-style-type: none"> <li>Submit <b>Summary Note 5 on Topic 5</b></li> <li>Submit <b>IRB Certificate</b></li> <li>Submit <b>Team Report 2</b> → All three assignments are due by 9/15 (Sunday) 11:59PM CST</li> </ul>
Week 4	9/16 (M)	In-Class Team Meeting	
	9/18 (W)	Topic 5: Qualitative Research – Focus Group Interviews	<ul style="list-style-type: none"> <li><b>Practice Exam I</b> distributed on Blackboard (Bb)</li> </ul>
	9/20 (F)	Topic 6: Qualitative Data Analysis (Online)	<ul style="list-style-type: none"> <li>Submit <b>Summary Note 6 on Topic 6</b></li> <li>Submit the <b>Research Topic Proposal</b></li> <li>Submit <b>Team Report 3</b> → All three assignments are due by 9/22 (Sunday) 11:59PM CST</li> </ul>

Week 5	9/23 (M)	Topic 6: Qualitative Data Analysis	<ul style="list-style-type: none"> <li>• Submit the <b>Draft of Focus Group Guideline</b> due by 9/25 (W) 11:59PM CST</li> <li>• Submit <b>Summary Note 7 on Topic 7</b></li> <li>• Submit <b>Team Report 4</b> → All two assignments are due by 9/29 (Sunday) 11:59PM CST</li> </ul>
	9/25 (W)	In-Class Team Meeting	
	9/27 (F)	Topic 7: Quantitative Research (Online)	
Week 6	9/30 (M)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>• Revise the focus group guideline</li> <li>• <b>Take-home Exam I</b> on Bb</li> <li>• Submit the <b>Certificate of Plagiarism Training Module</b> by 10/6 (Sunday) 11:59PM CST</li> </ul>
	10/2 (W)	Exam I Review	
	10/4 (F)	EXAM I	
Week 7	10/7 (M)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>• Submit <b>Summary Note 8 on Topic 8</b></li> <li>• Submit <b>Team Report 5</b> → All two assignments are due by 10/13 (Sunday) 11:59PM CST</li> </ul>
	10/9 (W)	Topic 7: Quantitative Research	
	10/11 (F)	Topic 8: Measurement & Question Development	
Week 8	10/14 (M)	Topic 8: Measurement & Question Development	<ul style="list-style-type: none"> <li>• Submit <b>Summary Note 9 on Topic 9</b></li> <li>• Submit <b>Team Report 6</b> → All two assignments are due by 10/20 (Sunday) 11:59PM CST</li> </ul>
	10/16 (W)	In-Class Team Meeting & Topic 8 (Cont'd)	
	10/18 (F)	Topic 9: Questionnaire Design (Online)	
Week 9	10/21 (M)	Presentation I-1	<ul style="list-style-type: none"> <li>• Submit <b>Qualitative Research Paper and Slides</b></li> <li>• Submit <b>Peer Evaluation I</b> → All three assignments are due by 10/21 (M) 9AM</li> </ul>
	10/23 (W)	Presentation I-2	
	10/25 (F)	Presentation I-3	
Week 10	10/28 (M)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>• Submit <b>Summary Note 10 on Topic 10</b></li> <li>• Submit the <b>Draft of Communication Content</b></li> </ul>
	10/30 (W)	In-Class Team Meeting	
	11/1 (F)	Topic 10: Quantitative Data Analysis (Online)	



			<b>Creation</b> <ul style="list-style-type: none"> <li>Submit <b>Team Report 7</b> → All three assignments are due by 11/3 (Sunday) 11:59PM CST</li> </ul>
Week 11	11/4 (M)	Topic 10: Quantitative Data Analysis	
	11/6 (W)	In-Class Team Meeting & Topic 10 (Cont'd)	
	11/8 (F)	In-Class Team Meeting	
Week 12	11/11 (M)	VETERANS DAY (No Class)	
	11/13 (W)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>Submit <b>Communication Content Creation</b> by 11/13 (W) 11:59PM CST</li> </ul>
	11/15 (F)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>Submit <b>Team Report 8</b> by 11/17 (Sunday) 11:59PM CST</li> </ul>
Week 13	11/18 (M)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>Revise the communication content</li> <li><b>Practice Exam II</b> distributed on Bb</li> </ul>
	11/20 (W)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>Submit the <b>Draft of Survey Questionnaire</b> by 11/20 (W) 11:59PM CST</li> </ul>
	11/22 (F)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>Revise the survey questionnaire</li> <li>Submit <b>Team Report 9</b> by 11/24 (Sunday) 11:59PM CST</li> </ul>
Week 14	11/25 (M)	In-Class Team Meeting	<ul style="list-style-type: none"> <li>Construct and distribute the online survey</li> </ul>
	11/27 (W)	<i>Out-of-Class Workday</i>	
	11/29 (F)	Happy Thanksgiving! (No Class)	
Week 15	12/2 (M)	In-Class Team Meeting	
	12/4 (W)	Exam II Review	
	12/6 (F)	EXAM II	<ul style="list-style-type: none"> <li><b>Take-home Exam II</b> on Bb</li> </ul>
Week 16	12/9 (M)	In-Class Team Meeting	
	12/11 (W)	In-Class Team Meeting	
	12/13 (F)	No Class	<ul style="list-style-type: none"> <li>Submit <b>Team Report 10</b></li> <li>Submit <b>Quantitative Research Paper</b> → All two assignments are due by 12/15 (Sun) 11:59PM CST</li> </ul>
Final Week	<b>12/18 (W) 10:15AM – 12:15PM</b>	<b>Final Presentation</b>	<ul style="list-style-type: none"> <li>Submit <b>Quantitative Research Project Slides and Peer Evaluation II</b> by 12/18 (W), 8AM CST</li> </ul>