



#7 EXECUTIVE VICE PRESIDENT/PROVOST

RECEIVED 10/27/97

APPROVED:      YES      NO

REASONS ARE AS FOLLOWS:

*Spring 98*

ESTIMATED CREDIT HOURS   3  

TEACHING LOAD HOURS   3  

STANDARDIZED CREDIT HOURS     

ORIGINAL COPY & APPROVAL SHEET FILED (DATE)

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST *[Signature]*

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 30 Oct 97

COURSE TAXONOMY AND COURSE NUMBER ASSIGNED 0601-550

SIGNATURE OF REGISTRAR *[Signature]*

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

*Transmittal 4/24/98*

REGISTRAR

SPONSOR(S)

**SCHOOL OF COMMUNICATION**

**Departments of  
Public Relations/Advertising & Communication Studies**

**INTRODUCTION TO COMMUNICATION RESEARCH  
3 S.H.**

**Dr. Don Bagin  
Mr. Anthony Fulginiti, APR  
Dr. Sabrena Parton**

**1997**

## NEW COURSE PROPOSAL

### I. DETAILS

- Course Title:** Introduction to Communication Research
- Sponsors:** Don Bagin, Ed.D, Department of Public Relations/Advertising  
Anthony Fulginiti, APR, Dept. of PR/Adv.  
Sabrena Parton, Ph.D., Department of Communication Studies
- Credit Hours:** 3 S.H.
- Course Level:** Graduate
- Curricular Effect:** Major requirement. Would prepare students for conducting research for thesis requirement in Seminar I & II.
- Prerequisites:** None
- Suggested Time & Scale of Implementation:** One semester course to be offered beginning spring semester, 1998.  
One section of the course would be offered once per year.
- Adequacy of Resources:** This course can be offered using present resources of the Public Relations/Advertising and Communication Studies Departments.
- Recommended Library Resources:** Recommended texts:
- a.) Wimmer, Roger D., & Dominick, Joseph R. (1997). Mass Media Research: An Introduction (5th Ed.) Belmont, CA: Wadsworth.
  - b.) American Psychological Association (1994). Publication Manual of the American Psychological Association (4th Ed.). Washington, D.C.
- Other resources: Public Relations professional journals and publications.
- Short-term Evaluations:** N/A

## New Course Proposal/2

### II. RATIONALE

Research is the essence of a graduate thesis project. Research knowledge and skills directly affect the quality of theses submitted by students as one requirement toward the completion of the graduate communication program.

At present, information on communication research methods and practices is offered to students in one class session during fall semester. We have found that the breadth and depth of information is too much for students to comprehend in one three-hour sitting.

The proposed course would allow students adequate time to thoroughly investigate, understand and practice various research methods pertaining specifically to communication issues. The course will also help students make the connection between research methods and thesis composition. This would set the foundation for student success in the graduate communication program, as well as aid students in meeting dissertation requirements should they advance for further study in doctoral programs.

### III. ESSENCE OF THE COURSE

**Course Objectives:** Students will learn how to conduct the four types of research as they pertain to communication issues. They will also learn how to write a thesis.

**Topical Outline/  
Content:** See attached course outline.

**Student Evaluation  
& Grading  
Procedures:** Students' knowledge and understanding of research will be evaluated through the following methods:

- a.) Oral reports on journal readings and assignments.
- b.) Five cumulative written assignments resulting in a thesis proposal that follows APA guidelines.
- c.) One comprehensive exam on research methods.

Students will be graded on the quality of each written and/or oral assignment and knowledge exhibited on the comprehensive exam. All grades will be averaged to determine the final grade for the course.

**Course Evaluation:** Success of the students in understanding course content, evidenced by successful completion of the thesis proposal, and the reactions of professors advising students in thesis preparation will determine the effectiveness of the course.

## New Course Proposal/3

### IV. RESULTS OF CONSULTATIONS

The course proposal and supporting material was sent to the following people for their review:

1. Ed Streb, Ph.D., Chairman, Department of Communication Studies
2. Ken Albone, Ph.D., Asst. Professor, Dept. of Communication Studies
3. Cindy Corison, Ph.D., Asst. Professor, Dept. of Communication Studies.
4. Suzanne Sparks, Ph.D., Asst. Professor, Department of Public Relations/Advertising.
5. Steve Shapiro, Ph.D., Asst. Professor and graduate thesis advisor, Dept. of PR/Adv.
6. Anthony Fulginiti, APR, Professor and graduate thesis advisor, Dept. of PR/Adv.

The majority consulted approved the course as proposed. Additional comments are provided below.

**Dr. Sparks** - Suggested that quizzes might be a worthy addition to the class assignments as another evaluation tool. She also agreed that a second course focusing more on research methods and basic statistical analysis is very important for students' complete knowledge.

#### **Tony Fulginiti:**

##### A. Additional texts:

1. Rubin, R.B. and Rubin, A.M. Communication Research: Strategies and Sources (4th Ed.) Belmont, CA: Wadsworth.
2. Slade, Campbell and Ballou. Form and Style, Research Papers, Reports, Theses (9th Ed.) Houghton Mifflin.

B. A discussion of the various types, and uses, of computer software programs for data analysis should be included in material covered in "Research Procedures."

### V. ADDITIONAL COMMENTS

N/A

## Course Outline

### I. The Research Process

- A. Research in Public Relations **(Week 1 - Give first written assignment)**
- B. Research Procedures **(Week 1)**
  - 1. Selection of Problem
  - 2. Review of Literature
  - 3. Statement of Hypothesis or Research Question
  - 4. Determine Methodology
  - 5. Data Collection
  - 6. Analysis and Interpretation
  - 7. Presentation
  - 8. Replication
  - 9. Human Subjects Review
  - 10. Research Ethics
- C. APA Manual Style **(Week 2)**
- D. Concepts, Constructs, and Variables **(Weeks 3 & 4 - Give second written assignment)**
  - 1. Independent & Dependent Variables
  - 2. Operational Definitions
  - 3. Explication
  - 4. Discrete and Continuous Variables
  - 5. Scales and Indexes
  - 6. Reliability and Validity
- E. Sampling **(Week 5 - Give third written assignment)**
  - 1. Population and Sample
  - 2. Probability and Nonprobability
  - 3. Sample size, error, and weighting

### II. Research Methods

- A. Documentary **(Week 6)**
- B. Historical-Critical **(Week 6)**
  - 1. Types
  - 2. Procedures
  - 3. Collecting and Verifying Evidence
  - 4. Pitfalls and Limitations
- C. Descriptive Research **(Weeks 7 - 10 - Give fourth written assignment in Week 7)**
  - 1. Purposes
  - 2. Surveys
  - 3. Interviews
  - 4. Observations
- D. Experimental Research **(Weeks 7-10)**
  - 1. Control
  - 2. Design

**(Give Comprehensive Exam on research methods on Week 10)**

## **New Course Proposal/4**

### **VI. CATALOG COURSE DESCRIPTION**

**Hegis no. 3 S.H.**  
**Introduction to Communication Research**

A study of the research process as it relates to the task of writing a communication thesis. Emphasis will be placed on the four standard, accepted types of research. Students will examine the unique purposes, features, procedures and uses of each research type, using the information as the basis for creating a thesis proposal.

III. Statistical Procedures and Analysis (**Weeks 11-14**)

- A. t-tests
- B. chi-squares
- C. ANOVA's
  - 1. one-way, two-way, three-way
  - 2. randomized-block, split-plot
  - 3. multiple comparisons
    - a. Duncan's test
    - b. Scheffe's test
- D. MANOVA's
- E. Eta
- F. Pearson r
- G. Multiple Correlations
- H. Semi-partial Correlations
- I. Discriminant Function
- J. SPSS-X

IV. Prospectus Presentations (**Weeks 15 & 16 - Fifth written assignment is due**)