I. Course Description

3 sem. hrs. This is a practical introduction to scholarship in the Communication discipline with emphasis in: reading and understanding academic source material; finding source material in scholarly literatures; writing academic research papers; editing and revising your own work; and presenting scholarship. Completing this course will prepare you to think, write, and present ideas as an advanced scholar in the Communication discipline.

II. Student Learning Outcomes

At the end of this course, students will be able to

1. Discuss the history of the discipline of communication studies, particularly since the founding of the National Communication Association in 1914;
   Measure: Reading Response about the discipline
2. Show close reading skills that involve critical thinking and analysis;
   Measure: Reading Responses and Class Discussion
3. Demonstrate the ability to research a significant topic in the field of communication;
   Measure: Literature Review
4. Show a working knowledge of APA rules for research and writing;
   Measures: RRs and Literature Review
5. Illustrate abilities to analyze and synthesize research findings that lead to testable hypotheses;
   Measure: Literature Review (including Research Proposal and Outline)
6. Apply effective skills in making oral presentations about independent research;
   Measures: Journal Review; Senior Scholar; Conference Panel
7. Develop and defend an appropriate code of ethics in communication;
   Measure: RR on NCA Professional Ethics
8. Distinguish between career and educational opportunities beyond the completion of the MA degree.
   Measure: RR on “Pathways to Communication Careers in the 21st Century”

III. Major Course Requirements

A. Reading Responses-15% of final grade. Reading responses (RR) are reflections you have on the reading. The RR should be at least 500 words and thoroughly thought out. You are to include information from the session’s assigned readings in ONE reading response. Mark up your books/articles while you are reading and discuss the items that got your attention. Reading responses should include brief summaries of the text (be sure to use page numbers when directly quoting from the readings), your critical
analysis of the material, and application when appropriate. This will add depth to your responses. At the end of your response, it is recommended that you write some possible discussion questions for your cohorts to consider. RRs will be graded on a scale of zero to 10, where 7 is considered average work. We will discuss in depth how to write an RR during our 2nd class meeting. **RRs should be posted to the Discussion Board by 5 p.m. on class days (unless otherwise noted) and a hard copy should be brought to class for your reference during discussion. Due Dates: Seven times throughout the semester. See Course Calendar and/or Discussion Board for specific due dates.**

B. **Class Discussions & Participation-10% of final grade.** Students will receive a score ranging from zero to 10 represent his/her participation during that class session. See **Readings/Links** for pointers on discussion of readings. Simply *talking* does not guarantee full credit for class participation. Students are expected to make intelligent verbal contributions to the class. A student’s discourse should reflect his/her knowledge of the text and his/her ability to synthesize that knowledge with further theoretical implications and application. Students are expected to show up on time, prepared, and with a good attitude. Students may be assigned as designated listeners from time to time to keep minutes from our discussions. Due Dates: At the discretion of the instructor.

C. **Research Proposal-5% of final grade.** In consultation with our class readings, in particular *Communication Scholarship and the Humanities (2007)* and the NCA list of interest groups and caucuses, choose an area of study within the communication discipline (rhetoric, gender, instructional, family, intercultural, media, health, etc.) that you would like to study in more depth using human subject research. Describe some of the current trends within that area and make an argument for a research question (it can be quantitative or qualitative) you would like to pursue. Remember, RQ must be centered on the discipline of communication. Will you use interviews, observations, or survey questions to help answer your RQ? Who will be your participants? How will you recruit them? The research can relate to the type of work you like to do with your master’s degree or it can be an area of interest you have for a thesis or dissertation project.

The paper should be a minimum of 4 FULL pages, follow APA guidelines, and incorporate at least 5 journal articles. **On the last page (before the references), please list a Senior Communication Scholar and Communication Journal from the area of study you would like to highlight during in-class presentations.** You will not be allowed to turn in an outline until the proposal has been accepted. **RP Due Date:** Post the docx file to Discussion Board by 5 p.m. on 9/24.

D. **Conference Plan-10% of final grade.** The annual meeting of the Texas Speech Communication Association (TSCA) is in Dallas on Oct. 1-2, 2015, and the National Communication Association (NCA) will meet in Las Vegas on Nov. 19-22, 2015. Conferences are a great place to network, gain pride in the profession, hear about other people’s research, get inspired, and have fun! Please find the 2015 TSCA conference program and the 2014 NCA program posted in **Readings/Links.** Discuss which sessions you would attend at each conference and why. Compare and contrast the conferences. Incorporate the
Colón Semenza (2005) reading where appropriate. The conference plan should be at least 3 FULL pages and follow APA guidelines. Due Date: Post to --- Discussion Board by 7 p.m. on 10/1.

E. Outline-5% of final grade. The outline sketches out the final paper. It should include the introduction, research question, literature review, and some thoughts about the research design needed to find the answer(s) to the RQ. It will NOT include findings or analysis since you will not have a chance to actually complete the research. Use complete sentences in the outline and include references in the outline and on the reference page. You’ll find examples of outlines in ---Readings/Links. Outline Due Date: Bring hard copy to class on 10/22.

F. Journal Presentation-10% of final grade. Students will make a 5-7 minute informative presentation on a prominent journal within the field of communication specified within the RP. Grading criteria includes delivery, presentations aids, and content. Possible content could include the age of the publication, important contributions, prominent editors, its sponsoring association, most common research methodology, etc. On the date of the presentation, the student should bring two copies of an outline (including the reference page). The speech will be given completely from the outline. See ---Readings/Links for grading rubric. Due Date: 11/5.

G. Senior Scholar Spotlight-10% of final grade. Students will make a 5-7 minute informative presentation on a senior scholar (at least an associate professor in rank) within the field of communication specified within the RP. Grading criteria includes delivery, presentation aids, and content. Possible content could include the scholar’s childhood, educational history, influences, mentors, controversies, students, academic contributions, etc. On the date of the presentation, the student should bring two copies of an outline (including the reference page). The speech will be given completely from the outline. See ---Readings/Links for grading rubric. Due Date: 11/12.

H. Literature Review-25% of final grade. Students will conduct an extensive literature review of an area of study within the field of communication and present their work in a research paper. Papers will be 10-12 pages long, (not including front and back pages) and include a testable Research Question. Papers must use APA style and good writing techniques. LR Due Date: post to the --- Discussion Board by class time on 12/3.

I. Conference Panel-10% of final grade. Students will create conference panels based upon common themes amongst literature reviews. The panels need to include a 3-5 panelists; one of the panelists will also have serve as the chair. There will be no respondent. No one can serve on more than one panel. Grading criteria include a typewritten submission, delivery, and content. Time limits will be discussed on 11/19. See ---Readings/Links for grading rubric. Conference Panel Due Date: 12/3.

IV. Required Texts

V. Readings Available on Blackboard


Leslie, N. (1995). You were raised better than that. In C. B. Dews & C. L. Law (Eds.), This fine place so far from home (pp. 66-74). Philadelphia, PA: Temple University Press.

VI. Course Policies

A. Attendance & Tardiness. An attendance sheet will be passed out at the beginning of every class period; you are responsible for signing it. If you are late, please write “tardy” next to your signature. The emphasis on performance and participation in this class requires close attention by students and the instructor to attendance. You are allowed one unexcused absences without penalty for this evening class. Every unexcused absence beyond that will cost you that evening’s participation points. You may also be penalized for excessive tardiness.

I consider an excused absence one in which the absence is beyond your control. This is for your own medical or legal emergencies. Documentation of the event is due by the last day of classes before finals week. I will not excuse absences in which you attend a celebratory event, have a work function, go on vacation, or take somebody else to the doctor, hospital, dentist, court, etc. Please save your free unexcused absence for such an occasion.

Students who are absent from class on approved University business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents
meetings) will receive an excused absence. Students are responsible for informing their instructors about the trip in advance.

B. Late Work. Assignments are due at the beginning of the hour. They are late after that. If work is accepted late, it will be 10% off for every day it is late (including weekends if the work can be emailed). There are some exceptions for excused absences. Your computer crashing, printer not working, etc. will never be accepted as excuses for late work. It is your responsibility to begin work early enough to accommodate unforeseen circumstances.

C. Missed Assignments. If you miss class, please consult with your classmates for the notes and/or homework. You should contact me AFTER you have tried contacting multiple classmates multiple times. If you miss a class the day an assignment is due, you must get the work to me BEFORE class.

D. Personal Electronics. Please turn all cell phones on silent while you are in class and put them out of sight. Check your messages AFTER class and return the calls then. Do not text during class. It’s fine to use laptops, tablets, etc. in class to keep notes; just make sure you’re not wandering around the internet. This will cause you to lose all electronics privileges during class.

E. Academic Integrity/Plagiarism. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work). In accordance with TAMU-CC policy, penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following: (a) Written reprimand; (b) Requirement to re-do work in question; (c) Requirement to submit additional work; (d) Lowering of grade on work in question; (e) Assigning grade of “F” or “0” to work in question; (f) Assigning grade of “F” for course; (g) Recommendation for more severe punishment, such as dismissal from the program or from the University.

F. Dropping a Class. I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 6, 2015 is the last day to drop a class with an automatic grade of “W” this term.

G. Preferred Methods of Scholarly Citations. Unless otherwise noted, all assignments for this course must follow APA guidelines. Please staple multiple-page papers in the upper left-hand corner.
H. Statement of Civility. Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

I. Grade Appeals. Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

J. Disability Accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

K. Statement of Academic Continuity. In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

L. Packing Up. Do not pack up before I dismiss class. The slamming of books and zipping of bags is disruptive and rude; plus, you never know when I may say something important or give a last-minute assignment. You’ll want to have that pen and paper (or laptop or tablet) handy.
## COMM 5301:001
### Introduction to Communication Scholarship
### Provisional Course Outline

<table>
<thead>
<tr>
<th>Week/Topic</th>
<th>Readings/Lecture/Video</th>
<th>Assignment(s) Due</th>
</tr>
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<tbody>
<tr>
<td>8/27 Introductions</td>
<td>Syllabus Introductions</td>
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<tr>
<td>9/3 The Discipline</td>
<td>Cohen (1994), Epilogue &amp; Ch 3 Braithwaite (2014) Lecture: Writing a Reading Response</td>
<td>Name tent; bring highlights and reading notes for Cohen and Braithwaite</td>
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<tr>
<td>9/17 Research &amp; Writing</td>
<td>Visit Library Craswell &amp; Poore, Ch 2-3</td>
<td>RR 2</td>
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<tr>
<td>9/24 Research &amp; Writing</td>
<td>Visit CASA Writing Center APA, Foreword, Preface, Ch 1-2</td>
<td>RR 3 Research Proposal</td>
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<td>10/1 (TSCA)* Conferences</td>
<td>Colón Semenza, Ch 9</td>
<td>Conference Plan to BB by 7 p.m.</td>
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<tr>
<td>10/8 Research &amp; Writing</td>
<td>APA, Ch 3 Griffin (1996) Lecture: Common APA Mistakes</td>
<td>RR 4</td>
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<td>10/15 Ethics</td>
<td>Professional Ethics (NCA, 1999)</td>
<td>RR 5</td>
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<td>10/22</td>
<td>Workshopping</td>
<td>Outline for LR</td>
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<td>11/5</td>
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<td>11/12</td>
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<tr>
<td>11/19 (NCA)*</td>
<td>C &amp; P, Ch 11 (this reading may also be helpful to you before giving the journal presentations)</td>
<td>RR 7 to BB by 7 p.m. Work on Conference Submission in class</td>
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<td>11/27 NO CLASS—</td>
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<td>Thanksgiving Break</td>
<td>LR due</td>
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<tr>
<td>12/3</td>
<td>Conference Panels</td>
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<td>FINAL 7:15-9:45 p.m.</td>
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*Amy out of town.*