A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This class frames research as a way of knowing and provides balanced treatment to both quantitative and qualitative traditions in communication inquiry. Conceptually, this class will provide in-depth discussion about the role of reasoning in the research enterprise and how this process “plays out” in planning and writing a research proposal and report. Students will understand the differences (and utility) of three methodological frameworks (quantitative, interpretive/systems, and critical). Prerequisite: COMM 2000 or instructor consent.

B. COURSE EFFECTIVE DATES: 01/09/2022 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Paradigms of Research
2. Assumptions that guide positivist and interpretive researchers
3. The role of theory in research
4. Sources and errors of everyday communication inquiry
5. Premodern, modern and postmodern views of reality and their implications for social scientific inquiry
6. The “traditional” parts of a quantitative, qualitative, and multi-method research report
7. Quantitative Inquiry
8. Ethical agreements about the treatment of human participants
9. Hypothesis-testing in the deductive research process
10. Operationalization and falsifiability
11. Independent and dependent variables
12. Population and sample
13. Descriptive and inferential statistics
14. Threats to validity and reliability
15. Sampling, coding, and inter-coder reliability
16. Qualitative Inquiry
17. Characteristics of qualitative research
18. Phases in qualitative design
19. Saturation
20. Triangulation
21. Credibility
22. Reflexivity
D. LEARNING OUTCOMES (General)
   1. engage in the processes of choosing, reviewing, and critiquing the pertinent literature on a given topic.
   2. explain the relationship between the research question (and/or hypothesis) and the chosen method.
   3. implement and present the research design for a chosen method.
   4. identify how data should be analyzed.
   5. articulate any foreshadowed problems and/or limitations that the researcher might experience in conducting a study.
   6. identify and manage pragmatic issues in writing research (with an emphasis on developing skill in the use of APA style).

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted