

**University of Calgary**  
**Department of Communication, Media and Film**

**Communication and Media Studies COMS 313 L02**  
**Communication Research Methods**

**Fall 2016**

**Monday, Sept. 12 to Dec. 5 (excluding Oct 10)**

**Lectures: Mondays from 14:00 – 16:45**

**Instructor:** Méil Hogan  
**Office:** SS310  
**Office Phone:** 220-3248  
**E-Mail:** mhogan@ucalgary.ca  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** Wednesdays 10am - 12pm, by appointment

**Course Description**

A critical introduction to communication research methods. Students will explore, practice, and critique selected quantitative and qualitative research methods and perspectives on the processes of knowledge production. This course may not be repeated for credit.

**Objectives of the Course**

- To understand the fundamentals of methodological practices in communication studies
- To understand the political underpinnings and historical contexts of various methods used
- To learn key vocabulary and key concepts that pertain to methods and methodology
- To understand how research is done and what issues are part of process and practice
- To work effectively and cooperatively in groups, and to hand things in on time
- Develop your presentation style and other professional skills

**Textbooks and Readings**

Readings are posted on the Desire2Learn course website, and see below.

**Internet and electronic communication device information**

No cell phones allowed during class. If you'd like to take notes on an electronic device, bring in your laptop or tablet. Stay off Facebook and all social media, games, and texting, etc., during class. (You can check your cell phone during break, or step outside the class to make urgent

calls.) For all these reasons, and to help you be less distracted, you're strongly encouraged to take notes by hand.

### Assignments and Evaluation

Weight	Course components	Due
20%	In-class Reading Responses/Writing Prompts	ongoing
20%	Group Presentation on Reading (15 minutes)	ongoing
20%	Solo Fieldwork Project report (5 pages)	Oct 31
20%	Group Survey project (5 pages)	Nov 21
20%	Take home Exam	Dec 12

**Reading Responses/Writing Prompts:** These are in-class writing assignments. They will last between 5 and 30 minutes. You will be given a notebook on the first day of class that you will use for these assignments, and which I will collect at the end of each class. We will do these for a number of classes, though not all, and you are allowed to miss one (for the term). If you miss more than one, you lose the 20% altogether.

**Group Presentation on Reading:** In groups of 4 (max), you will present for 15 minutes on one of the readings which will be assigned to you on the first day of class. This 15 minute presentation should be well rehearsed, organised, and give a coherent overview of the piece, identify three concepts, and leave off with three questions for discussion that are directly related to the text (avoid open ended philosophical questions, and focus on method and process). More details provided in class.

**Solo Fieldwork Project:** You will conduct a series of observation projects, and write a 5 page report on your findings. This is done individually. It is worth 20% of your grade and will be based on your analysis, process, and ability to report in a clear and well-written manner. More details provided in class.

**Group Survey Project:** In teams of 4 (max) (not the same groups as for the presentation), you will create a survey using Google Forms (or similar free online service) and generate a 5 page report on your findings, including a reflection on the process. More details provided in class.

**Take Home Exam:** You will have a week to respond to exam questions, which will be given to you on Dec 5. The exam is worth 20%. Once completed, email it to me and drop off a hard copy at the office so that it can be time-stamped. More details provided in class. Due Dec 12, 5pm.

**\*Bonus Points:** If you complete the Ethics Tutorial, and show me the certificate, you get 5% extra.

**Overview of Lecture Topics  
(Readings below)**

1	Sept 12	What is Research? Who is a Researcher?	Go over syllabus, sign up for group readings, go over Sage Research Methods link, links vs. PDFs, copyright. Walking Prompt.
2	Sept 19	Textual Analysis Content Analysis	Analysing Apple ads.
3	Sept 26	Ethics Interviews and Focus Groups	In class Ethics demo + Q&A. *( <a href="http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/">http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/</a> )
4	Oct 3	Memory Work Archival / Historical Research	Archives visit: Regina Landwehr
--	Oct 10	No class	--
5	Oct 17	Participatory Action Research Participant Observation Friendship as Method	Presentation on Readings Guest: Monique Fry, 3:30pm
6	Oct 24	Decolonizing Methodologies Ethnography	Presentation on Readings Guest: Carla McCutchin, 2pm
7	<b>Oct 31</b>	Mapping Dirt Research Research Creation	Presentation on Readings Discuss your Solo Fieldwork (due)
8	Nov 7	Surveys Questionnaires	Making Surveys (In groups, come up with survey topics)

9	Nov 14	Social Media Analysis Digital Methods	Presentation on Readings
10	Nov 21	Visual Methodologies	Presentation on Readings Discuss Group Survey project findings (due)
11	Nov 28	Discourse Analysis Policy Analysis Political Economy	Presentation on Readings
12	Dec 5	Review for take home exam.	Due Dec 12, 5pm. Email and hard copy.

**Registrar-scheduled Final Examination:** No

You do not need to complete all assignments and exams in order to receive a passing grade in the course.

**Submission of Assignments**

Please hand in your essays directly to me at the beginning of class. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

**Note:** It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

**Policy for Late Assignments**

Assignments submitted after the deadline will be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

**Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access](http://www.ucalgary.ca/access)

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html> and <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

### Writing Skills Statement

Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the Writing Centre. Visit the website for more details:

<http://www.ucalgary.ca/ssc/writing-support>

### Grading & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. In this course, percentages are used for all written assignments.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations* *
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing	A	90 - 95.99%	93.0%

	comprehensive understanding of subject matter.			
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good--clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%
2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	0- 49.99%	0%

\* If percentages are used to calculate final grades, the grades falling within these ranges will be translated to the corresponding letter grades.

\*\* These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

### **Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense.

Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at <https://ucalgary.ca/ssc/resources/writing-support/436> . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3<sup>rd</sup> Floor TFDL, <http://www.ucalgary.ca/ssc/writing-support>).

### Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Research Ethics

Whenever you perform research with human participants (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see <http://arts.ucalgary.ca/research/resources/ethics>

### Important information, services, and contacts for students:

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> <li>· Calgary Police Service</li> <li>· Emergency Text Messaging</li> </ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> 403-220-5333 403-266-1234      Emergency: call 911 <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a>

<ul style="list-style-type: none"> <li>· Emergency Evacuation &amp; Assembly</li> <li>· Safewalk Program</li> </ul>	<p>If you feel uncomfortable walking alone at any time, call Campus Security for an escort (220-5333). For more information, see <a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a></p>
<p>DESIRE2LEARN (D2L) Support</p> <ul style="list-style-type: none"> <li>· IT help line</li> </ul>	<p><a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or itsupport@ucalgary.ca</p>
<p>STUDENT SUCCESS CENTRE</p> <ul style="list-style-type: none"> <li>· Writing Support Services</li> <li>· Student Services Mobile App</li> </ul>	<p><a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a></p>
<p>STUDENTS' UNION CONTACTS</p> <ul style="list-style-type: none"> <li>· Faculty of Arts Reps</li> <li>· Student Ombudsman</li> </ul>	<p><a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a></p>
<p>SU WELLNESS CENTRE</p> <ul style="list-style-type: none"> <li>· Counselling Services</li> <li>· Health Services</li> <li>· Distress centre 24/7 CRISIS LINE</li> <li>· Online resources and tips</li> </ul>	<p>403-210-9355 (MSC 370), M-F, 9:00–4:30 pm</p> <p><a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a></p> <p>403-266-HELP (4357)</p> <p><a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a></p> <p>If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.</p>

### Readings:

- *Some readings are from Sage Research Methods:*  
<http://methods.sagepub.com.ezproxy.lib.ucalgary.ca>
- *PDF or link for all readings found in D2L:*

### 1. Sept 12: What is Research?

Sarah J. Tracy, 2010. "Qualitative Quality: Eight 'Big-Tent' Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16 (10): 837–51. doi:10.1177/1077800410383121.  
<http://qix.sagepub.com.ezproxy.lib.ucalgary.ca/content/16/10/837.full.pdf+html>



Mieke Bal, 2002 “Concept,” *Travelling Concepts in the Humanities: A Rough Guide* (Toronto: University of Toronto Press, 2002), pp.22- 55.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/detail.action?docID=10218814>

## **2. Sept 19: Textual Analysis and Content Analysis**

Alan McKee, 2003. “What Is Textual Analysis?” SAGE Publications Ltd DOI:

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.4135/9780857020017> link only

Forsyth Harris, Jim, 2016 “Classed and racialised depictions of beauty in 'women's magazines”

[https://www.academia.edu/3853544/Classed\\_and\\_racialised\\_depictions\\_of\\_beauty\\_in\\_womens\\_magazines](https://www.academia.edu/3853544/Classed_and_racialised_depictions_of_beauty_in_womens_magazines)

Laurel Richardson, 1998 “Writing: A Method of Inquiry,” in Norman K. Denzin and Yvonna S. Lincoln, eds. *Handbook of Qualitative Research*, Second Edition (Thousand Oaks: SAGE Publications, 1998).

## **3. Sept 26: Ethics, Interviews and Focus Groups**

Koen Leurs, 2015. “Methodology” In: *Digital passages: Migrant youth 2.0. Diaspora, gender and youth cultural intersections*. Amsterdam University Press.

<http://www.oapen.org/search?identifier=559550>

Valeria Lo Iacono, Paul Symonds and David H.K. Brown “Skype as a Tool for Qualitative Research Interviews” *Sociological Research Online*, 21 (2), 12

<http://www.socresonline.org.uk/21/2/12.html> DOI: 10.5153/sro.3952

Complete <http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/> for 5 bonus points.  
Show me the certificate!

## **4. Oct 3: Memory Work, Archival and Historical Research**

Yuk Hui, 2013. “Archivist Manifesto” *Mute*: <http://www.metamute.org/editorial/lab/archivist-manifesto#>

Judith C. Lapadat, et al. 2010 “Life Challenge Memory Work: Using Collaborative Autobiography to Understand Ourselves” *International Journal of Qualitative Methods* 2010, 9(1) <http://ijq.sagepub.com/content/9/1/77>

Take a look: *Pepys Diary*: <http://www.pepysdiary.com>

## **5. Oct 10: no class**

## **6. Oct 17: Participatory Action Research, Participant Observation, and Friendship as Method**

Laurence de Garis, 1999 “Experiments in Pro Wrestling: Toward a Performative and Sensuous Sport Ethnography,” *Sociology of Sport Journal* (vol. 16, 1999), pp. 65-74.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=6165456&site=ehost-live> link only

Tillmann-Healy, Lisa M, 2003. “Friendship as Method.” *Qualitative Inquiry* 9 (5): 729–49. doi:10.1177/1077800403254894.

<http://qix.sagepub.com.ezproxy.lib.ucalgary.ca/content/9/5/729.full.pdf+html>

## **7. Oct 24: Decolonizing Methodologies and Ethnography**

Linda Tuhiwai Smith, 1999. “Introduction” In: *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 1999. Pp1-18

See: TCPS 2: CORE Module 9: Research Involving First Nations, Inuit & Métis Peoples of Canada [http://pre.ethics.gc.ca/education/Module9\\_en.pdf](http://pre.ethics.gc.ca/education/Module9_en.pdf)

Beverly Skeggs, 2000. “Feminist Ethnography” In: *Handbook of Ethnography*

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.4135/9781848608337> link only

## **8. Oct 31: Mapping and Dirt Research**

Mia M. Bennett et al., 2016 “Articulating the Arctic: contrasting state and Inuit maps of the Canadian north” *Polar Record*. Cambridge University Press 2016.

doi:10.1017/S0032247416000164 1

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1017/S0032247416000164>

Peter C. van Wyck, 2008 “An Emphatic Geography: Notes on the Ethical Itinerary of Landscape” *Canadian Journal of Communication*, Vol 33 (2008) 171-191.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=48439673&site=ehost-live> link only

## **9. Nov 7: Surveys and Questionnaires**

Sue, V. M. & Ritter, L. A., 2012. “Introduction. In Conducting online surveys” (pp. 1-13).

Thousand Oaks, CA: SAGE Publications Ltd doi: 10.4135/9781506335186.n1

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.4135/9781412983754> link only

Watch: Sturgis, P. (Academic). (2017). Patrick Sturgis discusses survey methods. London: SAGE Publications Ltd doi: 10.4135/9781473964389

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.4135/9781473964389> link only

\*Get familiar with: Survey Monkey <https://www.surveymonkey.com/> and/or Google Forms <https://www.google.com/forms/about/>

### **10. Nov 14: Social Media Analysis and Digital Methods**

Christian Sandvig and Eszter Hargittai, 2016, Chapter 1 “How to Think about Digital Research” In: *Digital Research Confidential: The Secrets of Studying Behavior Online* (eds. Hargittai and Sandvig)

Axel Bruns, Brenda Moon, Avijit Paul & Felix Münch, 2016 “Towards a typology of hashtag publics: a large-scale comparative study of user engagement across trending topics”

*Communication Research and Practice*, 2:1, 20-46, DOI: 10.1080/22041451.2016.1155328

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/22041451.2016.1155328>

### **11. Nov 21: Visual Methodologies and Research Creation**

Owen B. Chapman, Kim Sawchuk, 2012. “Research-Creation: Intervention, Analysis and “Family Resemblances”” <http://www.cjc-online.ca/index.php/journal/article/view/2489>

Gillian Rose and Divya, 2012. “Chapter 1: P. Tolia-Kelly Visuality/Materiality: introducing a Manifesto for Practice” In: *Visuality/Materiality Images, Objects and Practices* pp. 1- 12

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=16&docID=10535531&tm=1472161004219> link only

### **12. Nov 28: Discourse Analysis, Policy Analysis, and Political Economy**

Gillian Rose, 2012. “Chapter 6 “discourse analysis 1: text, intertextuality and context” and Chapter 7 “discourse analysis 2: institutions and ways of seeing” *Visual Methodologies* pp.135-187.

Janet Wasko, 2014. “The study of the political economy of the media in the twenty-first century” *International Journal of Media & Cultural Politics*, MCP 10 (3) pp. 259–271 Intellect Limited 2014

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=u fh&AN=100951698&site=ehost-live> link only