Honors Seminar in Communication: Communication and Technology

COM 454 Course Syllabus ~ Spring 2017

Course Website: **http://uk.instructure.com/**

"The newest computer can merely compound, at speed, the oldest problem in the relations between human beings, and in the end the communicator will be confronted with the age-old problem, of <u>what</u> to say and <u>how</u> to say it" (Murrow, 1964).

"Communication science studies the relationship between messages and people. More and more of these messages are being transmitted by computer networks; and more and more people are finding themselves caught up in the global network of networks. Many are optimistic, even enthusiastic about the effects of this new mode of instant worldwide communication. Some are doubtful" (Rodriguez & Robina, 1993).

"Communication technology research has the potential to unlock and refresh our views and understandings of the basic ways people interact with each other, offering new lenses with which to view normal, traditionally focused processes in intrapersonal and interpersonal dynamics, group functioning, the development and impacts of social networks, organizational behavior, commerce, and global information sharing . . . research using the Internet helps us understand the human condition the way we were and always will be, as message-exchanging and meaning-creating creatures, and that alone warrants our attention." (Walther, Gay, & Hancock, 2005)

GENERAL COURSE INFORMATION

COM 454-001   Class meets: 12:30 - 1:45 p.m.   Tuesday and Thursday   KL 213E

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310A LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Tuesday and Thursday   11:30 p.m. – 12:30 p.m. (And by appointment)

COURSE DESCRIPTION

According to the 2016-2107 Bulletin, the course description for COM 454 is:

COM 454-001 Honors Seminar in Communication: Communication and Technology
Intensive study of a communication topic in professional, theoretical, and research methodology areas of communication. This seminar WILL count toward a Communication major and toward credits for graduation. Prereq: COM 326 or COM 351.

Source: http://www.uky.edu/registrar/sites/www.uky.edu.registrar/files/COM_14.pdf

For the Spring 2017 semester, COM 454 is designed as a senior-level honors course to stress the themes of human communication, empowerment, and information and communication technology (ICT) as they relate to interpersonal relationships and organizations. The course emphasizes a theoretical and pragmatic understanding of the impact of ICT on communication in both interpersonal and organizational contexts. The course introduces students to a variety of forms of ICT, computer-mediated communication (CMC) and social media, as well as issues pertaining to the effects of these technologies on communication in relationships and organizations. This course will involve both the study and use of ICT. There will be a significant "hands-on" component as students learn various network-based communication systems (ICT, IoT, and Social Media). Uses and impacts on communication, structure, and interpersonal effects will be considered in light of several technological variations. Students will augment their readings and class discussions with active ICT engagement to accomplish the course learning objectives.

LEARNING OBJECTIVES

Students will demonstrate an understanding of:
1) what is known about organizational and interpersonal communication from systematic, theoretical, and pragmatic perspectives,
2) how to recognize and use different information and communication technologies,
3) what competencies are required to evaluate the appropriateness, effectiveness, and applicability of ICT use in organizational and interpersonal communication contexts,
4) how the management of communication strategies using ICT enhances or detracts from communication competence, and
5) how the use of technology is likely to impact communication in relationships and organizations.

This course provides honors students with various means to develop their communication skills and their understanding of the communication process using technology. Through on-line blog posts and digital portfolios, oral presentations and a major term project, students will be given the opportunity to increase their interpersonal communication skills using technology and demonstrate their understanding of the impact technology has on communication in relationships and organizations.

REQUIRED READING

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Grant, A.E., & Meadows, J.H. (2016). *Communication technology update and fundamentals: 15th Edition.* New York: Routledge.

Kranz, M. (2017). *Building the Internet of Things: Implement new business models, disrupt competitors, transform your industry.* Hoboken, NJ: John Wiley & Sons.

Safko, L. (2012). *The social media bible: Tactics, tools, and strategies for business success. (3rd ed.).* Hoboken, NJ: Wiley.

Wright, K.B. & Webb, L. M. (2011). *Computer-mediated communication in personal relationships.* New York: Peter Lang.

In addition to the required textbooks and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available online, in the Communication Department, and in the W.T. Young Library to secure the necessary references required for the term project.

RECOMMENDED READINGS

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W.T. (2016). *The craft of research.* (4th ed.). Chicago: University of Chicago Press.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2017). *From numbers to words: Reporting statistical results for the social sciences.* New York: Routledge.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2009). *Communication research measures: A sourcebook.* New York: Routledge.

Rubin, R. B., Rubin, A., Graham, E., Perse, E., & Seibold, D. (2009). *Communication research measures II: A sourcebook.* (v. 2). New York: Routledge.

Rubin, R. B., Rubin, A. M., Haridakis, P. M. & Piele, L. J. (2010). *Communication research: Strategies and sources.* (7th ed.). Boston, MA: Wadsworth.

POLICIES AND PROCEDURES

ATTENDANCE: **Attendance is required**. Students are required to provide official written documentation for excused absences. Excuses for university-sponsored activities must be presented **in advance** of the absence and arrangements for work missed for such activities must be made <u>prior to</u> such absences. No excuses or documentation will be accepted more than two weeks after the absence. **Your final grade will be lowered 50 points (i.e., by 1/2 letter grade, or 5%) for <u>each</u> absence above two.** The University code for classroom behavior and academic misconduct will be enforced in this course.

MISSED OR LATE EXAMS OR ASSIGNMENTS: Late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10 percent deducted from the score as a penalty for each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Thursday, deductions will begin immediately following the conclusion of class. The only exception to this policy will be documented and university accepted excuses (see Students Rights and Responsibilities Code). No make up work is available for in-class exercises or exams unless prior arrangements are approved by the instructor.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities.

CLASSROOM CIVILITY: I want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by up to 10 percent.

TECHNOLOGY WORK: All graded assignments *must* be submitted in paper copy as well as in digital form. I will use Canvas and electronic mail regularly for class updates. Please read your mail regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. If you do not already have these skills, you will need to acquire them quickly. They will not only be useful now, but for any job you take after you leave UK. Let me know if you need help with this. I encourage you to download Endnote X8 from http://download.uky.edu and learn the software. It will save you hours! I will also maintain a Canvas site for our class.

POLICY ON INTELLECTUAL DISHONESTY: Intellectual dishonesty is a fancy term for cheating. Unless otherwise explicitly stated by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will receive an automatic "E" (failure) in the entire course. There will be no exceptions. Additional penalties may involve suspension, dismissal, or expulsion from the University. As you can see, these are extreme measures for academic offenses that we believe are serious. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of

Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at www.uky.edu/StudentAffairs/Code/part2.html.

If you suspect that someone else in the class is cheating or plagiarizing, please report it to me immediately. You may report such incidents anonymously at **http://comm.uky.edu/surveys/contactus/cheating.html**.

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (but no later than the end of the second class period) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

COURSE REQUIREMENTS

EXAM: Two exams will be given during the first half of the semester and each will be worth 150 points. The midterm exam is comprehensive and will be given to ensure individual accountability as we work through the course content. There will be no final exam but, if necessary, we may meet during the scheduled final exam time to complete presentations. The comprehensive midterm will be composed of multiple-choice, true-false, matching, short answer, and essay items, and cover material from lectures, readings, discussions, and assignments. Study guides for each exam are posted on the course web page.

ASSIGNMENTS: One of the primary goals of this class is to enhance your ability to read, understand, explain and critically evaluate communication technology. The *Digital Portfolio* and related *Blog Posts* are designed to help you do just that. A complete description of these projects are available on the Canvas site.

THE ORIGINAL COMMUNICATION TERM PROJECT requires you to examine a specific technology, a particular aspect of communication within a specific interpersonal or organizational context, and to review how communication theory has been used in previous scholarly studies, and then to design and carry out your own critical research and analysis.

GRADING CRITERIA

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. *Failure to complete ALL assignments will result in an E for the course.*

Your grade in this course is a function of the following:

		Points
Exam		300
• Exam #1 (2-09-2017)	150 points	
• Cumulative Midterm Exam (3-09-2017)	150 points	
CMC Chapter Discussion Facilitation (3/21 – 4/06)	65 points	65
Digital Portfolio		210
• Critical Reaction & Application Blog (8 X 20)	160 points	
• Online Portfolio (Resume with technological competencies)	50 points	
Final Term Project		<u>425</u>
• Initial Proposal (2/14/2017)	50 points	
• Research Preparation (3/28/2017)	75 points	
• Final Term Project (4/18/2017)	200 points	
• Oral Presentation (4/18/2017)	100 points	
TOTAL		1000

The University of Kentucky College of Communications and Information Studies faculty do not use the "plus/minus" system. Based on student input, the university uses less-sensitive, but more traditional, "straight" letter grades. Final letter grades will be assigned based on the following point distribution:

Grade	Point Range	Quality Points (GPA)
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

HOW TO STUDY AND EARN AN "A" IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course and earn an "A:"
- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises. Be certain that your comments improve on the silence.
- Participate in the on-line discussions and make use of web resources: http://uk.instructure.com/
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an e-mail.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings (multiple times if necessary)—and take notes in the margins of the textbooks. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write out what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - it *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

Murrow, E.R. (1964). Retrieved January 6, 2013 from Wikiquote
      http://en.wikiquote.org/wiki/Edward_R._Murrow

Rodriguez, G. & Robina S. (1993). Communications, computers and networks. *Communication Research Trends, 13*, 1-32. Retrieved from http://cscc.scu.edu/trends/v13/V13_3.pdf)

Walther, J.B., Gay, G., & Hancock, J.T., (2005). How do communication and technology researchers study the Internet? *Journal of Communication, 55*, 632-657.

TENTATIVE DAILY SCHEDULE (GM=Grant & Meadows; S=Safko, K=Kranz; WW=Wright & Webb)
Following is a **tentative**, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	1/12/17	**COMMUNICATION TECHNOLOGY ECOSYSTEM** Introduction & Overview	GM01 GM02	
#2	1/17/17	Understanding Communication Technologies (*Theories)*	GM03 | S1	
	1/19/17	Social Media, Electronic Messaging, Internet Forums	GM04 |S3| S5	**Blog #1 - EM**
#3	1/24/17	Social Relationships and Networks	GM05|GM11| S2	
	1/26/17	Social Networking, Microblogging, Interpersonal	S13|S21-pt1|GM22	**Blog #2 – SN**
#4	1/31/17	**TECHNOLOGICAL IMPACT** Internet of Things (IoT)	GM12|S4|K1&2	
	2/02/17	HTML, Mobile, Social Communities,	GM19|S20|S6|S7	**Blog #3 – Resume**
#5	2/07/17	RSS and Communication Analysis	S17 |GM21	
	2/09/17	**Exam #1 (150 points)**		
#6	2/14/17	**CUTTING EDGE TECHNOLOGIES** Big Data & Data Visualization	GM23|K3-K5	*Term Project Proposal Due*
	2/16/17	Photo Sharing, Podcasting (Audio Creation), Audio Sharing	S08|S09|S10|GM17	**Blog #4 – AC&S**
#7	2/21/17	Vlogs, Video Sharing, Livecasting	S11|S12|S14|GM16	
	2/23/17	Culture, Subculture, and Virtual Worlds, Virtual Reality	GM24|GM25| S15	**Blog #5 – VR**
#8	2/28/17	**APPLIED TECHNOLOGY AND CHANGE** Automotive Telematics	GM13 | S18	*Research Preparation Due*
	3/02/17	eHealth and Wearable Technoligies	GM18| S19	**Blog #6 - Wearables**
#9	3/07/17	Robotics and Drones	K6-K11	
	3/09/17	**Midterm Exam (cumulative) (150 points)**		*Midterm Exam*
		SPRING BREAK (3/13 – 3/17)		
#11	3/21/17	**TECHNOLOGY, CMC, and RELATIONSHIPS** How relational partners communicate online	WW1-WW4	
	3/23/17	GDSS and Videoconferencing	WW5-WW8 S21-pt2	**Blog #7 – Tech Comparison**
#12	3/28/17	Processes and Goals in CMC	WW9-WW11	
	3/30/17	Influences of CMC on Relational Contexts	WW12-WW14	
#13	4/04/17	**THE DARKSIDE OF TECHNOLOGY** Power and Control (The Darkside of Technology)	WW15-WW17	
	4/06/17	Surveillance and Cyberbullying	WW18-WW19	**Blog #8 - Darkside**
#14	4/11/17	Social Media Success Strategies	S22 - S26	
	4/13/17	*Term Project Research*		
#15	4/18/17	**Presentations**		*Term Project Due*
	4/20/17	**Presentations**		
#16	4/25/17	**Presentations**		
	4/27/17	**Presentations**		

FINAL EXAM PERIOD: Monday, May 1, 2017   10:30 a.m. – 12:30 p.m.

ORIGINAL COMMUNICATION RESEARCH TERM PROJECT (Due 4-18-2017)

The major research project in this course requires you to choose a specific topic (communication technology concept) relevant to a specific communication process within an interpersonal or organizational context, research that topic using several different sources, and apply course concepts and what you have learned through your secondary research to analyze the impact of the chosen communication technology on the communication process within a "real world" setting.

To keep the project from becoming too overwhelming (and to eliminate undue stress created by procrastination) the project is divided into several stages:

- **Initial proposal is due February 14, 2017**

- **Research <u>preparation</u> work is due February 28, 2017**

- **<u>Oral presentations</u> begin April 18, 2017.**

- **<u>Final project</u> is due April 18, 2017.**

Through this project you will:

- Learn more about a specific communication technology and related process of interest to you.

- Apply research skills to incorporate academic sources, contemporary and popular sources, interview techniques, and self-evaluation

- Compare information gained through various resources

- Present your findings in a coherent and interesting manner

SELECTING AN ORGANIZATIONAL COMMUNICATION CONCEPT TO RESEARCH

PART ONE: DUE FEBRUARY 14, 2017

The <u>initial proposal</u>, will be due at the start of class on February 14 and will be worth 50 points of the 450 total points for the project. On that date you will submit (typed and neatly formatted): A one to two page *full-sentence outline* of your organizational communication technology research project. At a minimum, make sure you do the following:

1. Identify a communication **technology** and **concept** that is particularly interesting to you and that you would like to learn more about. Potential communication topics include such concepts as change management, diversity, globalization, ethics, communication competence, organizational identification, job satisfaction, communication satisfaction, organizational culture, power, hegemony, recruitment, organizational socialization, conflict, supervisor-subordinate communication, leadership, trust, feedback, peer and co-worker communication, organizational teams, decision-making, communication technology in organizations,

2. Provide a list of key words you have or will use during your library research;

3. Identify your tentative **organizational or relational context** (and a potential contact person if appropriate) that will be used to apply your secondary research findings – you must identify at least *two* potential contexts (i.e., you should have a good plan and a good backup plan); and

4. Identify a tentative timeline for data collection. You will receive feedback on your initial proposal on or before February 21.

PART TWO: DUE FEBRUARY 28, 2017

The <u>specific preparatory work</u> for the analysis and application, will be due at the start of class February 28 and will be worth 75 points of the 450 total points for the project. On that date, you should turn in (typed and neatly formatted):

1. The specific organizational concept and specific question(s) that will guide your project

2. A list of all sources you will draw on.   This should include <u>at least</u> four specific academic sources, two popular press or web-based sources, two individuals you will interview (with relevant information on these individuals), and a few sentences describing how you will apply the information (organizational concept) to analyze your organization.

3. Interview protocol(s) (e.g., organized list(s) of questions) that will be used to gather information from those you interview for the assignment.

4. Specific timeline for data collection, draft of results, completion of final research report.

SELECTING AN ORGANIZATION OR SPECIFIC RELATIONSHIP TO STUDY

Select a profit/service organization for study. The organization chosen should be "real" and reasonably complex, with several distinct work groups and at least three levels of management.

A business firm, social agency, school, hospital, government bureau, etc. are all good possibilities.

Unacceptable choices are organizations like fraternities, sororities, clubs, departments, and any organization what will not give you a complete picture of a true organization. Check with me if you have any question regarding the suitability of an organization for this assignment.

You are to contact the organization with the goal of gaining adequate information to discuss the following question areas contained in a term paper. If the organization representative wants the names of individuals involved kept private—please respect those wishes. I will be the only person that reads the paper and will keep all information presented confidential. The goal of this project is to see if you can relate what we have learned in this class to the "real world of organizations." It is NOT a consulting job for you or me!

ORGANIZATIONAL ANALYSIS

1. Prepare an <u>organizational chart</u> indicating how the organization is structured.

2. Provide details about the mission and specific objectives of the organization.

3. Make an analysis, in terms of the "schools" of management and <u>"theoretical approaches"</u> discussed in class regarding how the organization functions (e.g, be specific in your application of a specific classical theory, humanistic theory, systems theory, or critical theory, etc.).

4. Make an analysis of how <u>communication flows</u> in the organization. You should incorporate such things as:

    a. Obtain samples of any written or printed instruments of communication. How are they distributed? Are they read? Are they understood?

    b. Identify an official (formal) message received by a person in the organization and try to trace its flow. In other words, how did the person "get the word?"

    c. Identify an unofficial (informal) message received by a person in the organization and try to trace its flow.

d.   Ask the most senior person to whom you can get access how they would inform a subordinate about some policy decision.

e.   Ask a junior person how s/he hears about policy decisions.

f.   Ask a senior person how a junior person may, if at all, communicate with persons above their immediate supervisors.

g.   Ask a junior person how, if at all, they may communicate with persons above their immediate supervisors.

5. Describe, preferably with a real example, how decisions are made in the organization. Include some discussion of how conflict is resolved.

6. Describe the organization's physical environment and evaluate its effect upon the process of communication. You may need to focus on one group in one work place. Remember, I have never seen the work place so please include photographs that will aid me in visualizing the workplace.

7. Apply your secondary research findings about the organizational communication concept to your organization. What do we learn about the concept by applying it to the organization? What do we learn about the organization by applying the organizational communication concept?

8. Write an overall critique of the organization's communication system (e.g., identify major communication strengths of the organization as well as shortcomings).

9. Propose a specific program or course of action that you believe could potentially improve communication in the organization (e.g., what can be done to improve information flow? Why hasn't it been done yet?).

10. Explain how you obtained your information. List your informants and the dates of formal interviews with them. List the documents and publications that provided data about the organization. You will need to include these as an appendix to your paper. Include other research sources that you use, including our textbook, in your list of references.

If you choose to focus on a relational context, we will discuss how the research needs to be framed. More information will be provided as appropriate.

PART THREE: DUE APRIL 18, 2017 BEFORE 12:00 Noon

The final written research project, is due on **BEFORE 12:00 noon (NO EXCEPTIONS)** and is worth 250 points of the 450 total points for the project. On that date, you should turn in (typed and neatly formatted) an 9-12 page paper (not including title page, abstract, references, and appendices) that discusses what you have learned in researching your organizational communication concept, answering your proposed question(s) and applies the knowledge to an analysis of your organization.

You should answer the questions in enough detail that I can understand. For some that will require more pages than others (15-25 pages). **DO NOT EXCEED 25 TOTAL PAGES.**

All papers must be typed, double-spaced, 12-point font with one-inch margins using APA style (6th Edition). Papers will be evaluated on

(1) meeting the criteria established above,

(2) the quality of research,

(3) the application and analysis of the secondary research, textbook, course readings, class meetings, and other course material, and

(4) the quality of the presentation of the material (understandable, clear, adequate information, neatness of work, grammar, writing style, and mechanics).

All papers are graded for both content and form, which includes, but is not limited to, spelling, grammar, organization, clarity and sentence structure.

PART FOUR: DUE

Part four, a 7 minute oral presentation, will be due beginning Tuesday, April 18 and is worth 100 points of the 425 total points for the project. Evaluative criteria for the oral presentation and speaker order will be provided on or before

<u>*Deliverables*</u>

The project will be **"delivered"** in four parts.

Part one, an <u>initial proposal,</u> will be due at the start of class on February 14 and will be worth 50 points of the 450 total points for the project. On that date you will submit (typed and neatly formatted): A one to two page *full-sentence outline* of your organizational communication research project. At a minimum, make sure you do the following: (1) identify your organizational communication concept; (2) provide a list of key words you have or will use during your library research; (3) identify your tentative organization that will be used to apply your secondary research findings – you must identify at least *two* potential organizations (i.e., you should have a good plan and a good backup plan); and (4) identify your timeline for data collection. You will receive feedback on your initial proposal on or before February 21.

Part two, the <u>specific preparatory work</u> for the analysis and application, will be due at the start of class February 28 and will be worth 75 points of the 450 total points for the project. On that date, you should turn in (typed and neatly formatted):

- **The specific question that will guide your project**

- **A list of all sources you will draw on.   This should include <u>at least</u> four specific academic sources, two popular press or web-based sources, two individuals you will interview (with relevant information on these individuals), and a few sentences describing how you will apply the information to analyze your organization.**

- **Interview protocol(s) (e.g., organized list(s) of questions) that will be used to gather information from those you interview for the assignment.**

You will receive feedback on your preparatory work for the project by March 7. This will allow you sufficient time to adjust questions and sources, as necessary, and complete the final portion of the project in a timely manner. If you would like to conduct your interviews earlier, turn in your project earlier so I can provide you with the necessary feedback. Conducting interviews before receiving feedback on the research question or interview format would <u>not</u> be a wise choice.

Part three, the final written research project, is due on Tuesday, April 18 BEFORE 12:00 noon and is worth 250 points of the 450 total points for the project. On that date, you should turn in (typed and neatly formatted) an 9-12 page paper that discusses what you have learned in answering your proposed question and applies the knowledge to an analysis of your organization.

It is wise to back up your work. Please keep a back-up copy of this research project *as you work on it* and after you finish as well.

All papers must be typed, double-spaced, 12-point font with one-inch margins using APA style (6th Edition). Papers will be evaluated on the application, analysis, quality of research, discussion, writing style, and mechanics. All papers are graded for both content and form, which includes, but is not limited to, spelling, grammar, organization, clarity and sentence structure.

Part four, a 7 minute oral presentation, will be due beginning Tuesday, April 18 and is worth 100 points of the 450 total points for the project. Evaluative criteria and speaker order will be provided on or before April 11, 2017.