

Tues 5:25-7:55pm in BR 207

Email: jessicommclass@gmail.com

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Professor: Dr. Jessica Eckstein

Office Hours: M & W 10:15-10:45am

(BR225) Tues 1:00-5:00pm

Description: Expose students to the practice of quantitative, qualitative, and critical studies methodologies. We'll learn the reasons for using each method, ways to go about designing solid studies, and how to analyze each type of method. Three SHs in this class over 15 weeks (one 2.5 hour class/wk) = approx. 40 hrs. in class *and* for each hour inside class, about 2 hrs. outside of class (roughly, 80 additional hrs. in the semester) working on assignments/studying

Course Specific Outcomes

- * Introduction to the basics of qualitative, quantitative, and critical research methods
- * Distinction between “good” or “solid” research and “poor” or “flawed” research practices
- * Practice of qualitative research methodologies
- * Training in ethical research designs
- * Clarification of descriptive/inferential, relational, and difference statistics
- * Recognition and implementation of appropriate sampling practices
- * Critical examination of surveys and open-ended data

What do I expect from you?

ATTENTION. Listen and comprehend. I won't repeat myself – either in class or in my office hours. Feel free to ask for clarity, but not redundancy. As a result, I won't tolerate anyone detracting from classmates' abilities to learn.

PREPARATION. Come to class ready to discuss the day's content.

PARTICIPATION. My classrooms are active learning environments; “organized chaos” will exist. Class succeeds to the extent you participate and engage – and both are expected.

ENGAGEMENT. There is no silencing in this class; all are expected to speak and express ideas freely and respectfully. Everyone's ideas are important to consider, regardless of bias. I will play “devil's advocate” to provoke discussion.

RESPECT. I expect you to respect the safety and overall well-being of individuals in the classroom. All are expected to help create an atmosphere of caring, concern, fun, and energy!

What can you expect from me?

- * For each class, I will be fully prepared & work hard to engage you in a stimulating and interactive manner.
- * I will work to provide assignments, discussions, and in-class activities to challenge your thinking.
- * I will be available to you through email and office hours.
- * I will provide clear and concise instructions on all assignments & promptly return them to you graded.

By remaining in this class after the first day, you are providing passive consent that...

- You acknowledge reading and understanding all syllabus details/policies; they are non-negotiable.
- You accept that material in this course will be *disturbing, controversial, offensive, and/or may otherwise make you very uncomfortable*; that is the nature of this course.
- If you cannot agree (for whatever reason) to these conditions, you will drop this course.

MATERIALS: To the extent feasible (and legal), I want to save you \$. Thus, all assigned materials are accessible from my website. Films may be available online, but are formally only shown in class. Lectures are a primary source of new content/info in my courses, so I don't provide full copies of them; you must come to class to get that material. To maximize content covered (and because I go fast!), I minimize the amount you have to record; available slides are fill-in-the-blank and should be brought to class for corresponding lectures. Documenting info for all resources in this class is listed as a pdf file on our website, but I have intentionally *not* APA-formatted it, because that's one of your course tasks.

DEADLINES-DUE DATES: All assignments must be submitted ON or BEFORE due dates. Late work is not accepted. **Do everything early;** technological difficulties are NOT an excuse. All assignments must be typed and received prior to the class due. **For written assignments, I only accept .doc, .docx, .odt, or .pdf files via email.**

PARTICIPATION: This course is designed with various projects to mirror the real world, where showing up and looking interested are mandatory. Missing class on days of in-class activities means you can't make it up. Missing class on days take-home work is assigned means you are responsible for getting the info from a classmate; it's still due when scheduled. My office hours exist to help students understand concepts - not to re-cover material we covered on a day you were absent or not paying attention. **Texting, sleeping, reading, doing other-class homework are not acceptable in this class. Doing any of these things (and trust me, I always see you), will result in an *automatic absence* for that day. When using a laptop to take notes, you'll need to email me your full lecture notes you took on it immediately after class.** The student Code of Conduct outlines expected classroom behavior and can be accessed here: http://www.wcsu.edu/stuaffairs/PDFDOCS/Student_Code_of_Conduct.pdf. Any sort of disruption will not be tolerated. If considered to be threatening or otherwise disruptive in the course – at the discretion of the professor – student/s will be asked to leave. Failure to leave when asked will result in WCSU security being called and may result in automatically failing the course. ***There may be extra credit opportunities throughout the semester – both in and outside of class. I'll present these to you. Don't ask for extra credit; no one gets it if anyone asks.***

ATTENDANCE: Absences do not excuse students from assignments due on the date of their absence. I do realize there are times when you simply cannot be in class so 1 absence, (***excused or unexcused***) is allowed without penalty. I do not need *or want* documentation, notes, or phone calls...just use these freebies judiciously, if at all. Be wise – this is where grades are impacted most. Attendance is taken every class period and you will be graded on participation. **If you miss a class, you are responsible for the material we covered that day. Do not ask me to re-cover the class; get the material from a classmate.** This a *very* condensed class that begins on time; walking in consistently late not only affects your knowledge, but other students' as well. If you are *significantly late* (i.e., I have already started lecturing), you will be noted as such. I understand we all have days when we are just running late, so your tardiness will only affect you if it becomes habitual; when you have accumulated **more than 2-3 significantly late days on the attendance roster, you will receive a deduction on your participation points. Habitual tardiness equates to an absence, as does leaving class early. Each absence above your "freebies" results in a deduction of 15 pts. from your overall score.** You're ultimately responsible for withdrawing by the deadline; to issue you a W, you must personally find/fill out a withdrawal form & get my signature before November (for Fall) or April (for Spring).

PLAGIARISM: It is your responsibility to not only abstain from cheating (i.e., academic dishonesty of any kind), but also to avoid making it possible for others to cheat. Submission of someone else's work (in literal word or in thought) as one's own constitutes plagiarism; *info from other sources must be said in your work, or it's plagiarizing!* First incident: "0" on the assignment. Second offense: course failure, class dismissal, officially reported.

WRITING: All writing assignments should be typed (*Times New Roman, 12 size font*) and carefully proofread for errors. Both quality of writing style and substance of ideas will be graded; meaning and importance of ideas are inseparable from the language through which they are conveyed. A paper with significant typos, grammar errors, poor organization, lack of clarity, or NOT typed will be turned back to the student without a grade. *In other words, if I have a difficult time reading your college-level paper, I can't grade it for a college course.* Take the time to make all assignments acceptable at a **college level.**

We use APA writing style on all assignments; APA citation must be provided whenever you refer to the words, ideas, statistics or other information provided by another author. The *Writing Lab* (in Haas Library) is a place where students can improve all aspects of writing: development, style, organization, grammar, and mechanics.

<http://www.wcsu.edu/writinglab/>

ACCESSIBILITY: As it's my desire to have all students included, it is a student's responsibility to let me know of any needs to aid course participation. Let me know as soon as possible if special accommodations are needed due to disability. Students with disabilities should contact the coordinator of Accessibility services at (203) 837-8225 to discuss reasonable accommodations.

REQUIREMENTS...TO EARN CREDIT:

Please keep track of your grades on the grid (last page) provided. That way, you'll always know what you're getting in the course and never need to ask. ☺ I will not keep a running total of your grades for you – so do it yourself. This also means that if you're not doing well in the course, you're responsible for w/drawing yourself. End-of-semester grades are never a surprise, because I return each and every point to you immediately, throughout the semester.

1. Participation, Activities, & Assignments: (525 pts)

This course is interactive in nature and requires class participation. I specifically target material – both in and out of class – to make sure you're really learning to apply the concepts I'm teaching. As such, you are required to *actively* demonstrate effective communication skills and to come to class prepared to discuss and participate in activities associated with the material. I will make a qualitative assessment of your participation/involvement at the end of the semester, when I grade. In addition to assessing your level of active involvement in the course on a day-to-day basis, other “negative” things (e.g., tardiness, sleeping, texting/phone use, poor attitudes, hostility/rudeness toward me or your classmates, and inappropriate behaviors) will also bring down this Participation score. Specific activities during class will also be derived from this overall score. Many activities are assigned or completed in class, some outside of class. In-class activities are not available for make-up. Those activities assigned in class as homework for subsequent class periods may be obtained from a classmate. Think of these activities as another way to get points for being in class and participating fully. The primary purpose of this class is to “learn” methods. Two ways of accomplishing this are to make you read sometimes and to *practice* what we're doing. ☺

As you can see, the majority of points that comprise your grade in this class require you to actually *show up* and *participate* in class.

2. Reading Responses: (7 @ 25 pts each = 175 pts)

Assigned readings will not only introduce material, but will demonstrate applied versions of concepts we're covering at the time. Responses on each of these readings will harness your critical-thinking for content presented in readings. In 1-2 single-spaced pages, you should spend time *reflecting* on what the authors are saying. The readings will challenge you and make you think – these are the reflections I want you to write. Do NOT summarize the reading; rather, have a **dialogue with the reading** regarding the issues presented. For each response, I expect you to (1) specifically address what the text is talking about and to (2) integrate your thoughts with what the author/s say/s. Good reflections don't *just* agree/disagree with what is being said, but *expand* upon that and provide effective reasons why – and MOST IMPORTANTLY – **explicitly integrate** (and cite!) course material while doing so. Due to the timing of each topic, NO late reflections will be accepted. Out of 8 total readings, you may drop your lowest response score for a total of 7 responses that count toward your final grade.

3. Mini-Quizzes: (6 @ 50 pts each = 300 pts)

Six (50 point) mini-quizzes provide an opportunity to topically, incrementally focus. Tests encourage *applied* mastery of concepts and aid in examining your understanding of skills from lectures and readings.

Grades are earned, not given!

Simply meeting the requirements of an assignment *may* garner you a C. Time spent does not equal time earned. Excellence is rewarded, effort is not (though it is appreciated ☺). **Remember, COM majors need at least a C for this class to count.**

A = Superior work. Greatly exceeds requirements. Outstanding levels of creativity, skill, initiative, and/or effort. *Elicits the “excellent, really excellent” comment.*

B = Good work/above average. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort. Goes beyond minimal requirements of assignment. *Elicits the “nicely done” comment and gets me telling others that you guys are doing really nice work and I am so proud of you!*

C = Average work. Meets the requirements in every aspect, but does not exceed requirements. I already expect this level of completion from every student on the assignment. *Elicits the “OK, they did the work” comment.*

D = Deficient. Meets some requirements, but deficient in others. *Elicits the “hmmm, I wonder if they waited till the last minute to do this?” comment.* A good thing to do when you get this grade is to come see me; I really DO want you to pass.

F = Poor. Deficient in most or all requirements. *Elicits “well, they blew this off” comment from me.* A MUST is to see me!!

Tentative Schedule

	COVERED	DUE before CLASS THIS WEEK!	DOING in CLASS THIS WEEK
		STUFF IN THIS COLUMN SHOULD BE EMAILED TO ME VIA .DOC ATTACHMENT BEFORE 5:25PM OR IT'S LATE = 0	STUFF IN THIS COLUMN WE'LL DO IN CLASS, SO IF YOU'RE ABSENT YOU CAN'T MAKE IT UP. PRE-SCHED. MAKEUPS ONLY FOR QUIZZES
Aug 30	Intro to Class Background Research CITI Training		Source Evaluation Activity
Sep 6	APA Formatting & Res. Papers Research Basics	Tramifow Response	Syllabus Quiz
Sep 13	Reliability & Validity & Error APA #1	Abstract Huff Chs. 1 & 4 Response	APA Activity
Sep 20	Qualitative Basics & Methods	Jackson Response CITI Training	Qualitative Ideas Activity MINI-QUIZ 1
Sep 27	Quantitative Basics & Methods Finding Participants & Sampling	APA #1 Robinson Response	Quantitative Study Design Sampling Activity
Oct 4	Doing Experiments Doing Surveys APA #2	Babbie Response	Question Types & Survey Activity MINI-QUIZ 2
Oct 11	IRB Application - <i>Kinsey</i>	Danko Response	
Oct 18	IVs/Focus-Grps/Observations "The Project"	Kinsey Analysis Herschberger Response	MINI-QUIZ 3 Observation Activity
Oct 25	Qualitative Data & Coding LeCompte & Qual Data	Observation APA #2	LeCompte Activity
Nov 1	Data Collection Workday		
Nov 8	Descriptive Data - Info & SPSS	Project Data	MINI-QUIZ 4
Nov 15	Relational Data – Info & SPSS	Huff Ch. 8 Response Descriptives Assignment	APA Quiz
Nov 22	Difference Data –Info & SPSS	Relationships Assignment	MINI-QUIZ 5
Nov 29	Data & APA Workshop	Coding Results & Interp.	
Dec 6	Methodology/Results/Discussion	Differences Assignment	MINI-QUIZ 6
	FINAL PAPER DUE via emailed .doc attachment to jessicommclass@gmail.com Before noon on Monday (Dec. 12 th)		

RECORD OF MY GRADES:

Total Possible My Scores

ACTIVITIES <i>(in class)</i> / ASSIGNMENTS <i>(take-home)</i>	525	
Source Evaluation Activity	5	
Syllabus Quiz Activity	5	
Abstract Assignment	15	
APA Activity	5	
CITI Training Activity	15	
Qualitative Research Ideas Activity	5	
Design Quantitative Study Activity	5	
APA #1 Assignment	25	
Sampling Activity	5	
Question Types & Survey Activity	5	
Observation Activity	5	
Observation Assignment	20	
APA #2 Assignment	30	
<i>Kinsey</i> Analysis Assignment	15	
LeCompte Activity	5	
APA Quiz Activity	30	
Project Data Assignment	40	
Descriptives Assignment	30	
Relationships Assignment & Interpretation	40	
Coding Results & Interpretation	30	
Differences Assignment & Interpretation	40	
Overall Participation Quality	50	
Methods/Results Final Paper	100	
READING RESPONSES <i>(drop lowest)</i>	175	
Tramifow reading response	25	
Huff Chs. 1 & 4 reading response	25	
Jackson reading response	25	
Robinson reading response	25	
Babbie reading response	25	
Danko reading response	25	
Herschberger reading response	25	
Huff Ch. 8 reading response	25	
MINI-QUIZZES	300	
Mini-Quiz 1	50	
Mini-Quiz 2	50	
Mini-Quiz 3	50	
Mini-Quiz 4	50	
Mini-Quiz 5	50	
Mini-Quiz 6	50	
EXTRA CREDIT POINTS (IF OFFERED)		

A = 90-100% = 900-1000pts
 B = 80-89% = 800-899pts
 C = 70-79% = 700-799pts
 D = 60-69% = 600-699pts
 F = 59% or less ≤599pts

MY TOTAL POINTS =

_____ /1000