INTRODUCTION TO COMMUNICATION SCHOLARSHIP  
(COMM 5301)  
TAMUCC Fall 2018

CONTACT INFORMATION
Instructor: Stephanie Rollie Rodriguez  
Office: Bay Hall 335  
Phone: 361-825-5753  
E-mail: stephanie.rodriguez@tamucc.edu  
Office hours: M 10 AM-12 PM; T 12-2 PM; R 12-2 PM & 5:45-6:45 PM; and by appointment

COURSE INFORMATION
Course number: 5301.001 CRN: 70903  
Meeting times: R 7-9:30 PM  
Course location: BH 128  
Credits: 3

COURSE OVERVIEW

Course Description. 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.

Student Learning Outcomes. At the conclusion of the course, students should be able to:

- Discuss the history of the discipline of communication studies.
- Show close reading skills that involve critical thinking and analysis.
- Demonstrate the ability to research a significant topic in the field of communication.
- Show a working knowledge of APA rules for research and writing.
- Illustrate abilities to analyze and synthesize research findings that lead to testable hypotheses.
- Apply effective skills in making oral presentations about independent research.
- Develop and defend an appropriate code of ethics in communication.

Course Materials.

Required:

Recommended:
COURSE POLICIES AND PROCEDURES

**Attendance.** Attendance is required for participation in this course. At the graduate level, students are expected to attend every class. Only work missed due to extreme illness, a family emergency, a religious holiday, or an excused university activity can be made up. Provide documentation of excused absences prior to planned absences and within a week of unplanned absences to make arrangements for missed work. Work missed due to unexcused absences may not be able to be made up. Additionally, students are responsible for obtaining the information covered in class.

**Late Work.** All assignments are due in class on the assigned day. If I do not have the assignment in class that day, the assignment is late. Each calendar day that the assignment is late will generally result in a one-letter-grade reduction. Plan ahead. In-class work and quizzes may not be able to be made up.

**Final Exam.** Students must be present at the scheduled final exam time for the course. This means that travel plans should be made with the final exam period in mind.

**Media.** When class is in session, laptops may be used only to take notes and reference class readings and materials. Students may not access unrelated web pages, instant messaging programs, email, facebook or any similar programs during class unless otherwise instructed to do so. Similarly, mobile phones should be turned off. Students who are using laptops or mobile phones inappropriately will no longer be allowed to bring them to class.

**Academic Integrity/Plagiarism.** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:
- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

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 this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in the reduction of one’s grade and/or immediate failure in the course.

**Classroom/Professional Behavior.** Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of
other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Disabilities 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.

Academic Advising. Students pursuing the Master of Arts in Communication will be paired with a graduate faculty member advisor in their first semester. Students should contact their advisors within the first two weeks of a semester to arrange a meeting during which degree plans, tracks, and opportunities for professional development should be discussed. If you have a question as to who your academic advisor is, contact Dr. Stephanie Rodriguez, Graduate Coordinator (361-825-5753; stephanie.rodriguez@tamucc.edu). To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 9 is the last day to drop a class with an automatic grade of “W” this term.

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.

Grade Appeals. As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the
parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Questions and Problems. If you have concerns about the class, please arrange to discuss them with me during my office hours or by appointment.

### COURSE REQUIREMENTS

Specific instructions and guidelines for each of the following assignments will be provided in class.

**I. Program Plan.** This essay requires students to reflect on and construct a plan for their graduate program experience and outcomes.

**II. Research Proposal.** Students will select an area of study in the communication discipline, review articles in that area, and construct an argument for research to be conducted. The proposal will be completed in steps:
- Pre-proposal
- Annotated bibliography
- Outline
- Paper draft & workshop
- Final paper
- Paper presentation

**III. Journal Report Presentation.** Students will research a prominent journal in communication and share their findings with the class in a formal presentation.

**IV. Senior Scholar Spotlight Presentation.** Students will learn about a senior scholar (associate or full professor) in the discipline and share their findings with the class in a formal presentation.

**V. APA Exam.** Students will be tested on their knowledge of core APA rules and guidelines.

**VI. Participation.** Critical discussion is an essential component of a graduate seminar. Students are expected to arrive to class having read all of the assigned class material and be prepared to discuss all of the readings for that day. Students may also be asked to turn in assignments and reading responses, which will count towards their participation grade.

### Assignment Summary.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Value</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Plan</td>
<td>30</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Research Proposal &amp; Assignments</td>
<td>130</td>
<td>37%</td>
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<tr>
<td>Journal Report Presentation</td>
<td>50</td>
<td>14%</td>
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<tr>
<td>Senior Scholar Presentation</td>
<td>60</td>
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### COURSE EVALUATION

**Evaluation.** Grades are based on demonstration of mastery of course material. Work that meets the minimum requirements of an assignment, is done on time, and displays average involvement with the course content is deserving of a 'C.' Higher grades are awarded to work that goes above and beyond the minimum standards to produce products that reflect superior intellectual effort, excellence in critical analysis, and overall creativity in the approach to any given assignment.

**Grading Scale.** Use the following percentages as a guide for determining your grade.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>358-400</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>318-357</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>278-317</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>238-277</td>
<td>D</td>
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<tr>
<td>59% &amp; below</td>
<td>below 238</td>
<td>F</td>
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### TENTATIVE COURSE SCHEDULE*

**Readings for each week are listed in Blackboard under Course Content.**

**Week 1**

Aug. 28  
Course Overview  
Introductions  
Graduate Student Culture

**Week 2**

Sept. 6   
Understanding the Discipline Part I
- What Counts as “Communication”
- History & Development of the Field
- APA References
  
Readings:  
Braithwaite (2014)  
Eadie (2011)  
Cohen (1994) ch. 3  
APA ch. 7

**Week 3**

Sept. 13  
Understanding the Discipline Part II
- Depth and Breadth of the Field
- Organizational Structure and Systems
- MA in Communication at TAMU-CC
  
Readings:  
Various NCA Regional Organizations’ Web Pages
WEEK 4

Sept. 20  Theory & Research Part I  
- Understanding Scholarship  
- Role of Theory & Research  
- Ethics in Scholarship  

Readings: APA ch. 1  
Timmerman 2009  
Frey 2009  
Hummert 2009  
NCA: A Code of Ethics  
NCA Credo for Ethical Communication  

Due: Program Plan

WEEK 5

Sept. 27  Theory and Research Part II  
- Academic Journals  
- Reading and Understanding Research Articles  
- The Publication Process  
- Annotated Bibliographies  

Readings: NCA: List of Communication Journals  
NCA Impact Factor Report  
APA ch. 2 & 8  
Purdue-Annotated Bibliographies  
Cornell-How to Prepare an Annotated Bibliography  

Due: Paper pre-proposal

WEEK 6

Oct. 4  Library Research—Meet at the Library  
- Identifying and finding resources  

Readings: Ridley (2012) ch. 3, 4, 5

WEEK 7

Oct. 11  Academic Writing Part II  
- Literature Reviews  
- Constructing an Argument  
- Outlining  

Readings: Craswell & Poore (2012) ch. 1, 2, 6  
Rudestram & Newton (2007) ch 4  

Due: Annotated Bibliography

WEEK 8

Oct. 18  Academic Writing Part II  
- APA Writing Rules
- Crediting Sources

**Readings:** Ridley ch. 7
APA ch. 3, 4, 5, & 6

**Due:** Proposal Outline

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<th>WEEK 9</th>
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<tbody>
<tr>
<td>Oct. 25</td>
<td>Academic Presentations</td>
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<td></td>
<td>Engaging in Critique</td>
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<td></td>
<td><strong>Readings:</strong> Craswell &amp; Poore (2012) Ch 11</td>
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<td></td>
<td>Wilhoit (2012) ch. 6, 7, &amp; 8</td>
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<td><strong>Due</strong> Reading Response</td>
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<th>WEEK 10</th>
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<tr>
<td>Nov. 1</td>
<td>Journal Report Presentations</td>
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<td><strong>Due</strong> Journal Report</td>
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<th>WEEK 11</th>
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<tr>
<td>Nov. 8</td>
<td>Academic Writing Part III</td>
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<td>• APA Exam</td>
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<td>• Writing Workshop</td>
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<td><strong>Due</strong> Proposal Draft</td>
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<th>WEEK 12</th>
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<tr>
<td>Nov. 15</td>
<td><em>Thanksgiving break</em></td>
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<th>WEEK 13</th>
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<tr>
<td>Nov. 22</td>
<td>Senior Scholar Report Presentations</td>
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<td><strong>Due</strong> Senior Scholar Spotlight Report</td>
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<th>WEEK 14</th>
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<tr>
<td>Nov. 29</td>
<td>Paper Presentation Panels</td>
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<td><strong>Due</strong> Research Proposal</td>
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<td><strong>Due</strong> Research Proposal Presentation (half of the class)</td>
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<th>FINALS WEEK</th>
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<tr>
<td>Dec. 13</td>
<td>Paper Presentation Panels</td>
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<td></td>
<td><strong>Due</strong> Research Proposal Presentation (half of the class)</td>
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*This schedule is tentative. Changes may be made throughout the semester.*