

Fall 2018

## Communication and Sources Investigation (KSU)

Lindsey Hand

*Kennesaw State University*, [lhand4@kennesaw.edu](mailto:lhand4@kennesaw.edu)

Erin Ryan

*Kennesaw State University*, [eryan3@kennesaw.edu](mailto:eryan3@kennesaw.edu)

Karen Sichler

*Kennesaw State University*, [ksichler@kennesaw.edu](mailto:ksichler@kennesaw.edu)

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# Grants Collection

Kennesaw State University



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Lindsey Hand, Erin Ryan, and Karen Sichler

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# Communication and Sources Investigation

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| Manage Application: Textbook Transformation Grants: Round Eleven



**Internal Submission  
Deadline:**

**Application Title:** 362

**Application ID:** 002088

**Submitter First Name:** Lindsey

**Submitter Last Name:** Hand

**Submitter Title:** Lecturer of Communication and Media

**Submitter Email Address:** lhand4@kennesaw.edu

**Submitter Phone  
Number:** 470-578-2516

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Lindsey

**Applicant Last Name:** Hand

**Applicant Email Address:** lhand4@kennesaw.edu

**Applicant Phone Number:** 470-578-2516

**Primary Appointment  
Title:** Lecturer of Communication and Media

**Institution Name(s):** Kennesaw State University

**Co-Applicant(s):** Dr. Erin Ryan, Karen Sichler

**Submission Date:** Tuesday, January 23, 2018

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**Proposal Title:** 362

**Proposal Category:** No-Cost-to-Students Learning Materials

**Final Semester of  
Instruction:** Fall 2018

**Are you using an OpenStax textbook?:** No

**Team Members (Name, Email Address):** Lindsey J. Hand, lhand4@kennesaw.edu  
 Dr. Erin Ryan, eryan3@kennesaw.edu  
 Karen Sichler, ksichler@kennesaw.edu

**Sponsor, (Name, Title, Department, Institution):** Barbara Gainey, Director, School of Communication and Media, Kennesaw State University

**Course Names, Course Numbers and Semesters Offered:** Communication Sources and Investigation -\_COM2020 (all sections and all semesters beginning Fall 2019)

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Required book:  
 Rubin, R., Rubin, A, & Haridakis, P. (2010). Communication Research: Strategies and Sources, 7th Edition. Boston, MA: Wadsworth Cengage Publishing. **(\$130.50)**

Recommended materials:  
 Publication Manual of the American Psychological Association, 6th Edition **(\$33.15)**

OR

Owl Purdue APA Formatting Website  
 (<https://owl.english.purdue.edu/owl/resource/560/10/>) **(free)**

**Average Number of Students per Course Section:** 49

**Number of Course Sections Affected by Implementation in Academic Year:** 17

**Average Number of Students Per Summer Semester:** 71

**Average Number of Students Per Fall Semester:** 373

**Average Number of Students Per Spring Semester:** 383

**Total Number of Students Affected by Implementation in Academic Year:** 827

**Requested Amount of Funding:** \$27,300

**Original per Student Cost:** \$130.50

**Post-Proposal Projected Student Cost:** \$25

**Projected Per Student Savings:** \$105.50

**Projected Total Annual Student Savings:** \$87,248.50

**Creation and Hosting  
Platforms Used ("n/a" if  
none):** n/a

**Project Goals:** The main goal of COM2020 is to teach communication students the basics of communication research, which includes instruction on strategic library searches, understanding and analyzing peer-reviewed articles from scholarly journals, how to write a literature review, and how to properly use APA style. Project goals include the following:

1. Provide students with a low-cost alternative to traditional introductory communication research textbooks by providing students with a digital, interactive textbook;
2. Provide the KSU School of Communication and Media with a standardized course format that ensures students will receive quality instruction on the basics of communication research, resulting in student success throughout the duration of their college career as communication studies students;
3. Transform the pedagogical approach of this course by providing a textbook that will require students to actively engage in research as they read through the text. Students will be asked to complete exercises as they learn, which will directly contribute to their final paper assignment and research process;
4. Contribute to undergraduate communication research pedagogy by producing a textbook that can be used in any introductory course on communication research.

**Statement of The Transformation**

While textbooks on communication research methods are plentiful, textbooks on the basics of academic writing and research within the field of communication are difficult to find. The few textbooks that are available on the basics of communication research are typically quite expensive (over \$100), and these texts are also a bit outdated and in need of revision. For instance, the most current edition of the text used in COM2020 was published in 2010, and much of the information on online databases, online searches, and useful online resources is in need of updating. This project will transform the pedagogical approach to teaching undergraduate communication research by providing students with a hands-on experience in a digital platform. This text will walk each student through the process of writing a literature review, which will include narrowing a topic, creating a research strategy, becoming familiar with commonly used databases in communication studies, identifying a research question, forming hypotheses, writing without bias, critically analyzing academic works, and writing in APA format.

Additionally, standardizing the course will be included in this transformation. COM2020 is required for all communication studies students. The course is intended to prepare students for their courses in communication studies students and for classes that will require academic writing and research. By providing an interactive textbook that guides students through the research process, COM2020 will be more uniform and standardized. Standardizing the course will ensure that students receive the instruction necessary to succeed as communication studies students and scholars. By providing a fairly uniform experience in this introductory course, students will have a good foundation and understanding of communication research, preparing each student for success.

**Stakeholders**

Stakeholders that will be affected by this transformation will include all students within the School of Communication and Media, all faculty that teach COM2020, and all faculty that teach research-based courses within the School of Communication and Media.

The most notable and most important stakeholder affected by this transformation is the student body within the School of Communication and Media. Every single student that majors in communication is required to take COM2020. Because this is a required course intended to prepare students for the rest of the program, students should receive the best instruction possible at the lowest possible cost. Currently, the options for introductory communication research texts are outdated and costly. We see this project as the answer to each of these issues. By providing students with a quality text that not only informs but guides students through the research process, we will be preparing them for success as communications studies students.

Faculty who teach COM2020 will also be affected by this transformation. The interactive textbook is indented to compliment the objectives and structure of the course, providing faculty with a template to course development. The hope is that by providing a quality text that incorporates up-to-date resources and information, instructors will not have to spend as much time seeking out resources and materials needed to supplement the current textbook used in the course.

Faculty who teach research-based courses will also benefit from this project as well. Students will enter into these classes better prepared and with an understanding of the basics of communication research, which is needed to succeed in these courses. The hope is that faculty teaching these courses will not have to spend extra time teaching concepts and skills that should have been learned in COM2020.

The department as a whole is expected to benefit as well. We expect this transformation to better prepare students, resulting in higher grade point averages as well as higher retention and graduation rates within the School. Our hope is that other communication departments will also be able to use this textbook in their introductory communication research courses.

**Transformation Action Plan:** The following actions will be taken by the team in order to transform all sections of COM2020 into a standardized course that incorporates an interactive, digital textbook on communication research:

- Create a standardized syllabus that requires students to follow the textbook exercises that relate to course assignments, which will include narrowing a topic, finding preliminary sources, writing an introduction, writing a literature review section, writing an analysis section, writing a conclusion, writing an abstract, and writing in APA style;
- Research and compile sources that will contribute to the content on communication research in the digital textbook;
- Research and identify open source content that can possibly be used for the book's interactive content/exercises;
- Develop exercises for each week that will require students to engage in research and work on their final paper;
- After completing the research and resource compilation process, write a textbook as a team that includes an overview of the basics of communication research that provides students with an interactive learning experience;
- Update the online sections of this course in D2L to ensure online sections are receiving the same instruction as face-to-face sections.

**Table 1. Team Member Responsibilities**

Team Member	Responsibilities
Dr. Erin Ryan	Coordinate project activities, subject matter expert, director of instruction, instructor of record
Karen Sichler	Coordinate project activities, subject matter expert, director of instruction, instructor of record
Lindsey Jo Hand	Coordinate project activities, subject matter expert, director of instruction, instructional design, instructor of record

**Quantitative & Qualitative Measures:**

- **Quantitative Measure 1—Learning Objective Success**

- This will be measured by giving students a short pretest at the beginning of the course and then a posttest at the end of the course to assess whether knowledge has increased.
- The learning objectives include the goal of students learning to successfully write a literature review. Instructors of COM2020 will be given a short, quantitative survey to assess whether these objectives were met overall.

- **Quantitative Measure 2—Drop, Fail, Withdraw Delta Rate**

- Drop, fail, and withdraw rates from years 2016 and 2017 will be used as a baseline and compared to rates of courses using the interactive textbook. The structure and ease of using the interactive text is expected to decrease drop, fail and withdraw rates and increase course retention rates.

- **Quantitative Measure 3—Average Course Grades**

- Average course grades from 2016 and 2017 will be used as a baseline and compared to the average grades of courses using the interactive textbook.

**Qualitative**

- At the end of the posttest, students will be asked for their feedback on their experience using the interactive, digital textbook. These questions will be open-ended.
- Comments from instructor evaluations will be reviewed for feedback on the course structure and textbook.
- After the first semester of implementation, COM2020 faculty will be given an open-ended survey asking for feedback on their experience teaching with the interactive, digital textbook.
- All feedback will be confidential and anonymous.

**Timeline:****Table 2. Major Milestones**

Milestone Dates	Milestone
3/26/2018-1/14/2019	This time is allotted for researching and writing the textbook
7/16/2018	Complete gathering of baseline data
1/14/2019	Book complete and sent for peer review
4/15/2019	Necessary revisions to book made
6/10/2019	Syllabus, weekly lessons, and materials updated/revised in D2L (course transformation complete)

8/12/2019	New course goes live (first semester implementation)
8/23/2019	Course pretests are due
12/13/2019	Course posttest are due
12/13/2019	Instructor surveys due
1/13/2020	Complete analysis of collected data
1/17/2020	Submit report

**Budget:** The majority of the funding will go toward compensation of team members' work and activity beyond their normal teaching, service, and research duties. Each team member is expected to contribute the same amount of time on the project. Services from the UNGP will be used as well to ensure the book is thoroughly developed, edited, and peer reviewed. The amount requested for UNGP Services is based on the quotes given in the UNGP Services worksheet provided in the RFP.

Item	Cost
Team Members	3 * \$6,500 = \$19,500
Travel	\$800
UNGP Services	\$7,000
<b>TOTAL</b>	<b>\$27,300</b>

**Sustainability Plan:** The book will be reviewed for yearly updates to ensure the text remains current. Due to the digital platform, the updates to the interactive textbook will be easily implemented. The team members will continue with their service to a committee specifically formed to address the transformation of this course and will monitor the course closely and make changes accordingly. The team members will also utilize the University's instructional design team and IT department if maintenance or major changes are required.



# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website:

[http://affordablelearninggeorgia.org/site/final\\_report\\_submission](http://affordablelearninggeorgia.org/site/final_report_submission)

Final report submission requires four files:

- This completed narrative document
- Syllabus or syllabi
  - (if multiple files, compress into one .zip folder)
- Qualitative/Quantitative Measures data files
  - (if multiple files, compress into one .zip folder)
- Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px
  - (nearly all smartphones take photos larger than this size by default)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

## General Information

**Date:** 12/18

**Grant Round:** 11

**Grant Number:** 362

**Institution Name(s):** Kennesaw State University

**Project Lead:** Lindsey Jo Hand

### Team Members:

Dr. Erin Ryan, Program Director of Media and Entertainment and Associate Professor, School of Communication and Media, [eryan3@kennesaw.edu](mailto:eryan3@kennesaw.edu)

Karen Sichler, Lecturer and Student Success, School of Communication and Media, [ksichler@kennesaw.edu](mailto:ksichler@kennesaw.edu)

Lindsey J. Hand, Lecturer, School of Communication and Media, [lhand4@kennesaw.edu](mailto:lhand4@kennesaw.edu)

**Course Name(s) and Course Numbers:** Communication and Sources Investigation/COM2020

**Semester Project Began:** Spring 2018

**Final Semester of Implementation:** Fall 2018

**Total Number of Students Affected During Project:** 351 (this is only for fall semester)

## 1. Narrative

The course transformation was overall a success. This course is the first of three research based courses our communication students are required to take, so the foundational work students complete in this course is essential to their success in the program. The biggest challenge with this project was time. We did not have a lot of time to complete the book, send off for editing, and publish, so instead of implementing a half finished text, we decided to complete the key components of the book and present it as a workbook. The workbook was integral to instruction as each chapter included exercises that helped students research and complete work toward their papers. For my (Lindsey Hand) courses, we spent a bit of class time completing these exercises, and the quality of their work was noticeably different than my previous courses. For my online sections, I relied on the workbook for weekly modules. The caliber of work was not as good as my in-person classes, but overall, the students learned faster and did better than my previous courses in which a different text was used. I have been teaching this course for five years. Overall, using the workbook gave me and the other instructors a more organized, streamlined way to present the material to students. Many students commented throughout the semester that they also like how the information was presented and how they could complete exercises in the actual workbook and save in the PDF.

If possible, our team would have liked more time. However, we have been granted an extension through our KSU Grants Office and have until spring to get the full text done. I would have also recruited additional team members, as this was a huge job for three people. The process was stressful with so little time to transform a course and write a textbook. However, I am glad we did this because students are learning what they are supposed to and faculty are held accountable for meeting the course objectives.

## 2. Quotes

“It helped a lot with my paper and understand that type of writing.”

“It was very helpful and made it easier to understand and digest.”

“The book exercises for weekly modules were very helpful for writing the paper.”

### 3. Quantitative and Qualitative Measures

#### 3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

##### **Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project:   351  

- Positive:   100   % of   45   number of respondents
- Neutral:   0   % of   45   number of respondents
- Negative:   0   % of   45   number of respondents

### **Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

It was positive.

*Student outcomes should be described in detail in Section 3b.*

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

### **Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

#### **Drop/Fail/Withdraw Rate:**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

I can only speak to my own courses as no other instructors reported on their courses. I teach roughly 40% of the students that take this course. I am the only instructor that teaches online sections. The online sections typically have much higher D/F/W percentages.

10 % of students, out of a total 128 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. Measures Narrative**

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all*

*measures as described in your proposal, along with any measures developed after the proposal submission.*

The D/F/W rate remained roughly the same; however, two of the courses I taught were online, which typically have a higher D/F/W rate than in-person courses. The data here is incomplete due to not collecting numbers from other instructors. An attempt was made, but nothing was submitted. The average GPA combined from each of the courses I taught was 83.6%.

Learning objectives were met in the courses. With the course structure and workbook, student learned how to write a literature review and mastered APA format.

Students were surveyed and asked how much they spent on course materials and whether they felt the workbook helped them better understand course concepts. One hundred percent of the students surveyed selected “yes”.

#### 4. Sustainability Plan

The book will be reviewed for yearly updates to ensure the text remains current. Due to the digital platform, the updates to the interactive textbook will be easily implemented. The team members will continue with their service to a committee specifically formed to address the transformation of this course and will monitor the course closely and make changes accordingly. The team members will also utilize the University’s instructional design team and IT department if maintenance or major changes are required.

#### 5. Future Plans

We plan to continue working on the textbook and publishing the book before next fall. We will track how this course transformation affects students’ performance in their other research based courses as well.

#### 6. Description of Photograph

Erin Ryan: Grant team member

Karen Sichler: Grant team member

Lindsey Jo Hand: Grant team member, PI

Instructor Information:

Lindsey Hand  
lhand4@kennesaw.edu

Office hours:

Tuesdays and Thursdays from 9:30am to 10:30am or by appointment. We can meet virtually, too!

Course Information

- COM2020 – 03 • 3 credit hours
- **Meetings**
  - Class meetings are Tuesdays and Thursdays from 8:00 a.m. to 9:15 a.m. in Social Sciences Building, Room 3031
- **Prerequisites**
  - ENGL 1102
  - Be aware that ALL prerequisites for School of Communication and Media (SOCM) classes are strictly enforced. It is **your** responsibility to map out your course of study accordingly; i.e., make sure you take prerequisites into account when making plans for future semesters. For example, do not plan to take COM 4480 (Communication Theory) until you have passed COM 3435 (Communication Research Methods) with a “C” or better. Familiarize yourself with all course prerequisites on the SOCM School’s website. All courses and prerequisites are listed here:
- <http://socm.hss.kennesaw.edu/resources/course-descriptions/>
- You may also visit <http://socm.hss.kennesaw.edu/resources/advising/> and click on “COM/PR/JOUR Course Prerequisites” on the left side of the page]
- **Course description**\_– COM 2020 introduces the approaches and paradigms used in communication research. Emphasis is placed on locating, reviewing, and evaluating communication research studies found in academic publications; the basic structure and function of a literature review; and communication research ethics. This course provides practical experience using the American Psychological Association (APA) formatting style.
- **Course Objectives**\_– After successful completion of the course students will be able to:
  - Conduct basic library research
  - Demonstrate an understanding of what an academic journal is and why it is different from the popular press
  - Construct a basic literature review using credible sources
  - Use American Psychological Association (APA) writing and citation style correctly
  - Demonstrate an understanding of the research paradigms that form the basis for communication research methods
  - Define “research ethics” and display an understanding of the guidelines researchers use when conducting ethical communication research
- **Required Textbook**
  - *Communication Research: Strategies and Sources, 7<sup>th</sup> Edition*. Rebecca Rubin, Alan M. Rubin, and Paul Haridakis (2010). (Digital Copy)
  - *Introduction to Communication Research: Becoming a Scholar*. Lindsey J. Hand, Erin Ryan, and Karen Sichler (2018). (This book is provided to you in D2L).
- **Recommended Textbook**
  - *Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*, ISBN-13: 978-1433805615 [RECOMMENDED]
  - Readings on D2L
- **Reading assignments**
  - You are required to read the assigned readings by the due date listed on the syllabus. This is imperative in order to understand the material being discussed in class, participate in class discussions, and complete assignments.

- **Grading**

- Assignment of grades
  - A = Excellent
    - 100 to 90 %
  - B = Good
    - 89 to 80 %
  - C = Satisfactory
    - 79 to 70 %
  - D = Failing
    - 69 to 0 %
  - WF = Late Withdraw/Failing
- Questions about a grade you have received:
  - If you wish to discuss a grade you received, you must wait 24 hours so that you have time to fully review my comments and your assignment.
  - After the 24 hours, please email me with your questions regarding your grade.
  - You **must** be specific when making your inquiry
    - For example, if you have a specific question about a question on an exam, you must reference the question and why you feel your answer is complete/merits a review

**Basic breakdown of grade percentages:**

Item	Percentage
Quizzes	20%
Research Paper	70%
Attendance/Participation	10%
<b>TOTAL</b>	<b>100%</b>

- **Quizzes**

- All quizzes will be given on D2L during our class meeting time.
- Quizzes will consist of both the material in the book and my lectures. If I do not mention something from the book that does not mean you are not responsible for it. The texts will provide a baseline for material and the lectures will expand upon the book.
- Quiz makeups are only granted when students are absolutely incapable of not attending on exam days. A makeup will only be granted with written and valid proof of said absence.

- **Assignments**

- If you have a question about an upcoming exam or assignment, you must email **at least** 48 hours prior to the due date/time. This is to help you in case we must exchange multiple emails to resolve the confusion/issue.
- Written
  - All written assignments are to be turned in via the **Assignments** section on D2L
  - You must turn in the assignment before class on the day the assignment is due. Assignments will not be accepted after 8:00 a.m.
  - Format:
    - Double spaced
    - 12 point Times New Roman font
    - 1 inch margin
    - APA Format
  - Late/Missed assignments
    - In order to return your graded assignments in a timely manner, I cannot accept late assignments
    - You will receive a “0” for all late work
- **Assignments for this course:**
  - Quizzes – total of 20% of your grade

- Quiz 1 –worth 6.7%
- Quiz 2 –worth 6.7%
- Quiz 3 –worth 6.7%
- Research Paper – worth 70% of your grade
  - **With a partner**, you will complete a 10 to 12-page research paper (literature review) on a topic relevant to communication studies (page count does not include the title page or references).
  - Formatting requirements:
    - 1” margin on all sides
    - 12 point Times New Roman Font
    - Use of APA citation style
    - Double Spaced
  - Research Requirements
    - You must reference at **least 8 academic** sources, but more are encouraged.
      - **2 must** be books from an academic press
      - The remainder can be from **peer-reviewed** academic journals
      - Conference presentations
    - Your “text” – i.e. the communication phenomenon you are studying – is **not** one of your academic sources. Depending on your topic, you may include sources such as (but not limited to):
      - TV shows and movies (as well as other visual presentations)
      - Songs and speeches (as well as other auditory materials)
      - Blog posts (as well as other digital artifacts)
        - *Please keep in mind that most of these types of sources WILL NOT be used in your actual Literature Review section, but may be used in your Introduction, Interpretation, or Conclusion.*
  - Elements of the assignment:
    - Research Question & 3 possible sources – 5%
    - Introduction – 5%
    - Literature Review – 15%
    - Analysis of Findings and Conclusion – 15%
    - Final paper – 30%
- **Attendance policy** – worth 10% of your grade
  - Unexcused absences
    - You have two (2) “freebies” for the entire semester; any absences after will result in a **five point** deduction for each absence.
    - Please keep in mind that attendance in this course is essential to your success.
    - Lateness
      - So as not to disrupt your fellow students, it is essential for you to arrive to class on time.
      - Once I have closed the door the class has begun. If you enter at that time you will be considered late. Once this happens three times it will be marked as an unexcused absence
      - If you are 15 minutes late, it will be counted as an absence
  - Excused absences
    - The following can be considered (with the appropriate documentation) to be excused:
      - Emergencies (i.e. car accident, pipes burst)
      - Illness (you or a family members)
      - Jury duty
      - Military duty
      - University sponsored activity
      - Religious holiday
    - Once you return, you have three (3) class periods to turn in your documentation. If you fail to do so the absence will become unexcused.
- KSU enrollment management policy: Students are solely responsible for managing their enrollment status in



*a class; nonattendance does not constitute a withdrawal. You are responsible for determining your enrollment status in all classes to protect your financial aid monies. Not attending a class for which you are registered is not the same as withdrawing from the course. You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.*

- **Technology and Communication**

- Email
  - You are required to check your Kennesaw email and D2L daily. It is one of your responsibilities as a member of this class. If you do not see a message that does not excuse you from the requirements stated therein.
  - The best way to contact me is via email. I will make every effort to respond to you within 24 hours from the time you email.
- Courtesy
  - All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.
  - Here is a list of general standards to always keep in mind when writing emails, posts, or chats:
    - Use your college or university e-mail account.
    - Start with a new message
    - Please include the course number and the days your class meets.
    - Address individuals appropriately
    - Write a clear and concise message
    - Express gratitude/be nice
    - Proofread your message
    - Remember you are what you email – the individual reading it (including your professor) will shape their opinion of you according to what you write
    - Do not use email, discussions or chats as an opportunity to rant/whine.
  - Technology in the classroom
    - You are welcome to use your laptop or tablet to take notes during class, but please make sure the use of your devices is not disruptive to your classmates. If your phone or computer is disruptive you will be asked to leave and will receive an absence for the class session you have disrupted.

## **University Policies**

Statement of Student Rights and Responsibilities

KSU Student Code of Conduct

### **A. Plagiarism and Cheating**

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the KSU Student Academic Integrity Policy.

**Other excerpts from the University's policy on Student Conduct:**Disruption of Campus Life

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. In order to promote these goals, students should be familiar with and abide by the rules against disruption of campus life.

Disruptive and Dangerous Conduct

No student shall act in a manner that can reasonably be expected to disturb the academic pursuits of others or infringe upon the privacy, rights, or privileges of others, or the health or safety of him/herself or other persons.

Disruptive Speech

That speech is prohibited which: a) presents an immediate or imminent clear and present danger or b) is disruptive to the academic functioning of the institution.

**University Policy on Accommodating Students with Disabilities:**

Students requesting accommodation for disabilities must first register with Student Disability Services at [http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html). Student Disability Services will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**FERPA:** The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records once the student has reached 18 years of age (20 U.S.C. § 1232g; 34 CFR Part 99). Under that law we cannot release your student ID number, grades, performance evaluations, or any other personal or academic information to anyone but you, unless you provide written permission to do so.

**Global learning:** Kennesaw State University is a learning-centered institution emphasizing creativity, diversity, global awareness, leadership, ethics, teaching excellence, digital literacy, technological competence, and community engagement. KSU has adopted a Quality Enhancement Plan (QEP), an educational process that enhances one's competencies for participating productively and responsibly in the diverse, international, intercultural, and interdependent world.

**Getting Help:**

- If you're having technical difficulties, please contact the Student Helpdesk
- Fill out a service form: <http://uits.kennesaw.edu/support/forms.php>
- Email: [studenthelpdesk@kennesaw.edu](mailto:studenthelpdesk@kennesaw.edu)
- Call: (470) 578-3555
- Walk in: Burruss Building, Room 475
- Steps that will help you meet the technological requirements of the University: <http://uits.kennesaw.edu/support/training.php>

**Student Support and Wellness Resources:**

- Career Services Center: <https://careerctr.kennesaw.edu/>
- Counseling and Psychological Services: <http://sss.kennesaw.edu/cps/>
- Center for Health, Promotion, & Wellness: [http://www.kennesaw.edu/col\\_hhs/wellness/](http://www.kennesaw.edu/col_hhs/wellness/)
- Student Health Clinic: <http://studenthealth.kennesawstateauxiliary.com/>

**Advising:**

Declared SOCM interest students are encouraged to work with an advisor to plan their course of study. SOCM interest students are advised by the **College of Humanities and Social Sciences Undergraduate Advising Center (UAC)** located in Willingham Hall, Suite 223. New transfer students should also make an appointment at the advising center. Advising appointments can be made by visiting the Center's website: <http://uac.hss.kennesaw.edu/>

If you have not yet met the criteria to be admitted to the School, please identify your planned major by declaring as an "Interest" student:

- Journalism and Emerging Media-Interest
- Media and Entertainment-Interest
- Organizational and Professional Communication-Interest
- Public Relations-Interest

Note: The Communication-Interest designation is going away, so please change your designation soon.

If you need/want to discuss possible careers or graduate school, our SOCM faculty are available to guide you.

The School of Communication (SOCM) is a gated program. Once you have completed all 5 Lower Division (SOCM) Area F courses with a 2.75 GPA or higher and passed the Entrance Exam with a score of 70% or higher, you must submit the Undergraduate Program Admission Application found on our website

<http://socm.hss.kennesaw.edu/resources/advising/>

Understand that, ultimately, advising is a student's responsibility. While faculty advisors are here to assist, course selections are a student's choice. *Students* are responsible for calculating how their course selections will affect their graduation date. The Registrar Office is the entity that reviews credits for graduation, and the Registrar's response to a student's *Petition for Graduation* form is the university's official word on graduation status.

**Disclaimer:** This syllabus, as all things in life, is a work in progress. If necessary, the professor reserves the right to amend the syllabus. Any changes will be posted on D2L in the notification section.

Class Meetings (important dates and due dates highlighted in gray)	Assignments & Readings
8/14 (Tues)	<ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Review of class expectations and assignments</li> <li>• Review of resources</li> </ul>
8/16 (Thurs)	<ul style="list-style-type: none"> <li>• John Fiske "Chapter 1 – Communication Theory" in <i>Introduction to Communication Studies</i> – on D2L</li> <li>• John Fiske "Chapter 2 – Other Models" in <i>Introduction to Communication Studies</i> – on D2L</li> <li>• <b>Discuss and assign first assignment--Research Question and Preliminary Sources</b></li> </ul>
8/21 (Tues)	<ul style="list-style-type: none"> <li>• What Is a Literature Review?</li> <li>• APA Format Basics</li> <li>• Begin Chapter 1 – Studying Communication</li> </ul>
8/23 (Thurs)	<ul style="list-style-type: none"> <li>• In-class discussion on paper topics and preliminary research (group and one-on-one with me)—bring laptop or tablet</li> </ul>
8/28 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 1 – Studying Communication</li> <li>• Chapter 2 – Searching the Communication Literature</li> </ul>

8/30 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 2 – Searching the Communication Literature</li> <li>• <b>Discuss and assign second assignment—Introduction</b></li> <li>• <b>Research Question and Beginning Sources due by 8:00 a.m. on D2L</b></li> </ul>
9/4 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 3 – Using Computers to Search Electronic Databases</li> </ul>
9/6 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 3 – Using Computers to Search Electronic Databases</li> </ul>
9/11 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 4 – Using the Internet for Computer Research</li> </ul>
9/13 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 4 – Using the Internet for Computer Research</li> </ul>
9/18 (Tues)	<p><b>Quiz 1—Over Ch. 1-4 and lectures</b></p> <p><i>Quiz will be given on D2L during our class meeting.</i></p>
9/20 (Thurs)	<ul style="list-style-type: none"> <li>• In-class library session for Introduction – in our classroom – bring laptop or tablet</li> </ul>
9/25 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 5 – General Sources</li> <li>• <b>Discuss and assign Literature Review section</b></li> <li>• <b>Introduction due by 8:00 a.m. on D2L</b></li> </ul>
9/27 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 5 – General Sources</li> </ul>
10/2 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 6 – Access Tools</li> </ul>
10/4 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 6 – Access Tools</li> </ul>
10/9 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 7 – Communication Periodicals</li> </ul>
10/11 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 7 – Communication Periodicals</li> </ul>
10/16 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 8 – Information Compilations</li> </ul>
10/18 (Thurs)	<b>NO CLASS</b>
10/23 (Tues)	<p><b>Quiz 2—Over Ch. 5-8 and lectures</b></p> <p><i>Quiz will be given on D2L during our class meeting.</i></p>
10/25 (Thurs)	<ul style="list-style-type: none"> <li>• In-class library session for Literature Review – In our classroom – bring laptop or tablet</li> </ul>

10/30 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 9 – The Process of Communication Research</li> <li>• <b>Discuss and assign Analysis/Discussion and Conclusion</b></li> <li>• <b>Literature Review due by 8:00 a.m. on D2L</b></li> </ul>
11/1 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 9 – The Process of Communication Research</li> </ul>
11/6 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 10—Designing the Communication Research Project</li> </ul>
11/8 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 10 – Designing the Communication Research Project</li> <li>• <b>Discussion/Analysis and Conclusion due by 8:00 a.m. on D2L</b></li> </ul>
11/13 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 11 – Preparing Research Projects</li> </ul>
11/15 (Thurs)	<ul style="list-style-type: none"> <li>• Chapter 11 – Preparing Research Projects</li> <li>• Review of concepts of literature reviews and APA format</li> </ul>
11/19—11/26	<b>FALL BREAK!!</b>
11/27 (Tues)	<ul style="list-style-type: none"> <li>• Chapter 12 – Writing Research Papers</li> <li>• Pointers for polishing your Final Paper</li> </ul>
11/29 (Thurs)	<p><b>Quiz 3 —Over Ch. 9-12 and lectures</b></p> <p><i>Quiz will be given on D2L during our class meeting.</i></p>
12/4 (Tues)	<ul style="list-style-type: none"> <li>• In-class Library Session—Final Paper questions and review</li> <li>• Last day of class</li> </ul> <p style="text-align: center;"><b>Attendance is optional for this class meeting.</b></p>
12/6 (Thurs)	<b>Final Paper due by 5:00 p.m. on D2L</b>



## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.



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# Final Report

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# Initial Proposal

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# Syllabus

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