

COMM R114: INTRODUCTION TO COMMUNICATION RESEARCH

Originator

aedwards

Co-Contributor(s)
Name(s)

Fulkerson, Marcia (mfulkerson)

College

Oxnard College

Discipline (CB01A)

COMM - Communication Studies

Course Number (CB01B)

R114

Course Title (CB02)

Introduction to Communication Research

Banner/Short Title

Intro to Comm Research

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course explores communication research processes in order to find, read, understand, create, and use communication research in daily work. Students will apply communication theory and methods to investigate pressing communication-related questions. Students will also investigate methods and analytical techniques including observation, interviews, focus groups, surveys, and content analysis.

Taxonomy of Programs (TOP) Code (CB03)

0601.00 - Media and Communications, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

COMM R101

Requisite Justification

Requisite Type

Advisory

Requisite

COMM R101

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Explain the rationale for conducting communication research. |
| 2 | Distinguish between various research methodologies. |
| 3 | Conduct a communication literature review and apply basic procedures of data analysis. |
| 4 | Apply quantitative and/or qualitative methods to evaluate and explain human communication processes |
| 5 | Identify the assumptions and implications of communication research. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Define the basics of quantitative research. |
| 2 | Define the basics of qualitative research. |
| 3 | Conduct quantitative research analysis. |
| 4 | Conduct qualitative research analysis. |
| 5 | Evaluate existing quantitative research in the field of Communication Studies. |
| 6 | Evaluate existing qualitative research in the field of Communication Studies. |
| 7 | Prepare and present research projects in written and oral formats. |

Course Content

Lecture/Course Content

1. Basics of quantitative study
 - a. Design
 - b. Data gathering
 - c. Analysis
2. Basics of qualitative study
 - a. Design
 - b. Data gathering
 - c. Analysis
3. Evaluating existing research in Communication
 - a. Foundational Research
 - b. Current research
4. Basics of conducting research study
 - a. Interviewing
 - b. Surveys
 - c. Focus Groups
 - d. Fieldwork
 - e. Content Analysis
5. Engaging in the peer review and revision process
6. Preparing successful papers
7. Preparing successful research presentations

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essays
Group projects
Individual projects
Journals
Oral analysis/critiques
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Lecture and discussion of Communication Research
2. In-class written and oral analysis of Communication research
3. Activities demonstrating Communication theory
4. Field interviews, observation or survey data collection
5. Film, speech, or artifact analysis

Representative Course Assignments

Writing Assignments

1. Literature Review either as individual or with a group
2. Write a summary or analysis of a journal article
3. Write findings and conclusions from research project
4. Review and comment on interview protocol
5. Create interview questions
6. Organize and interpret data
7. Take field-notes

Critical Thinking Assignments

1. Analyze a literature review either as individual or with a group
2. Analysis of a journal article
3. Analyze findings and conclusions from research project
4. Analyze interview protocols
5. Create interview questions
6. Organize and interpret data
7. Take field-notes

Reading Assignments

1. Reading
 - a. Selections in assigned textbook
 - i. Topics will include:
 1. Qualitative Research
 2. Qualitative Research
 - b. Selections in Communication Journals
 - i. Topics will include:
 1. Qualitative Research
 2. Qualitative Research
 - c. Film dialogue or Interview transcripts or Public speech for Content Analysis

Skills Demonstrations

1. Students will present their research to a public audience
2. Students will demonstrate their use of communication

Other assignments (if applicable)

1. Create interview questions and conduct an interview(s)
2. Organize and interpret data

Outside Assignments

Representative Outside Assignments

1. Write a literature review either as individual or with a group
2. Write a summary or analysis of a journal article
3. Write findings and conclusions from research project
4. Review and comment on interview protocol
5. Create interview questions
6. Organize and interpret data
7. Take field-notes

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionTreadwell, D. (2017). *Introducing Communication Research: Paths of Inquiry*. Sage.**Resource Type**

Other Instructional Materials

Description

Communication Studies Journals, including, but not limited to Western Journal of Communication, Critical Studies in Media Communication, Applied Communication Research, and Quarterly Journal of Speech.

Resource Type

Textbook

Description

Rubin, R. B., Rubin, A. M., and Haridakis, P. M. (2009) *Communication Research : Strategies and Sources*. Boston, MA: Cengage

Library Resources**Assignments requiring library resources**

Literature review

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research projects including a literature review

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.								
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.) 								
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.								
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.								
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.								
<p>Hybrid (51%–99% online) Modality:</p> <table border="1"> <thead> <tr> <th data-bbox="81 1039 714 1102">Method of Instruction</th> <th data-bbox="714 1039 1541 1102">Document typical activities or assignments for each method of instruction</th> </tr> </thead> <tbody> <tr> <td data-bbox="81 1102 714 1354">Asynchronous Dialog (e.g., discussion board)</td> <td data-bbox="714 1102 1541 1354">Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.</td> </tr> <tr> <td data-bbox="81 1354 714 1606">E-mail</td> <td data-bbox="714 1354 1541 1606">E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.</td> </tr> <tr> <td data-bbox="81 1606 714 1772">Face to Face (by student request; cannot be required)</td> <td data-bbox="714 1606 1541 1772">The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.</td> </tr> </tbody> </table>		Method of Instruction	Document typical activities or assignments for each method of instruction	Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.	E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.	Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Method of Instruction	Document typical activities or assignments for each method of instruction								
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.								
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.								
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.								

Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Video Conferencing

Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Telephone

Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COMMUNICATION STUDIES/SPEECH

Review and Approval Dates**Department Chair**

04/03/2020

Dean

04/03/2020

Technical Review

04/22/2020

Curriculum Committee

04/22/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

05/13/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000596832

DOE/accreditation approval date

MM/DD/YYYY