

**University of Calgary**  
**Department of Communication, Media and Film**  
**COMS 601 (S01): Interdisciplinary Approaches to Communications Studies**  
**FALL 2022: September 6 to December 6 (excluding November 8)**

**Seminar: T 13:00-15:45**

**IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY**

**Note:** This course will be delivered in-person. If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term

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<b>Office:</b>	SS 236
<b>Email:</b>	<a href="mailto:tamara.shepherd@ucalgary.ca">tamara.shepherd@ucalgary.ca</a> -- emails will be responded to within 24 hours, M-F
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Student Hours:</b>	Wednesdays 12:00-14:00 (or by appointment)

**Course Description**

Communication studies is an interdisciplinary field concerned with how messages are created, transmitted, and understood. There are hundreds of competing approaches to questions under this broad umbrella, divided into sub-fields that sometimes disagree and sometimes overlap. In this course, we will work toward mapping these sub-fields according to the interests of students in the class. Students will be steering the direction of the course, with the guidance of the instructor, to help them locate their own research interests within the diverse theories, problematics, and approaches of communication studies.

In the process of encouraging students to situate themselves within specific sub-fields, the course also considers the demands of graduate education. What does it mean to be a graduate student? We will explore this question by building up the reading, writing, analytical, presentation, and professional skills concomitant to membership within a scholarly community. As part of this community, students will be expected to develop their critical capacities as contributors to the production of knowledge within and beyond academia.

**Additional Information**

The weekly schedule of topics and readings can be found at the end of this outline, with further information and pdf files of the readings posted on D2L. The seminars will be held synchronously in person. Because this is a seminar course, students are active participants in building the course and the learning experience for yourselves and your peers. You will be expected to demonstrate familiarity with the required readings, listen attentively, and engage with others' presentations.

Students are responsible for reading and following all course and university policies discussed in this outline.

## Objectives of the Course

By taking this course, students will:

- explore and situate themselves within sub-fields of communication studies
- develop key reading, writing, analytical, presentation, and professional skills
- relate scholarly approaches to the history of ideas and contemporary social life

## Textbooks and Readings

There is no textbook for this course. Required readings will be posted to D2L.

## Learning Technologies and Requirements

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links. If you have technical difficulties, contact IT support services. See <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

## Policy on the Use of Electronic Communication Devices

Students may use laptops or tablets for note taking in class.

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

## Assignments and Evaluation

Weight	Assessed Components	Due
20% (10% each)	<b>Reading response papers (2)</b> At the beginning of class, submit a <b>2-3 page (600-900 word)</b> response to the readings. You can choose one or more of the assigned or supplementary readings to write about. Your response should show evidence that you: a) understand and can paraphrase the author's main argument(s); and b) have developed a critique. The critique doesn't have to be critical or negative. It can be an application of the approach to a real-world example or news story. It can be an assessment of the author's contribution to a sub-field of communications and media studies. It can be a comparative analysis of two or more of the readings. What's important about the critique is that you demonstrate your own thinking and analysis in relation to the reading. Finally, each reading response paper should end with a properly formatted reference list and a set of 3 discussion questions. These questions will be used to facilitate class discussion each week. Reading responses will be reviewed by your peers – students will be asked to read and comment on each other's responses with constructive suggestions for improvement.	Sept. 20 & 27

20%	<p><b>Annotated bibliography</b></p> <p>One of the first steps in researching a topic is to read widely; creating an annotated bibliography is essential for managing the reading process. For this assignment, students will consult with the instructor to create an annotated bibliography of <b>3 books and 10 articles (MA), or 5 books and 15 articles (PhD)</b>. This means starting with a general topic of study or sub-field, and choosing a list of sources that you believe reflect the most significant contributions to that area. <b>For each source, write 1-2 paragraphs (150-300 words)</b> that summarize the author's main argument and (depending on the source) describe: the methodology used; the main findings; the structure of the article/book; a particular detail you found useful; an element you found problematic or lacking. Basically you are adding your own take on each source. Sources should be listed alphabetically, according to a recognized formatting style such as APA.</p>	Oct. 25
20%	<p><b>Conference presentation (10 minutes) and abstract (200-300 words)</b></p> <p>The class will hold a conference on November 29, with 10-minute presentations organized within panels. Each panel session will conclude with a discussion period where students will be expected to ask each other questions. Individual conference presentations can be organized as an initial sketch of the literature review or as a summary of the annotated bibliography that helps inform the literature review. The goal of this conference presentation is to build on the previous assignments and prepare students for writing the final paper by sharing and workshopping their ideas with the class. It will also give students practice for future conferences. <b>Students will be required to submit a conference abstract of 200-300 words by Friday Nov. 25 on D2L.</b></p>	Nov. 25 & 29
40%	<p><b>Literature review paper</b></p> <p>A literature review demands careful consideration of the key texts in a particular sub-field or topic area. For this assignment, students will write a literature review of <b>12-20 pages (3600-6000 words)</b> that either: a) offers an account of a specific sub-field; or b) positions a specific thesis topic or research question among sub-fields. Ideally, the literature review will build on both the annotated bibliography and journal presentation assignments, by integrating the sources mentioned there into a narrative. The goal is not only to summarize the contributions of each source to the sub-field or topic area, but to place different authors in dialogue with each other. By relating texts in this way, you should be able to identify the strengths and weaknesses within the existing literature. Elements in a literature review might include: major debates or controversies in your sub-field; key findings that have shaped the area; typical research methods used; formative theoretical frameworks; and recent research trends. Throughout this assignment, work to position yourself as a scholar and/or set up the context for your own thesis topic and research questions.</p>	Dec. 9 (on D2L)

**Registrar-scheduled Final Examination: No**

If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam in the evening, but there is no guarantee that the exam will NOT be scheduled during the day.

**Note:** You must complete all assignments or a course grade of F may be assigned at the discretion of the instructor.

## Submission of Assignments

Please submit all assignments in class or by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

## Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter 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); SAS will process the request and issue letters of accommodation to instructors. For 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 based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

## Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses 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 and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

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

Work in this course will be graded using letter grades. The following grade scale percentage equivalents are used in the Faculty of Graduate Studies:

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding performance
A	4.00	Excellent performance
A-	3.70	Very good performance

B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass
C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	

## 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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

## Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright*

at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### 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, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

### Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>

### Student Support Services and Resources

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/desire2learn/home/students>. (Find the topic menu under the icon to the left of the ELEARN banner.)

### Schedule of Lecture Topics and Readings

1	Sept 6	Intro	Share your research interests
	Reading:	Peters (1999), <i>Speaking into the Air</i> , pp. 1-10.	
2	Sept 13	SSHRC workshop	Bring a draft proposal idea
	Readings:	Farrelly (2012), "Tips to Get a SSHRC Graduate Grant" Arnatt (2017), successful SSHRC Program of Study	
3	Sept 20	Overview of the field	Reading response 1 due
	Readings:	Katz (1987), "Communications research since Lazarsfeld" Zelizer (2016), "Communication in the Fan of Disciplines" Waisbord (2016), "Communication Studies Without Frontiers?"	

		Chakravartty et al. (2018), “#CommunicationSoWhite”	
<b>4</b>	<b>Sept 27</b>	<b>Canadian context</b>	Reading response 2 due
	Readings:	Babe (2000), “Foundations of Canadian Communication Thought” Fouts (2000), “The CCA and the CJC” Robinson (2000), “Remembering our Past” Hirji et al. (2020), “On the Margins of the Margins”	
<b>5</b>	<b>Oct 4</b>	<b>Politics in scholarship</b>	
	Readings:	Hall (1992), “The West and the Rest: Discourse and Power” Pillow (2003), “Confession, Catharsis, or Cure?” + one more reading to be chosen from a list on D2L	
<b>6</b>	<b>Oct 11</b>	<b>How to use the library</b> (meet at the TFDL)	Choose a topic/research area for your annotated bibliography
<b>7</b>	<b>Oct 18</b>	<b>Scholarly publishing</b>	
	Readings:	Lincoln (2012), “The Political Economy of Publication” Keltz (2014), “Beyond Copyright and Technology”	
<b>8</b>	<b>Oct 25</b>	<b>Journals</b>	
	Readings:	Pooley (2015), “Sinking the Flagship” Multiple authors (2021), “Anti-Racist Scholarly Reviewing Practices”	
<b>9</b>	<b>Nov 1</b>	<b>Publicity</b>	Annotated bibliography due
	Reading:	Marwick (2020), “Media Studies and the Pitfalls of Publicity”	
<b>10</b>	<b>Nov 8</b>	<b>NO CLASS: Fall Break</b>	
<b>11</b>	<b>Nov 15</b>	<b>Literature reviews</b>	
	Readings:	Boczkowski & Lievrouw (2008), “Bridging STS and Communication Studies” Dorchak Rowe (2016), “Chapter 1: Cyberfeminism and Fan Studies”	
<b>12</b>	<b>Nov 22</b>	<b>Interdisciplinarity</b>	
	Readings:	Crane (2010), “Cultural Sociology and Other Disciplines” Parks (2020), “Field Mapping: What is the “Media” of Media Studies?”	
<b>13</b>	<b>Nov 29</b>	<b>Conference</b>	Abstract due Fri. Nov. 25
<b>14</b>	<b>Dec 6</b>	<b>Advice &amp; humour</b>	Final lit review paper due Fri. Dec. 09
	Homework:	Find a grad school meme/comic/hot take to share with the class	