

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Communication & Information</u>	Department (Full name):	<u>School of Journalism and Telecommunications</u>	
Major Name (full name please):	<u>Media Arts and Studies</u>	Degree Title:	<u>BA/BS</u>	
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____	
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.			
Contact Person:	<u>Beth E. Barnes</u>	Phone:	<u>257-4275</u>	Email: <u>bbarnes@email.uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>Varies, but from the list of courses outside the major given on APEX. For the majority of our students, it has been WRD 203.</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>There are four; the specific language comes from our professional accrediting body, the Accrediting Council on Education in Journalism and Mass Communication. All students will:</u>
<u>-- understand concepts and apply theories in the use and presentation of images and information;</u>
<u>-- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;</u>
<u>-- apply tools and technologies appropriate for the communications professions in which they work;</u>
<u>critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</u>

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

<p>2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:</p>	
<p><u>Effective communication through well-researched writing, presentation and selection of visual images is an essential skill for media professionals. All courses in the MAS major require precise writing and inclusion of visual images; most courses also require the development of effective presentation skills. The required research course, MAS 300, incorporates all three elements within the context of research (information literacy). Successful completion of MAS 300 and of the required JAT 399 internship will satisfy the University's Graduation Composition and Communication Requirement.</u></p>	
C. Delivery and Content:	
<p>1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)</p>	<p><input checked="" type="checkbox"/> a. Single required course within program</p> <p><input type="checkbox"/> b. multiple required or optional courses within program</p> <p><input type="checkbox"/> c. course or courses outside program (i.e., in another program)</p> <p><input type="checkbox"/> d. combination of courses inside and outside program</p> <p><input checked="" type="checkbox"/> e. other (please specify): <u> * </u></p>
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>MAS 300, Media Arts and Studies Research Methods</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>existing course</u> (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u>required</u> • shared or cross-listed course? <u>no</u> • projected enrollment per semester: <u>c. 30 per section, 1 section per semester typically</u> 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: <u> </u></p>	
<ul style="list-style-type: none"> • new or existing course? <u> </u> (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u> </u> • shared or cross-listed course? <u> </u> • projected enrollment per semester: <u> </u> 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: <u> </u></p>	
<ul style="list-style-type: none"> • new or existing course? <u> </u> (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u> </u> • shared or cross-listed course? <u> </u> • projected enrollment per semester: <u> </u> 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: <u>N/A</u> • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u> </u> • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). Date of agreement: <u> </u> 	
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

While all required courses within the MAS major include multiple written assignments and most also involve use of visual elements and delivery of oral presentations, the required research course, MAS 300, includes all of these elements within a research context (information literacy). Students are also required to complete an internship as part of the major; we will revise the evaluation form completed by each internship sponsor (and used in determining the student's grade) to explicitly ask for an evaluation of the student's writing, visual communication and oral presentation skills.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

MAS 300 includes a major research project. Students work in small groups to develop and write a research proposal, implement the study, report results (including graphical presentation of results) and give both a written and oral presentation of the findings.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

As a professionally-oriented program, we follow the practices of the fields our students will enter. This includes frequent in-class critiques as well as instructor feedback through grading throughout MAS 300. Student groups rework their research proposal and report of findings, as well as reworking their oral presentation based on instructor feedback prior to the final presentation.

- other information helpful for reviewing the proposal:

Since all courses require the GCCR components, students do far more than 4500 words of drafted and revised written work and 10 minutes of practiced and delivered formal oral presentations.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Internship assessment by site supervisor and faculty supervisor; instructor report on attainment of goals of MAS 300

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

MAS faculty in line with ACEJMC expectations

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	BA/BS Media Arts and Studies
Contact Person Name:	Beth E. Barnes
Phone:	257-4275
Email:	bbarnes@email.uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	4-17-2014	Beth Barnes / (859) 257-4275 / bbarnes@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4-17-2014	H. Dan O'Hair / 859-218-0290 / ohair@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/17/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

MAS 300 Telecommunications Research Methods Fall 2013
MWF 10:00-10:50 AM Room 340 Whitehall Classroom Building

Instructor: Dr. James K. Hertog
Office Address: 213 Grehan Journalism Building
Email: jim.hertog@uky.edu
Office Phone: (859) 257-8204
Online Office hours: Monday 1-2 PM and Tuesday 9-11 AM

Course Description:

An introduction to quantitative and qualitative social science research relating to media arts and studies, including survey and experimental methods.

MAS 300 is required of all MAS majors

Prerequisites:

Media Arts & Studies major or minor status or consent of instructor.

Student Learning Outcomes:

After successfully completing this course, you will be able to:

1. Define problems and questions in ways that allow you to use data to address them
2. Explain the basics of the scientific method, its uses and advantages in exploring a number of topics
3. Choose an appropriate research method to study your problem/question from among the many available, including surveys, experiments, content analyses, and observation
4. Design and carry out a research study that gathers valid data on an important topic
5. Analyze the data generated by your study and draw conclusions concerning what it implies for your topic
6. Present your findings effectively

In conjunction with the required MAS internship, MAS 300 provides partial credit for the written and visual components of the GCCR as well as fulfilling the oral component and the information literacy component.

Textbook for this course:

- Chambliss, D. F., & Schutt, R. K. (2013). *Making sense of the social world: Methods of investigation* (4th ed.). Los Angeles: Sage.

You can buy a hard copy version of the text or access an etext version from Blackboard. Some have trouble with the etext, but it is free, so there's the tradeoff. The text was chosen because it is very readable and succinct. It doesn't go into depth on any particular topic, so we'll need to supplement it with class discussions, video and some additional

reading. Additional readings are identified on the schedule and are hyper-linked to this syllabus.

A number of online resources are available for the study of media research methods. An especially useful website is:

- Trochim, William M. *The Research Methods Knowledge Base*, 2nd Edition.

Internet

WWW page, at: <http://www.socialresearchmethods.net/kb>

You also need to purchase Turning Point clickers for use in class. You will use them to sign in each class period and to respond to questions during lectures, some of which will generate points toward your semester total. On some occasions I will include a short quiz on your readings or the presentation and you will respond via clicker.

In order to best understand the class material, we will engage in a mixture of reading, instructor presentation, class discussion and project work.

Graded Activities

Attendance and in-class quizzes (150 points)

You will use your clickers to sign in at the beginning of each class period. In addition, quick questions and quizzes based on your readings or the current or immediately preceding discussion will be included in presentations during class.

Homework assignments (100 points)

On your syllabus you will find some short-answer questions to be completed regarding your textbook readings. In addition, a few short evaluation questions regarding readings other than the text are linked to this syllabus. All homework questions will be submitted for grading via Blackboard. Bring a hard copy to class on the due date to use during discussion. Homework assignments are to be completed individually.

Observation study (50 points)

Each of you will develop an informal proposal for a study employing direct observation as the method of research. You will then form groups of 5 or less and choose the proposal you consider the strongest. Each group will collect data and discuss their findings. From your discussion you will develop a consensus interpretation of your findings and provide a synopsis of conclusions in a short report based on a form I will provide you. The four groups in the class that Mr. Triana and I think did the best job will be offered the opportunity to present that work to the class and receive *up to 20 points of extra credit* [depending upon the quality of the presentation].

Midterm examination (100 points)

A midterm examination will be held Monday, October 14 based on all content covered *prior to Friday, October 11*. It will **not** include our discussion of experimentation. The test will take the entire period and will include multiple-choice questions (30 points) definitions (20 points), short-answer questions (30 points) and one extended essay (20 points).

Content analysis (50 points)

Each of you will score content provided you according to a set of coding rules during late September and/or early October. The results will be compared to those generated by other coders who are scoring the same content. If you are coming to different conclusions we will need to analyze the source of the discrepancy and perhaps recode the content.

Should you wish to earn extra credit by becoming more involved with this study you should contact Mr. Triana or me by September 13 to let us know you are interested. If you wish to, you will work with us to develop the categories and rules to be applied by your classmates and will help work out disagreements among students who code the content differently.

Experiment (50 points)

Each of you will be required to act as subjects in an experiment during the semester. Once you have completed your responsibilities as a subject in an experiment and been briefed on the study goals you will complete an evaluation of the research based on your experience and what you have learned in class. An outline for your critique will be provided to you *after you have acted as a subject*.

Those students wishing to be more deeply involved in the project may earn extra credit by choosing among a set of predetermined topics and then developing and executing an experiment based on your choice. Working with Mr. Triana and myself, you will recruit subjects, produce the experimental materials, and carry out your experiment, collecting data. Once finished, I will help you to analyze your data. You will each complete evaluations on the quality of the contribution of yourself and your fellow group members, which I will use to help guide my assignment of points for your efforts.

Semester Examination (150 points) Monday, November 19

A comprehensive examination, including a take-home essay portion handed out in class Friday, November 16 (60 points) and true/false and multiple choice (30 points), definitions (20 points), and short-answer questions (40 points) will be held during the scheduled period. The focus will be on content covered after the midterm. Note that your exam comes relatively early because you will be working on your final project in the final weeks of the semester.

Semester project (150 points)

The final portion of the course will be spent on your semester research project. You will form teams of 8 members or less to develop a survey on a topic determined by the team and myself. Your responsibilities include explicating concepts, developing research questions and hypotheses, developing measures, producing a valid sample, writing and distributing the instrument, collecting and organizing the data, writing a report and presenting the results to your classmates. Your group will turn in the final report no later than Friday, December 13 and present your study to the class Tuesday, December 17 between 3:30 and 5:45PM. Specific instructions will be provided in class.

Activity	Points
In-class attendance and	ISO
Homework assignments	100
Observation study	50
Midterm examination	100
Content analysis	50
Experimental study	50
Semester exam	150
Semester survey project	150
Total	800

Grade equivalents of semester points

Grade	Point equivalent
A	720-800
B	640-719
c	560-639
D	480-559
E	Less than 480

Course Policies:

Submission of Assignments: Homework assignments are to be submitted electronically via Blackboard *prior to class* on the due date. Please be careful not to send me a virus or other malware. When turning in homework online, be certain to *save a hard copy* to bring to class for discussion.

Deadlines: Late work will not be accepted unless you experience an unforeseeable event that qualifies you for an excused absence on the due date. Assignments due while you are away on official UK trips, observing religious holidays or participating in intercollegiate sports must be turned in on time or early.

Style: The University of Kentucky has identified poor written and oral communication skills as a significant academic problem and has stated that all classes should require practice at communication skills. Consequently, the quality of your writing and oral presentations will be taken into account (20% of your overall score) as part of the grade assigned to reports and presentations for this class. All written work, unless otherwise noted in assignment directions, should use APA (6th edition) style. Grammar, sentence structure, spelling, and organization will affect your grade.

Please note: Any assignment you turn in may be submitted to an electronic database to see that you have properly cited your sources.

Class attendance

Attendance for all class sessions is required.

Two unexcused absences are allowed during the semester without penalty. The third and any subsequent unexcused absences will each result in lost attendance points. *Should the total number of missed class sessions (excused and unexcused absences combined) reach 9 you will be automatically dropped from the course and a grade of "W" (withdrawal) awarded, in accord with university policy.*

Excused Absences:

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor (me). You must notify me you will be absent if you are able to do so.

If you know that you will not be in class so that you can go on an officially sponsored trip or so that you may observe a religious holiday, you are required to notify me in writing by the third week in the semester of the dates you will be missing. Otherwise your absence is not excused. You must complete and submit any assignments due during your absence by the deadline in order to receive credit for them.

Verification of Absences

In the case of an unforeseeable absence, you will need to contact me as soon as possible to let me know the reason you missed class. To make up work you will need to schedule a time with me to take quizzes or to turn in papers. Under normal conditions, this should occur within a week after returning to class.

Academic Integrity

As stated in 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 a defense against the charge of academic dishonesty.

Plagiarism

Part II of Student Rights and Responsibilities (available online at <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. When you submit work as your own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, you are guilty of plagiarism. Plagiarism includes reproducing someone else's work and submitting it as your own, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. This includes taking pieces of text from a variety of sources and combining them to construct a final piece. Unless the words and ideas you are using either are your own original thoughts or opinions or else they are so widely accepted that the reader will accept them without a source, you should cite any source you used. That means you need to identify the author and article, book, etc. when you directly quote *or paraphrase* a text. Copying or paraphrasing content from Wikipedia, etc. is just as much a violation as copying a page from a book by a well-known author.

In cases where you may be uncertain whether you need to cite a particular source, consult me on the matter *before* submission.

You may discuss assignments with other students, with me, with Mr. Triana, with friends, with other teachers, etc., but when the actual work is done, it must be written by you and you alone. When your assignment involves research on outside sources of information, you must cite the sources, providing the information called for by APA (6th) style. If the exact words of someone else are used, you must put quotation marks around the passage in question and add the cite to your bibliography. If you paraphrase you don't need to use quotation marks but you still need to cite the source using the appropriate APA (6th) style.

Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. Don't think that simply changing a few words, etc. relieves you of the need to cite a source.

Examples of plagiarism:

- a. Copying a section, paragraph, or even several words directly from an article, blog or letter sent you by a friend without setting the words aside in quotes or indented paragraph and identifying the source. This often happens when someone cuts and pastes text from the Internet into a paper, assignment, etc.
- b. *Re-using portions of your ownwork* produced for another class or assignment without identifying the reused section and citing that earlier work.
- c. *Using someone else's ideas*, even if it is a friend or family member, and failing to identify the source of those ideas.

Note: it is *not* necessary to cite 'common knowledge' like "the Earth revolves around the Sun" or "People don't all agree when it comes to politics," and so on. Just be sure that what you are expressing is really common knowledge.

The normal use of the term cheating refers to gaining or giving inappropriate assistance in completion of graded activities, coursework, quizzes or tests. In this class, cheating includes falsification of data (filling in surveys yourself rather than interviewing members of your sample, using friends rather than randomly chosen sample members in research, etc.). The penalty for falsification of data is, at a minimum, a 0 for the entire project and at maximum expulsion from the university.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible 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.

Classroom Behavior

Be attentive and engaged in the classroom. Use of electronic devices should be limited to class-related content. Using cell phones for personal calls, updating your Facebook page or surfing the Web (and so on) is inappropriate use. Engaging in non-class-related activity during instructional periods is disruptive and may result in my asking you to leave for the period. Your physical presence in the classroom is good but is ultimately of no consequence if your mind is not also present.

Proposed Course Schedule (May be adjusted if necessary)

Wed., Aug. 28 Introduction to class and research methods

Obtain your materials and set up your technology in preparation for Friday's class.

Fri., Aug. 30 The scientific approach to social problems

Accompanying reading:

- Chambliss & Schutt, Chapter 1: "Science, Society, and Social Research," p. 1-10
 - Complete the following Chapter Exercises for Wed., September 4:
 - "Discussing Research" nos. 1 & 3
 - "Finding Research" no. 2
 - "Doing Research" nos. 1 & 2

Mon., Sept. 2 Labor Day: Academic holiday

Wed., Sept. 4 Science as a process

Accompanying reading:

- Chambliss & Schutt, Chapter 1: "Science, Society, and Social Research," p. 10-15
 - Complete the following Chapter Exercise for Fri., Sept. 6:
 - "Critiquing Research" 1
- Chambliss & Schutt, Chapter 2: "The Process and Problems of Social Research," p. 17-24

Fri., Sept. 6 Explication and conceptualization

Accompanying reading:

- Chambliss & Schutt, Chapter 4: "Conceptualization and Measurement," p. 59-63
- Hertog, "An introduction to explication"
- Cohen, J. (2001). Defining identification: A theoretical look at the identification of audiences with media characters. *Mass Communication & Society*, 4, 245-264.

Assigned for Wednesday, September 11: Critique of Cohen explication

Mon., Sept. 9 Using library and Internet resources to develop theory

Accompanying reading:

- Chambliss & Schutt, Appendix A: Finding Information
- Appendix C: Secondary Data Sources

Wed., Sept. 11 Time in research designs

Accompanying reading:

- Chambliss & Schutt, Chapter 2: "The Process and Problems of Social Research," p. 25-32
 - Complete for Chapter Exercise for class Friday, Sept. 13:
 - "Critiquing Research" no. 2 [Rather than use the suggested topics--they mention Head Start, etc.--use federal government subsidy of rural Internet access]

Assignment due: Critique of Cohen explication

Fri., Sept. 13 Research ethics

Accompanying reading:

- Chambliss & Schutt, Chapter 2: "The Process and Problems of Social Research," p. 32-34
- Chambliss & Schutt, Chapter 3: "Ethics in Research"

Assigned for Monday, September 23: Complete the required Collaborative Institutional Training Institute module available at:

- <https://www.citiprogram.org/Default.asp>

Mon., Sept. 16 Observation

Accompanying reading:

- Chambliss & Schutt, Chapter 9: "Qualitative Methods: Observing, Participating, Listening," p. 178-195
 - o Complete Chapter Exercises for Wednesday, September 18:
 - "Discussing Research," no. 1
 - "Finding Research" no. 3
 - "Ethics Questions," no. 1

Assigned for Fri., Sept. 20: Observation research proposal

Wed., Sept. 18 Interviews

Accompanying readings:

- Chambliss & Schutt, Chapter 9: "Qualitative Methods," p. 195-198
- o Complete Chapter Exercise for Monday, September 23:
 - "Doing Research," no. 3 (base your interview on people's identification with fictional characters discussed in the Cohen piece)

Fri., Sept. 20 Focus groups/Form observation teams

Accompanying reading:

- Morgan, D. L. (1996). Focus groups. *Annual Review of Sociology*, 22, 129-152. Assigned for Friday, October 4: Team Observation Report

Assignment Due: Observation study proposal

Mon., Sept. 23 Team observation research project development

Accompanying reading:

- Chambliss & Schutt, Chapter 9: "Qualitative Methods" p. 199-202
- Chambliss & Schutt, Chapter 10: "Qualitative Data Analysis" p.205-217

Assignment due: Completion of CITI ethics training

Wed., Sept. 25 Sampling

Accompanying reading:

- Chambliss & Schutt, Chapter 5: "Sampling"

Fri., Sept. 27 **Text analysis**

Accompanying reading:

- Chambliss & Schutt, Chapter 10, "Qualitative Data Analysis," p. 217-231

Mon., Sept. 30 **Content analysis**

Accompanying reading:

- Smith, Sandi W., et al. "Altruism on American Television: Examining the Amount of, and Context Surrounding, Acts of Helping and Sharing." *Journal of Communication* 56.4 (2006): 707-27. Print.

Wed., Oct. 2 **Textual analysis**

Accompanying reading:

- McKee, A. (2001). A beginner's guide to textual analysis. *Metro(127/128)*, 138-149.

Fri., Oct. 4 **Measurement**

Accompanying reading:

- Chambliss & Schutt, Chapter 4: "Conceptualization and Measurement," p. 63-75
- o Complete Chapter Exercises for Wednesday, October 9
 - "Discussing Research," nos. 1-2
 - "Doing Research," nos. 1-3. Substitute the theoretical statement 'the feeling of transportation in videogames enhances enjoyment' for the hypothesis suggested by the authors.

Assignment Due: Team Observation Report

Mon., Oct. 7 **Audience measurement**

Assigned for Fri., Oct. 11: Complete the assigned sections at the Nielsen academic website:

Student registration information:

- Visit www.nielsenscholastics.com
- Click: "Curriculum Registration-Students"
- Complete the form including the Class Code: 10_Hertog

Wed., Oct. 9 **Measurement validity**

Accompanying reading:

- Chambliss & Schutt, Chapter 4: "Conceptualization and Measurement," p. 75-80
- o Complete chapter exercises for Friday, October 11:
 - "Critiquing Research," no. 2
 - "Doing Research," nos. 4 & 5
 - "Ethics Questions," no. 2

Wed., Nov. 6 **Questionnaire design and administration**

Accompanying reading:

- Chambliss & Schutt, Chapter 7: "Survey Research," p. 135-150
- o Complete Chapter Exercises for Friday, November 8:
 - "Discussing Research," no. 1
 - "Critiquing Research," no. 3
 - "Doing Research," no. 1 (Use your final project research question)

Fri., Nov. 8 **Introduction to Qualtrics**

Mon., Nov. 11 **Final project work**

Assigned for Friday, November 15: Final project proposal

Wed., Nov. 13 **Program evaluation**

Accompanying reading:

- Chambliss & Schutt, Chapter 11: "Evaluation Research," p. 234-256
- o Complete Chapter Exercise for Friday, November 15:
 - "Discussing Research," no. 2

Fri., Nov. 15 **Program evaluation 2**

Accompanying reading:

- Chambliss & Schutt, Chapter 11: "Evaluation Research"
- o Complete Chapter Exercises for Monday, November 18:
 - "Discussing Research," no. 3 (Use the MAS internship requirement as your 'program' for evaluation)
 - "Ethics Questions," no. 1

Assignment due: Final project proposal for review and revision

Mon., Nov. 18 **Final project proposal discussion**

Wed., Nov. 20 **Multimethod research**

Fri., Nov. 22 **Discuss final project methods**

Assigned for Wednesday, December 4: Team data analysis proposal for review and revision

Mon., Nov. 25 **Semester examination**

Wed., Nov. 27 **Fall Break – Academic holiday**

Fri., Nov. 29 **Fall Break – Academic holiday**

Mon., Dec. 2 **Quantitative data analysis**

Accompanying reading:

- Chambliss & Schutt, Chapter 8: "Elementary Quantitative Analysis"

Wed., Dec. 4

Developing the data analysis proposal

Assignment due: Data analysis proposal for review and revision

Fri., Dec. 6

Writing the report

Accompanying reading:

- Chambliss & Schutt, Chapter 12: "Reviewing, Proposing, and Reporting Research"

Mon., Dec. 9

Work on final report (review and revision)

Wed., Dec. 11

Work on final report (review and revision)

Fri., Dec. 13

**Research presentation practice
(critique & improvement plan)**

Assignment due: Final report

Tues., Dec. 17 3:30-5:15 p.m.

Final project presentations

MAS Internship Evaluation

(To be completed by the student's supervisor at the internship site; this evaluation helps determine the student's grade for JAT 399.)

Thank you for supervising an intern from the Integrated Strategic Communication, Journalism or Media Arts and Studies program at UK.

Your intern needs you, as their internship supervisor, to complete this evaluation in order to finalize their grade for the semester. This evaluation must be received before the student can receive a final grade.

Your feedback about your intern and the internship program in general is VERY valuable to us, and we look forward to hearing your thoughts! Please let us know if we can help you or answer any questions.

1. Intern's name
2. Your name and organization
 - a. Name
 - b. Company
 - c. Email address
 - d. Phone number
3. Did the intern complete 150 hours of work?
4. Did the intern report for work on time?
 - a. Always
 - b. Usually
 - c. Seldom
 - d. Rarely
 - e. Other (please explain)
5. Was he or she appropriately dressed?
 - a. Always
 - b. Usually
 - c. Seldom
 - d. Rarely
 - e. Other (please explain)
6. Did they stay for the hours they were supposed to be working?
 - a. Always
 - b. Usually
 - c. Seldom
 - d. Rarely
 - e. Other (please explain)
7. Was the intern generally eager to learn?
 - a. Yes
 - b. No
 - c. Other (please explain)

8. Did the intern actively seek out tasks to do and ask questions?
 - a. Yes
 - b. No
 - c. Other (please explain)
9. Was the intern generally positive and upbeat while working at your company/organization?
 - a. Yes
 - b. No
 - c. Other (please explain)
10. Did the intern reach the goals outlined in the internship contract?
 - a. Yes
 - b. No
 - c. Other (please explain)
11. Please evaluate the intern's written communication abilities.
 - a. Appropriate skill level; required little editing
 - b. Sufficient skill level; required frequent editing/revision
 - c. Insufficient skill level; could not use written work without substantial editing
 - d. Additional comments:
12. Please evaluate the intern's visual communication abilities.
 - a. Appropriate skill level; required little editing
 - b. Sufficient skill level; required frequent editing/revision
 - c. Insufficient skill level; could not use written work without substantial editing
 - d. Additional comments:
13. Please evaluate the intern's oral communication abilities.
 - a. Appropriate skill level; able to present ideas effectively
 - b. Sufficient skill level; able to present ideas adequately, but could use improvement
 - c. Insufficient skill level; unable to present ideas effectively.
 - d. Additional comments:
14. What skills or experience did the intern acquire?
15. What skills or experience did the intern not acquire that you think were important?
16. Did the intern have the skills, work ethic, and other attributes that you look for in the people your company/organization hires?
 - a. Yes
 - b. No
 - c. Other (please explain)
17. Were there any other life or business skills you expected the intern to have that the intern lacked?
 - a. Yes
 - b. No
 - c. Other (please explain)
18. Do you have advice for the intern from this semester about how to improve his/her chances of success?

19. Would you like to have interns from our program in the future?
 - a. Yes
 - b. No
 - c. If no, please explain
20. If you have future interns, are there additional skills or attributes those students should have that you did not find in the intern this semester?
 - a. Yes
 - b. No
 - c. If yes, please explain
21. Please rate this intern compared to other interns you have had from our program.
 - a. Better than previous interns from UK
 - b. About the same as previous interns from UK
 - c. Worse than previous interns from UK
 - d. Other (please explain)
22. Please rate this intern compared to interns you have had from other universities.
 - a. Better than interns from other universities
 - b. About the same as interns from other universities
 - c. Worse than interns from other universities
 - d. Other (please explain)
23. Please share any additional comments on this intern or interns from our program in general.

Thank you again for supervising the intern this semester and for filling out this evaluation.