TEACHING PORTFOLIO

FOR

DEREK R. LANE, PH.D.

SUBMITTED JANUARY 2013

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1. COM 351 Introduction to Communication Theory

Introduction to Communication Theory considers various theoretical perspectives on communication processes. In this course, we will examine the foundation of theoretical inquiry (including the nature and development of theory), selected approaches to theorizing, applications of theory, and ethical implications of theory in a number of communication contexts. The primary objectives of this course are to (a) explicate the nature of theory in general and of communication theory in particular, (b) trace the development of theoretical inquiry in the field of communication, (c) evaluate the utility of theory by applying specific criteria and standards, (d) distinguish among metatheoretical assumptions and various approaches to communication theory, (e) examine communication processes in a variety of contexts, (f) apply communication theory in the development of an original research project, and (g) hone individual writing skills.

2. COM 365 Introduction to Communication Research Methods

Introduction to Communication Research Methods provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. The primary goals of this course are to help you become a knowledgeable consumer and a limited producer of communication research as you develop skills in gathering, organizing, interpreting and presenting research information using competent and ethically defensible methods. The following objectives will help you reach these goals: (1) master the concepts and technical vocabulary of communication research, and be able to use this language appropriately; (2) comprehend the relationship between theory and research methods in the study of communication as a social science; (3) assess the ethical choices of researchers in conducting and presenting research; (4) compare and contrast four major research methods (experimental, survey, textual analysis, and naturalistic inquiry) used to investigate communication behavior; (5) develop skills necessary for conducting communication research; (6) develop the ability to clearly communicate, both orally and in writing, the findings of original communication research to a lay audience; and (7) become an intelligent consumer of research—able to read, understand, explain and critically evaluate communication and other research reported in scholarly journals as well as in the popular press.

C. SPRING 2012

1. CJT 765 Advanced Seminar in Communication Research Methods: Survey Research Design

CJT 765 Survey Research Design investigates the methods and design of surveys in social science research. The focus of this advanced graduate seminar is an examination and critical analysis of the types of errors, sampling, non-response, data collection, and design of social science surveys—especially as they apply to the study of communication. Prerequisite is CJT 665 or the equivalent and graduate standing in communication or consent of instructor.The primary purpose of this is course is to extend students' understanding of survey research design in the communication discipline and other social sciences. Specifically, this course is designed to: (1) enable students to understand the logic of survey research and assess the potential strengths and weaknesses of survey methods for answering questions in the social sciences—especially in the field of communication; (2) prepare students to critically assess the quality of actual survey research; (3) prepare students to conduct or supervise quality research using survey methods—including the ability to (a) choose an appropriate method of data collection; (b) create adequate questions and organize those questions optimally into a questionnaire or interview protocol; (c) conduct an appropriate sampling procedure; (d) organize and administer the data collection (e.g., interview, online survey, etc) process; (e) select an appropriate data analysis procedure; and (f) adequately report method (procedures), results, and discussion (interpretations of findings, limitations, future research); (4) involve students in major survey research projects which incorporate current communication theory and are informed by existing research; and (5) enhance students' understanding of published communication research that employs survey research.

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D. FALL 2012

1. COM 591-002 Special Topics in Communication Training and Development

This course is designed for upper-level undergraduate students interested in learning more about communication training as a tool for human resource development (e.g., workplace learning and performance) in organizations. We begin with the initial client consult, move into needs assessment basics and continue through the evaluation phase of the process. The course helps students prepare and implement communication workshops, seminars, and training programs for professional development. In addition to instructional design, the course will focus on strategies for teaching communication skills to adult learners, provide instruction and practice in conducting experiential activities, and apply methods of assessing learning outcomes and evaluation of training programs.

2. CJT 780-001 Special Topics in Communication Training and Development

It is estimated that U.S. organizations expend over $200 billion annually on training and development—much of it targeted to the development of such communication skills as listening, public speaking, and interviewing.

This graduate course introduces students to the theoretical and practical issues involved in communication training and consulting. Following an introduction and overview of several theoretical models, students will become familiar with the pragmatic issues of communication training and consultation. Carrying out a consultation project (e.g., planning, execution, and evaluation) will sharpen both the theoretical and applied issues explored during the semester.

This graduate course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency. The course fulfills the certificate requirements for the Risk and Crisis Communication Certificate Program.

GENERAL COURSE GOALS
Goal One: Students will acquire knowledge of training and development as part of the field of communication.
Goal Two: Students will understand the strategies for applying communication theory and research in order to solve applied organizational problems.
Goal Three: Students will apply course content and the needs-centered training model in the creation of original training materials.

IV. Quantitative and Qualitative Summary Evaluations

V. Graduate Committees

BRIEF REFLECTIVE STATEMENT

Brief Reflective Statement

The most difficult courses to teach in the academy are the required research methods courses—not because the content is any more or less difficult than other courses, but because students typically resist these courses more than any other. Personally, I enjoy teaching the required gateway research methods courses. It is a pleasure for me to watch the students transform their attitudes and knowledge over the course of 16 weeks—especially when they know they will be required to apply what they are learning to an original research study. In the fall of 2011 I taught the required cohort courses—both of them. I may be one of a handful of faculty to teach both theory and research methods in the same semester to the same group of students. I required students to engage in an original research study that culminates in a final manuscript worthy of conference presentation. While the fall 2011 semester marked the 13th time (since the spring of 1998) I have taught the undergraduate research methods course, it was the first time I taught both the theory and methods courses as a cohort. The course is always a lot of work—mostly because it requires me to work independently with each of the 26 students in the class—but it is also very rewarding. Two students in the course, Sarah Jones and Gretchen Gruenberg submitted their original manuscripts to the Southern States Communication Association Undergraduate Honors Conference and were selected to present their papers at the conference in the spring of 2012 in San Antonio, Texas. Their papers are available online at http://www.uky.edu/~drlane/ssca12/.

In addition to teaching the required undergraduate research methods course again in the spring of 2012, I also taught the advanced graduate research methods course in survey research design. Typically an advanced graduate seminar would only enroll 6-10 students. In the spring of 2012, however, 17 students enrolled – and all 17 finished the course. I recently learned that several of the students have had manuscripts from the CJT 765 course accepted for presentation

at national (NCA) and international (ICA) communication conferences.

In the fall of 2012 I taught undergraduate and graduate versions of an applied communication training and development course (see attached syllabi). Undergraduate students discuss their experiences working as entrepreneurial teams in the course as part of an iNET colloquium series that I moderated in spring 2012. It is available online at: http://vimeo.com/channels/entrepreneurship. Graduate students were required to function as independent consultants and work with a for-profit or a non-profit company with incredible results. Students who completed the course are now acutely aware of how their graduate education can benefit them outside typical academic environments. As I stipulate in my teaching philosophy (in the next section of this teaching portfolio) I have plenty to learn about how to improve my pedagogy and teaching strategies, but I am mostly satisfied with the overall course (mean 3.56/4.0) and teaching (3.725/4.0) evaluations that I received over the past three semesters (see Table 1 below)—especially given that three of the courses were required research methods courses.

Table 1. QUANTITATIVE SUMMARY COURSE AND TEACHING EVALUATIONS (Fall 2011 - Fall 2012)

Semester	Course Number, Section & Title	Credit Hours	Enrollment	Overall "Value of the Course" Mean	Overall "Quality of Teaching" Mean
Fall 2011	COM 351-001: Introduction to Communication Theory	3	25	3.7 (1=poor; 4=excellent)	3.9 (1=poor; 4=excellent)
Fall 2011	COM 365-001: Introduction to Communication Research Methods	3	25	3.7 (1=poor; 4=excellent)	3.8 (1=poor; 4=excellent)
Spring 2012	CJT 765-001: Advanced Seminar in Communication Research Methods: Survey Research Design	3	17	3.4 (1=poor; 4=excellent)	3.5 (1=poor; 4=excellent)
Spring 2012	COM 365-001: Introduction to Communication Research Methods	3	25	3.4 (1=poor; 4=excellent)	3.7 (1=poor; 4=excellent)
Fall 2012	COM 591-002: Special Topics in Communication: Communication Training and Development	3	15	not yet available	not yet available
Fall 2012	CJT 780-001: Special Topics in Communication: Communication Training and Development	3	7	not yet available	not yet available

University of Kentucky Teacher/Course Evaluation Questionnaire available online:
http://www.uky.edu/IRPE/faculty/docs/tce_form.pdf

Additional information available from the Office of Institutional Effectiveness:
http://www.uky.edu/IRPE/faculty/tce.html

TEACHING PHILOSOPHY

TEACHING PHILOSOPHY

for Derek R. Lane, Ph.D.

Trust. Cooperation. Support. Mutual Respect. These are the four fundamental features of the optimal learning environment that allow me to make connections with and for my students. The key contribution I make as an undergraduate educator (which I like to think originates from my attitude about students and the key role communication plays in the teaching and learning process) is the innovative teaching technique I have been fortunate to share with my students and colleagues throughout the academy. *I genuinely enjoy and greatly benefit from teaching.* For me, helping students to understand the theory and application of communication in multiple contexts always leads to an improved clarity and sense of renewal in my own personal development as an educator, researcher, and student of communication science. I value the importance of communication in the teaching and learning process. I have often argued that the difference between knowing and teaching *is* communication. I view the classroom as the crucible of knowledge and inquiry from which teachers and students emerge as both better teachers and better students. The curriculum I teach challenges students to observe and explain human communication phenomena from multiple social scientific perspectives.

My teaching goals include the following: To expose the students to new ideas—making them responsible and accountable for their learning; To impart new skills and generate some excitement on their part, motivating them to *master* the material; To illustrate new ideas and develop skills by analyzing as many interesting examples and applications as possible; To give the students a framework for following up on new ideas and skills, either on their own or in subsequent course work; To engage the students with the course material so that they understand the theory and principles

behind each concept, and then challenge the students to process and *apply* their new knowledge. I teach in order to serve the students and to strengthen my own knowledge by *learning from my students*. It is through my teaching and student questioning that my students and I have grown and developed academically. The enthusiasm generated in my classes by students is contagious. As a result of their enthusiasm, I have had the opportunity to collaborate with several colleagues within our college and across the campus (e.g. Engineering, Interior Design, Mathematics, Economics) in both undergraduate and graduate classrooms.

I am also an advocate of the use of technology and instructional web pages as teaching tools. I have created web pages for most of my courses and I use them extensively in my teaching (www.uky.edu/~drlane). Over the past few years I have relied heavily on Blackboard as a technological interface—while maintaining course websites on the university servers. I encourage increased outside contact between my students and me. I promote active learning techniques that help students to develop reciprocity and cooperation while allowing me to provide students with frequent opportunities to apply what they have learned and to receive feedback on their learning progress. I emphasize time on task and communicate high expectations but maintain a high level of respect for diverse talents and ways of learning.

My graduate courses allow me the opportunity to mentor students as I present a more inclusive view of what it means to be a scholar and encourage graduate students to recognize that knowledge is acquired through *research*, through *synthesis*, through *practice*, and through *teaching*. This perspective of scholarship is consistent with Boyer's (1990) *Scholarship Reconsidered: Priorities of the Professoriate* where he argues that the four broad categories of scholarship (*discovery, integration, engagement,* and *teaching*) dynamically interact to form an interdependent whole.

I have the reputation of being demanding–but fair. I set high expectations for my teaching and my students. Both graduate and undergraduate students alike are successful because they understand I expect and will accept only their best work. Students learn quickly that their success is a logical outcome of doing things well. It is because students are successful that I have been recognized for my teaching.

I recognize that while I have much to offer my students, I also have a significant amount to learn from them as well. Teaching allows me to be a positive professional role-model as well as a student. I contribute to graduate education at the University of Kentucky though my mentoring and a more inclusive view of what it means to be a communication scholar. Communication is the crucial link between a knowledgeable teacher and students who are able to learn. Making connections begins with trust, cooperation, support, and mutual respect.

REPRESENTATIVE COURSE SYLLABI & BLACKBOARD WEBSITES

Course Website: **http://www.uky.edu/~drlane/com351**

A theory is "a set of systematic, informed hunches about the way things work" (Griffin, 2012); "a generalization about a phenomenon that explains how or why the phenomenon occurs" (Frey, Botan, & Kreps, 2000); "a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among the variables, with the purpose of explaining and (or) predicting the phenomena" (Kerlinger, 1986), "a tentative solution to a problem" (Kaplan, 1964).

"There is nothing so practical as a good theory." (Kurt Lewin, 1951)

COURSE INFORMATION

| COM 351-001 | Class meets: | 8:00 - 9:15 a.m. | Monday and Wednesday | EGJ 225 |

INSTRUCTOR INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday   11:00 a.m. – 12:00 p.m.
          Tuesday: 11:00 a.m. – 12:00 p.m. (And by appointment)

COURSE DESCRIPTION & OBJECTIVES

Introduction to Communication Theory considers various theoretical perspectives on communication processes. In this course, we will examine the foundation of theoretical inquiry (including the nature and development of theory), selected approaches to theorizing, applications of theory, and ethical implications of theory in a number of communication contexts. The primary objectives of this course are to (a) explicate the nature of theory in general and of communication theory in particular, (b) trace the development of theoretical inquiry in the field of communication, (c) evaluate the utility of theory by applying specific criteria and standards, (d) distinguish among metatheoretical assumptions and various approaches to communication theory, (e) examine communication processes in a variety of contexts, (f) apply communication theory in the development of an original research project, and (g) hone individual writing skills.

REQUIRED READING

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

Griffin, E. (2012). *A first look at communication theory (8th ed.).* New York: McGraw-Hill.

Additional readings will be available electronically on the Blackboard website for the course.

In addition to the required textbook and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Communication Department and W.T. Young Library in order to secure the necessary references required for the "Theory at a Glance" assignment, the Theory Context Workshop, and the literature review for your original communication research study.

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 prior to 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 each absence above two.** The University code for classroom behavior and academic misconduct will be enforced in this course.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, 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.

EXPECTATIONS ABOUT READINGS AND PARTICIPATION: Expect to be challenged. This course will be conducted in a seminar format, which requires a higher level of accountability from each student. Some material will be presented in lecture format, but much of our time will be spent in **activities** and **discussion.** For this course to be successful, and for you to optimally benefit from enrollment, assigned readings must be completed before class. I expect students to be well prepared to make thoughtful, respectful contributions to class discussion.

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.

E-MAIL & COMPUTER WORK: All assignments *must* be submitted in paper copy. However, I may use electronic mail for on-line discussions and 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 virtually any job you take after you leave UK. Let me know if you need help with this. I encourage you to download Endnote X4.02 for Mac OS X or EndNote X5 for Windows from download.uky.edu and learn the software. It will save you hours! I will also maintain a Blackboard site for our class.

ACADEMIC INTEGRITY (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 VIOLATE THIS CODE, YOU RISK A FAILING GRADE IN THE COURSE AND POSSIBLE SUSPENSION. 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.

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 assignments and oral presentations. 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.

WRITING REQUIREMENT: This is a **writing-intensive** course, approved to fulfill the upper tier of the graduation writing requirement. Thus, to enroll in this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework. To receive the writing credit (W) for this course, students must submit formal written work that (a) **demonstrates the student's ability to present evidence in support of an argument, (b) utilizes documentation that conforms to APA format, (c) goes through a draft, review, and revision process,** and (d) is free of mechanical errors. According to the University Senate Guidelines, students must earn a grade of C or higher on all formal assignments to pass the course, and **any major assignment that receives a D or below must be revised to reflect competency and resubmitted** (the instructor may limit the number of revision attempts and set time restrictions on revisions).

IN RETURN: You may expect the following of me: I will be present and prepared every class except in cases of serious illness, emergency, or pre-arranged professional obligations. I will treat you with respect. I will evaluate your work fairly according to explicit criteria. I will be available to meet with you outside of class during office hours and scheduled appointments. If you have a special need that requires academic accommodation, please see me as soon as possible, and I will work with you to facilitate your participation in the course. If you feel I am not upholding these standards, please do not hesitate to let me know.

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

EXAMS: Four Unit Tests will be given upon completion of each of the major units of the textbook. Unless otherwise noted, the Unit Tests will not be cumulative. There will be no cumulative Final Exam but we will meet during the scheduled final exam time to complete presentations. The Unit Tests will be composed of multiple-choice, true-false, matching, short answer, or essay items, and cover material from lectures, readings, and assignments. Study guides for each exam will be posted on the course web page and the Blackboard site for the course.

FAHRENHEIT 451 THEORY AT A GLANCE COMMUNICATION CONTEXT WIKKI: One of the primary goals of this class is to enhance your ability to read, understand, explain and critically evaluate theories that are discussed in the textbook and reported in scholarly journals. The *451 TAG Wikki* is designed to help you do just that. A complete description of this project is available on the course blackboard site.

THE ORIGINAL COMMUNICATION RESEARCH PROJECT asks you to examine a particular aspect of communication within a specific context, to review how communication theory has been used in previous scholarly studies, and then to design and carry out your own original research study. This project will result in a final written document that will include a title page, abstract, introduction and rationale, review of literature, research hypotheses/question(s), methods, results, discussion, references, tables, and appendices as needed.

GRADING CRITERIA

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished.

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

			Points
Unit Tests			450
• Exam 1 (Metatheoretical Foundations) 9-7-11		50 points	
• Exam 2 (Interpersonal Contexts) 9-28-11		100 points	
• Exam 3 (Organizational and Public) 10-17-11		100 points	
• Exam 4 (Mass and Cultural Contexts) 11-09-11		100 points	

Fahrenheit 451 Theory at a Glance Context Wikki   100 points   100
Due 9-21-11

Final Original Communication Research Project		450
• Project Idea (9/14/11)	25 points	
• Article Abstracts (10/05/11)	50 points	
• Rationale (10/26/11)	75 points	
• Literature Review (due 11/21/11)	125 points	
• Final Written Project (due 12/05/11)	125 points	
• Oral Presentation (due 12/05/11)	50 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://www.uky.edu/~drlane/com351 (and the Blackboard website)
- 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 twice (including the discussion questions at the end of chapters). 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

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods (2nd ed.)*. Needham Heights, MA: Allyn & Bacon.

Griffin, E. (2012). *A first look at communication theory (8th ed.)*. New York: McGraw-Hill.

TENTATIVE DAILY SCHEDULE

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 actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/24/11	Introduction & Overview		
#2	8/29/11	Defining Theory and Metatheoretical Assumptions	1-2	F451-TAG Assigned
	8/31/11	Theory Evaluation and the Seven Traditions	3-4	
#3	9/05/11	*LABOR DAY (NO CLASS)*		
	9/07/11	**EXAM #1 - Foundations**	1-4	**Unit Test #1 (50 points)**
#4	9/12/11	Interpersonal – Symbolic Interactionism (TAG Workshop)	5	
	9/14/11	Interpersonal – Social Penetration, Relational Dialectics	9,12	Project Idea Due (25 points)
#5	9/19/11	Interpersonal- Communication Privacy Management	13	
	9/21/11	Interpersonal – Uncertainty Reduction Theory	10	**F451-TAG Due (100 points)**
#6	9/26/11	Interpersonal – Constructivism, ELM	8,16	
	9/28/11	**EXAM #2 – Interpersonal Context**		**Unit Test #2 (100 points)**
#7	10/03/11	Organizational – Cultural Approach to Organizations	20	
	10/05/11	Organizational – Critical theory of Communication (Deetz)	21	Article Abstracts Due (50 points)
#8	10/10/11	Public – Rhetorical – Aristotle's Rhetoric	22	
	10/12/11	Public – Rhetorical – Narrative Paradigm	24	
#9	**10/17/11**	**EXAM #3 – Organizational and Public Contexts**		**Unit Test #3 (100 points)**
	10/19/11	Mass – Uses and Gratifications	10	
#10	10/24/11	Mass – Cultivation, Agenda Setting	29, 28	
	10/26/11	Mass – Spiral of Silence		Rationale Due (75 points)
#11	10/31/11	Culture – Communication Accommodation Theory	31	
	11/02/11	Culture – Face Negotiation Theory, Politeness Theory	32	
#12	11/07/11	Gender - Genderlect, Standpoint Theory	34,35	
	11/09/11	**EXAM #4 – Mass and Cultural Contexts**		**Unit Test #4 (100 points)**
#13	11/14/11	Writing Workshop – Peer Review		
	11/16/11	NATIONAL COMMUNICATION ASSOCIATION 16-20		
#14	11/21/11	Writing Workshop – Peer Review		Final Literature Review (125 pts)
	11/23/11	THANKSGIVING BREAK (23-26) (NO CLASS)		
#15	11/28/11	Writing Workshop - Peer Review – Revisions		
	11/30/11	Writing Workshop – Peer Review - Revisions		
#16	12/05/11	Presentations		Final Papers due (125 points)
	12/07/11	Presentations		Presentations (50 points)
	12/14/11	Presentations conclude on date of final exam (TBD)		

One of the primary goals of this class is to enhance your ability to read, understand, explain and critically evaluate theories that are discussed in the textbook and reported in scholarly journals. The 451 TAG Wikki is designed to help you do just that. A complete description of this project is available below.

Each student will be randomly assigned to a specific theory **during the second week of the semester** (8-29-2011) and prepare a multimedia wikki page in Blackboard that provides the following information: (1) the name of the theory (2) a matchbook definition of the theory (with brief explanation and graphical representation of the theory); (3) the original theorist(s) (with date of origin); (4) the primary journal reference (where the theory was first published); (5) individual interpretations of the theory (including a discussion of the tradition and the metatheoretical assumptions appropriate to the theory); (6) specific details about how the theory is tested (with specific survey /interview/observation details); (7) a brief application of the theory using a YouTube video clip that serves as an example of the theory (with a description of how/why the theory is appropriate); (8) a critique which assesses the merits and shortcomings of the theory; (9) a minimum of three additional references testing the theory which are no older than 2007; and (10) the location of where the theory is discussed in several primary theory textbooks.

Specific details will be provided in class (8-29-11) and the final wikki page is **due 9/21/2011.**

Theory Name:
Matchbook Definition (SUMMARY OF THE THEORY):
Brief explanation of the theory in your own words:
Graphical Representation of the theory:
Theorist(s):
Date:
Primary Reference:
Individual Interpretations:
Craig's Tradition AND Metatheoretical Assumptions:
Application (EXPLANATION OF THE EXAMPLE):
    Example: – Embedded YouTube video clip
    Description of how the theory explains/describes the communication in the video clip:
    (RELATE THE THEORY AND THE EXAMPLE)
Measurement:
Critique: (ASSESS THE THEORY)
Additional Relevant Research:
Location in Primary Communication Theory Textbooks:

PLEASE NOTE: Each student is required to submit one original wikki entry but it must be approved by me in advance and different than other student taking the cohort.

ORIGINAL COMMUNICATION RESEARCH PROJECT

This project requires each student to conduct an original communication study and write a 20-25 page research paper. Your task is to address a significant communication problem, topic, or issue and design original communication research. Students generally feel most comfortable using survey research, but any of the methods we discuss during the course can be used-assuming that the method is appropriate for the research questions/hypotheses posed. **The project will be evaluated based on quality, not on effort.**

PROJECT IDEA (2.5%). To begin your project, you are asked to select a topic of interest. Describe your general research idea, explain why you are interested in the topic, and discuss why this topic is worthy of study as a communication issue. Construct a *preliminary* reference list including at least 10 scholarly articles that are relevant to your topic of interest. For each article, provide a *brief* annotation (4-5 sentences) describing how the article can inform your research. In addition, for each entry, include 2-3 sentences explaining the search process by which you obtained the article. Recommended length: 4-6 pages.

ARTICLE ABSTRACTS (5.0%). In this stage of your research project, you are asked to prepare an abstract for at least 10 scholarly articles relevant to your topic of interest. (These do not need to be the same articles you submitted in your project idea—but they must be articles that will be reviewed in the final literature review.) For each article, provide a brief summary **in your own words** that describes (a) what topic the study examined, (b) how the authors studied the topic (method), and (c) what the main findings were. Be sure to provide enough information for a reader to understand what the study was about, but do not get bogged down in too much detail. One goal of this part of the project is hone your skill at *summarizing* something in a way that is both accurate and concise. **Include a copy of the author abstract for each of the articles summarized.** Recommended length: 5-7 pages.

RATIONALE (7.5%) For this part of the project, you are asked to explicitly *link your topic to a specific communication theory*. Identify the question, issue, or problem you have chosen to study, and support an argumentative thesis about the topic. Provide a **theoretical rationale** for conducting a communication research study to examine the specified question, issue, or problem. Introduce the concepts and constructs that are important to any investigation of the chosen topic. **Describe how a particular communication theory provides an appropriate framework to guide your study.** Introduce original research questions or hypotheses that follow from the introductory knowledge on the topic and theory you have thus far acquired. Recommended length: 5-7 pages.

LITERATURE REVIEW (12.5%). In this part of the project, you are asked to review the literature on your chosen topic. In this paper, summarize, synthesize, and critically analyze extant research on your topic. The literature review should make reference to at least **15 scholarly articles**. Discuss the strengths as well as the limitations of existing scholarship (e.g., What do we know so far? What do we need to know?). Remember that even though you are describing what other scholars have found, you are ultimately **making an argument for why it is important to study what you are proposing to study.** DO NOT BEGIN each paragraph with the author(s) names. Build your argument that will lead to the research questions/hypotheses. Conclude the literature review with research questions or hypotheses that you plan to investigate. Recommended length: 8-10 pages.

FINAL WRITTEN PROJECT (12.5%). This is the polished version of your original communication research project, which should include the following components: title page, abstract, rationale, literature review, research questions or hypotheses, methods, results, discussion, references, and any tables, figures, or appendices. **Please submit two copies of this paper; one copy should include your name, and the other should include only your student ID number (there should be no identifying information about the student, instructor or course).** Recommended length: 20-25 pages.

ORAL PRESENTATION (5%) You are asked to deliver an engaging presentation to your classmates in which you summarize your final written project. Recommended length: 8-10 minutes.

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COM 351 001
INTRODUCTION TO
COMMUNICATION THEORY
FALL 2011

UK
UNIVERSITY OF
KENTUCKY
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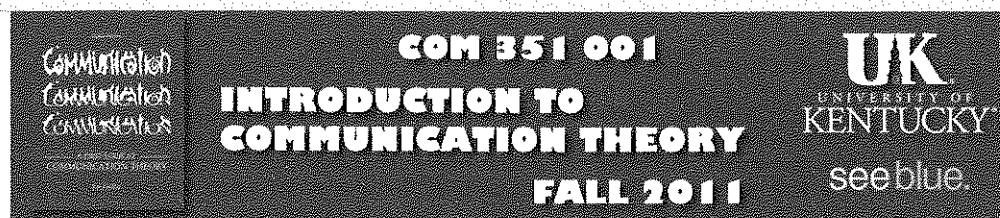
SYSTEM   COURSE   VIEW ALL

Announcements

Literature Review

Posted on: Wednesday, November 16, 2011

Please submit a paper copy of your literature review to me no later than midnight on Tuesday, November 22. Also, please submit the paper through SAFE ASSIGNMENT on Blackboard. 1. Login to Blackboard. 2. Click on Assignments. 3. Follow instructions for uploading paper through Safe Assignment.

Deadline for Rationale Paper EXTENDED UNTIL FRIDAY (October 28) BY NOON.

Posted on: Tuesday, October 25, 2011

Several of you are still working on your rationale papers that were originally due tomorrow at 9:30. Because we also have an exam for Research Methods, I want to offer an extension for the paper. You don't have to take it, but if you do, the new deadline is Friday (October 28) by noon. I need paper copies dropped in my mailbox outside my office door (LCLI 310 H).
Please take time to study for the exam. Pay close attention to a description, purpose, strengths, shortcomings, and an example question that would be associated with each of the four research methods.
The BIG essay question at the end of the exam is worth 50 points and will require you to COMPARE and CONTRAST TWO OF THE RESEARCH METHODS-- one of which will definitely be Survey Research.
Also, please take the time to read the seven pages related to the spiral of silence so we can have a good class discussion tomorrow.
Thanks. Get some sleep and we'll see you at 8:00 a.m.

Introduction to Communication Research Methods
COM 365 Course Syllabus ~ Fall 2011

"The best research is driven by theory, validates a theory, further explains a theory, challenges an existing theory, or aids in the creation of theory. Theoretically driven research is built on the results of previous researchers, and it provides a foundation for subsequent researchers. It is highly unlikely that any theory could be formulated, tested, and verified in one research study. Rather, theory is developed and tested over time. What we come to know as 'the theory' to explain some phenomenon is the result of many research studies and the efforts of many researchers." (Keyton, 2010, pp. 8-9)

GENERAL COURSE INFORMATION

COM 365-001   Class meets: 9:30 - 10:45 a.m.   Monday and Wednesday   EGJ 225

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday   11:00 a.m. – 12:00 p.m.
                   Tuesday: 11:00 a.m. – 12:00 p.m. (And by appointment)

COURSE DESCRIPTION & OBJECTIVES

Introduction to Communication Research Methods provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. The primary goals of this course are to help you become a knowledgeable consumer and a limited producer of communication research as you develop skills in gathering, organizing, interpreting and presenting research information using competent and ethically defensible methods. The following objectives will help you reach these goals: (1) master the concepts and technical vocabulary of communication research, and be able to use this language appropriately; (2) comprehend the relationship between theory and research methods in the study of communication as a social science; (3) assess the ethical choices of researchers in conducting and presenting research; (4) compare and contrast four major research methods (experimental, survey, textual analysis, and naturalistic inquiry) used to investigate communication behavior; (5) develop skills necessary for conducting communication research; (6) develop the ability to clearly communicate, both orally and in writing, the findings of original communication research to a lay audience; and (7) become an intelligent consumer of research—able to read, understand, explain and critically evaluate communication and other research reported in scholarly journals as well as in the popular press.

REQUIRED READING

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

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods (2nd ed.)*. Needham Heights, MA: Allyn & Bacon.

In addition to the required textbook and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Communication Department and W.T. Young Library in order to secure the necessary references required for the research article critique assignment and your original communication research study.

RECOMMENDED READINGS

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research*. (3rd ed.). Chicago: University of Chicago Press.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston, MA: Allyn & Bacon.

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 prior to 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 each absence above two.** The University code for classroom behavior and academic misconduct will be enforced in this course.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, 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.

E-MAIL & COMPUTER WORK: All assignments *must* be submitted in paper copy. However, I may use electronic mail for on-line discussions and 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 virtually any job you take after you leave UK. Let me know if you need help with this. I encourage you to download Endnote X4.02 for Mac OS X or EndNote X5 for Windows from download.uky.edu and learn the software. It will save you hours! I will also maintain a Blackboard 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

EXAMS: Four Unit Tests will be given upon completion of each of the major units of the textbook. Unless otherwise noted, the Unit Tests will not be cumulative. There will be no cumulative Final Exam but we will meet during the scheduled final exam time to complete presentations. The Unit Tests will be composed of multiple-choice, true-false, matching, short answer, or essay items, and cover material from lectures, readings, 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 research reported in scholarly journals. The *Research Article Summary and Critique* is designed to help you do just that. A complete description of this project is available on the course web page and on page 7 of this syllabus.

THE ORIGINAL COMMUNICATION RESEARCH PROJECT asks you to examine a particular aspect of communication within a specific context, to review how communication theory has been used in previous scholarly studies, and then to design and carry out your own original research study. This project will result in a final written document that will include a title page, abstract, introduction and rationale, review of literature, research hypotheses/question(s), methods, results, discussion, references, tables, and appendices as needed. You will submit two paper copies (one for COM 351 and one for COM 365) and one digital copy (emailed to Derek.Lane@uky.edu and Allison.Scott@uky.edu of the complete document. The project will culminate with an eight (8) minute presentation graded by both cohort instructors.

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished.

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

		Points
Unit Tests		450
• Exam 1 (Chapters 1 - 3) (9-12-2011)	50 points	
• Exam 2 (Chapters 4 - 6) (9-26-2011)	100 points	
• Exam 3 (Chapters 7 - 10) (10-26-2011)	150 points	
• Exam 4 (Chapters 11 - 15) (11-21-2011)	150 points	
Research Article Summary & Critique (10/10/2011)	100 points	100
Final Original Communication Research Project		450
• Initial Proposal (9/19/2011)	25 points	
• Initial Methods Paper (10/19/2011)	50 points	
• Data Analysis Assignment (11/28/2011)	75 points	
• Written Project (12/05/2011)	200 points	
• Oral Presentation (12/05/2011)	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://www.uky.edu/~drlane/cohort
- 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 twice (including the discussion questions at the end of chapters). 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

Keyton, J. (2010). *Communication research: Asking questions, finding answers.* (3rd ed.). New York: McGraw Hill.

TENTATIVE DAILY SCHEDULE

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 actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/24/11	Introduction & Overview		
#2	8/29/11	Unit I: Conceptualizing Research	1	
	8/31/11	Asking Questions About Communication Generating Research Questions & Hypotheses	2	
#3	9/05/11	*LABOR DAY (NO CLASS)*		
	9/07/11	Finding, Reading, & Using Research	3	
#4	9/12/11	**EXAM #1**	1-3	Unit Test #1 (50 points)
	9/14/11	Unit II: Planning & Designing Research Observing & Measuring Com Variables	4	
#5	**9/19/11**	Designing Valid Communication Research	5	Initial Proposal due
	9/21/11	Research Ethics	6	
#6	9/26/11	**EXAM #2**	4-6	Unit Test #2 (100 points)
	9/28/11	Unit III: Methods for Conducting Research (Experiments)	7	
#7	10/03/11	Experiments (continued)		
	10/05/11	Surveys	8	
#8	10/10/11	Surveys (continued)		Research Article Critique due
	10/12/11	Textual Analysis	9	
#9	10/17/11	Textual Analysis (continued) (MIDTERM)		
	10/19/11	Naturalistic Inquiry (Ethnography)	10	Initial Methods due
#10	10/24/11	Naturalistic Inquiry (continued)		
	10/26/11	**EXAM #3**	7-10	Unit Test #3 (150 points)
#11	10/31/11	Unit IV: Analyzing Quantitative Data	11	
	11/02/11	Inferring from Data: Estimation & Significance Testing – Lab	12	Data collected
#12	11/07/11	Analyzing Differences Between Groups - Lab	13	
	11/09/11	Analyzing Relationships Between Groups - Lab	14	
#13	11/14/11	Unit V: Reconceptualizing Research	15	
	11/16/11	NATIONAL COMMUNICATION ASSOCIATION 16-20		SPSS Data Analysis
#14	11/21/11	**EXAM #4**	11-15	Unit Test #4 (150 points)
	11/23/11	THANKSGIVING BREAK (23-26) (NO CLASS)		
#15	11/28/11	Peer Review – Results & Discussion		Final Data Analysis due
	11/30/11	Peer Review – Results & Discussion		
#16	12/05/11	Presentations		Final Papers due
	12/07/11	Presentations		
	12/14/11	Presentations conclude Tuesday, 8:00 a.m. – 10:00 a.m. (TBD)		

RESEARCH ARTICLE SUMMARY AND CRITIQUE (Due 10-10-2011)

Much can be learned about how to do your own research by critically evaluating the research efforts of others. To this end you will select a published example of communication research and tell me what you think of it. Your reports are to be typed, with normal margins, and will follow the APA 5th Edition Style Manual. As you prepare your literature review for Communication Theory you will read several articles. Initially you will be judging the appropriateness of each article for your original research project. As you locate recent articles that address your topic, however, it will be necessary for you to comprehend how the researchers arrived at their conclusions. This assignment will provide opportunities for you to demonstrate that you understand research methods and conclusions. You will summarize one (1) article of your choice (that is related to your research project) and critique the questions, methods, results, and conclusions. The summary must be typed and answer each of the following seven (7) questions:

1. In a very tiny nutshell (that holds 3-4 sentences at most), what is the article about?

2. What theory(ies) is(are) the author(s) using? How is the theory guiding the research? Or is there no sign of theory? If there is no sign of theory, can you think of one that might be applicable?

3. What is the research design/methods that are used? Is it appropriate to the questions asked? Are there any apparent weaknesses? Are there particular strengths?

4. Who are the research participants (if applicable) and what is the unit of analysis? Are they (is it) the appropriate population to study?

5. What questions have been answered? That is, what do you know now that you didn't know before? What is the "take home" message?

6. What questions are left unanswered? What new questions have been raised?

7. What is your evaluation of this article? Thumbs up? Thumbs down? Or maybe you think the author(s) had no opposable thumbs? Why?

PLEASE NOTE: Each student is required to submit one research summary but it **must be approved by me in advance** and **different than other student taking the cohort.**

ORIGINAL COMMUNICATION RESEARCH PROJECT

The major project in the cohort is to write an original communication research paper. The entire project asks you to examine a particular aspect of communication within a specific context, to review how communication theory has been used in previous scholarly studies and then to **design and carry out your own original research study**. The project for 351 will serve as an introduction, rationale and review of literature which is the first part of any scholarly communication study.

The theoretical framework that you develop for COM 351 (Communication Theory) will be extended in the paper you write for COM 365 (Research Methods). You will construct an actual research study that will be competed by the end of the semester. [Note: Since I am teaching both classes, I will grade will grade the introduction, rationale, and literature review sections of the paper for COM 351 and the research methods, results, and discussion sections of the paper for COM 365.]

This project requires each student to conduct an original communication study and write a 20-25 page research paper. Your task is to address a significant communication problem, topic, or issue and design original communication research. Students generally feel most comfortable using survey research, but any of the methods we discuss during the course can be used-assuming that the method is appropriate for the research questions/hypotheses posed.

Research Questions or Hypotheses and Methods (Research Design) (Typed, double-spaced)

METHODS

This part of the project will clearly **identify the research questions and/or research hypotheses** as well as the **methodological design** of the study **(subjects, variables, measurement, detailed procedures)**. You will provide precise information about the sampling and subjects as well as specific details of the **exact procedures** that will be followed. **IRB approval** may need to accompany the methods section. In addition, any and all specific instruments (e.g., survey questions) will be submitted as an appendix to the final written report.

RESULTS

The second part of the research methods project will present the complete statistical/descriptive results of your study. Actual data (e.g., field notes, surveys, videotape, audiotape, etc.) as well as all SPSS statistical output should be included as part of the appendices. While the results may be relatively short (depending on the specific methodology employed), it must be written using appropriate language, rules, and social science customs.

DISCUSSION: Theory Reconceptualization
(Discussion & Interpretation, Limitations, Future Research Directions)

This part of the project will consist of an insightful discussion of your results as well as implications for future research (follow guidelines established on pp. 381-396). You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. In addition, you should identify limitations of the research due to internal as well as external validity threats. The discussion will include an APA reference list as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the SPSS analysis from the results.

COM365-001 Intro To Comm Res Meth (Fall 2011)

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Announcements

Final Cohort Post-test

Posted on: Thursday, December 1, 2011

Please complete the post-test for the cohort before Monday morning (December 5) at 8:00 a.m.
The survey is available here.
Thanks!
See you Monday morning for the presentations. I look forward to reading your final papers!

Saturday (November 12) Office Hours AND QUICK REQUEST

Posted on: Thursday, November 10, 2011

I wanted you all to know that I will be available on SATURDAY, NOVEMBER 12 from 9:00 a.m. until NOON to help any of you with your cohort projects. If I have not yet met with you, please try to schedule a meeting soon.
On a related note, Dr. Diane Snow (who is the Director of the Office of Undergraduate Research) heard about the integrated research that you all are doing in the cohort and she requested that I send you an email asking you to describe your research in the Undergraduate database. What a cool opportunity! I've pasted her request below.
All you need to do is:
1. Point your browser to www.uky.edu/UGResearch
2. Click "Find a Faculty Mentor" (top left corner under SERVICES in the menu)
3. Complete the registration form by clicking "Fill out the registration form"
4. Use "INTEGRATED RESEARCH" in your description of your research.
5. Add my name and Department of Communication when you are asked for "mentor."
Please let me know if you have questions! Thanks!
═══
I've created a new category of UG research called 'integrated research.' This is when a faculty member requires a research project of students in a given class, and guides them through it step by step, with various deadlines, etc. This stands in contrast to 'indepedent research' where the student gets guidance from a faculty member, but is pretty much on their own. So, for your students who are doing 'integrated research'
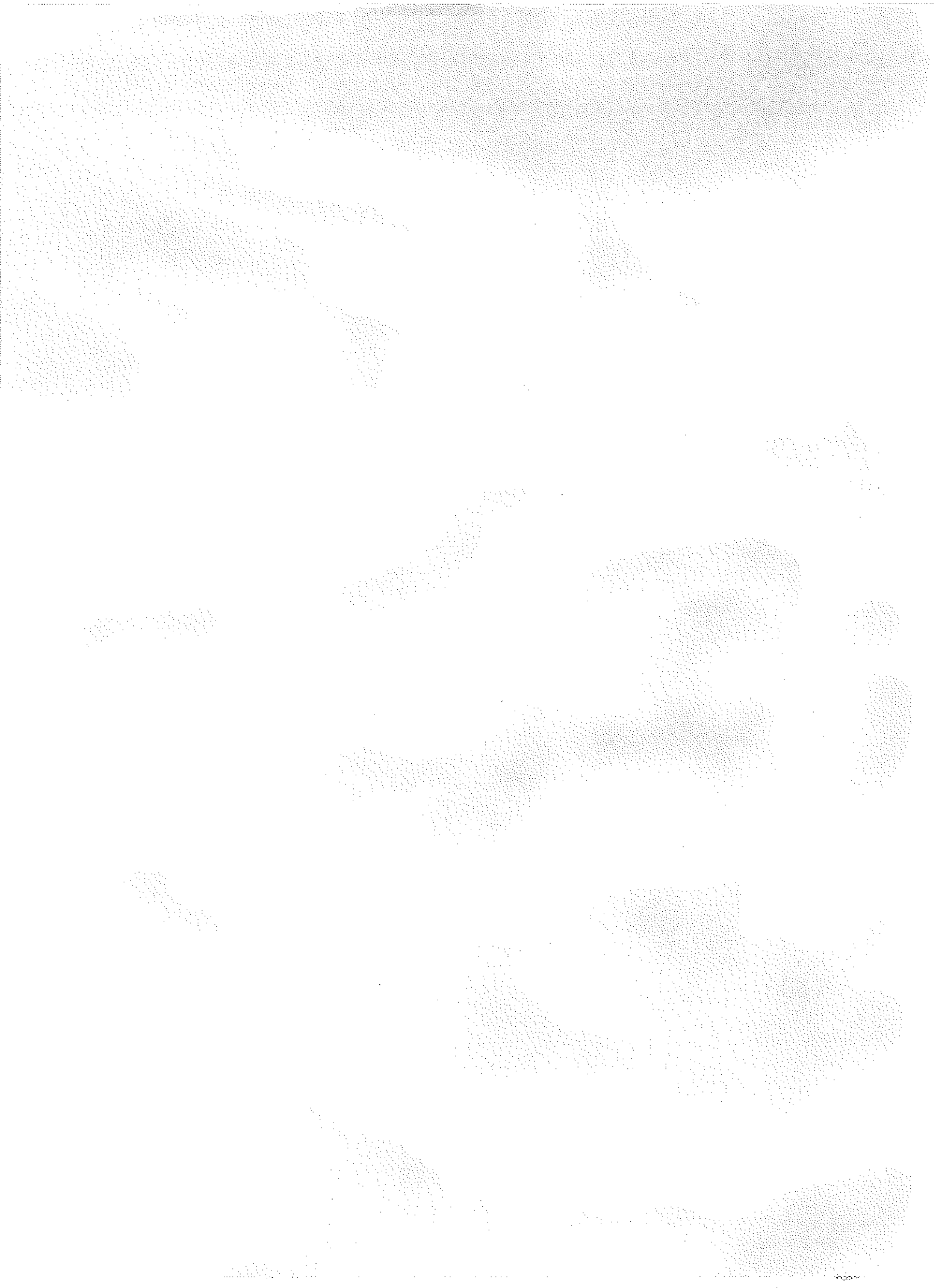
SSCA HONOR STUDENTS

THE STUDENTS LISTED BELOW PRESENTED
THEIR ORIGINAL RESEARCH
AT THE SOUTHERN STATES COMMUNICATION
ASSOCIATION
UNDERGRADUATE HONORS CONFERENCE IN SAN
ANTONIO, TEXAS

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Parental Influence on Young Adults' Vocational Choices

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Abstract

The current study sought to investigate the communication between parent and child regarding vocation, in order to answer the following research question: Which parental message type exerts the greatest influence on young adults' vocational choices? A cross-sectional online survey was designed to answer the research question. Fifty-two young adult participants (N=52) served as the sample. Variables were measured using a series of scales developed by the researcher. Analysis revealed a statistically significant difference between the six parental message types in terms of greatest influence: $[F(5, 45) = 3.97, p = 0.005]$. LSD post hoc analyses revealed statistically significant differences between the positive emotional direct (PED) messages and all other messages, such that PED messages were seen as most influential.

Key words: family communication, Social Learning Theory, parental messages, young adults, greatest influence, vocational choices

Parental Influence on Young Adults' Vocational Choices

The inner workings of family life and the inherent bonds between parents and their children create a fascinating culture that is rich with influence regarding countless disciplines. This culture is indicative of a context in which deeply established communicative routines exist (Prentice, 2008) and the more expressiveness woven into these routines, the more satisfied the family members and the stronger those family bonds (Schrodt, 2009). It is this positive nature of such a family environment that is known to be perhaps the greatest presence in children's lives; consequently, that environment is understood as possessing an incredible ability to foster great influence.

The entity of influence is more powerful than it may appear at first glance. Past research has illustrated the large extent to which individuals, particularly children, imitate behaviors of those to whom they are most readily exposed, of which parents are an excellent example (Bandura, Ross, & Ross, 1961). Bandura, et al.'s (1961) research on aggression not only illustrated the extent to which individuals observe and imitate behaviors, but also how powerful the influence that leads to imitations can be. While his work dealt specifically with children imitating aggressive behaviors from an unknown model, it revealed an all-important, underlying principle regarding influence and imitation: influence is most powerful when emanating from those whom individuals most often see or to whose behaviors they are most exposed. Often, parental behavior is the type of behavior to which children are most exposed. Thus, the Social Learning Theory provides an excellent theoretical framework for the current study.

In a familial context, this influence may have an affect on countless decisions of those family members, especially the young adult members. Arguably the most weighted decision of a young adults' life is their career choice. Commonly referred to as vocation, past research makes

a strong link between young adults and their parents in this particular realm of choice (Blustein,

Prezioso, & Schultheiss, 1995; Guerra & Braungart-Rieker, 1999; Medved, Brogan,

McClanahan, Morris, & Shepherd, 2005).

The family context and the factors focusing on familial influences have been continually

acknowledged as playing a key, developmental role in young adults' career development,

especially when that influence comes directly from the parents (Guerra & Braungart-Rieker,

1999; Hargrove, Inman, & Crane 2005). Although conflict exists regarding the most frequent

origin of this influence (i.e. mothers versus fathers), it is well understood that it comes from

within families due to their own expectations affecting young adults' career aspirations (Taylor,

Harris, & Taylor, 2004). Past research clarifies that the origin of these messages does indeed

derive from parents who are more largely grouped into authority figures (Clair, 1996).

Findings not only affirm a Bandura-like relationship between parents' vocation and

children's vocational interests (i.e. direct imitation) (Barak, Feldman, & Noy, 1991), but also

reveal the level of attachment between parent and child as playing a crucially key role in those

vocational goals (Blustein et al., 1995). Much like Bandura revealed influence to be most

powerful when emanating from those to whom individuals are most readily exposed, additional

research does indicate that the more regularities in children's interactions with parents, the

stronger the attachment. This all, however, begs the question about what exactly occurs within

the communicative interactions that make up the attachment to cause them to play such a key

role.

Researchers have posited a myriad of predictors to try to explain this—perception of

interaction patterns, quality of relationship, parental acceptance, students' own identity

formation, and even parents' encouraging the act of independence are all cited as potentially

significant in determining young adults' attitudes about career planning as well as the vocational choices themselves (Guerra & Braungart-Rieker, 1999; Hargrove et al., 2005). Yet, these particular findings fail to adequately and accurately explain the steadfast properties of an all-important communicative unit that clearly acts as the vehicle for this influence: messages.

Research on these messages up to this point have largely focused on the understanding those messages create (Medved, et al., 2006). The linguistic properties of parental communication with young adult children is a powerful socializing force that co-constructs their understandings of the role of work and family in life and consequently the balance between the two which is found to differ slightly across lines of gender relations (Medved, et al., 2006). In this sense, it is obvious that parents do indeed relay vocation-preferential messages to their children that are apparent and known to the young adults. However, it is largely unclear what specific types of parental messages end up exerting the greatest influence on young adults' intended choices regarding vocation.

Regardless, the overall awareness of these messages has a domino effect that reaches young adults' actual choices regarding vocation. Often, these preferences contained in the parental messages are greatly reflected in young adults' vocational choices (Taylor, et al., 2004). Constructive in that vocational choice is young adults' understanding of what a "real" job is (Clair, 1996). However, this can have adverse affects—young adults are more reluctant to pursue diverse vocations without the family's consent (Clair, 1996). This statement reveals two things: First, young adults, whether consciously or not, place great importance on parental expectations especially when they deal with vocation and second, young adults may as a result fail to think for themselves about their true vocational desires.

Some even argue that this has even larger societal implications, claiming that vocational choice is foundational to society's very existence and continuity (Clair, 1996). By this token, society could be deemed unstable if this choice is rendered in jeopardy. To be clear, the motive driving young adults' vocational choices is in jeopardy. In other words, this context causes one to wonder if young adults today are truly pursuing the course of life they want for themselves or if, on the contrary, they feel obligated to match their parents' expectations.

These questions bring to light an interesting oversight. While a wealth of knowledge on this interpersonal context regarding parental influence on young adults' vocational choices exists, there is still a missing puzzle piece depicting what specific type of message is most influential. When parents have such an immense, apparent, and sometimes adverse effect on young adults' choices regarding their intended vocation, the topic of which particular messages exert the greatest influence becomes a highly important communication issue that demands additional attention and further research.

Knowledge from investigating this area would be useful so that parents might better understand the extent of the power they hold and how they can best yield it to assist their young adults in making their own vocational choices rather than ones that derive from parental expectations that can be perceived as obligations. It would also be useful for young adults so that they might be better able to recognize if their vocational pursuits are of their own desire; if they are not, young adults would hopefully rethink their pursuits and align them with a track that would lead to their own enjoyment. This context thus provides a valuable opportunity to study what acts as a great determinant in one of the most pivotal decisions in every young adults' life.

Theoretical Framework

The true emergence of the idea of influence as the vehicle for the transmission of behaviors is credited to Bandura, et al. (1961). Known as the "Bobo doll study," their research was groundbreaking and revolutionary for the time. Bandura was primarily concerned with the extent to which individuals observe and imitate violent behaviors seen on television. He conducted a rather extensive experiment with 36 boys and 36 girls, all with a mean age of 52 months; a male adult and a female adult both served as role models for these children. Separating them into three groups—one exposed to an aggressive model, one exposed to a nonaggressive model, and one as a control group—Bandura hypothesized that those exposed to aggressive behavior would reproduce aggressive acts most, those in the control group would produce a moderate amount of aggressive acts, and those exposed to nonaggressive behavior would reproduce the least number of aggressive acts. This aggression occurred in the form of the adult models assaulting the blown-up "Bobo doll." Bandura also hypothesized that imitations of aggressive behavior would be especially visible across gender lines, with boys being more predisposed to imitate these acts.

Bandura's hypothesis was not only correct, but he essentially got more than he bargained for. The study found that the children who viewed the assault plus reward were most aggressive toward their own "Bobo doll," whereas the children who viewed the assault plus punishment were least aggressive, and those in the control group fell right in the middle; additionally, boys were more aggressive in all three situations. The control group's behavior, he discovered, was evidence of prior reinforcement from television violence viewing. This research not only illustrated the extent to which individuals observe and imitate behaviors, but also how powerful the influence that leads to imitations can be—the key principle of Bandura's overall "Social

Learning Theory" (Bandura, et al., 1961). The following section discusses how Social Learning

Theory's key principle appears to be especially prevalent in the family context.

Family Context

Scholarship recognizes that such strong connections of influence are present especially

within the family context. In one particular study, researchers were concerned with the

associations between specific family communication environments and the satisfaction and

strength within those families (Schrodt, 2009). It was hypothesized that family expressiveness

would be positively associated with family strength and satisfaction, while both structural

traditionalism and conflict avoidance would be inversely associated with family strength and

satisfaction. With 426 young adult children all around the age of 20, most with siblings, and

most either first or second-born, researchers utilized the method of survey for these university

students.

Analysis of these participants' responses on a 25-item survey supported the hypothesis: a

family's communicative environment of expressiveness is positively related to that family's

satisfaction and strength; however, the other two communication environments hold a negative

relationship with family strength and satisfaction (Schrodt, 2009). Taken together, the results of

the research reveals that specific communicative practices within families can act as a breeding

ground for strong family development—no doubt a catalyst for great influence. However, despite

this important revelation, Schrodt (2009) specifically states that additional research is necessary

to "more closely examine the subtle nuances and behavioral manifestations of family conformity

and how such manifestations influence family functioning." This implication for future research

is a central aspect of the current study.

From the child's perspective, those communicative practices are stronger when their parents' actions match their involvement construct (Austin, 1993). While surveying 114 school children, the research hypothesis was again supported: essentially, because involvement is such a salient construct, families who value togetherness in activities and are empathetic toward the child create environments that foster preparedness in dealing with familial or even societal norms of behavior. All of these things culminate into a better, more streamlined development for children.

Additional research suggests that strong family presence further solidifies the deeply established communicative routines that exist within families—it provides an "ontological security" (Prentice, 2008). Researchers have examined this principle within the specific context of the process by which in-laws are assimilated into those routines and how they are possibly reconstructed or repeated. With the understanding that such routines are unavoidably affected when a new member is introduced into the family, Prentice posed a dual research question: How does the family, through communicative practices, assimilate the new in-law and how does the in-law, in turn, influence the family's communicative routines? Forty-two participants in a university setting were interviewed where they described to the researcher their own assimilation experiences or techniques through their individual interpretive paradigms. After thematically analyzing the interview transcripts, Prentice's results revealed that assimilation achievement was a two-way process of negotiation and communication with both parties (Prentice, 2008). Although it was credited to developing familial maturity, all participants experienced discomfort adjusting routines to re-establish their ontological security (Prentice, 2008). While the context for this issue is perhaps more specific than most, the findings nonetheless are relevant in a broader social context because they help to explain why families who have strong, satisfying

bonds and thereby have deeply established routines of communication, might resist challenging the status quo that exists within specific family paradigms.

These established communicative routines have a unique and meaningful association to young adults' information-processing skills (Ledbetter & Schrodt, 2008). Defining "reception apprehension" as "listening anxiety and intellectual inflexibility," researchers recruited 592 young adult university students who completed a questionnaire measuring family communication patterns and informational reception apprehension (Ledbetter & Schrodt, 2008). The study ultimately tested the hypotheses that family's conversation orientations hold a negative relationship with young adults' reception apprehension, while family's conformity orientations hold a positive relationship; both hypotheses were supported. However, perhaps the most important implication of the entire present study lies in the fact that it provided an outline of specific communicative environments parents are able to construct in order to improve their young adult children's abilities to process ambiguous or complex information (Ledbetter & Schrodt, 2008). Clearly, the scholarship surrounding family communication and all that exists within it already not only appears to be illustrious, but also immense. Further research has continued to follow this trend. The following section discusses children's specific processes of making vocational choices within the family context.

Children's vocational choice in the family context.

Familial interactions and their inherent properties already discussed are especially indicative of young adults' futures, specifically their career track (Roe, 1957; Hargrove, et al., 2005). Scholarship has long observed the supposed connections between ultimate vocational choice and one's abilities, personality factors, attitudes, early experience, and interests with Roe's theory of occupational choice (Roe, 1957). Depending on the level of emotional

concentration, avoidance, or acceptance from the parent towards the child, this foundational research stated that the child will develop certain basic interests and attitudes as they become a young adult that will be expressed, among other things, through their vocational choice. This development, of course, is heavily dependent upon the structure of the home, revealed by the family's often habitual interaction patterns. However, not every researcher was convinced of the relationship. A few years later, in Brunkan's (1965) study, parents' attitudes and identities were examined in relation to young men's potential and optimal vocational choices. As a test of Roe's work, 289 male college students completed three separate scales each measuring one of the following: parental identification, perceived parental attitudes, and vocational choice (Brunkan, 1965). Analysis revealed a lack of significant relationships between the first two variables and vocational choice, although the young men did seem to identify more with their fathers rather than their mothers. Regardless, researchers studying vocation decision processes in the family context continued to investigate the supposed influence that might have linked the two.

Later research thus sought to examine how young adults' perception of personal family interaction patterns determined both vocational choice and attitude about such planning, for those males and females who lived in the home (Hargrove, et al., 2005). One hundred twenty-three high school students completed a 90-item, self-report questionnaire that evaluated individuals' perceptions of their family culture along three separate dimensions—relationship, personal growth, and system maintenance. Results from the study showed that perceived quality of family relationships had small, yet significant effect on young adults' attitudes regarding career planning (Hargrove, et al., 2005). Interestingly, there was great variance between the perceptions of females and males with females expressing greater, more involved discussions and expectations of particular career paths than males. However, the research did indicate that,

contrary to previous findings, young adults' perceptions of their family environment had no relationship to their vocational identity. Perhaps, the researchers suggested, "the construct of vocational identity has less practical significance for the career development stage for adolescents" (Hargrove, et al., 2005). Nonetheless, their significant findings contribute greatly to the body of scholarship thus far by affirming the role of family variables in young adults' processes of deciding upon a career.

One particular family variable affecting career development that can be viewed as a by-product of involvement that that research did not address—but is discussed as crucial in other relevant scholarship—is attachment (Blustein, et al., 1995). The secondary report laid out a wealth of scholarship on attachment theory's relation to individuals' career development, establishing early on that adaptive attachment and secure relationships between parents and their adolescent children is highly beneficial for the developmental process of identity formation. In the specific context of career development, this means that the connectedness resulting from those attachments fosters the curious, risk-taking spirit that is the most integral part of both career development and overall identity formation. The stronger these attachments, the more security the adolescent feels, which promotes that exploration that leads to more stable, committed identity. Ultimately, the level of attachment that forms ego identity plays a key role in adolescents' initial vocational goals and their behavior adjustments once they are in the career world (Blustein, et al., 1995). So, level of attachment not only carries its own predictions, but can be easily viewed as a factor affecting the quality of parent-child relationships discussed in Hargrove et al.'s (2005) research; a review of the relevant scholarship thus reveals that the hybrid of variables investigated across all of the aforementioned studies are closely and

intricately intertwined. The following section discusses parents' specific relation to children's

vocational choice within the intricate relationship of the aforementioned variables.

Parents' relation to children's vocational choice.

In addition to the collective unit of family having a great influence upon young adults'

feelings about individual career choices, an observation of parents in and of themselves is found

to relate closely to children's vocational interests (Barak, et al., 1991). Their research examined

the hypothesis that children's vocational interests are closely associated with parental factors like

sex, associated stereotypes, and the traditional nature of their own occupations. Researchers

thoroughly examined both sides of the relationship—113 children participated as well as 113

mothers and 106 fathers. The 4-point Attitudes towards Women Scale (AWS) was used to

measure parents' responses to statements regarding women's rights and roles; the traditionality

of parents' occupations was then assessed. Children's vocational interests were then assessed

using a measure developed specifically for the study where they stated their level of interest in

presented examples of occupations on a 4-point scale, which included both stereotypically

masculine and stereotypically feminine occupations. The results affirmed a relationship, but only

between the traditionality of the mother's occupation and boys' and girls' traditionality of

interests—the two were "significantly correlated" (Barak, et al., 1991). Thus, a relationship

between parents' vocations and children's vocational interests does indeed exist.

Up to this point, family researchers have focused largely on factors that resulted from

communication, rather than on the communication itself—for instance, strong familial

relationships and deeply established communicative patterns were found to be indicative of

young adults' attitudes about career planning (Prentice, 2008; Hargrove, et al., 2005). Additional

research, however, has revealed that the variables affecting this dependent measure are more

conscious than originally supposed (Medved, et al., 2006). This study took quite a turn from the others in its analysis because it specifically focused on messages, both the content and gender-preference in parental messages delivered to children concerning the roles of work and family in adult life.

Guided by two research questions asking what meanings were reflected in these memorable messages and if men and women believe they received different memorable messages, researchers surveyed 544 university students, asking them to provide and explain memorable messages they received from their parents on this topic (Medved, et al., 2006). Researchers reported that content of the messages focused heavily on enjoyment, often advising young adults to choose a vocation that they enjoyed which would also lead to future happiness. While both sexes received messages that work should play a central role in life, women reported receiving a greater number of messages encouraging them to choose a more domestic obligation rather than paid labor. Thus, these results indicated that parents do relay vocation-preference in messages to their children and that the messages relayed to male children versus female children are quite different.

Not only do young adults recognize the vocation-preference so often presented in messages from their parents, but they often reference them during their time in college as those years appear to be most formative for the direction of their career path (Guerra & Braungart-Rieker, 1999). Recognizing that the process of choosing an academic major in college is perhaps one of the most difficult decisions with a wealth of implications that a young adult will ever make, researchers attempted to predict the status of college students' career decision based on two specific factors: familial influence and identity development. Expounding upon much of the aforementioned scholarship which stated that these two factors play crucially integral roles in the

career decision process, Guerra and Braungart-Rieker (1999) ultimately hypothesized that less

career—and also, academic major—indecision would exist for those students who received a

greater amount of acceptance and encouragement of independence from their parents. It was also

hypothesized that those students who exhibited greater "identity diffusion" and moratorium—

"indicating exploration without commitment"—would be more indecisive than those students

who exhibited more achievement and foreclosure (Guerra & Braungart-Rieker, 1999).

To test the research hypotheses, 169 undergraduate students completed three separate

scales measuring degree of decision about their intended career and related academic major,

perceived attitudes of parents early in life, and personal identity development. The researchers

then completed analysis using multiple regression. This analysis revealed that greater indecision

about academic majors and thus careers is best predicted from minimal maternal acceptance,

fewer years spent in college, and a greater amount of identity diffusion and moratorium (Guerra

& Braungart-Rieker, 1999). These results are important because they shed even more light on the

intricateness of the many factors revealed thus far in the relevant scholarship which can best be

represented as a domino effect: this study's predictive factors affect young adults' chosen

academic majors, influencing the overall course of study in college and thus the direction of

career path afterwards. The following section discusses the implications and applications of

young adults' vocational choice processes at the societal level.

Societal implications and applications.

The effect of these messages extends well beyond college all the way into societal

understandings of appropriate or "real jobs" (Clair, 1996). Founded on the belief that

colloquialisms about a "real job" are communicatively constructed, Clair (1996) sought to

determine what a real job truly means, discover the source of such colloquialisms, and to also

discover any alternate colloquialism meanings beyond the dominant ideology. Textual analysis

was completed after 34 college student participants wrote short essays concerning their

encounters with the topics of these research questions. The study found, overall, that young

adults believed: a real job was one that paid well, utilized specific skills or education, and

constituted a 40-hour work week; the origin of such socializing messages derived from authority

figures, mainly fathers; and finally, any alternate meaning that did exist was due to great

interpretation by the respondent. While this research in particular takes a much wider scope than

the aforementioned studies, it is important because it reveals the collective effect that the factors

discussed have not only on the individual processes of career decision for young adults, but also

on society's understanding of those decisions as a whole.

The numerous theories concerning career development—and the wealth of information

gleaned from all of the relevant literature discussed thus far—provide foundational knowledge

and excellent applications that date back to the 18th century (Ireh, 2000). In recent times,

however, these theories are best known for providing a "conceptual framework of occupational

choice" that greatly assists in career counseling, specifically in high schools. Implied by previous

literature, Ireh (2000) specifically stated that an individual's vocational choice is ultimately "a

compromise between an individual's hierarchy of preferences and his or her hierarchy of

expectations." Thus, scholarship overwhelmingly asserts that young adults' vocational choice

has its clear predictors.

Even after reviewing this topic from numerous research studies, it still comes down to the

principle of influence originally postulated in Bandura's work (Bandura, et al., 1961; Taylor, et

al., 2004). Taylor et al.'s (2004) secondary report sought to sift through the scholarship and

analyze a recent study by UNC-Chapel Hill's career office to determine the actual extent of

influence that guardians, parents, and even whole families have on young adults' vocational

aspirations. Surveying 493 parents of incoming freshman at an orientation seminar on their

amount of perceived influence on their children and beliefs on what factors should determine

their students' career choices, results indicated that this supposed influence is quite significant.

Interestingly, the researchers determined that young adults are more reluctant to pursue diverse

vocations without the family's consent. These aforementioned results relate especially well to

Blustein, et al.'s (1995) work on the level of attachment and Guerra and Braungart-Rieker's

(1999) on parental acceptance and encouragement of independence.

In reviewing past research consisting of numerous studies on the subjects of influence,

family communication practices, attachment levels and quality of relationships between parent

and child, traditionality of occupations, parental messages and gender-preference regarding

vocational choice, strong applications for guidance counseling, and even societal implications, it

is evident that the world surrounding the process and effects of parental influence on young

adults' vocational choices is bursting with confirming evidence. However, certain aspects of this

process are not quite clear—pieces of the puzzle are still missing. That is why the current study

was conducted. The largest missing piece involves those parental messages; it has been

established that an influential relationship regarding vocational choice exists between parent and

child, and that the vehicle transporting that influence is parental messages. Nonetheless, little has

been said about the variation of those messages and which, if any, are more effective than others.

Therefore, the current study poses the following research question: Which parental message type

exerts the greatest influence on young adults' vocational choices?

Method

A cross-sectional online survey (https://uky.qualtrics.com/SE/?SID=SV_5yEd2F6U1fJY1LK) was designed in order to answer the research question. The next section describes the participants, measures and covariates, and research design that was followed to test the research hypothesis.

Participants

Participants for the current study were selected from a population of all young adults. Those individuals who were able to access the online survey through Facebook determined the sample. After cleaning the data, the sample was comprised of a total of fifty-two participants (N=52). Demographic analysis for age, gender, ethnicity, and class rank of the sample is as follows.

In order to be eligible for the survey, participants had to be above 17 years of age. 84.6% (n=35) of the sample was between 18 to 20 years of age, while 28.8% (n=15) was between 21 and 23 years of age; 3.8% (n=2) of the sample was 24 years of age or older. Male participants made up 34.6% (n=18) of the sample and female participants made up 65.4% (n=34).

The sample primarily consisted of White (Caucasian) ethnicity at 82.7% (n=43), while 3.8% (n=2) were Black or African American and 1.9% (n=1) were Asian. The rest of the sample reported some other ethnicity or two or more ethnicities at 11.5% (n=6). Concerning class rank, 1.9% (n=1) of participants were High School seniors, 84.7% (n=44) were college freshman, sophmores, juniors, or seniors, and 13.5% (n=7) reported "other."

For the current study, additional sample characteristics were collected and frequencies calculated in order to have a more comprehensive view of the sample. Participants reported membership to one of the following colleges: 34.6% (n=18) Arts & Sciences, 19.2% (n=10) Communications & Information Studies, 11.5% (n=6) Professional Schools (i.e. Dentistry,

Medicine, Law, etc.), 5.8% (n=3) Fine Arts; 3.8% (n=2) Education; 15.4% (n=8) Engineering;

and 9.6% (n=5) Business & Economics. Regarding family communication, participants reported

the strength of communication with their parents as ranging from 1 to 4 (M=3.29, SD=0.72).

Lastly, participants reported the level of perceived parental influence on children's beliefs,

attitudes, and behaviors as ranging from 4 to 7 (M=6.00, SD=0.74).

Measures

The current study utilized survey research to answer the research question. Participants

were first given informed consent. Participants were ensured that their participation was

completely voluntary and that no penalty would be received for non-participation; if participation

was granted, participants' responses would be completely anonymous and if participants did not

wish to complete the survey once open, they could exit the browser at any time.

The independent variable of primary interest in the current study was parental message

type. Parental message type was conceptually defined by the researcher as "linguistic units of

meaning delivered by a parental figure that offer an opinion about some expectation for the

hearer and often serve as a sense-making framework." For the purposes of the current study,

parental message type was regarded as "verbal utterances shared by a parent or guardian that are

sources of information for the young adult." To assist participants in being able to best evaluate

the type of parental messages received, they completed two separate scales developed by the

researcher. Each of the scales measured participants' agreement with a series of statements using

5-point Likert scales ranging from "strongly disagree" to "strongly agree."

The first, "Parent Talk," was a three-item scale measuring parents' frequency of comment

and discussion about vocation. Cronbach's coefficient alpha for the three-item "Parent Talk"

scale was 0.72 (no items were deleted from this scale to get this alpha). Total "Parent Talk"

scores ranged from 2.00 to 5.00 (M=3.65, SD=0.81). The second, "Parent Effectiveness," was a seven-item scale measuring the effectiveness of the parental messages based on young adults' perception of those parental messages attempting to convince them of a particular vocational choice. Cronbach's coefficient alpha for the seven-item "Parent Effectiveness" scale was 0.90 (no items were deleted from this scale to get this alpha). Total "Parent Effectiveness" scores ranged from 1.71 to 5.00 (M=3.58, SD=0.74).

Finally, the independent variable was officially measured using the second to last question on the survey, also developed by the researcher. Using a 4-level anchored, bipolar matrix table, participants evaluated the vocation-related parental messages on the following characteristics: positive versus negative, emotionally charged versus neutral, and direct versus indirect. Participants were given particular guidelines regarding the evaluation of these messages.

A positive message was defined as "one that shows support," whereas a negative message was defined as "one that does not show support, but rather discouragement." An emotionally charged message was defined as "one that shows enhances support and passion for the vocation being discussed," whereas a neutral message is one that "shows indifference." A direct message was defined as "one that is explicitly stated toward the young adults, as in, 'You should be a teacher.'" An indirect message was contrastingly defined as, "one that is NOT explicitly stated toward the young adult, as in, "Pharmacy is a really secure job field; they always need pharmacists and you make lots of money.'" Participants reported that the type of vocation-related messages from their parents most influential in their own vocational choices most often reflected the following characteristics: 21.2% (n=11) positive emotional direct, 34.6% (n=18) positive neutral direct, 19.2% (n=10) positive emotional direct, 13.5% (n=7) positive neutral direct, 1.9%

(n=1) negative emotional direct, 3.8% (n=2) negative neutral direct, and 5.8% (n=3) negative

emotional indirect.

The dependent variable of primary interest in the current study was greatest influence.

Greatest influence was conceptually defined by the researcher as "maximum comparable impact

on behaviors, attitudes, and decisions that reflect an evaluation of received messages." For the

purposes of the current study, greatest influence was regarded as "a high degree of perceived

contribution to young adult vocational choice." Greatest influence was measured using the last

question on the survey, a scale developed by the researcher. The scale, "Parental Influence," was

a five-item scale measuring young adults' agreement with a series of statements regarding

perceived parental support of and influence on their vocational choices using a 5-point Likert

scale ranging from "strongly disagree" to "strongly agree." Cronbach's coefficient alpha for the

five-item "Parental Influence" scale was 0.81 (no items were deleted from this scale to get this

alpha). Total "Parental Influence" scores ranged from 1.80 to 5.00 (M=3.42, SD=0.78).

Research Design

The survey was created online using Qualtrics. Online social networking was utilized to

collect data by posting the hyperlink containing the Qualtrics survey on Facebook. The

researcher also created a Facebook "event" and invited all Facebook "friends" whose class rank

reflected High School senior through recent college graduate; the hyperlink was posted on the

event's "wall." The survey was opened for responses beginning November 1, 2011, at 12:30pm

and the participants voluntarily responded via the survey's hyperlink. The survey was closed

once an adequate number of responses were collected on November 14, 2011, at 9:30am.

Results

Analysis reflected a statistically significant difference between groups—the six parental

message types—in terms of greatest influence: [$F(5, 45) = 3.97$, $p = 0.005$]. LSD post hoc

analyses demonstrate statistically significant differences between the positive emotional direct

(PED) messages and all other messages ($p < 0.01$), such that PED messages were seen as most

influential (see Figure 1).

Figure 1

Data Results for Parental Message Types' Effect on Parental Influence

Message Valence
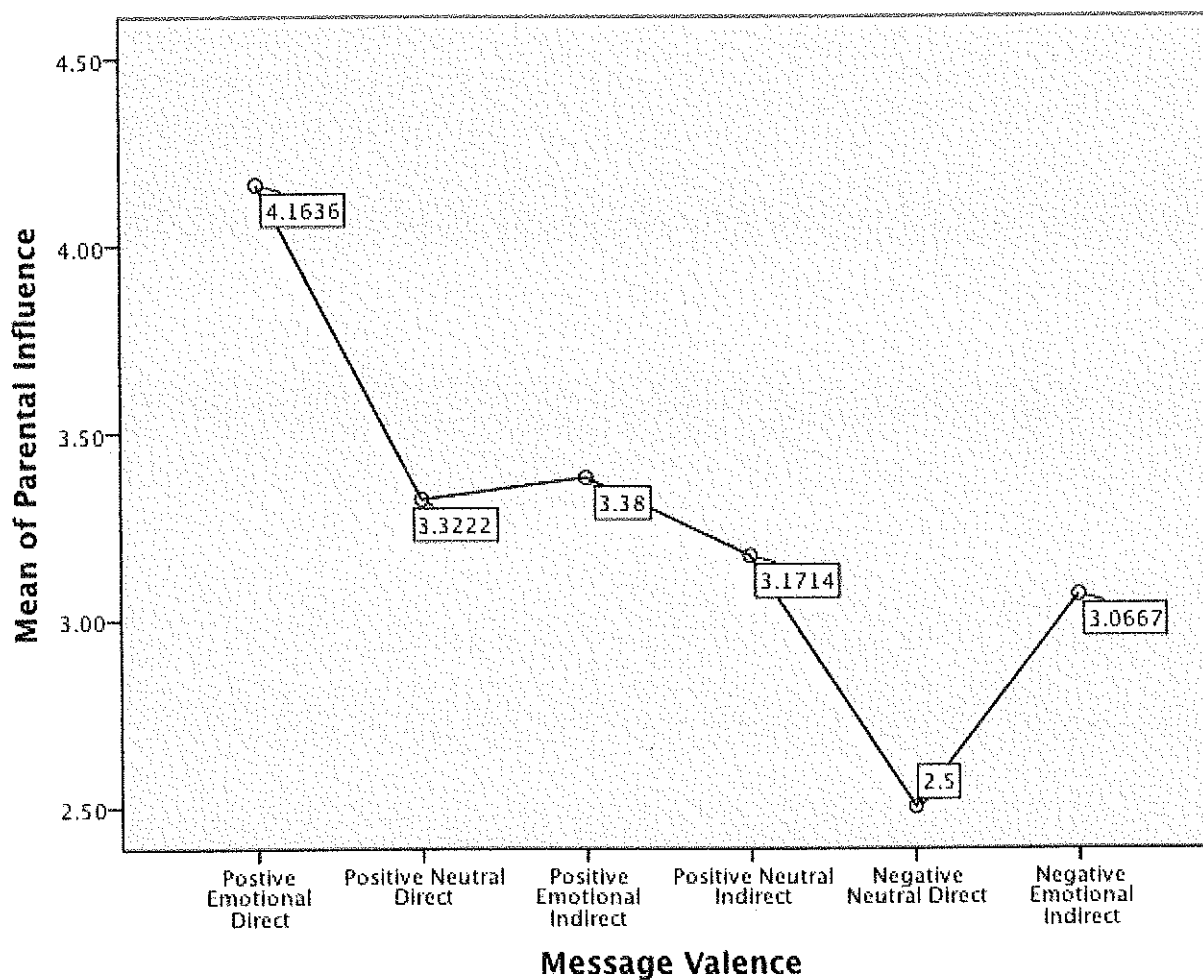
Discussion

The purpose of the current study was to answer the research question: Which parental

message type exerts the greatest influence on young adults' vocational choices? The data did

provide a clear answer to the research question. The results suggest a statistically significant

difference between the six types of parental messages in terms of greatest influence and further suggest that PED are most influential in young adults' vocational choices.

Implications

In terms of the sample, these results mean that the young adults who served as participants believed the PED vocation-focused messages from their parents to be most influential in their vocational choices. In other words, the young adults were more drawn to messages that they believed to be supportive, passionate, and explicitly clear; the content of these messages was regarded by the young adults as more important and thus more likely to be implemented into their processes of vocational choice.

These results are important because they provide the missing puzzle piece. In the interpersonal context regarding parental influence on young adults' vocational choices, it was clear from a review of relevant scholarship that parents have an immense, apparent, and sometime adverse effect on young adults' choices regarding their intended vocation. Yet, the actual form that influence took was unclear, presenting a highly important communication issue that demanded additional attention and further research. The answer to the current study's research question clarified this issue, clearly revealing the vehicle of that influence: positive, emotional, direct messages.

With this question answered and the puzzle more complete, it is evident that the current study also has theoretical implications and applications for the field of family communication research. Bandura et al.'s (1961) research clearly illustrated the extent to which individuals observe and imitate behavior, revealing that influence to be most powerful when emanating from individuals to whose behaviors children are most exposed; subsequent family communication research looked more closely at the families themselves (Schrodt, 2009; Austin 1993), the

inherent bonds (Blustein, et al., 1995), and the communicative environment (Prentice, 2008), establishing that powerful influence does exist and it most often comes from the parents (Clair, 1996). With this theoretical framework securely in place, the current study provided a concrete example from the context of one of the most pivotal decisions in every young adult's life of how powerful the influence that leads to imitations can be—the key principle of Bandura's overall "Social Learning Theory" (Bandura et al., 1961).

Since these preferences contained in parental messages—specifically in PED vocation-focused messages—are greatly reflected in young adults' vocational choices (Taylor et al., 2004), a dilemma becomes apparent. In discussing the societal understanding and implications of vocation choice, research has shown that the motives driving young adults' vocational choices are in jeopardy (Clair, 1996). This is why it all hangs in the balance—young adults place an overwhelming importance on parental expectations regarding vocation and as a result run a great risk of failing to think for themselves about their vocational desires.

In order for parents to better understand the extent of the power they hold and how they can best yield it, and for young adults to better evaluate the degree of personal desire for their vocational pursuits, the results of this study have enormous implications. Of all six message types, PED vocation-focused messages were most influential and had a positive correlation with the level of parental influence. So, parents are now able to understand exactly how they may be helping or hindering their child's process of making vocational choices—does the content of the parent's PED messages align with the child's interests, or not? Is the message content already being reflected in the child's potential vocational choices? Does the parent even use PED messages or instead some other type?

A parent could, for example, compare their child's stated vocational interest with the content of the parental messages they know that they have sent to the child, thus evaluating if their child is truly following their personal interests, whatever they may be. These results could also be used to caution parents from using too many PED vocation-focused messages in order to ensure that their child is pursuing the course of life that they want for themselves, not one the child simply believes is expected. Contrastingly, young adults could make use of the current study's results by also comparing their vocational interest with the message content from their parents. In the search for overlap, the young adults would be able to accurately evaluate if they were truly pursuing the course of life they wanted for themselves or if, on the contrary, they felt obligated to match their parents' expectations. To be clear, overlap may be due to genuine similar interests; however, if it is not, young adults would hopefully—perhaps with encouragement from parents—rethink their pursuits and align them with a track that would lead to their own enjoyment.

Limitations

The current study cannot be properly analyzed without acknowledging its possible limitations. First and foremost, random sampling was not used; rather, the method employed convenience sampling to collect data. For best results, it is imperative that the sampling be random in order to ensure statistically significant results and high external validity. Thus, this is the current study's second limitation: low external validity. While the results for the current study were statistically significant, it has low external validity due to the lack of random sampling. In other words, while the statistical results and their accompanying interpretations might be true of those participants in and of themselves, the ability to generalize those results to

a broader, more diverse population is lacking because of the lack of random sampling. Future

research should seek to eliminate these limitations to ensure more externally valid results.

Future Directions

The current study also provides motivation and promotion for further research; this is where

the current study's impact will be greatly visible. Researchers should look to three specific areas

in future research. First, future studies should investigate how the parent recalls the interchanges.

In the current study, the unit of analysis was the young adult; data collected revealed only the

young adults' perception of the parental messages and the resulting influence. Given past and

current studies' affirmation of message content being transmitted and often adopted via the

vehicle of influence and considering communication as a transactional process, future research

should seek to understand the other side of the dyad—the parent. Ultimately, researchers would

change the unit of analysis to the dyad between parent and child, rather than the one side of the

child as in the current study.

Second, certain family characteristics such as family type, cultural background, and social

class should be further investigated. Differences between these variables in family units may

have an effect on how those parental messages are treated by young adults and consequently how

much influence they have. While family type was measured as a sample characteristic, its

potential effect on influence was not investigated. Being raised by biological parents versus

adoptive parents or even legal guardians may affect the level of influence of PED vocation-

focused messages. Since family type may have impact, culture background of the family may

also, by extension, have impact. For instance, a family whose cultural background dictates that

parental figures be viewed as revered authority whose suggestions—perhaps in the form of

vocation-focused messages—are to be adhered to above all else would house young adults who

may be more influenced by those messages than a peer from a different cultural background. Additionally, a young adult whose family comes from a low social class may be more inclined to adhere to their parents' vocation-focused messages than a peer whose family comes from a high social class in order to better support their family financially. Thus, family characteristics such as family type, cultural background, and social class should be investigated more closely.

Third and finally, additional research should be more specific in the investigation of the influence itself. The current study revealed that the influence does exist, but it does not specify the exact type of influence. PED vocation-focused parental messages may have a positive correlation with mean of parental influence, but is that influence positive or negative? It seems likely that messages with PED characteristics would result in positive influence—influence that results in the message content being directly reflected in the young adult's vocational choice. However, that supposed relationship was not investigated. In future research, it would be helpful to know what form the parental influence takes and how exactly the PED vocation-focused parental messages are reflected in young adults' vocational choices.

The context investigated in the current study reveals a fascinating culture that is rich with influence regarding countless disciplines. The relationship between parental message type and greatest influence on young adults' vocational choices is one of those disciplines; its implications and applications add to the body of scholarship on family communication environments and their inherent properties. The current study not only discovered new knowledge, but perhaps more importantly affirmed the family environment as one with the potential for a positive nature that can act as the greatest presence in children's lives—an environment that possesses an incredible ability to foster great, positive influence.

References

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Advanced Seminar in Communication Research Methods:
Survey Research Design
CJT 765-001 Course Syllabus ~ Spring 2012

"From surveys we can learn how large groups of people think and act. To trust generalizations made on the basis of surveys, however, the sample must be representative, the response rate sufficient, the questions unbiased, the data collection procedures uniform, and the data coding and analysis accurate. Researchers use the survey method to ask questions about the beliefs, attitudes, and behaviors of respondents for the purpose of describing both the characteristics of those respondents and the population(s) they were chosen to represent. " (Frey, Botan, & Kreps, 2000)

"The best research is driven by theory, validates a theory, further explains a theory, challenges an existing theory, or aids in the creation of theory. Theoretically driven research is built on the results of previous researchers, and it provides a foundation for subsequent researchers. It is highly unlikely that any theory could be formulated, tested, and verified in one research study. Rather, theory is developed and tested over time. What we come to know as 'the theory' to explain some phenomenon is the result of many research studies and the efforts of many researchers." (Keyton, 2001, pp. 8-9)

GENERAL COURSE INFORMATION

CJT 765-001   Class meets: 1:00 p.m. - 3:30 p.m.   Tuesday   EGJ 223

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library Building
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday 1:00 p.m. – 2:00 p.m. (And by appointment)

COURSE DESCRIPTION

CJT 765 *Survey Research Design* investigates the methods and design of surveys in social science research. The focus of this advanced graduate seminar is an examination and critical analysis of the types of errors, sampling, non-response, data collection, and design of social science surveys—especially as they apply to the study of communication. **Prerequisite is CJT 665 or the equivalent and graduate standing in communication or consent of instructor.**

The primary purpose of this is course is to extend students' understanding of survey research design in the communication discipline and other social sciences. Specifically, this course is designed to: (1) enable students to understand the logic of survey research and assess the potential strengths and weaknesses of survey methods for answering questions in the social sciences—especially in the field of communication; (2) prepare students to critically assess the quality of actual survey research; (3) prepare students to conduct or supervise quality research using survey methods—including the ability to (a) choose an appropriate method of data collection; (b) create adequate questions and organize those questions optimally into a questionnaire or interview protocol; (c) conduct an appropriate sampling procedure; (d) organize and administer the data collection (e.g., interview, online survey, etc) process; (e) select an appropriate data analysis procedure; and (f) adequately report method (procedures), results, and discussion (interpretations of findings, limitations, future research); (4) involve students in **major survey research projects which incorporate current communication theory and are informed by existing research**; and (5) enhance students' understanding of published communication research that employs survey research.

REQUIRED COURSE MATERIALS

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

Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design-for market research, political polls, and social and health questionnaires* (Rev. ed.). San Francisco, CA: Wiley.

DeVellis, R.F. (2011). *Scale development: Theory and applications* (3rd ed.). Thousand Oaks, CA: Sage.

Dillman, D.A., Smyth, J.D., Christian, L.M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). San Francisco, CA: Wiley.

Fowler, F.J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.

Henry, G.T. (1990). *Practical sampling* (4th ed.). Thousand Oaks, CA: Sage.

All students are expected to have an active email account and to check email regularly.

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 in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the course website (http://www.uky.edu/~drlane/cjt765).

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

LEARNING OBJECTIVES*

1. Master the concepts, variables, and technical vocabulary of survey research methods, and be able to use that language appropriately
2. Recognize and develop a more complex understanding of the theories and principles of survey research design (e.g., psychometrics, sampling, error, etc.)
3. Improve critical thinking, overall judgment, reasoning, and logic in survey research issues by assessing the ethical choices of researchers in conducting research and presenting research results consistent with professional standards
4. **Plan, design, execute, interpret, and critically evaluate the conclusions of an original communication survey research project**
5. Clearly communicate and interpret the findings of original communication research to a lay audience
6. Become an intelligent consumer of research—able to read, understand, explain and critically evaluate communication and other empirical/behavioral/scientific research reported in scholarly journals.
7. Improve formal procedures for designing effective survey instruments in multiple contexts.
8. Understand ethical issues associated with survey research design.
9. Learn multiple strategies for implementing survey data collection (e.g., telephone, interview, online).
10. Develop skills in understanding, analyzing, and evaluating data collected using survey research.

*Objectives will be assessed using written assignments (term research project), course examinations (tentatively a midterm and a comprehensive final exam), and oral presentations (progress reports, and the oral presentation of an original communication research study).

PEFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Prepare individual assignments
2. Read and respond to required course readings
3. Participate in class discussions, problem solving, and debates.
4. Complete a midterm examination.
5. Research, analyze, and synthesize small group communication theories and principles as they apply to various group contexts.
6. Write and present findings from a major, original research project.

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class combines a variety of instructional models, including, but not limited to: discussion, independent and group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for survey research design.

The method of instruction to be employed is based on the following assumptions:

The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward small group communication theory and research.

Consistent with this rationale, you will be given considerable freedom to select what you will study, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

POLICIES AND PROCEDURES

GENERAL CLASS REQUIREMENTS
Students are expected to:
1. Be on time for all class and team meetings.
2. Interact productively in class discussions and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully deliver a major group project/presentation.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

CLASSROOM CIVILITY: We 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 community. 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. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.
In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm

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 **(no later than the second class meeting)** so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible **(no later than the second class meeting)** during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ATTENDANCE POLICY: 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 prior to 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 each absence above one.** The University code for classroom behavior and academic misconduct will be enforced in this course.

- In order to receive credit for attendance you must attend for the ENTIRE class period. If you are going to miss a class for university reasons, it is your responsibility to speak with the professor PRIOR to the class session you will be missing.
- If you should have an unanticipated EMERGENCY and miss class, please contact your team members that day.
- Please arrive to class on time. Tardiness is unprofessional and is not fair to your instructor or to your classmates. If you are a tardy for class, it is YOUR responsibility to make sure the instructor has not marked you absent for that day.
- You will be allowed one unexcused absence during the semester. You cannot make up work missed for unexcused absences – you simply receive a zero. **For each subsequent unexcused absence over one, 50 points will be deducted from your final grade for each occurrence.** You are given these 'free' absences for special situations for which you have to miss class but would not otherwise receive an official excuse. Do not use these "freebies" for blowing off class and then come to the instructor later (after you have gone over the limit) when you have special circumstances and expect an excuse. The freebies allow for emergencies; please don't abuse this option.

The *Student Right and Responsibilities Handbook* defines an excused absence as the following: 1. Illness of the student or serious illness of a member of the student's immediate family. 2. The death of a member of the student's immediate family. 3. Trips for members of student organizations sponsored by academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. 4. Major Religious holidays. If a student has excused absences in excess of one-fifth of the class contact hours, a student shall have the right to petition for a "W" and the faculty member may require the student to petition for a "W".

For any officially excused absence, you are responsible for presenting official written documentation for the absence. For university-sponsored absences, this notification is to be given to the instructor prior to the absence; for other excused absences, this documentation must be presented within one week of the absence. If you miss class, please see a classmate regarding class discussions and assignments. Students with excused absences shall submit missed work within one week of returning from the absence. See sections 5.2.4.1 and 5.2.4.2 of the *Students Rights and Responsibilities Handbook* for further clarification.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, 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 Wednesday, 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.

FLU POLICY: The H1N1 virus may cause a serious flu epidemic this fall. The flu is characterized by a fever of above 100.4 degrees Fahrenheit and signs of respiratory illness (cough, sore throat and/or congestion). Public health officials suggest that more than 1/3 of the U.S. population will be exposed to the virus. Young adults living in a group setting, such as college dormitories, are particularly at risk. As a consequence of the public health advisories in effect for the H1N1 virus, I advise students to buy a thermometer early in the term so that they can distinguish between an everyday cold and the flu. If students feel sick (cough, sore throat, and congestion) and have a fever at or above 100.4 degrees Fahrenheit, they should not attend class! **If students email me by 10 am the morning of our class day, I will try to make arrangements to record the class they miss and make it available via video webcast.** Students should visit their health care professional and provide me with documentation to that effect when they are well. Students may email me any assignments that are due, and make up missed work—provided I was informed in advance.

The best way for students to guard against any flu virus is to wash their hands or use an alcohol-based sanitizer. If you are coughing or sneezing, please cover your mouth and nose with a tissue and throw it away immediately. If you do not have a tissue available, cough or sneeze into your sleeve at your elbow (not your hand!).

GREEN DOT: Getting involved with the VIP Center is the best way possible to be a part of a massive social change effort to make our campus safer and reduce power-based personal violence. Violence against women at the University of Kentucky is not a huge, solid mass that can simply be removed with one swift action or policy. Rather, it is the accumulation of individual decisions, moments, values, and actions made by the students, staff, faculty and administration of our university. We have a culture that sustains a rate of 36.5% of women becoming victims of physical assault and/or sexual assault and/or stalking while they are students at UK. Violence is not limited to women, but impacts members of our community of both sexes and every race, background, sexual orientation, religious or political persuasion, socio-economic status and ability. This classroom will not tolerate any behavior that minimizes another person. If you have been a victim in or out of the classroom, please ask for help.

"Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved." [www.greendotkentucky.com]

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 to improve on the silence.

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 at least 10 percent. Please note that any assignment you turn in may be submitted to Turnitin (www.turnitin.com) for plagiarism comparison.

EMAIL & COMPUTER WORK: All assignments *must* be submitted in paper form. However, we may use electronic mail for on-line discussions and class updates. Please read your email regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier (http://www.uky.edu/Libraries/page.php?lweb_id=21&ltab_id=1040).

POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY: 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. Penalties for intellectual dishonesty are provided by the University Senate Rules (*http://www.uky.edu/USC/New/rules_regulations/index.htm*) *"If there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. If a student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves, the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.*

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 (*www.uky.edu/StudentAffairs/Code/*). 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.

More information about plagiarism is available from the Ombud website. A link to a paper "Plagiarism: What is it?" can be accessed at http://www.uky.edu/Ombud/Plagiarism.pdf. Prentice Hall's Companion Website also provides a tutorial on "Understanding Plagiarism." It is available here: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

COURSE REQUIREMENTS

SOCIAL SCIENCE RESEARCH SKILL & WRITTEN WORK
Since this is an advanced graduate seminar, students must demonstrate sophistication in their understanding of communication theory and research by writing and presenting a major, original, research paper on some aspect of communication appropriate to survey research methods.

Students are expected to use current APA 6th edition style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. All of your work MUST BE TYPED (using no more than 12 point type with margins not exceeding 1 inch on the top, left, right and bottom) and double-spaced--unless otherwise indicated by the instructor.

READING
Your reading assignments are included in the daily syllabus. In addition to the textbooks, students will, from time to time, be required to read other material that will be assigned by the instructor.

GRADED ASSIGNMENTS (1000 Points for the Semester)

MIDTERM EXAM (30%): A midterm examination will be given. A study guide for the midterm exam will be posted on the course web page at least two weeks before the exam.

SCALE CRITIQUE AND DEVELOPMENT (20%): Each student will critique an existing scale (5%) and conduct research to refine the scale (15%).

FINAL SURVEY RESEARCH PROJECT & PRESENTATION (50%)
Each student will design, write and present the results of a sophistical research project that applies communication theory, research, and conceptual areas to a survey research study. Specifics of the assignment(s) will be provided on 1/17/2012.

The final survey research project/presentation will occur in phases throughout the semester:

- Initial Proposal (2-14-12)
- Literature Review (3-6-12)
- Progress Reports (2 X 25 points)
- Oral Presentation (5-01-12)
- Written Project (5-01-12)

Please note that **any assignment you turn in may be submitted to Turnitin for plagiarism comparison.**

ADDITIONAL RECOMMENDED READINGS

Carmines, E.G., & Zeller, R.A. (1979). *Reliability and validity assessment.* Thousand Oaks, CA: Sage.

Fink, A.G. (2003). *The survey kit* (2nd. ed.). Thousand Oaks, CA: Sage.

Lee, E.S., & Forthofer, R.N. (2005). *Analyzing complex survey data.* Thousand Oaks, CA: Sage.

Netemeyer, R.G., Bearden, W.O., & Sharma, S. (2003). *Scaling procedures: Issues and applications.* Thousand Oaks, CA: Sage.

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 grade for the course.

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

		Points	%
Knowledge Acquisition Assessments			
• Midterm Exam (3-20-12)	300 points	300	30
Communication Scale Critique and Development	200 points	200	20
Communication Survey Research Project			
• Initial Proposal (2-14-12)	25 points		
• Literature Review (3-6-12)	75 points		
• Progress Reports (2 X 25 points)	50 points		
• Oral Presentation (5-01-12)	50 points	500	50
• Written Project (5-01-12)	300 points		
TOTAL		1000	100%

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

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages.**

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with a solid foundation of the knowledge claims and tools for successful implementation of survey research and that will have the skills and confidence to engage in competent, independent, survey research. Unfortunately, we only have 15 class periods to make this happen. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. **Come to class having read and reflected on the week's readings.** I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

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.
* Participate in-class and make use of web resources: http://www.uky.edu/~drlane/cjt765
* Login is CJT765 (password is given through email)
* 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 email.
* 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 twice. 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 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

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods (2nd ed.).* Needham Heights, MA: Allyn & Bacon.

Keyton, J. (2001). *Communication research: Asking questions, finding answers.* Mountain View, CA: Mayfield.

TENTATIVE DAILY SCHEDULE

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 actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	1/17/12	Introduction & Overview of Strengths and Shortcomings of Survey Research in Communication; Causal Inference.	Fowler 1-2 Dillman 1-2	Major Survey Research Project Discussed
#2	1/24/12	Steps in the Survey Process; Methods of Data Collection (e.g., phone, face, mail, email, web-based)	Dillman 3 Fowler 5 Lavrakas 1	
#3	1/31/12	Measurement Issues in Survey Research I: Latent variables, Measurement Reliability and Validity	DeVellis 1-4 Fowler 6	**Scale Critique Due**
#4	2/07/12	Measurement Issues in Survey Research II: General Question-Generation Guidelines; Scale Development Process	Dillman 4 Bradburn 1,12 DeVellis 5-8	
#5	2/14/12	Measurement Issues in Survey Research III: Practical Considerations in Asking Questions about Behaviors, Knowledge, and Demographics	Bradburn 2-4;7 Dillman 5	**Initial Proposal Due (PR1)**
#6	2/21/12	Measurement Issues in Survey Research IV: Practical Considerations in Asking Questions about Attitudes | Beliefs	Bradburn 5-6	
#7	2/28/12	Developing a Questionnaire out of Questions: Organization, Format, Pilot (pre)testing	Dillman 6 Bradburn 8-11 Fowler 7	BROWN BAG PRESENTATION
#8	3/06/12	Survey Sampling I: Process and Methods of Sampling	Fowler 3 Henry 1-2 Dillman 3	**Literature Review Due (PR2)**
#9	3/13/12	SPRING VACATION (3/12-3/16)		ACADEMIC HOLIDAY No Class
#10	3/20/12	Survey Sampling II: Practical Issues in Sampling Sample size, power, Administration of Sampling Procedures	Henry 3-7 Fowler 8	**Midterm Examination Due** (March 6 is midterm week)
#11	3/27/12	Survey Sampling III: Practical Issues in Sampling: Non-response, Web-based Issues and Procedures	Fowler 4 Henry 129-136	
#12	4/03/12	Survey Administration: Structuring and Supervising Survey (Interviewing) Data Collection	Fowler 8 Dillman 7; 13	**New Scale Creation Due**
#13	4/10/12	Preparing and Analyzing Survey Data	Fowler 9 DeVellis 6	
#14	4/17/12	Preparing and Analyzing Survey Data Reporting Survey Procedures and Ethical Issues	Fowler 10-13 Henry 133-134	
#15	4/24/12	Preparing and Analyzing Survey Data	Data Cleaning Chapter	
#16	5/01/12	**Research Presentations** Due 8:00 a.m. – 10:00 a.m.		**Final Papers Due**

Fowler – Survey Research Methods (1/17 – 4/17)
Dillman – Internet, Mail, and Mixed Mode Surveys (1/17 – 4/03)
DeVellis – Scale Development (1/31 – 4/10)
Henry – Practical Sampling (3/6 – 3/27)

Weekly Goals

Week 1: Introductions and Course Foundations

January 17, 2012

This week we will meet and greet, outline the goals for the course and how we will attempt to meet them, and begin thinking about the use of surveys in communication research. We will develop a context for all our readings and activities that will help to identify the role of causal inference as well as the strengths and shortcomings of survey research methods. The focus of the first class is: **Introductions; Definitions, Concepts and Foundations**

Readings for January 17:
Fowler (2009) Chapter 1 and Chapter 2 "Introduction and Types of Errors"

Dillman (2009) Chapter 1 and Chapter 2 "Turbulent Times and the Tailored Design"

Week 01 Powerpoint: "Definitions, Concepts, and Foundations"

FOR NEXT WEEK
Complete Required IRB CERTIFICATION TRAINING: CLICK HERE
Login to your Qualtrics account and change the password: CLICK HERE
Visit Trochim's Research Methods KNOWLEDGE BASE: CLICK HERE

Week 2: Steps in the Survey Process

January 24, 2012

This week we will focus on the steps in the survey process as well as the primary methods (e.g., telephone, interview, online, etc.) of collecting data using survey research. We will begin with a review of last week's content(what five criteria must be met in order to trust generalizations made on the basis of surveys) and focus on four questions: 1) What are the reasons Folwer (2009) provides for conducting survey research? 2) How does Dillman et al. (2009) describe the 75 years of Change to justiy his claim that we are in turbulent times? 3) Why do surveys fail? (Dillman, p. 19), and 4) What is the Tailored Design Method and how is it different from conventional survey design methods? (Dillman, p. 38).

Readingsfor January 24:
Dillman (2009) Chapter 3 (pp. 41-54) (FROM TEXTBOOK– No Link Provided)
Fowler (2009) Chapter 5 (pp. 69-84) (FROM TEXTBOOK – No Link Provided)
Lavrakas (1993) Chapter 1 (pp. 1-8; 15-17)(Click for PDF)

Week 02 Powerpoint: "Steps and Primary Modes of Survey Research"
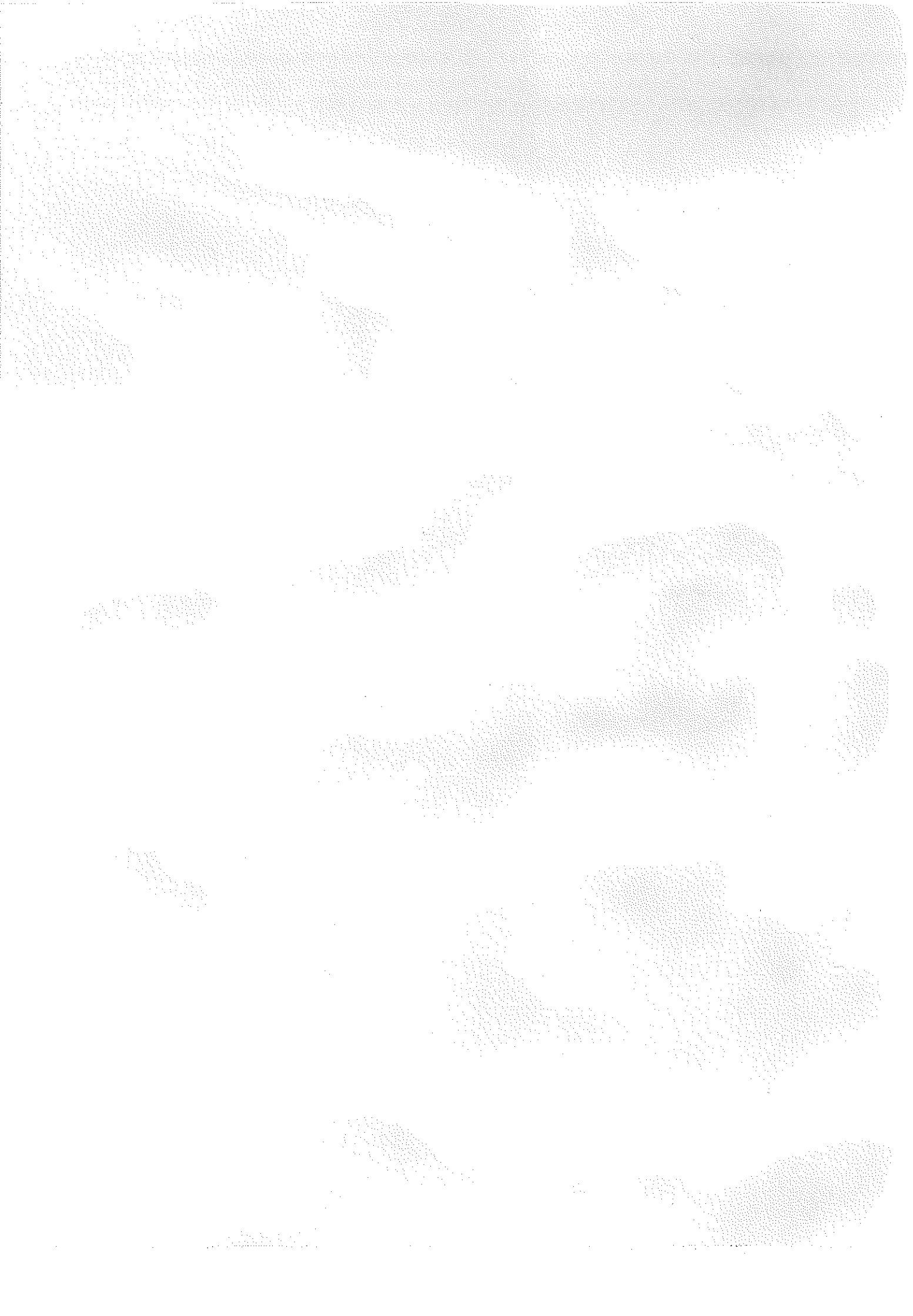
Introduction to Communication Research Methods

COM 365 Course Syllabus ~ Spring 2012

Course Website: **http://www.uky.edu/google**

"The best research is driven by theory, validates a theory, further explains a theory, challenges an existing theory, or aids in the creation of theory. Theoretically driven research is built on the results of previous researchers, and it provides a foundation for subsequent researchers. It is highly unlikely that any theory could be formulated, tested, and verified in one research study. Rather, theory is developed and tested over time. What we come to know as 'the theory' to explain some phenomenon is the result of many research studies and the efforts of many researchers." (Keyton, 2010, pp. 8-9)

GENERAL COURSE INFORMATION

COM 365-001   Class meets: 11:00 - 12:15 a.m.   Monday and Wednesday   EGJ 225

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday   1:00 p.m. – 2:00 p.m. (And by appointment)

COURSE DESCRIPTION & OBJECTIVES

Introduction to Communication Research Methods provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and critically evaluated. The primary goals of this course are to help you become a knowledgeable consumer and a limited producer of communication research as you develop skills in gathering, organizing, interpreting and presenting research information using competent and ethically defensible methods. The following objectives will help you reach these goals: (1) master the concepts and technical vocabulary of communication research, and be able to use this language appropriately; (2) comprehend the relationship between theory and research methods in the study of communication as a social science; (3) assess the ethical choices of researchers in conducting and presenting research; (4) compare and contrast four major research methods (experimental, survey, textual analysis, and naturalistic inquiry) used to investigate communication behavior; (5) develop skills necessary for conducting communication research; (6) develop the ability to clearly communicate, both orally and in writing, the findings of original communication research to a lay audience; and (7) become an intelligent consumer of research—able to read, understand, explain and critically evaluate communication and other research reported in scholarly journals as well as in the popular press.

REQUIRED READING

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

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods (2nd ed.)*. Needham Heights, MA: Allyn & Bacon.

In addition to the required textbook and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Communication Department and W.T. Young Library in order to secure the necessary references required for the research article critique assignment and your original communication research study.

RECOMMENDED READINGS

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research.* (3rd ed.). Chicago: University of Chicago Press.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences.* Boston, MA: Allyn & Bacon.

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 prior to 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 each absence above two.** The University code for classroom behavior and academic misconduct will be enforced in this course.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, 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.

E-MAIL & COMPUTER WORK: All assignments *must* be submitted in paper copy. However, I may use electronic mail for on-line discussions and 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 virtually any job you take after you leave UK. Let me know if you need help with this. I encourage you to download Endnote X5 from http://download.uky.edu and learn the software. It will save you hours! I will also maintain a Blackboard site and a Google "OpenClass" pilot 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

EXAMS: Four Unit Tests will be given upon completion of each of the major units of the textbook. Unless otherwise noted, the Unit Tests will not be cumulative. There will be no cumulative Final Exam but we will meet during the scheduled final exam time to complete presentations. The Unit Tests will be composed of multiple-choice, true-false, matching, short answer, or essay items, and cover material from lectures, readings, 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 research reported in scholarly journals. The *Research Article Summary and Critique* is designed to help you do just that. A complete description of this project is available on the course web page and on page 7 of this syllabus.

THE ORIGINAL COMMUNICATION RESEARCH PROJECT asks you to examine a particular aspect of communication within a specific context, to review how communication theory has been used in previous scholarly studies, and then to design and carry out your own original research study. This project will result in a final written document that will include a title page, abstract, introduction and rationale, review of literature, research hypotheses/question(s), methods, results, discussion, references, tables, and appendices as needed. You will submit one complete paper copy to Dr. Lane and email one complete digital copy of the paper to: *Derek.Lane@uky.edu*. The project will culminate with an eight to ten (8-10) minute presentation graded by both cohort instructors.

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
Unit Tests		450
• Exam 1 (Chapters 1 - 3) (1-30-2012)	50 points	
• Exam 2 (Chapters 4 - 6) (2-13-2012)	100 points	
• Exam 3 (Chapters 7 - 10) (3-21-2012)	150 points	
• Exam 4 (Chapters 11 - 15) (4-11-2012)	150 points	
Research Article Summary & Critique (2/27/2012)	100 points	100
Final Original Communication Research Project		450
• Initial Proposal (2/06/2012)	25 points	
• Initial Methods Paper (3/07/2012)	50 points	
• Data Analysis Assignment (4/09/2012)	75 points	
• Written Project (4/23/2012)	200 points	
• Oral Presentation (4/23/2012)	100 points	
TOTAL		1000

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- 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.
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- DON'T PROCRASTINATE!
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

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TENTATIVE DAILY SCHEDULE

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WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	1/11/12	Introduction & Overview		
#2	1/16/12	M L King Day – No Class		
	1/18/12	Unit I: Conceptualizing Research	1	
#3	1/23/12	Asking Questions About Communication Generating Research Questions & Hypotheses	2	
	1/25/12	Finding, Reading, & Using Research	3	
#4	**1/30/12**	**EXAM #1**	1-3	**Unit Test #1 (50 points)**
	2/01/12	Unit II: Planning & Designing Research Observing & Measuring Com Variables	4	
#5	2/06/12	Designing Valid Communication Research	5	**Initial Proposal due**
	2/08/12	Research Ethics	6	
#6	**2/13/12**	**EXAM #2**	4-6	**Unit Test #2 (100 points)**
	2/15/12	Unit III: Methods for Conducting Research (Experiments)	7	
#7	2/20/12	Experiments (continued)		
	2/22/12	Surveys	8	
#8	2/27/12	Surveys (continued)		**Research Article Critique due**
	2/29/12	Textual Analysis	9	
#9	3/05/12	Textual Analysis (continued) (MIDTERM)		
	3/07/12	Naturalistic Inquiry (Ethnography)	10	**Initial Methods due**
		SPRING BREAK (3/12 – 3/16)		
#11	3/19/12	Naturalistic Inquiry (continued)		
	3/21/12	**EXAM #3**	7-10	**Unit Test #3 (150 points)**
#12	3/26/12	Unit IV: Analyzing Quantitative Data	11	
	3/28/12	Inferring from Data: Estimation & Significance Testing – Lab	12	Data collected
#13	4/02/12	Analyzing Differences Between Groups - Lab	13	
	4/04/12	Analyzing Relationships Between Groups - Lab	14	
#14	4/09/12	Unit V: Reconceptualizing Research	15	**Final Data Analysis due**
	4/11/12	**EXAM #4**	11-15	**Unit Test #4 (150 points)**
#15	4/16/12	Peer Review – Results & Discussion		
	4/18/12	Peer Review – Results & Discussion		
#16	4/23/12	**Presentations**		**Final Papers due**
	4/25/12	**Presentations**		
	5/04/12	Presentations if necessary on Friday, 1:00 p.m. – 3:00 p.m.		

Much can be learned about how to do your own research by critically evaluating the research efforts of others. To this end you will select a published example of communication research and tell me what you think of it. Your reports are to be typed, with normal margins, and will follow the APA 6th Edition Style Manual.

As you prepare your literature review for Communication Theory you will read several articles. Initially you will be judging the appropriateness of each article for your original research project. As you locate recent articles that address your topic, however, it will be necessary for you to comprehend how the researchers arrived at their conclusions.

This assignment will provide opportunities for you to demonstrate that you understand research methods and conclusions. You will summarize **one (1) communication science quantitative primary research article** of your choice and critique the questions, methods, results, and conclusions. The summary (with critique) must be typed and answer each of the following questions (in order):

1. *What is the article about?* (3-4 sentences at most).

2. *What theory or model guides the research?*

3. *What are the research questions and/or research hypotheses?* How many of each?

4. *What are the independent and dependent variables?* Do the authors provide *conceptual* and *operational* definitions of each (give *examples)?* Is there strong *conceptual fit?*

5. *Who are the research participants (if applicable) or what is the unit of analysis? Are they (is it) the appropriate population to study?*

6. What is the *research design or primary method? Is it appropriate to the questions asked?* Are there any apparent *weaknesses?* Are there particular *strengths?*

7. What are the major *strengths* and *weaknesses* in terms of *internal* validity?

8. What are the major *strengths* and *weaknesses* in terms of *external* validity?

9. *What do we know now that we didn't know before?* What is the *"take home" message?*

10. *What is your evaluation of this article? Thumbs up? Thumbs down? Or maybe you think the author(s) had no opposable thumbs? Why? Provide a detailed critique of the article.*

PLEASE NOTE: Each student is required to submit one research summary but *I must approve it in advance* and it *must be different than that of any other student taking the cohort. It should go without saying, but this assignment must be the ORIGINAL work of the student who is submitting it for a grade.*

ORIGINAL COMMUNICATION RESEARCH PROJECT

The major project in the cohort is to write an original communication research paper. The entire project asks you to examine a particular aspect of communication within a specific context, to review how communication theory has been used in previous scholarly studies and then to **design and carry out your own original research study**. The project for 351 will serve as an introduction, rationale and review of literature which is the first part of any scholarly communication study.

The theoretical framework that you develop for COM 351 (Communication Theory) will be extended in the paper you write for COM 365 (Research Methods). You will construct an actual research study that will be competed by the end of the semester. [Note: Dr. Gaffney will grade the introduction, rationale, and literature review sections of the paper for COM 351 and I will grade the research question(s)/hypotheses, the research methods, the results, and discussion sections of the paper for COM 365.]

This project requires each student to conduct an original communication study and write a complete 20-25 page research paper. Your task is to address a significant communication problem, topic, or issue and design original communication research. Students generally feel most comfortable using survey research, but any of the methods we discuss during the course can be used-*assuming that the method is appropriate for the research questions/hypotheses posed.*

Research Questions or Hypotheses and Methods (Research Design) (Typed, double-spaced)

METHODS

This part of the project will clearly **identify the research questions and/or research hypotheses** as well as the **methodological design** of the study **(subjects, variables, measurement, detailed procedures)**. You will provide precise information about the sampling and subjects as well as specific details of the **exact procedures** that will be followed. **IRB approval** may need to accompany the methods section. In addition, any and all specific instruments (e.g., survey questions) will be submitted as an appendix to the final written report. PLEASE DO NOT COLLECT DATA UNTIL I HAVE APPROVED YOUR PROTOCOL.

RESULTS

The second part of the research methods project will present the complete statistical/descriptive results of your study. Actual data (e.g., field notes, surveys, videotape, audiotape, etc.) as well as all SPSS statistical output should be included as part of the appendices. While the results may be relatively short (depending on the specific methodology employed), it must be written using appropriate language, rules, and social science customs.

DISCUSSION: Theory Reconceptualization
(Discussion & Interpretation, Limitations, Future Research Directions)

This part of the project will consist of an insightful discussion of your results as well as implications for future research (follow guidelines established on pp. 381-396). You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. In addition, you should identify limitations of the research due to internal as well as external validity threats. The discussion will include an APA reference list as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the SPSS analysis from the results.

COM365-001:
Introduction To
Communication Research
Methods (Spring 2012)

Course Information

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COURSE MANAGEMENT

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▶ Customization

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Announcements

PLEASE RETURN MY BOOKS ASAP -- BEFORE FRIDAY.

Posted on: Monday, April 30, 2012

Another reminder that if you borrowed books this semester -- including textbooks, PLEASE RETURN
MY BOOKS asap -- but before Friday.
(If you already returned what you borrowed, thank you!)
Also, your final graded papers are in the mailbox next to my office door. Please pick up your paper by
Friday. Thanks!

Posted by: Derek Lane
Posted to: COM365-001:
Introduction To
Communication Research
Methods (Spring 2012)

Grades Posted -- Final Papers Available in My Office

Posted on: Friday, April 27, 2012

The final semester grades have been posted and your final papers are available in my office.

Please, RETURN ANY BOOKS you borrowed this semester. Thanks!

Posted by: Derek Lane
Posted to: COM365-001:
Introduction To
Communication Research
Methods (Spring 2012)

COHORT POST-TEST

Posted on: Monday, April 23, 2012

Just a reminder that you need to complete the Cohort post-test BEFORE Friday, April 27 at noon.
You will complete the online post-test outside of class (just as you did with the pretest).
- Point your browser to http://comm.uky.edu/surveys/cohortsurvey.
- Log-in by entering your student ID (8-digits, without the leading '9.') Students must be enrolled in the course
in order to log-in to the questionnaire. If you have trouble logging in, please contact us
at commtech@lsv.uky.edu.
Once logged in, you will see these instructions:

Thank you for taking time to complete the COHORT knowledge survey. The results from this
questionnaire will help your instructors to more effectively teach this class.

Before you begin, there are three things you should know:

1) This is not a graded exam, but completion of the questionnaire is a requirement of this course.

Posted by: Derek Lane
Posted to: COM365-001:
Introduction To
Communication Research
Methods (Spring 2012)

Course Blackboard Website: **http://elearning.uky.edu**

"Basic research is conducted to test, clarify, and refine theoretical issues, while applied research is conducted to examine and solve practical problems. Effective applied communication research contributes to communication theory, research, and practice." (Kreps, Frey, & O'Hair, 1991, p. 72).

"Effective applied communication research, like all research, must pose relevant research questions, must be grounded firmly in relevant theory, and must control for major threats to internal and external validity. When these criteria are met, applied communication research becomes the "pride of the discipline" (Kreps, Frey, & O'Hair, 1991, p. 85).

"Applied research sets out to contribute to knowledge by answering a real, pragmatic, social problem. Applied communication research involves such a question or problem of human communication or examines human communication in order to provide an answer or solution to the question or problem. The intent or goal of the inquiry (as manifest in the research report itself) is the hallmark of applied communication research. Applied communication research involves the development of knowledge regarding a real human communication problem or question." (Cissna, 1982, Editor's note).

The key to effective consulting is translating rigorous scholarship into meaningful practice.

GENERAL COURSE INFORMATION

COM 591-002   Class meets: 1:00 p.m. - 2:15 p.m.   Monday and Wednesday   LCLI 303

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday 11:00 a.m. – 12:00 p.m.   (And by appointment)

COURSE DESCRIPTION

This course is designed for upper-level undergraduate students interested in learning more about communication training as a tool for human resource development (e.g., workplace learning and performance) in organizations. We begin with the initial client consult, move into needs assessment basics and continue through the evaluation phase of the process.   The course helps students prepare and implement communication workshops, seminars, and training programs for professional development. In addition to instructional design, the course will focus on strategies for teaching communication skills to adult learners, provide instruction and practice in conducting experiential activities, and apply methods of assessing learning outcomes and evaluation of training programs.

REQUIRED COURSE MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Beebe, S.A., Mottet, T.P, & Roach, K.D. (2013). *Training and development: Communicating for success.* (2nd. ed.). Boston, MA: Pearson.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD Press.

All students are expected to have an active email account and to check email regularly.

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 in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the Blackboard course website (http://elearning.uky.edu/).

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

GENERAL LEARNING OBJECTIVES*

1. To understand training and development **as part of the field of communication.**
2. To understand **ways to use** training and development in organizations.
3. To understand how to complete a **needs assessment** within the organization.
4. To understand how to design and present **proposals for training and development.**
5. To understand which **formats** are most appropriate for specific training needs.
6. To understand how to relate training to job performance and organizational effectiveness **(ROI).**
7. To understand the importance and complexity of **evaluating training programs.**
8. To understand **communication training topics** for the future.
9. To understand the **steps for entry** into communication training and development.
10. To understand **ethics** in communication training and development.
11. To apply **entrepreneurial thinking** as an innovative consultant.

Objectives will be assessed using several course deliverables including: 1) an executive summary of the non-profit company that will be the target of the training (5%), a needs assessment proposal (10%), a needs assessment results and training proposal (15%), an e-learning training program with evaluation (25%), a take-home exam (15%), and class participation (weekly discussion (20%) and an original experiential training activity (10%)).

SPECIFIC COURSE OBJECTIVES

At the end of this course, students should be able to:

(1) Compare and contrast training with education, development, and consulting.
(2) Identify at least five characteristics of adult learning.
(3) Describe the steps involved in producing communication training programs.
(4) Conduct a needs analysis.
(5) Write clear learning objectives that meet the criteria for a well-worded objective.
(6) Identify two advantages and two disadvantages of various training methods.
(7) Use appropriate visual aids to enhance training.
(8) Produce a trainer guide for two contact hours of communication training.
(9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
(10) Identify at least three advantages and disadvantages of various types of assessment instruments.
(11) Model appropriate training techniques in a training presentation.

PEFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Read and respond to required course readings
2. Participate in class discussions and innovative consulting company activities.
3. Prepare an original experiential training activity.
4. Complete a comprehensive take-home final examination.
5. Research, analyze, and synthesize results of a needs assessment (with training proposal recommendations).
6. Prepare an e-Learning Training Program with Evaluation based upon findings from the needs assessment.

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class combines a variety of instructional models, including, but not limited to: discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for communication training and development.

The method of instruction to be employed is based on the following assumptions:

The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward communication training and consulting.

Consistent with this rationale, you will be given considerable freedom to select the non-profit company that will be the focus of the semester, what you will train, how you will traing, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

POLICIES AND PROCEDURES

GENERAL CLASS REQUIREMENTS
Students are expected to:
1. Be on time for all class and company meetings.
2. Interact productively in class discussions and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully develop an e-Learning training program with evaluation.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

CLASSROOM CIVILITY: We 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 community. 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. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.
In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm

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 (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ATTENDANCE POLICY: 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 prior to 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 each absence above two.** The University code for classroom behavior and academic misconduct will be enforced in this course.

- In order to receive credit for attendance you must attend for the ENTIRE class period. If you are going to miss a class for university reasons, it is your responsibility to speak with the professor PRIOR to the class session you will be missing.
- If you should have an unanticipated EMERGENCY and miss class, please contact your company members that day.
- Please arrive to class on time. Tardiness is unprofessional and is not fair to your instructor or to your classmates. If you are a tardy for class, it is YOUR responsibility to make sure the instructor has not marked you absent for that day.
- You will be allowed two unexcused absences during the semester. You cannot make up work missed for unexcused absences – you simply receive a zero. **For each subsequent unexcused absence over two, 50 points will be deducted from your final grade for each occurrence.** You are given these 'free' absences for special situations for which you have to miss class but would not otherwise receive an official excuse. Do not use these "freebies" for blowing off class and then come to the instructor later (after you have gone over the limit) when you have special circumstances and expect an excuse. The freebies allow for emergencies; please don't abuse this option.

The *Student Right and Responsibilities Handbook* defines an excused absence as the following: 1. Illness of the student or serious illness of a member of the student's immediate family. 2. The death of a member of the student's immediate family. 3. Trips for members of student organizations sponsored by academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. 4. Major Religious holidays.

If a student has excused absences in excess of one-fifth of the class contact hours, a student shall have the right to petition for a "W" and the faculty member may require the student to petition for a "W".

For any officially excused absence, you are responsible for presenting official written documentation for the absence. For university-sponsored absences, this notification is to be given to the instructor prior to the absence; for other excused absences, this documentation must be presented within one week of the absence. If you miss class, please see a classmate regarding class discussions and assignments. Students with excused absences shall submit missed work within one week of returning from the absence. See sections 5.2.4.1 and 5.2.4.2 of the *Students Rights and Responsibilities Handbook* for further clarification.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, 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 Wednesday, 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.

FLU POLICY: The H1N1 virus may cause a serious flu epidemic this fall. The flu is characterized by a fever of above 100.4 degrees Fahrenheit and signs of respiratory illness (cough, sore throat and/or congestion). Public health officials suggest that more than 1/3 of the U.S. population will be exposed to the virus. Young adults living in a group setting, such as college dormitories, are particularly at risk. As a consequence of the public health advisories in effect for the H1N1 virus, I advise students to buy a thermometer early in the term so that they can distinguish between an everyday cold and the flu. If students feel sick (cough, sore throat, and congestion) and have a fever at or above 100.4 degrees Fahrenheit, they should not attend class! **If students email me by 10 am the morning of our class day, I will try to make arrangements to record the class they miss and make it available via video webcast.** Students should visit their health care professional and provide me with documentation to that effect when they are well. Students may email me any assignments that are due, and make up missed work—provided I was informed in advance.

The best way for students to guard against any flu virus is to wash their hands or use an alcohol-based sanitizer. If you are coughing or sneezing, please cover your mouth and nose with a tissue and throw it away immediately. If you do not have a tissue available, cough or sneeze into your sleeve at your elbow (not your hand!).

GREEN DOT: Getting involved with the VIP Center is the best way possible to be a part of a massive social change effort to make our campus safer and reduce power-based personal violence. Violence against women at the University of Kentucky is not a huge, solid mass that can simply be removed with one swift action or policy. Rather, it is the accumulation of individual decisions, moments, values, and actions made by the students, staff, faculty and administration of our university. We have a culture that sustains a rate of 36.5% of women becoming victims of physical assault and/or sexual assault and/or stalking while they are students at UK. Violence is not limited to women, but impacts members of our community of both sexes and every race, background, sexual orientation, religious or political persuasion, socio-economic status and ability. This classroom will not tolerate any behavior that minimizes another person. If you have been a victim in or out of the classroom, please ask for help.

"Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved."

[http://www.uky.edu/StudentAffairs/VIPCenter/learn_greendot.php]

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 to improve on the silence.

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 at least 10 percent.

EMAIL & COMPUTER WORK: All assignments *must* be submitted in paper form. However, we may use electronic mail for on-line discussions and class updates. Please read your email regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier (http://www.uky.edu/Libraries/page.php?lweb_id=21&ltab_id=1040).

POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

COURSE REQUIREMENTS

SOCIAL SCIENCE RESEARCH SKILL & WRITTEN WORK
Since this is an advanced "500-level" course and carries graduate credit, students must demonstrate sophistication in their understanding of applied communication theory and research by completing a major, communication training project on some aspect of a specific communication skill, based on a sophisticated needs assessment

Students are expected to use current APA 6th edition style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. All of your work MUST BE TYPED (using no more than 12 point type with margins not exceeding 1 inch on the top, left, right and bottom) and double-spaced—unless otherwise indicated by the instructor.

READING
Your reading assignments are included in the daily syllabus. In addition to the textbooks, students will, from time to time, be required to read other material that will be assigned by the instructor.

GRADED ASSIGNMENTS (1000 Points for the Semester)

EXAMS (35%): Weekly participation (discussion/quizzes/presentations) (20%) and a comprehensive take-home final examination (15%) will be given.

ORIGINAL EXPERIENTIAL TRAINING ACTIVITY WITH ONE PAGE SUMMARY (10%): Each student will create/modify an experiential communication training activity and be prepared with a one page summary (enough copies for every student and the instructor) to be presented beginning the seventh week of the semester (Monday, October 1).

FINAL APPLIED COMMUNICATION TRAINING PROJECT & PRESENTATION (55%)
Each student will design, write and present the results of a sophistical research project that uses applied communication theory, research, and conceptual areas to improve organizational effectiveness—especially as it relates to specific communication skills.

The final company training project/presentation will occur in phases throughout the semester:

- Executive Summary   09/17/12
- Needs Assessment Proposal   09/24/12
- Needs Assessment RESULTS   10/15/12
- e-Learning Training Module   12/03/12
- Oral Presentation   12/03/12
- Final Take-Home Examination   12/10/12

ADDITIONAL RECOMMENDED READINGS

Arnold, W.E., & McClure, L. (1995). *Communication training and development.* Long Grove, IL: Waveland.

Broad, M. L., & Newstrom, J. W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments.* Reading, MA: Addison-Wesley.

DeWine, S. (2001). *The consultant's craft: Improving organizational communication (2nd. ed.).* Boston, MA: Bedford/St. Martin's.

Goldhaber, G. M. (1993). *Organizational communication* (6th ed.). Dubuque, IA: Brown & Benchmark.

Harrison, M. I. (2004). *Diagnosing organizations: Methods, models, and processes* (3rd ed.). Thousand Oaks, CA: Sage.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2004). *Communication research measures: A sourcebook.* Mahwah, NJ: Lawrence Erlbaum Associates.

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

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

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 grade for the course.

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

		Points	%
Knowledge Acquisition Assessments		350	35
• Comprehensive Take-Home Final Exam	150 points		
• Weekly Discussions/Presentations/Quizzes	200 points		
Original Experiential Training Activity	100 points	100	10
Communication Training and Development Project			
• Executive Summary	50 points		
• Needs Assessment Proposal	100 points		
• Needs Assessment Results w/Training Proposal	150 points		
• e-Learning Training Program w/Evaluation	250 points	550	55
TOTAL		1000	100%

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

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages.** I do not "round up."

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with an appreciation for and the competencies to conduct communication training. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

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.
- Participate in-class and make use of web resources: http://elearning.uky.edu/
- 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 email.
- 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 twice. 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 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

Cissna, K. N.(1982). Editor's note: What is applied communication research? *Journal of Applied Communication Research, 10,* (Editorial Statement).

Kreps, G. L., Frey, L. R., & O'Hair, D. (1991). Applied communication research: Scholarship that can make a difference. *Journal of Applied Communication Research, 19,* 71-87.

TENTATIVE DAILY SCHEDULE

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 actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/22/12	Course Orientation		Buy Textbooks
#2	8/27/12	Training & Related Functions; Needs-Centered Training Model	B1	Consulting Teams Formed
	8/29/12	Mastering How Adults Learn; Learning Styles	B2	
#3	9/03/12	LABOR DAY – Academic Holiday (NO CLASS)		
	9/05/12	Conducting a Needs Assessment and a Task Analysis	B3/T1|2	Tobey (pp. 1-26)
#4	9/10/12	Identifying Questions, Data Sources, & Collection Methods	T3|4	Tobey (pp. 27-74)
	9/12/12	Needs Assessment: Data Collection Implementation	T5	Tobey (pp. 75-96)
#5	9/17/12	Data Analysis Findings	T6	**Executive Summary Due**
	9/19/12	Data Analysis Recommendations	T7	
#6	9/24/12	Client Communication	T8	**Needs Assessment Proposal**
	9/26/12	The Ideal Organizational Scan | Final Note	T9 |10	
#7	10/01/12	**Original Experiential Training Activities Session #1**		
	10/03/12	Developing Objectives and Designing a Curriculum	B4	
#8	10/08/12	Developing Training Content	B5	
	10/10/12	Using Training Methods	B6	
#9	10/15/12	Using Web Training for E-Learning (MIDTERM)	B7	**Needs Assessment Results w/**
	10/17/12	**Original Experiential Training Activities Session #2**		**Proposal to Conduct Training**
#10	10/22/12	Using Presentation Aids in Training	B8	
	10/24/12	**Original Experiential Training Activities Session #3**		
#11	10/29/12	Developing Training Plans	B9	
	10/31/12	Preparing Training Plans		
#13	11/05/12	Delivering the Training Session	B10	
	11/07/12	Managing Conflict		
#14	11/12/12	Assessing Learning Outcomes	B11	**Final Data Analysis due**
	11/14/12	**Original Experiential Training Activities Session #4**		
	11/19/12	Becoming a Training Professional	B12	
	11/21/12	THANKSGIVING – Academic Holiday (NO CLASS)		
#15	11/26/12	**Practicum**		
	11/28/12	**Practicum**		
#16	12/03/12	**Presentations**		e-Training Modules Due
	12/05/12	**Presentations**		
	12/10/12	**Presentations if necessary on** Monday, 1:00 p.m. – 3:00 p.m.		**Final Exam Due**

ORIGINAL COMMUNICATION TRAINING PROJECT

The major project in COM 591-002 is to conduct an original communication training project. This project requires students to assume the roles of members of communication consulting firms that will contact a local non-profit business experiencing an organizational communication problem (e.g., conflict, sexual harassment, listening, sales, appraisal interviewing, customer service skills, etc.) and who wants its employees to attend an online workshop that will improve their communication skills—the training program will be provided in e-Training Modules with specific evaluation components.

Students will be randomly placed in groups of 3-5 members during the second week of the semester. Each group will act as a **consulting firm** that will work with the non-profit business of their choice (approved by the professor). Each "consulting firm" is responsible for working through a needs-centered model that will culminate in the creation of an online communication workshop with evaluation.

The training project is broken into five parts:

PART 1: EXECUTIVE SUMMARY (50 POINTS)

This part of the project will require the consulting firm to research the non-profit company and submit an executive summary describing the non-profit company and their potential communication needs. PLEASE DO NOT COLLECT DATA FOR THE NEEDS ASSESSMENT UNTIL I HAVE APPROVED YOUR PROPOSAL (PART 2). ONE executive summary to describe the company will be submitted by each consulting firm (not by individual students). Students should conduct an initial consult AFTER the executive summary is written.

PART 2: NEEDS ASSESSMENT PROPOSAL (100 POINTS)

The second part of the communication training project requires consulting firms to prepare a proposal to collect data that will assess communication needs of the non-profit company.

This will be a written proposal containing the following:
1. Describe the function, goals, employees, etc. of an organization. This organization may be an actual organization or one you create. (Approximately 2 pages condensed from the Part 1 Executive Summary)
2. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
3. Describe the protocol for collecting data (when, where, how)

PART 3: NEEDS ASSESSMENT RESULTS (100 POINTS)

This part of the project will consist of an insightful discussion of the needs assessment results as well as implications for online training modules. You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. The needs assessment results will include an APA reference list as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the SPSS analysis from the results.

PART 4: TRAINING PROPOSAL (50 POINTS)

Based upon the results of the communication needs assessment, the consulting firm will select and describe a communication training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) appropriate for an online training. The topic should permit a **focus on skills** rather than knowledge or information.

The Training Proposal should include the following:
1. Cover letter
2. Workshop title
3. Workshop description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives
6. Qualifications of Trainers (1-2 paragraphs for each team member)

PART 5: e-LEARNING TRAINING PROGRAM WITH EVALUATION (250 POINTS)

For the e-Learning Training part of the project, groups must create an original and professional online 2-hour training program. Contents of this training program can vary and much can be left to student design and creativity. However, there are several items that should be included, and these items include: an agenda of the workshop, explanations of the workshop activities, instructional materials (e.g., case studies, synopses of relevant articles, role play situations) and an annotated bibliography of related reference materials.

DR. LANE'S COM 591-002

COMMUNICATION TRAINING AND DEVELOPMENT
FALL 2012

SYSTEM   COURSE   VIEW ALL

Announcements

Needs Assessment Results ASSIGNMENT

Posted on: Monday, October 22, 2012

I promised you today that I would send you a more detailed description of the needs assessment results assignment. I've posted the description to the "ASSIGMENTS" section of the BlackBoard website, but wanted to post this information as an announcement as well. Please let me know if you have additional questions. Thanks!

NEEDS ASSESSMENT RESULTS (100 POINTS)

The third part of the original communication training project requires your team to provide an **insightful discussion** of the **needs assessment results**. You should **interpret the meaning of the data** your team collected as part of your needs assessment process. The needs assessment results will include an APA reference list (where necessary) as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the qualitative and quantitative analysis from the results. The actual results will vary based upon the actual methods and procedures that your team used to collect data to provide evidence of a training need. **It will help your team to review what you wrote in the needs assessment proposal.** This assignment allows you to describe the process your team actually followed (how and from whom did you collect data), the progress that your team has made, and the results of your data collection that provide evidence of a training need.

More specific information about this assignment is provided below:

    I.   Begin with an **introductory paragraph** that

        a. **describes your client** (much of this information can be taken directly from your executive summary) and

        b. **explains the communication training "need"** that was articulated when your team first met with your client in the initial consult.

Course Blackboard Website: **http://elearning.uky.edu**

"Basic research is conducted to test, clarify, and refine theoretical issues, while applied research is conducted to examine and solve practical problems. Effective applied communication research contributes to communication theory, research, and practice."
(Kreps, Frey, & O'Hair, 1991, p. 72).

"Effective applied communication research, like all research, must pose relevant research questions, must be grounded firmly in relevant theory, and must control for major threats to internal and external validity. When these criteria are met, applied communication research becomes the "pride of the discipline" (Kreps, Frey, & O'Hair, 1991, p. 85).

"Applied research sets out to contribute to knowledge by answering a real, pragmatic, social problem. Applied communication research involves such a question or problem of human communication or examines human communication in order to provide an answer or solution to the question or problem. The intent or goal of the inquiry (as manifest in the research report itself) is the hallmark of applied communication research. Applied communication research involves the development of knowledge regarding a real human communication problem or question." (Cissna, 1982, Editor's note).

The key to effective consulting is translating rigorous scholarship into meaningful practice.

GENERAL COURSE INFORMATION

CJT 780-001   Class meets: 3:30 p.m. - 6:00 p.m.   Wednesday EGJ 223

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.
Email: Derek.Lane@uky.edu   **Office Location:** 310H LCLI Little Library
Office: 859.257.9538   **Communication Department Office:** 859.257.3622
Office Hours: Monday and Wednesday 11:00 a.m. – 12:00 p.m.   (And by appointment)

COURSE DESCRIPTION

It is estimated that U.S. organizations expend over $200 billion annually on training and development--much of it targeted to the development of such communication skills as listening, public speaking, and interviewing.

This graduate course introduces students to the theoretical and practical issues involved in communication training and consulting. Following an introduction and overview of several theoretical models, students will become familiar with the pragmatic issues of communication training and consultation. Carrying out a consultation project (e.g., planning, execution, and evaluation) will sharpen both the theoretical and applied issues explored during the semester.

This graduate course explores communication training and consultation as a research and instructional focus for students interested in applied communication. Students will learn how to identify and assess communication competence and how to develop training programs to enhance communication competency. The course fulfills the certificate requirements for the Risk and Crisis Communication Certificate Program.

GENERAL COURSE GOALS

Goal One: *Students will acquire knowledge of training and development as part of the field of communication.*

Goal Two: *Students will understand the strategies for applying communication theory and research in order to solve applied organizational problems.*

Goal Three: Students will apply course content and the needs-centered training model in the creation of original training materials.

GENERAL LEARNING OBJECTIVES*

1. To understand training and development **as part of the field of communication.**
2. To understand **ways to use** training and development in organizations.
3. To understand how to complete a **needs assessment** within the organization.
4. To understand how to design and present **proposals for training and development.**
5. To understand which **formats** are most appropriate for specific training needs.
6. To understand how to relate training to job performance and organizational effectiveness **(ROI).**
7. To understand the importance and complexity of **evaluating training programs.**
8. To understand **communication training topics** for the future.
9. To understand the **steps for entry** into communication training and development.
10. To understand **ethics** in communication training and development.
11. To apply **entrepreneurial thinking** as an innovative consultant.

> *Objectives will be assessed using several course deliverables including: 1) an executive summary of the non-profit company that will be the target of the training (5%), a needs assessment proposal (10%), a needs assessment results and training proposal (15%), an e-learning training program with evaluation (25%), a take-home exam (15%), and class participation (weekly discussion (20%) and an original experiential training activity (10%)).*

SPECIFIC COURSE OBJECTIVES

At the end of this course, students should be able to:

(1) Compare and contrast training with education, development, and consulting.
(2) Identify at least five characteristics of adult learning.
(3) Describe the steps involved in producing communication training programs.
(4) Conduct a needs analysis.
(5) Write clear learning objectives that meet the criteria for a well-worded objective.
(6) Identify two advantages and two disadvantages of various training methods.
(7) Use appropriate visual aids to enhance training.
(8) Produce a trainer guide for two contact hours of communication training.
(9) Understand and utilize three methods for managing or reducing conflict in the training classroom.
(10) Identify at least three advantages and disadvantages of various types of assessment instruments.
(11) Model appropriate training techniques in a training presentation.

PEFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Read and respond to required course readings
2. Participate in class discussions and engagement activities.
3. Prepare an original experiential training activity.
4. Complete a comprehensive take-home final examination.
5. Research, analyze, and synthesize results of a needs assessment (with training proposal recommendations).
6. Prepare an e-Learning Training Program with Evaluation based upon findings from the needs assessment.

REQUIRED COURSE MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Beebe, S.A., Mottet, T.P, & Roach, K.D. (2013). *Training and development: Communicating for success.* (2nd. ed.). Boston, MA: Pearson.

Broad, M. L. (2005). *Beyond transfer of training: Engaging systems to improve performance.* San Francisco, CA: John Wiley & Sons, Inc.

Tobey, D. (2005). *Needs assessment basics.* New York: ASTD Press.

Other required readings will be provided throughout the semester and will be available on the Blackboard course website: http://elearning.uky.edu.

All students are expected to have an active email account and to check email regularly.

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 in the C & I Graduate Program and W.T. Young Library in order to secure the necessary references required for the course assignments.

RECOMMENDED REFERENCE BOOKS

Arnold, W.E., & McClure, L. (1995). *Communication training and development.* Long Grove, IL: Waveland.

Broad, M. L., & Newstrom, J. W. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments.* Reading, MA: Addison-Wesley.

DeWine, S. (2001). *The consultant's craft: Improving organizational communication (2nd. ed.).* Boston, MA: Bedford/St. Martin's.

Goldhaber, G. M. (1993). *Organizational communication* (6th ed.). Dubuque, IA: Brown & Benchmark.

Harrison, M. I. (2004). *Diagnosing organizations: Methods, models, and processes* (3rd ed.). Thousand Oaks, CA: Sage.

Rubin, R. B., Palmgreen, P., & Sypher, H. E. (2004). *Communication research measures: A sourcebook.* Mahwah, NJ: Lawrence Erlbaum Associates.

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

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

INSTRUCTIONAL STRATEGIES

The class combines a variety of instructional models, including, but not limited to: discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for communication training and development.

The method of instruction to be employed is based on the following assumptions:

- The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid

and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

- The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Graduate students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as a graduate seminar.

- Experiencing success in this course should shape favorable attitudes toward communication training and consulting.

Consistent with this rationale, you will be given considerable freedom to select the non-profit company that will be the focus of the semester, what you will train, how you will train, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

COURSE REQUIREMENTS

EXECUTIVE SUMMARY AND NEEDS ASSESSMENT PROPOSAL (15%)

NEEDS ASSESSMENT RESULTS AND TRAINING PROPOSAL (15%)

E-LEARNING TRAINING PROGRAM WITH EVALUATION (25%)

Each student will design, write, produce, and present the results of a sophisticated applied research project that uses communication theory and research to improve organizational effectiveness—especially as it relates to specific communication skills.

TAKE-HOME FINAL EXAM (15%)

CLASS PARTICIPATION (30%)
WEEKLY DISCUSSIONS/PRESENTATIONS/QUIZZES (20%)

ORIGINAL EXPERIENTIAL TRAINING ACTIVITY (10%)

Each student will create/modify an experiential communication training activity and be prepared with a one page summary (enough copies for every student and the instructor) to be presented beginning the seventh week of the semester (Wednesday, October 3).

The final training project/presentation will occur in phases throughout the semester:

- Executive Summary   09/19/12
- Needs Assessment Proposal   09/26/12
- Needs Assessment RESULTS   10/17/12
- e-Learning Training Module   12/05/12
- Oral Presentation   12/05/12
- Final Take-Home Examination   12/10/12

I strongly encourage all of you to come to class prepared and ready to discuss the week's reading assignments. Throughout the semester, each of you will be expected to teach and/or facilitate a discussion about one weekly reading. The reason for asking you to assist with the instruction of the course is that the process will enhance your understanding of the course content.

COURSE EVALUATION

I hope grades will not be emphasized in this course as the major reinforcement for which students are to strive. At the same time I realize that grades do hold contingencies for you and, therefore, I will make every effort to be as objective, impartial, and fair as possible. In keeping with this goal, I solicit your involvement and feedback. 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 grade for the course. **The following guidelines will be used to establish the final grade for the course.**
Your grade in this course is a function of the following:

		Points	%
Knowledge Acquisition Assessments		350	35
• Comprehensive Take-Home Final Exam	150 points		
• Weekly Discussions/Presentations/Quizzes	200 points		
Original Experiential Training Activity	100 points	100	10
Communication Training and Development Project			
• Executive Summary	50 points		
• Needs Assessment Proposal	100 points		
• Needs Assessment Results w/Training Proposal	150 points		
• e-Learning Training Program w/Evaluation	250 points	550	55
TOTAL		1000	100%

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

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages.** I do not "round up."

COURSE ASSUMPTIONS

ATTENDANCE: You cannot do well in this class if you do not attend regularly. It is assumed that you will attend class and be on time for each session. If you have a problem, you should contact me before class begins. If you miss more than two classes, you will be encouraged to withdraw from the course.

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 (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible **(no later than the second class meeting)** during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

WRITING SKILLS: It is assumed that you have already developed good writing skills. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized and coherent manner. In addition, you should use the APA (6th Edition) writing style using correct citation and notation.

ORAL PRESENTATION SKILLS: It is also assumed that you have already developed good oral presentation skills. You will be expected to make several brief presentations to your peers and to facilitate discussion of required course materials. You should be able to extemporaneously present your research findings in a clear and concise manner. Your objective will be to not only create understanding with your audience, but to also show the relevance of your applied research results.

GREEN DOT: Getting involved with the VIP Center is the best way possible to be a part of a massive social change effort to make our campus safer and reduce power-based personal violence. Violence against women at the University of Kentucky is not a huge, solid mass that can simply be removed with one swift action or policy. Rather, it is the accumulation of individual decisions, moments, values, and actions made by the students, staff, faculty and administration of our university. We have a culture that sustains a rate of 36.5% of women becoming victims of physical assault and/or sexual assault and/or stalking while they are students at UK. Violence is not limited to women, but impacts members of our community of both sexes and every race, background, sexual orientation, religious or political persuasion, socio-economic status and ability. This classroom will not tolerate any behavior that minimizes another person. If you have been a victim in or out of the classroom, please ask for help.

"Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved."

[http://www.uky.edu/StudentAffairs/VIPCenter/learn_greendot.php]

ANALYTICAL SKILLS: It is assumed that you have some background in empirical research methods (quantitative and/or qualitative) that will allow you to analyze the results of your needs assessment (and the research literature you will be reading on a weekly basis. If your background remains minimal, please see me for suggested readings.

COMPLETION OF ASSIGNMENTS: It is assumed that you will submit assignments on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will result in a reduction of an assignment grade. As a rule, late work will be reduced at least a letter grad. Excessively late work will not be accepted. Poor planning on your part does not constitute an emergency on my part OR a good reason for turning work in late. Also, please note that you are expected to complete reading assignments **before** due dates!

ACADEMIC INTEGRITY: Examination answers and written work for this course must be the original work of the student. Any student guilty of knowingly using, or attempting to use another person's work will receive a grade of "E" for the course. Such conduct may also constitute grounds for dismissal from the University.

FAIRNESS POLICY: The University of Kentucky is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. UK does not discriminate on the basis of race, color, national origin, age, sex, religion, or disability. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

UNIVERSITY OF KENTUCKY POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this seminar with an appreciation for and the competencies to conduct communication training. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

SYLLABUS REFERENCES

Cissna, K. N.(1982). Editor's note: What is applied communication research? *Journal of Applied Communication Research, 10,* (Editorial Statement).

Kreps, G. L., Frey, L. R., & O'Hair, D. (1991). Applied communication research: Scholarship that can make a difference. *Journal of Applied Communication Research, 19,* 71-87.

TENTATIVE DAILY SCHEDULE

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 actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/22/12	Course Orientation		Buy Textbooks
#2	8/29/12	Training & Related Functions; Needs-Centered Training Model	B1	
		Mastering How Adults Learn; Learning Styles	B2	
#3	9/05/12	Conducting a Needs Assessment and a Task Analysis	B3/T1 | 2	Tobey (pp. 1-26)
#4	9/12/12	Identifying Questions, Data Sources, & Collection Methods	T3 | T4 | T5	Tobey (pp. 27-96)
		Needs Assessment: Data Collection Implementation		
#5	9/19/12	Data Analysis Findings & Recommendations	T6 | T7 D1 | D2	**Executive Summary Due**
#6	9/26/12	Client Communication	T8	**Needs Assessment Proposal**
		The Ideal Organizational Scan | Final Note	T9 | T10 | D3	
#7	10/03/12	Developing Objectives and Designing a Curriculum	B4 D4 | D5 | D6	**Original Experiential Activity**
#8	10/10/12	Developing Training Content | Using Training Methods	B5 | B6	
#9	10/17/12	Using Web Training for E-Learning (MIDTERM)	B7 D7	**Needs Assessment Results w/ Proposal to Conduct Training**
#10	10/24/12	Using Presentation Aids in Training	B8 D8 | D9	
#11	10/31/12	Developing and Preparing Training Plans	B9	
#13	11/07/12	Delivering the Training Session & Managing Conflict	B10	
#14	11/14/12	Assessing Learning Outcomes	B11	**Final Data Analysis due**
		Becoming a Training Professional	B12	
	11/21/12	THANKSGIVING – Academic Holiday (NO CLASS)		
#15	11/28/12	**Finalize e-Training Modules**		
#16	12/05/12	**Presentations**		**e-Training Modules Due**
	12/10/12	**Final Exam DUE on** Monday at 3:30 p.m.		**Final Exam Due**

B=Beebe, Mottet, and Roach (2013)
D=Broad (2005)
T=Tobey (2005)

ORIGINAL COMMUNICATION TRAINING PROJECT

The major project in CJT-780 is to conduct an original communication training project. This project requires students to assume the role communication consultants and contact a local non-profit business experiencing an organizational communication problem (e.g., conflict, sexual harassment, listening, sales, appraisal interviewing, customer service skills, etc.) and who wants its employees to attend an online workshop that will improve their communication skills—the training program will be provided in e-Training Modules with specific evaluation components.

Each student will create a **consulting company** that will work with the non-profit business of their choice (approved by the professor). Each student is responsible for working through a needs-centered model that will culminate in the creation of an online communication workshop with evaluation.

The training project is broken into five parts:

PART 1: EXECUTIVE SUMMARY (50 POINTS)

This part of the project will require you to research the non-profit company and submit an executive summary describing the non-profit company and their potential communication needs. PLEASE DO NOT COLLECT DATA FOR THE NEEDS ASSESSMENT UNTIL I HAVE APPROVED YOUR PROPOSAL (PART 2). You should conduct an initial consult AFTER the executive summary is written.

PART 2: NEEDS ASSESSMENT PROPOSAL (100 POINTS)

The second part of the communication training project requires you to prepare a proposal to collect data that will assess specific communication needs of the non-profit company.

This will be a written proposal containing the following:
1. Describe the function, goals, employees, etc. of an organization. This organization may be an actual organization or one you create. (Approximately 2 pages condensed from the Part 1 Executive Summary)
2. Design an instrument to assess the communication training needs of the employees to be trained. (Approximately 1-3 pages).
3. Describe the protocol for collecting data (when, where, how)

PART 3: NEEDS ASSESSMENT RESULTS (100 POINTS)

This part of the project will consist of an insightful discussion of the needs assessment results as well as implications for online training modules. You should interpret the meaning of the findings as they relate to theory, previous research, and expectations. The needs assessment results will include an APA reference list as well as an Appendix that will include complete measurement instruments (demographic questions, survey, scales, etc.) and the statistical/qualitative analysis from the results.

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Based upon the results of the communication needs assessment, you will select and describe a communication training topic (team building, public speaking, conflict management, problem solving, decision making, negotiating, interviewing, meeting management, etc.) that is appropriate for an online training program. The topic should permit a **focus on skills** rather than knowledge or information.

The Training Proposal should include the following:
1. Cover letter
2. e-Program title
3. e-Program description for promotional purposes (1-2 paragraphs)
4. Content outline
5. Behavioral objectives
6. Qualifications of Trainer/Designer (1-2 paragraphs)

PART 5: e-LEARNING TRAINING PROGRAM WITH EVALUATION (250 POINTS)

For the e-Learning Training part of the project, you must create an original and professional online 2-hour training program. Contents of this training program can vary and much can be left to student design and creativity. However, there are several items that should be included, and these items include: an agenda of the training program, explanations of the training program activities, instructional materials (e.g., case studies, synopses of relevant articles, role play situations) and an annotated bibliography of related reference materials.

References

Bormann, E. G. (1982). The symbolic convergence theory of communication: Applications and implications for teachers and consultants. *Journal of Applied Communication Research, 10,* 50-61

Braithwaite, D. O., & Labrecque, D. (1994). Responding to the Americans with disabilities act: Contributions of interpersonal communication research and training. *Journal of Applied Communication Research, 22,* 287-294.

Browning, L. D. (1982). The ethics of intervention: A communication consultant's apology. *Journal of Applied Communication Research, 10,* 101-116.

Daly, J. A. (1999). Consulting. In A. L. Vangelisti, J.A. Daly, & G.W. Friedrich (Eds.), *Teaching communication: Theory, research, and methods (2nd ed.)* (pp. 507-518). Mahwah, NJ: Lawrence Erlbaum Associates.

Daly, J. A., & Vangelisti, A. L. (2003). Skillfully instructing learners: How communicators effectively convey messages. In J. O. Greene & B. R. Burleson (Eds.) *Handbook of communication and social interaction skills* (pp. 871-908). Mahwah, NJ: Lawrence Erlbaum Associates.

DeWine, S. (1987). Evaluation of organizational communication competency: The development of the communication training impact questionnaire. *Journal of Applied Communication Research, 15,* 113-127.

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Announcements

CJT780-001: Spec Tops Com: Training and Development (Fall 2012)

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Final Exam

Posted on: Monday, December 10, 2012

CJT 780 Communication Training and Development

Fall 2012 Final Exam

The CEO of XYZ Corporation (one of the top ten animal health companies in the world) wants to hire you as a communication consultant to look into a **"communication problem"** related to **mid-level managerial dissatisfaction** that is causing **"high employee turnover."**

The CEO has explained that the two most important goals are 1) **increasing** mid-level managerial **satisfaction** and 2) **reducing** employee **turnover.**

The CEO is convinced that communication _training_ will help solve the "communication problem" at XYZ Corporation. Furthermore, there is no limit on the amount of time or money that the CEO is willing to invest to confirm the specific training needs—provided that the expenses can be justified.

You have two hours to answer the three questions below. Keep your answers _specific_ and _conversational_.

QUESTIONS:

Identify and **briefly** describe the specific steps and timeline that you would use to guide the training

QUANTITATIVE AND QUALTIVATIVE SUMMARY EVALUATIONS

QUANTITATIVE SUMMARY COURSE AND TEACHING EVALUATIONS (Fall 2011 - Fall 2012)

Semester	Course Number, Section & Title	Credit Hours	Enrollment	Overall "Value of the Course" Mean	Overall "Quality of Teaching" Mean
Fall 2011	COM 351-001: Introduction to Communication Theory	3	25	3.7 (1=poor; 4=excellent)	3.9 (1=poor; 4=excellent)
Fall 2011	COM 365-001: Introduction to Communication Research Methods	3	25	3.7 (1=poor; 4=excellent)	3.8 (1=poor; 4=excellent)
Spring 2012	CJT 765-001: Advanced Seminar in Communication Research Methods: Survey Research Design	3	17	3.4 (1=poor; 4=excellent)	3.5 (1=poor; 4=excellent)
Spring 2012	COM 365-001: Introduction to Communication Research Methods	3	25	3.4 (1=poor; 4=excellent)	3.7 (1=poor; 4=excellent)
Fall 2012	COM 591-002: Special Topics in Communication: Communication Training and Development	3	15	not yet available	not yet available
Fall 2012	CJT 780-001: Special Topics in Communication: Communication Training and Development	3	7	not yet available	not yet available

University of Kentucky Teacher/Course Evaluation Questionnaire available online:
http://www.uky.edu/IRPE/faculty/docs/tce_form.pdf

Additional information available from the Office of Institutional Effectiveness:
http://www.uky.edu/IRPE/faculty/tce.html

UNIVERSITY OF KENTUCKY--Fall 2011 PAPER TEACHER AND COURSE EVALUATION RESULTS
COLLEGE = Communications & Info Studies   DEPARTMENT = Communication
FACULTY TYPE = Full-time
COURSE = COM 351 001L1   INTRO COMMUNICATION THRY

INSTRUCTOR EVALUATED = Lane, Derek

SECTION A - STUDENT INFORMATION

Classification	Number	Percent		Expected grade	Number	Percent
Freshman	0	0.0		A	4	23.5
Sophomore	0	0.0		B	11	64.7
Junior	8	44.4		C	2	11.8
Senior	10	55.6		D	0	0.0
Graduate	0	0.0		E/Fail	0	0.0
Professional	0	0.0		I	0	0.0
Other	0	0.0		Pass or Audit	0	0.0

Reason for taking course	Number	Percent		Hrs/week spent	Number	Percent
Required by University Studies Program	0	0.0		1 hour or less	0	0.0
				2 hours	2	11.8
Required by my major	17	100.0		3 hours	3	17.6
Other (e.g. elective)	0	0.0		4 - 5 hours	8	47.1
				6 - 7 hours	4	23.5
				8 or more hours	0	0.0

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	Mean	COLL Mean	Diff
SECTION B - COURSE ITEMS									
1. Outlined course material and grading	20	0.0	0.0	5.0	95.0	0.22	4.0	3.4	0.6
2. Textbook contributed to understandin	20	5.0	0.0	25.0	70.0	0.75	3.6	3.0	0.6
3. Suppl read & assign helped understan	20	0.0	0.0	35.0	65.0	0.49	3.7	3.3	0.4
4. Exams reflected what was taught	20	0.0	0.0	30.0	70.0	0.47	3.7	3.3	0.4
5. Grading was fair and consistent	20	0.0	5.0	30.0	65.0	0.60	3.6	3.3	0.3
6. Assignments were distributed evenly	20	0.0	0.0	35.0	65.0	0.49	3.7	3.4	0.3
7. Graded assignments returned promptly	20	0.0	0.0	20.0	80.0	0.41	3.8	3.4	0.4
8. Graded assignments included comments	20	0.0	0.0	10.0	90.0	0.31	3.9	3.3	0.6
SECTION C - INSTRUCTOR ITEMS									
9. Presented material effectively	20	0.0	0.0	15.0	85.0	0.37	3.9	3.3	0.6
10. Had good knowledge of subject matte	20	0.0	0.0	0.0	100.0	0.00	4.0	3.6	0.4
11. Was available for consultation	20	0.0	0.0	5.0	95.0	0.22	4.0	3.5	0.5
12. Satisfact answered class questions	20	0.0	0.0	10.0	90.0	0.31	3.9	3.4	0.5
13. Stimulated interest of the subject	20	0.0	5.0	30.0	65.0	0.60	3.6	3.3	0.3
14. Encouraged class participation	20	0.0	0.0	35.0	65.0	0.49	3.7	3.4	0.3
SECTION D - LEARNING OUTCOMES									
15. Learned respect different viewpoint	20	0.0	5.0	50.0	45.0	0.60	3.4	3.3	0.1
16. Inc my abil to analyze & evaluate	20	0.0	0.0	20.0	80.0	0.41	3.8	3.4	0.4
17. Course helped abil to solve problem	19	0.0	5.3	36.8	57.9	0.61	3.5	3.3	0.2
18. Gained undrstnd of concepts & prin.	20	0.0	0.0	25.0	75.0	0.44	3.8	3.5	0.3
19. Course stimulated me to read furthe	20	0.0	10.0	45.0	45.0	0.67	3.4	3.2	0.2

RESPONSE SCALE: P=POOR F=FAIR G=GOOD E=EXCELLENT

	N	% P (1)	% F (2)	% G (3)	% E (4)	SD	Mean	COLL Mean	Diff
SECTION E - SUMMARY ITEMS									
20. Overall value of the course	20	0.0	0.0	35.0	65.0	0.49	3.7	3.3	0.4
21. Overall quality of teaching	20	0.0	0.0	10.0	90.0	0.31	3.9	3.3	0.6

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	COLL Mean	Mean	Diff
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY									
22. USSC/ understand scientific inquiry	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
23. Saw how discipline relates to other	0	0.0	0.0	0.0	0.0	.	0.0	3.2	-3.2
24. Writing assign helps understand sub	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
25. Cross-Cult/understand other culture	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
26. Cross-Discipline/ links were eviden	0	0.0	0.0	0.0	0.0	.	0.0	0.0	0.0
SECTION G - GRADUATE SEMINARS ONLY									
27. Feedback on oral presentations	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
28. Guided student report preparation	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
29. Students free to express opinions	0	0.0	0.0	0.0	0.0	.	0.0	3.6	-3.6
30. Discussions broadened my knowledge	0	0.0	0.0	0.0	0.0	.	0.0	3.6	-3.6
31. Developed abil to conduct research	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY									
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4

	N	% answering item					Mean	SD
		(1)	(2)	(3)	(4)	(5)		

SECTION I - OPTIONAL ITEMS
*** No Optional Questions were answered ***

Number of forms preslugged = 26
Number of forms scanned = 20
Number of forms with at least one student response = 20
Percent completed = 76.9 %

For help with interpretation of the results, please refer to
http://www.uky.edu/IRPE/faculty/tce_understanding.html
For additional help please contact Institutional Research at 257-4110.

UNIVERSITY OF KENTUCKY--Fall 2011 PAPER TEACHER AND COURSE EVALUATION RESULTS
COLLEGE = Communications & Info Studies   DEPARTMENT = Communication
FACULTY TYPE = Full-time
COURSE = COM 365 001L1   INTRO TO COMM RES METH

                    INSTRUCTOR EVALUATED = Lane, Derek

SECTION A - STUDENT INFORMATION

Classification	Number	Percent		Expected grade	Number	Percent
Freshman	0	0.0		A	3	17.6
Sophomore	0	0.0		B	13	76.5
Junior	6	35.3		C	1	5.9
Senior	11	64.7		D	0	0.0
Graduate	0	0.0		E/Fail	0	0.0
Professional	0	0.0		I	0	0.0
Other	0	0.0		Pass or Audit	0	0.0

Reason for taking course	Number	Percent		Hrs/week spent	Number	Percent
Required by University Studies Program	1	5.9		1 hour or less	0	0.0
				2 hours	2	11.8
Required by my major	16	94.1		3 hours	4	23.5
Other (e.g. elective)	0	0.0		4 - 5 hours	6	35.3
				6 - 7 hours	3	17.6
				8 or more hours	2	11.8

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	Mean	COLL Mean	Diff
SECTION B - COURSE ITEMS									
1. Outlined course material and grading	21	0.0	0.0	4.8	95.2	0.22	4.0	3.4	0.6
2. Textbook contributed to understandin	21	4.8	9.5	28.6	57.1	0.86	3.4	3.0	0.4
3. Suppl read & assign helped understan	21	0.0	0.0	42.9	57.1	0.51	3.6	3.3	0.3
4. Exams reflected what was taught	21	0.0	0.0	23.8	76.2	0.44	3.8	3.3	0.5
5. Grading was fair and consistent	21	0.0	0.0	33.3	66.7	0.48	3.7	3.3	0.4
6. Assignments were distributed evenly	21	0.0	0.0	28.6	71.4	0.46	3.7	3.4	0.3
7. Graded assignments returned promptly	21	0.0	0.0	23.8	76.2	0.44	3.8	3.4	0.4
8. Graded assignments included comments	21	0.0	4.8	9.5	85.7	0.51	3.8	3.3	0.5
SECTION C - INSTRUCTOR ITEMS									
9. Presented material effectively	21	0.0	0.0	19.0	81.0	0.40	3.8	3.3	0.5
10. Had good knowledge of subject matte	21	0.0	0.0	0.0	100.0	0.00	4.0	3.6	0.4
11. Was available for consultation	21	0.0	0.0	4.8	95.2	0.22	4.0	3.5	0.5
12. Satisfact answered class questions	21	0.0	0.0	9.5	90.5	0.30	3.9	3.4	0.5
13. Stimulated interest of the subject	21	0.0	14.3	33.3	52.4	0.74	3.4	3.3	0.1
14. Encouraged class participation	21	0.0	0.0	28.6	71.4	0.46	3.7	3.4	0.3
SECTION D - LEARNING OUTCOMES									
15. Learned respect different viewpoint	21	0.0	4.8	52.4	42.9	0.59	3.4	3.3	0.1
16. Inc my abil to analyze & evaluate	21	0.0	0.0	19.0	81.0	0.40	3.8	3.4	0.4
17. Course helped abil to solve problem	21	0.0	0.0	28.6	71.4	0.46	3.7	3.3	0.4
18. Gained undrstnd of concepts & prin.	21	0.0	0.0	28.6	71.4	0.46	3.7	3.5	0.2
19. Course stimulated me to read furthe	21	0.0	14.3	47.6	38.1	0.70	3.2	3.2	0.0

RESPONSE SCALE: P=POOR F=FAIR G=GOOD E=EXCELLENT

	N	% P (1)	% F (2)	% G (3)	% E (4)	SD	Mean	COLL Mean	Diff
SECTION E - SUMMARY ITEMS									
20. Overall value of the course	20	0.0	0.0	35.0	65.0	0.49	3.7	3.3	0.4
21. Overall quality of teaching	20	0.0	0.0	20.0	80.0	0.41	3.8	3.3	0.5

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RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE
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	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	COLL Mean	Mean	Diff
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY									
22. USSC/ understand scientific inquiry	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
23. Saw how discipline relates to other	1	100.0	0.0	0.0	0.0	.	1.0	3.2	-2.2
24. Writing assign helps understand sub	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
25. Cross-Cult/understand other culture	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
26. Cross-Discipline/ links were eviden	0	0.0	0.0	0.0	0.0	.	0.0	0.0	0.0
SECTION G - GRADUATE SEMINARS ONLY									
27. Feedback on oral presentations	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
28. Guided student report preparation	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
29. Students free to express opinions	0	0.0	0.0	0.0	0.0	.	0.0	3.6	-3.6
30. Discussions broadened my knowledge	0	0.0	0.0	0.0	0.0	.	0.0	3.6	-3.6
31. Developed abil to conduct research	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY									
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4

	N	% answering item (1)	(2)	(3)	(4)	(5)	Mean	SD
SECTION I - OPTIONAL ITEMS								

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*** No Optional Questions were answered ***

Number of forms preslugged = 26
Number of forms scanned = 21
Number of forms with at least one student response = 21
Percent completed = 80.8 %

For help with interpretation of the results, please refer to
http://www.uky.edu/IRPE/faculty/tce_understanding.html
For additional help please contact Institutional Research at 257-4110.
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UNIVERSITY OF KENTUCKY--Spring 2012 PAPER TEACHER AND COURSE EVALUATION RESULTS
COLLEGE = Communications   DEPARTMENT = Communications/Grads
FACULTY TYPE = Full-time
COURSE = CJT 765 001L1   ADV SEM COMM RES MTHDS

                    INSTRUCTOR EVALUATED = Lane, Derek

SECTION A - STUDENT INFORMATION

Classification	Number	Percent		Expected grade	Number	Percent
Freshman	0	0.0		A	11	84.6
Sophomore	0	0.0		B	1	7.7
Junior	0	0.0		C	0	0.0
Senior	0	0.0		D	0	0.0
Graduate	13	100.0		E/Fail	0	0.0
Professional	0	0.0		I	1	7.7
Other	0	0.0		Pass or Audit	0	0.0

Reason for taking course	Number	Percent		Hrs/week spent	Number	Percent
Required by University				1 hour or less	0	0.0
Studies Program	0	0.0		2 hours	2	14.3
Required by my major	6	42.9		3 hours	4	28.6
Other (e.g. elective)	8	57.1		4 - 5 hours	2	14.3
				6 - 7 hours	5	35.7
				8 or more hours	1	7.1

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	Mean	COLL Mean	Diff
SECTION B - COURSE ITEMS									
1. Outlined course material and grading	16	0.0	6.3	37.5	56.3	0.63	3.5	3.6	-0.1
2. Textbook contributed to understandin	16	0.0	0.0	31.3	68.8	0.48	3.7	3.2	0.5
3. Suppl read & assign helped understan	16	0.0	6.3	25.0	68.8	0.62	3.6	3.4	0.2
4. Exams reflected what was taught	14	7.1	0.0	50.0	42.9	0.83	3.3	3.4	-0.1
5. Grading was fair and consistent	16	0.0	0.0	18.8	81.3	0.40	3.8	3.4	0.4
6. Assignments were distributed evenly	16	0.0	6.3	25.0	68.8	0.62	3.6	3.5	0.1
7. Graded assignments returned promptly	15	0.0	0.0	40.0	60.0	0.51	3.6	3.3	0.3
8. Graded assignments included comments	16	6.3	12.5	31.3	50.0	0.93	3.3	3.4	-0.1
SECTION C - INSTRUCTOR ITEMS									
9. Presented material effectively	16	6.3	18.8	50.0	25.0	0.85	2.9	3.5	-0.6
10. Had good knowledge of subject matte	16	0.0	0.0	6.3	93.8	0.25	3.9	3.7	0.2
11. Was available for consultation	16	12.5	6.3	6.3	75.0	1.09	3.4	3.6	-0.2
12. Satisfact answered class questions	16	6.3	6.3	43.8	43.8	0.86	3.3	3.5	-0.2
13. Stimulated interest of the subject	15	0.0	6.7	46.7	46.7	0.63	3.4	3.4	0.0
14. Encouraged class participation	15	6.7	13.3	33.3	46.7	0.94	3.2	3.6	-0.4
SECTION D - LEARNING OUTCOMES									
15. Learned respect different viewpoint	11	0.0	9.1	36.4	54.5	0.69	3.5	3.4	0.1
16. Inc my abil to analyze & evaluate	16	0.0	6.3	18.8	75.0	0.60	3.7	3.4	0.3
17. Course helped abil to solve problem	15	0.0	0.0	33.3	66.7	0.49	3.7	3.3	0.4
18. Gained undrstnd of concepts & prin.	15	0.0	0.0	33.3	66.7	0.49	3.7	3.5	0.2
19. Course stimulated me to read furthe	16	0.0	0.0	37.5	62.5	0.50	3.6	3.2	0.4

RESPONSE SCALE: P=POOR F=FAIR G=GOOD E=EXCELLENT

	N	% P (1)	% F (2)	% G (3)	% E (4)	SD	Mean	COLL Mean	Diff
SECTION E - SUMMARY ITEMS									
20. Overall value of the course	16	6.3	0.0	37.5	56.3	0.81	3.4	3.4	0.0
21. Overall quality of teaching	16	6.3	0.0	31.3	62.5	0.82	3.5	3.6	-0.1

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	COLL Mean	Mean	Diff
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY									
22. USSC/ understand scientific inquiry	1	0.0	0.0	100.0	0.0	.	3.0	3.2	-0.2
23. Saw how discipline relates to other	1	0.0	0.0	100.0	0.0	.	3.0	3.3	-0.3
24. Writing assign helps understand sub	1	0.0	0.0	100.0	0.0	.	3.0	3.3	-0.3
25. Cross-Cult/understand other culture	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
26. Cross-Discipline/ links were eviden	0	0.0	0.0	0.0	0.0	.	0.0	3.3	-3.3
SECTION G - GRADUATE SEMINARS ONLY									
27. Feedback on oral presentations	7	0.0	14.3	57.1	28.6	.	3.1	3.5	-0.4
28. Guided student report preparation	11	0.0	9.1	45.5	45.5	0.67	3.4	3.5	-0.1
29. Students free to express opinions	13	7.7	0.0	38.5	53.8	0.87	3.4	3.5	-0.1
30. Discussions broadened my knowledge	13	0.0	7.7	23.1	69.2	0.65	3.6	3.5	0.1
31. Developed abil to conduct research	13	0.0	7.7	15.4	76.9	0.63	3.7	3.4	0.3
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY									
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4

	N	% answering item (1)	(2)	(3)	(4)	(5)	Mean	SD
SECTION I - OPTIONAL ITEMS								

*** No Optional Questions were answered ***

Number of forms preslugged = 17
Number of forms scanned = 16
Number of forms with at least one student response = 16
Percent completed = 94.1 %

For help with interpretation of the results, please refer to
http://www.uky.edu/IRPE/faculty/tce_understanding.html
For additional help please contact Institutional Research at 257-4110.

UNIVERSITY OF KENTUCKY--Spring 2012 PAPER TEACHER AND COURSE EVALUATION RESULTS
COLLEGE = Communications   DEPARTMENT = Communication
FACULTY TYPE = Full-time
COURSE = COM 365 001L1   INTRO TO COMM RES METH

                    INSTRUCTOR EVALUATED = Lane, Derek

SECTION A - STUDENT INFORMATION

Classification	Number	Percent		Expected grade	Number	Percent
Freshman	0	0.0		A	7	38.9
Sophomore	1	5.6		B	8	44.4
Junior	9	50.0		C	2	11.1
Senior	8	44.4		D	1	5.6
Graduate	0	0.0		E/Fail	0	0.0
Professional	0	0.0		I	0	0.0
Other	0	0.0		Pass or Audit	0	0.0

Reason for taking course	Number	Percent		Hrs/week spent	Number	Percent
Required by University Studies Program	0	0.0		1 hour or less	1	5.6
				2 hours	1	5.6
Required by my major	17	100.0		3 hours	9	50.0
Other (e.g. elective)	0	0.0		4 - 5 hours	7	38.9
				6 - 7 hours	0	0.0
				8 or more hours	0	0.0

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	Mean	COLL Mean	Diff
SECTION B - COURSE ITEMS									
1. Outlined course material and grading	22	0.0	0.0	27.3	72.7	0.46	3.7	3.6	0.1
2. Textbook contributed to understandin	22	0.0	0.0	50.0	50.0	0.51	3.5	3.2	0.3
3. Suppl read & assign helped understan	22	0.0	0.0	45.5	54.5	0.51	3.5	3.4	0.1
4. Exams reflected what was taught	22	0.0	9.1	27.3	63.6	0.67	3.5	3.4	0.1
5. Grading was fair and consistent	22	0.0	9.1	31.8	59.1	0.67	3.5	3.4	0.1
6. Assignments were distributed evenly	22	4.5	4.5	31.8	59.1	0.80	3.5	3.5	0.0
7. Graded assignments returned promptly	22	0.0	0.0	40.9	59.1	0.50	3.6	3.3	0.3
8. Graded assignments included comments	22	0.0	0.0	40.9	59.1	0.50	3.6	3.4	0.2
SECTION C - INSTRUCTOR ITEMS									
9. Presented material effectively	22	0.0	4.5	31.8	63.6	0.59	3.6	3.5	0.1
10. Had good knowledge of subject matte	22	0.0	0.0	18.2	81.8	0.39	3.8	3.7	0.1
11. Was available for consultation	21	4.8	4.8	14.3	76.2	0.80	3.6	3.6	0.0
12. Satisfact answered class questions	22	0.0	9.1	22.7	68.2	0.67	3.6	3.5	0.1
13. Stimulated interest of the subject	22	0.0	18.2	27.3	54.5	0.79	3.4	3.4	0.0
14. Encouraged class participation	22	0.0	4.5	40.9	54.5	0.60	3.5	3.6	-0.1
SECTION D - LEARNING OUTCOMES									
15. Learned respect different viewpoint	22	0.0	9.1	54.5	36.4	0.63	3.3	3.4	-0.1
16. Inc my abil to analyze & evaluate	22	0.0	0.0	40.9	59.1	0.50	3.6	3.4	0.2
17. Course helped abil to solve problem	22	0.0	0.0	54.5	45.5	0.51	3.5	3.3	0.2
18. Gained undrstnd of concepts & prin.	22	0.0	0.0	45.5	54.5	0.51	3.5	3.5	0.0
19. Course stimulated me to read furthe	22	4.5	18.2	31.8	45.5	0.91	3.2	3.2	0.0

RESPONSE SCALE: P=POOR F=FAIR G=GOOD E=EXCELLENT

	N	% P (1)	% F (2)	% G (3)	% E (4)	SD	Mean	COLL Mean	Diff
SECTION E - SUMMARY ITEMS									
20. Overall value of the course	22	4.5	9.1	31.8	54.5	0.85	3.4	3.4	0.0
21. Overall quality of teaching	22	0.0	4.5	22.7	72.7	0.57	3.7	3.6	0.1

RESPONSE SCALE: SD=STRONGLY DISAGREE D=DISAGREE A=AGREE SA=STRONGLY AGREE

	N	% SD (1)	% D (2)	% A (3)	% SA (4)	SD	COLL Mean	Mean	Diff
SECTION F - UNIVERSITY STUDIES PROGRAM COURSES ONLY									
22. USSC/ understand scientific inquiry	2	0.0	0.0	50.0	50.0	.	3.5	3.2	0.3
23. Saw how discipline relates to other	2	0.0	0.0	50.0	50.0	.	3.5	3.3	0.2
24. Writing assign helps understand sub	2	0.0	0.0	50.0	50.0	.	3.5	3.3	0.2
25. Cross-Cult/understand other culture	1	0.0	0.0	100.0	0.0	.	3.0	3.3	-0.3
26. Cross-Discipline/ links were eviden	2	0.0	0.0	50.0	50.0	.	3.5	3.3	0.2
SECTION G - GRADUATE SEMINARS ONLY									
27. Feedback on oral presentations	2	0.0	0.0	50.0	50.0	.	3.5	3.5	0.0
28. Guided student report preparation	2	0.0	0.0	50.0	50.0	.	3.5	3.5	0.0
29. Students free to express opinions	2	0.0	0.0	50.0	50.0	.	3.5	3.5	0.0
30. Discussions broadened my knowledge	2	0.0	0.0	50.0	50.0	.	3.5	3.5	0.0
31. Developed abil to conduct research	2	0.0	0.0	50.0	50.0	.	3.5	3.4	0.1
SECTION H - LABORATORY & DISCUSSION SECTIONS ONLY									
32. Clarified lecture material	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
33. Amount of work appropriate	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4
34. Instructor explained expectations	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
35. Instructor helped with my problems	0	0.0	0.0	0.0	0.0	.	0.0	3.5	-3.5
36. Lab equipment use satis explained	0	0.0	0.0	0.0	0.0	.	0.0	3.4	-3.4

	N	% answering item (1)	(2)	(3)	(4)	(5)	Mean	SD
SECTION I - OPTIONAL ITEMS								

*** No Optional Questions were answered ***

Number of forms preslugged = 25
Number of forms scanned = 22
Number of forms with at least one student response = 22
Percent completed = 88.0 %

For help with interpretation of the results, please refer to
http://www.uky.edu/IRPE/faculty/tce_understanding.html
For additional help please contact Institutional Research at 257-4110.

QUALITATIVE SUMMARY COURSE AND TEACHING EVALUATIONS (Fall 2011 - Fall 2012)

Fall 2011
COM 351-001: Introduction to Communication Theory

The qualitative evaluations for COM 351 were consistent with the quantitative evaluations. Generally the students reported enjoying the course and suggested that the topics and assignments were *"challenging but manageable."* Some students expressed concerns that the textbook was not necessary and that the course required so much work that it *"took away from other classes."* A handful of students suggested that the major paper (literature review) assignment should be started earlier in the semester and that the assignment details were *"sometimes confusing."* One comment was especially telling, *"theory can become boring—especially at 8:00 a.m."* Another student echoed that the slide decks and presentations *"got boring."* Almost all students perceived me to be knowledgeable, helpful, open, and available—though sometimes my delivery was a bit rapid. It is always nice to read student comments like *"Dr. Lane is by far the best professor I've had in college." "[Dr. Lane] made me really feel like I had gotten into my major." "Dr. Lane was great. I have never had a professor so willing to meet with students to help them along." "This has been the best class I have taken at UK. The information was presented in an engaging and useful way, and the professor is beyond helpful to his students."* These comments were especially gratifying since this was the first semester I had taught theory to undergraduate students.

Fall 2011
COM 365-001: Introduction to Communication Research Methods
Students did not seem to enjoy the research methods courses as much as the theory course. As a group, students agreed that the course was "a lot of work" and that there were times (especially when reviewing statistics) that I overestimated how much they retained from the prerequisite statistics course (STA 200) that was required before enrolling in COM 365. There were a few comments regarding the textbook being "wordy and confusing" and a desire for me to use more lecture slides and fewer handouts to assist students with understanding research methods. One student suggested that it would have been helpful to get feedback on a draft of the final methods paper before it was due. Taken together, student evaluations of my teaching were consistent with those in COM 351 where students noted that they enjoyed my teaching style, genuinely thought I was knowledgeable, open, and available, and appreciated what they learned about interpreting quantitative data. One student wrote, *"Methods, personally is a bit more dry than the other part of the Cohort pair—theory. With that said, Dr. Lane's way of teaching the course made it more interesting. He turned his students into researchers who collected their very own data. I was especially thankful that even when he helped me with assignments, he pushed me to figure some things out on my own."* Another student commented, *"It was very dry subject matter but Dr. Lane made it interesting and fun. I was hardly ever bored even though it's boring material and he kept my attention the whole time."* It is rewarding for me as a university professor when students realize that I set high standards and that I care about their success. This sentiment was evident when a student wrote, *"[I] greatly appreciated the additional, individual attention given by Dr. Lane. It is evident that he wants all students to be challenged yet succeed."*

Spring 2012
CJT 765-001: Advanced Seminar in Communication Research Methods: Survey Research Design

Overall, I was disappointed with the quantitative (and qualitative) evaluations for this advanced graduate research methods course—especially since this was the second time I taught the course with essentially equivalent (though updated) curriculum. When I originally taught the course in the spring of 2010, ten students were enrolled and I received very strong evaluations (3.9 for both the course and for teaching). However, the student evaluations for the Spring 2012 semester (with 17 students enrolled) were 3.4 for the course and 3.5 for teaching. While I understand that these evaluations fall between "good" and "excellent," they also represent the *lowest* of any graduate course evaluations I have ever received. The qualitative responses provide several possible explanations. One student wrote, " *Overall a good course. Only two issues I saw: 1) please cap this class at 10 or less in the future. A lot of individual attention is needed to learn the concepts. While the instructor made himself as available as possible, it would have been helpful to have less lecture and more one-on-one help. 2) there was too much reading—not because of the time required, but because at one point we couldn't reasonably retain all of it. Also, some weeks there were multiple readings that said the same thing.*" Another student suggested that it would be helpful if there were a requirement to submit an IRB application early in the semester (even though most students did not seem to have a clear idea of a research program). Another student suggested that there were simply "too many major projects" for a graduate class.

Taken together, students offered several suggestions for improving the course including: 1) reducing the amount of time spent teaching Qualtrics and SPSS, 2) increasing the amount of time spent critiquing and improving survey questions; 3) breaking the midterm into weekly responses; 4) reducing the amount of redundant reading and the project load; 5) setting a capacity for the number of students who could enroll in the course; 6) meeting in a smaller classroom; 7) increasing the amount of in-class work time; 8) slowing down at times to ensure all students are grasping content. These suggestions are especially perplexing when one considers that, of the seventeen students enrolled, fifteen are doctoral students in their second year of the Ph.D. program. Much of my disappointment is likely related to how ill-prepared the doctoral students seemed to be about general research methods for a 700-level advanced seminar in survey research design.

Qualitative evaluations about my teaching style and competence with the content were generally positive and included, "*The instructor was energetic and extremely knowledgeable about the topic.*" "*Definitely the most helpful and willing professor I have ever seen/had.*" "*The instructor was clear and easy to understand.*" "*He's an excellent professor with a knack for breaking down every step in the process.*" "*This instructor goes above and beyond the call of his job. I wish there were more like him.*" It is unfortunate that even the most positive comments (e.g., "*Dr. Lane is by far one of the most helpful professors on this campus! CJT 765 was a difficult course, but Dr. Lane spent extra time to help each student understand the content*") do not serve to diminish my initial disappointment. The Associate Dean for Graduate Programs has indicated that several of the new graduate students have inquired about me teaching the again and he has requested that I teach it in the fall of 2013. While I have agreed to teach the course, I must admit that I have not yet fully recovered from my disappointment with the students and the class. It is ironic that several of the students who successfully completed the course have recently indicated that the papers they wrote for CJT 765 have been accepted for presentation at national and international conferences.

Spring 2012
COM 365-001: Introduction to Communication Research Methods

Because of the recent changes to our undergraduate curriculum, it is probable that the spring 2012 semester will mark the final time I teach COM 365 to our undergraduate communication majors—though I look forward to teaching the course to communication honor students. As a collective, students evaluated the course positively and provided several encouraging comments:

- "Very knowledgeable and always available for help."
- "Great teacher."
- "Very knowledgeable and eager to help students."
- "He knows the content very well and is willing to help whenever (even on weekends). He loves teaching and makes it fun for his students."
- "He was always willing to help the students in any way he could. Very engaged in class. Enjoyed his lectures. Genuinely cared about each one of us."
- "Great course!"
- "Breadth of knowledge is remarkable."
- "I learned more about statistical analysis in this class than I did in statistics courses"
- "Promoted further reading in subjects that was actually interesting (not in textbook)."
- "Dr. Lane gets 5 stars from me across the board. Great man and great teacher."
- "Communication genius."
- "Extremely knowledgeable. Extremely fair grader. Insanely helpful. Best professor I have ever had, hands down!"

There were, however, a few especially negative reviews:

- "Worst class ever. Cohort is terrible."
- "Hard."
- "Complex lessons didn't get enough time."
- "Not every career path involves this type of research project."
- "The strength is also the weakness; this course takes a lot out of you."
- "Sometimes difficult to meet outside of class because everyone wants to meet with him."

As I reflect on what communication research methods requires of our undergraduate students, I continue in my resolve that it encourages undergraduate students to 1) become critical consumers of communication research and the question claims that are generated with specific kinds of data (both qualitative and quantitative), 2) increase their oral and written communication competence by challenging them to move beyond high school curriculum, and 3) improve our status as a premier communication program at a flagship research university— distinct from the more typical communication programs currently offered in the region.

I will miss teaching the course as an integrated cohort with communication theory but I will continue to believe that a rigorous research-focused undergraduate curriculum is what makes an undergraduate communication degree at a flagship research university a special and worthwhile commodity.

GRADUATE COMMITTEES

Doctoral Dissertation Committee Chair

1. **Jayne Lynn Violette**   09/19/2002
   INSTRUCTIONAL / INTERPERSONAL
   Immediately clarifying classroom interactions: An
   examination of teacher immediacy, teacher clarity,
   teacher gender, and student gender on student affective
   cognitive, and behavioral learning
   Placement: Eastern Kentucky University

2. **Holly J. Payne**   02/14/2003
   INTERPERSONAL / ORGANIZATIONAL
   Revisiting a nebulous construct: Exploring the
   impact of relational communication competence
   on job performance
   Placement: Western Kentucky University, Associate Professor

3. **Jeff P. Groeling**   04/20/2004
   INSTRUCTIONAL / TECHNOLOGY
   Does technology make a difference in the classroom?: A
   comparison of online and traditional courses employing
   models of competence and uses and gratifications
   Placement: Taylor University Fort Wayne,
   Dean, Online Learning and Instructional Technology

4. **Stacy R. Minger**   07/14/2004
   INSTRUCTIONAL / INTERPERSONAL
   Student empowerment and learning within the instructor-
   student relationship Student outcomes mediated by
   instructor self-disclosure, perceived instructor caring, and
   relationship solidarity.
   Placement: Asbury Theological Seminary

5. **Sissy Bertino Meredith**   10/20/2004
   INSTRUCTIONAL / INTERPERSONAL
   When students and teachers build instructional solidarity
   In the basic public speaking classroom: A test of the Student-
   Teacher Interaction and Relationship (STIR) model
   Placement: Kentucky Personnel Cabinet, Executive Director,
   Governmental Services Center

6. **Deborah Jean Stigall**   07/29/2005
   ORGANIZATIONAL / GROUP
   A vision for a theory of competent leader communication: The
   impact of perceived leader communication behaviors on emergent
   leadership and relational and performance outcomes in collaborative
   groups
   Placement: Realtor, The Realty Company

7. **Zachary T. Henning**   04/16/2007
   INSTRUCTIONAL
   Resolving the cognitive learning dilemma through the student
   cognitive learning theory : How student impressions of teacher
   behaviors influence student engagement behaviors to predict
   student perceptions of cognitive learning
   Placement: University of Southern Indiana – Evansville, Assistant Professor
8. **Sarah E. Cavendish - Kercsmar**   05/14/2007
   INSTRUCTIONAL / INTERPERSONAL
   Mentoring matters: The influence of social support and
   relational maintenance strategies on critical outcomes in
   doctoral education
   Placement: University of Kentucky Instructional Communication Division
9. **Robert J. Trader**   07/10/2007
   INSTRUCTIONAL
   Instructional communication matters: A test of Knowledge
   Acquisition Theory (KAT) from a message-oriented receiver perspective
   Placement: McDaniel College, Maryland, Assistant Professor
10. **Nicole D. Dobransky**   12/10/2008
    INSTRUCTIONAL / INTERPERSONAL
    Optimizing learning through teacher-student relationships: A test
    of the causal process student understanding model (SUM)
    Placement: Ohio University-Lancaster, Assistant Professor
11. **E. Patrick Leddin**   12/01/2009
    INSTRUCTIONAL / ORGANIZATIONAL
    Investigation of content relevance's ability to predict
    learning outcomes in a training environment
    Placement: Self-employed; University of Kentucky
12. **James P. Gleason**   12/17/2009
    INSTRUCTIONAL / TECHNOLOGY
    The impact of interactive functionality on learning outcomes:
    An application of Outcome Interactivity Theory
    Placement: Eastern Kentucky University, Assistant Professor
13. **Anne R. Streeter***   12/07/2010
    HEALTH/INTERPERSONAL
    What nurses say: Communication behaviors associated with the
    competent nursing handoff
    *co-chair with Dr. Nancy Harrington
    Placement: Lindsey Wilson College, Columbia, KY, Assistant Professor
14. **Kathleen G. Vidoloff***   05/06/2012
    HEALTH/RISK
    Structures, Roles and Relationships in Public Health's
    Response to the 2009-2010 H1N1: The Ties That Bind
    Public Information Officers and Emergency Risk Communication
    *co-chair with Dr. Timothy Sellnow
    Placement: University of Oregon, Public Health Division, Oregon Health Authority

15. **Bethney Wilson***   in progress
        RISK/HEALTH/INSTRUCTIONAL
        *co-chair with Dr. Timothy Sellnow

Doctoral Dissertation Committee Member

1. **Myra Lynette Corello**   11/17/2000
        Communication and the engineering profession:
        Perspectives from the field   (APPLIED)
2. **Kirk William Duthler**   05/04/2001
        The influence of peripheral cues on the processing
        of persuasive messages on the World Wide Web (PERSUASION/NEW TECH)
3. **John Mack Shotwell**   07/18/2002
        A uses and gratifications study of computer-mediated
        communication and its implications for life satisfaction
        among the aging (MASS COMM/NEW TECH)
4. **Fred Emmett Fitch**   01/31/2003
        Narrative bridges in the multicultural classroom: A
        narrative approach to international teaching assistant
        acculturation (INTERCULTURAL/INSTRUCTIONAL)
5. **Gretchen Ruth Norling**   03/31/2003
        Developing and testing a theoretical model of rapport-
        building: Implications for medical education and physician-
        patient communication (HEALTH / INTERPERSONAL)
6. **Ajlina Karamehic**   12/15/2003
        Sensation-seeking, impulsive decision-making, attitude,
        and social norms as predictors of risky behavior among
        those differing in individualism and collectivism (HEALTH/INTERCULTURAL)
7. **Lara Bethanne Hayes**   06/14/2004
        Using physicians' persuasive message strategies to gain
        mammography compliance in older women (HEALTH / PERSUASION)
8. **Donna Michelle Elkins**   03/28/2005
        How do you like teaching? Exploring how socialization
        tactics affect graduate teaching assistants' information-
        seeking, self-efficacy, and role adjustment to teaching (INSTRUCTIONAL)
9. **Hung-yi Lu**   09/15/2005
        Factors affecting intentions to seek information about
        STDs and HIV/AIDS on the internet among Taiwanese
        college students (HEALTH/INTERCULTURAL)
10. **Angela Cooke-Jackson**   07/26/2006
        Intergenerational communication about African
        American women's health: The sharing of health
        messages between diabetic mothers and their non-diabetic
        adult daughters (HEALTH / INTERPERSONAL)

11. **Christopher L. Swindell**   10/31/2006
    A theory of emergency communication using
    Cooriented perceptions of journalists and
    official sources in an anthrax attack (HEALTH)
12. **Flo M. Witte**   11/29/2007
    The fear factor: Toward a modification of
    Witte's extended parallel process model for
    application to screening mammography (HEALTH)
13. **Jennifer B. Gray**   12/10/2008
    Framing the evidence: A test of an integrated message
    strategy in the exercise context (HEALTH)
14. **William M. Weathers**   03/23/2009
    Systemically transformed self-efficacy in narratives
    of recovery from alcoholism (HEALTH)
15. **Rajesh Gaur**   12/17/2009
    Protesting liberalization in India an examination of
    discursive strategies used by street-vendors, squatters,
    and small-retailers to create and universalize resistance
    narratives (INTERCULTURAL)
16. **Jenny A. Maginnis**   04/21/2011
    Texting in the Presence of Others: The Use of
    Politeness Strategies in Conversation
17. **Jami L. Warren**   11/28/2011
    The relationship between service learning and
    public speaking self-efficacy: Toward
    engaging today's undergraduates

Doctoral Dissertation Committee Member IN PROGRESS

18. **Renee C. Human** (defended qualifying exams)   12/01/2009
19. **Gary K. Hughes** (defended qualifying exams)   10/28/2010
20. **Schyler Simpson** (defended qualifying exams)   04/10/2012
21. **Renee Kaufmann**   in progress
22. **Joshua Hillyer**   one-year hiatus
23. **Virginia Lacefield**   in progress
24. **Laura Young**   in progress

M.A. Thesis Chair

1. Daniel Chaney   06/22/2000
Improving instructional communication using an active
student-centric systems approach: Investigating the relationship
between learning styles and technology preference

2. Jennifer L. Bustle   04/28/2009
Revealing family secrets: Investigating time,
understanding, agreement, and family solidarity

3. Robert J. Zuercher   12/18/2009
In my humble opinion testing the spiral of silence in
computer-mediated and face-to-face contexts

4. Corey Ballard   07/29/2011
What's happening @Twitter: A uses
and gratifications approach

5. Renee Kaufmann   07/29/2011
Teacher disclosure: Developing privacy rules,
managing boundaries and building relationships

M.A. Thesis Committee Member

1. Matthew Aaron Bowdy   08/05/1998
The cues to behavior change model: Integration of the
health belief model and the transtheoretical model

2. In-Ho Lee   05/06/2005
Mass media usage patterns and acculturation
processes of Koreans living in Kentucky

3. Lisa L. Beeler   02/07/2008
LOOK BEHIND YOU! LOOK BEHIND YOU!: The
horror genre and a new scheme for cultivation analysis

4. Stephanie K. VanStee   09/05/2008
The in-laws are calling again: An investigation of
in-law communication using relational dialectics theory

M.A. Committee Chair

1. Amy S. Akers   07/26/2000
2. Brandi A. Garber   11/28/2001
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