

**CI610: Perspectives on
Communication and Information Knowledge and Research I**
FALL 2008
Tu/Th 12:40-3:25 COM 420

Instructors:

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Office Hours: Mo., 1:30-2:30 pm

Tu., 10:00-11:00 am

& by appointment

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Th., 10:00-11:00 am

& by appointment

CATALOG DESCRIPTION: THIS IS A 6 UNIT COURSE

Examination of the paradigmatic underpinnings that drive research in positivistic traditions. Integrative study of the role of theory, various theoretical traditions and methods within positivistic communication and information research. Emphasis on classic and contemporary literature and on conducting primary research across the various fields represented by the college.

PREREQUISITES

This course requires admission to the program or consent of instructor.

ABOUT THIS COURSE

This course explores the positivistic foundations of communication and information research. It is being team taught by Drs. Allard and Levine. The theoretical and methodological content of this course is integrated throughout the semester. We will explore what constitutes theory and will discuss theories in the positivistic traditions of our discipline. We will also examine the entire research process – study design, data collection, data analysis, data reporting – and we will hone critical thinking in this area through critiques of existing research.

COURSE GOALS/OBJECTIVES

This course is part of the required curriculum.

Upon the completion of this course, students should be able to:

- understand the definition of “theory” and know how to apply theory to a research question
- discuss theories in the positivistic tradition
- critically evaluate communication and information research from a methodological standpoint
- conceptualize and design your own research project
- identify different strategies of inquiry and how to choose the best one for a research topic
- build a research design based on theoretical underpinnings
- identify different research methods that may be used, including, but not limited to, survey research, experiments, and content analysis.

610 LEARNING COMMUNITY

This course offers stimulating challenges in a collaborative learning atmosphere. Doctoral courses are about more than simply mastering the information content, they are also about socialization into the academic community. You are more than our students; you are on the road to being our colleagues! We expect you to approach this class as you would any professional assignment – with a strong work ethic, enthusiasm, and commitment. In return, we will provide a supportive learning environment where you can experiment with new ideas, and gain new skills.

How much you gain from this course depends largely on you, and your classmates. Together we can make the class as interesting, relevant and exciting as we like. We have structured the course to make it a rewarding learning experience that will have meaning for you regardless of whether your future plans include being an active researcher or a professional with less exposure to the research process.

The assignments in this course are designed to help you master the material and provide you with experience that will benefit your professional goals after completion of the degree.

CONTACTING THE PROFS

We're here to help – so always feel free to ask questions or share ideas! You are encouraged to drop in during our office hours, or we can talk after class or we can set up an appointment at another time that is more convenient for you. E-mail is a sure-fire way to contact us. E-mail is an excellent communication tool, and we check ours on a very regular basis. The best thing about e-mail is that it is 24/7; that means you can ask a question when it's fresh on your mind – 24 hours a day, 7 days a week. We'll usually answer within 48 hours, but we'll often get back to you even faster!

DISABILITIES

Please contact the Office of Disability Services at 191 Hoskins Library at 865.974.6087 if you need course adaptations or accommodations. They will work with you to arrive at the appropriate program and register you for services. Also contact me so we can talk about solutions.

TEXTBOOKS – REQUIRED

Barry, J. M. (2004). *The great influenza: The epic story of the deadliest plague in history*. New York: Penguin Group.

Kuhn, T. S. (1996). *The structure of scientific revolutions*. Chicago: University of Chicago Press.

Reynolds, P.D. (2007). *A primer in theory construction* (Allyn & Bacon Classics). Boston: Pearson Education.

Singleton, Jr., R. A., & Straits, B. C. (2005). *Approaches to social research* (4th Ed.) New York: Oxford Press:

READINGS

Readings for this class are noted on the attached schedule, however there may also be additional readings that are assigned as the course progresses.

ASSIGNMENTS (DUE DATES ON CLASS SCHEDULE)

Below are the titles of each assignment so you can see how they fit into our curriculum.
Full descriptions of each assignment will be available as the assignment becomes relevant in the semester.
Due dates are listed on the syllabus.

Two reaction papers(5% each)	10%
Two theory reviews (5% each)	10%
Theory presentation	5%
One research symposium report	5%
Three methods papers (5% each)	15%
Methods take home exam	10%
SPSS Handbook	5%
Data Project	10%
Research Project	10%
FINAL PROJECT	<u>20%</u>
TOTAL	100%

COURSE POLICIES

1. **ATTENDANCE:** Students are expected to attend classes regularly and promptly and are responsible for all work done in their classes while they are absent. Further, students should have read the assigned material prior to class and be prepared to participate. Attendance is mandatory for all student presentations.
2. **TURNING IN WORK:** For your own protection, you are expected to keep a photocopy or a file of all assignments submitted to the instructor.
3. **LATE ASSIGNMENTS:** Late assignments will have points deducted equivalent to 1 letter grade for each day late. For required, non-graded assignments, students who do not complete the assignment may have up to 5 points deducted from their final grade. Assignments are due at the beginning of the class.
4. **PLAGIARISM:** (i.e., presenting someone else's work as your own or without proper acknowledgement) or any other type of academic dishonesty (e.g., cheating on an exam) will be considered justification for failure in the course and possible dismissal from the University of Tennessee. Further information is available in Hill Topics, the UTK student handbook.
5. **FAILING THE COURSE:** Missing the final student presentations or failing to turn in the final project will also result in course failure.
6. **CELL PHONES:** It is class policy that all cell phones and beepers be turned off before class begins. If your phone rings during class, 5 points will be deducted from your final grade. If you choose to answer the call, an additional 10 points will be deducted.
7. **WRITING STYLE:** Any paper that contains three or more errors (ex: grammatical, typographical, failure to proofread, etc.) will be returned without a grade. Similarly, any paper containing 3 or more citation errors will be returned without a grade. The student will be permitted to rewrite the paper and turn it back in within a week. The final grade will reflect a 10 point deduction for each new version of the paper. If no new version is turned in, the student will receive a "zero" for the assignment.
8. **INCOMPLETES:** No incompletes will be given except in the case of severe illness and when only a small number of assignments remain unfinished.
9. **DEADLINES** Exams, papers and presentation must be completed on schedule. No makeups or extensions will be permitted unless the student contacts the instructor prior to due date and has a verifiable excuse.
10. **ACCEPTABLE SOURCES:** Only published articles from peer-reviewed journals are considered to be acceptable sources. On-line resources such as wikipedia are not to be used as sources in your assignments.

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS

(SUBJECT TO CHANGE DURING THE SEMESTER)

****PLEASE NOTE FOR READINGS:** These items should be READ BEFORE our class meeting.

****PLEASE NOTE FOR ASSIGNMENTS:** These items are DUE AT THE START of our class.

Week	Class Date/Day	Topics	Assignment Due
		Readings Due	
1	8/21 Th	Course introduction Science and Society	
		Barry, J. M. (2004). <i>The great influenza: the epic story of the deadliest plague in history</i> . New York: Penguin Group.	
2	8/26 Tu	Epistemology & Science	
		Kuhn, T.S. (1996). <i>The Structure of Scientific Revolutions</i> . Chicago: University of Chicago Press. Reynolds, P.D. (2007). <i>A primer in theory construction</i> . Boston: Pearson Education. Chapter 2. Chaffee, S. H & Berger, C. R. (1988). What communication scientists do. <i>Handbook of communication science</i> (pp. 99-122). Newbury Park, CA: Sage.	
	8/28 Th	How do we know and how do we see?	Reaction paper #1
		Reynolds, Chap 1 Farrell, T. B. (1987). Beyond science: Humanities contributions to communication theory. In C. Berger, & S. Chaffee, (Eds.), <i>Handbook of communication science</i> , pp. 123-139. Newbury Park, CA: Sage. Singleton, Jr., R. A., & Straits, B. C. (2005). <i>Approaches to social research</i> (4 th Ed.) New York: Oxford Press Chap 2	
3	9/2 Tu	What is theory? The relationship between theory and method	
		Reynolds, Chaps 3, 4, 5, 7 Singleton Chap 17	
	9/4 Th	Method intro IRB/ethics Causality	Methods paper #1
		Singleton Chaps 3 & 16	
4	9/9 Tu	Measurement Theory / Literature Reviews	
		Chaffee, S.H. (1991). <i>Explication</i> . Newberry Park, CA: Sage. Singleton Chap 4 (pp. 76-90)	
	9/11 Th	Theory Families, Positivistic Theories (intro)	
		Reynolds, Chap 6 Littlejohn S.W. & Foss, K.A. (2004). Traditions of communication theory. <i>Theories of Human Communication</i> . Wadsworth Publishing. Chap 3	

5	9/16 Tu	Theory and Society	Reaction paper #2
	<p>Beniger, J.R. (1990). Who are the most important theorists of Communication? <i>Communication research</i>, 17, 698-715.</p> <p>Giddens, A. (1978). Positivism and its critics. In T. Bottomore, & R. Nisbet, (Eds.) <i>A history of sociological analysis</i>, Basic Books.</p> <p>Tunstall, J. (1983). The trouble with U.S. communication research. <i>Journal of communication</i>, 33, 92-95.</p> <p>Kunkel, D. & Farinola, W.M. (2000) Underestimating our own weight? The scope and impact of communication research on public policy. <i>Communication Yearbook 24</i>. Newbury Park, CA: Sage.</p>		
	9/18 Th	Mass Media & Society: Hypodermic Needle, People's choice, cultivation theory	
	<p>Gerbner, G., & Gross, L. (1976). Living with television: The violence profile. <i>Journal of Communication</i>, 26, 172-199.</p> <p>Gerbner, G., & Gross, L. (1976). The scary world of TV's heavy viewer. <i>Psychology Today</i>, 10, 41-89.</p> <p>FOR MORE ON THE TOPIC -- NOT REQUIRED: Lazarsfeld, P.F., Berelson, B. & Gaudet, H. (1968). <i>The people's choice: How the voter makes up his mind in a presidential campaign</i>. New York: Columbia University Press.</p>		
6	9/23 Tu	Reliability & Validity	
	<p>Mook, D.G. (1983). In defense of external invalidity. <i>American Psychologist</i>, 38, 379-387.</p> <p>Singleton Chap 4 (pp. 90-105)</p>		
	9/25 Th	Sampling	Methods #2
	Singleton Chap 5		
7	9/30 Tu	Mass Media Perspectives: Agenda Setting, Framing analysis, Spiral of Silence	
	<p>McCombs, M. E. & Shaw, D. (1972). The Agenda-Setting Function of Mass Media. <i>Public Opinion Quarterly</i>, 36, 176-187.</p> <p>Noelle-Neumann, E. (1974). The spiral of silence: A theory of public opinion. <i>Journal of communication</i>, 24, 43-51.</p> <p>Rogers, E. M., & Dearing, J. W. (1988). Agenda-setting research: Where has it been? Where is it going? In: Anderson, J.A. (Ed.). <i>Communication Yearbook 11</i>. Newbury Park, CA: Sage.</p>		
	10/2 Th	International Perspectives: Diffusion of innovation, Cultural Dimensions	
	<p>Valente, T.W. & Rogers, E. M. (1995). The origins and development of the diffusion of innovations paradigm as an example of scientific growth. <i>Science communication</i>, 16, 242-274.</p> <p>Hofstede, G. & McCrae, R.R. (2004). Personality and culture revisited: Linking traits and dimensions of culture. <i>Cross-Cultural Research</i>, 38(1), 52-88.</p> <p>Komlodi, A. (2006). Cultural models of Hall and Hofstede. In: Fisher, K.E., Erdelez, S. & McKechnie, L. (Eds.). <i>Theories of information behavior</i>. Medford, NJ: Information Today.</p> <p>FOR MORE INFO -- NOT REQUIRED:</p> <p>Rogers, E.M. (1995). <i>Diffusion of innovations (4th edition)</i>. New York: The Free Press.</p> <p>Hofstede, G. (2003). <i>Culture's consequences, comparing values, behaviors, institutions, and organizations across nations</i>. Newbury Park, CA: Sage.</p>		

8	10/7 Tu	Scales & Survey Design	Theory #1
		Singleton Chap 8 & 9 Sparks, G. G. (1986). Developing a scale to assess cognitive responses to frightening films. <i>Journal of Broadcasting & Electronic Media</i> , 30, 65-73.	
	10/9 Th	FALL BREAK	
9	10/14 Tu	Information Perspectives: Information seeking, & information behavior	
		Case, D. O, Johnson, J. D., Andrews, J. E., & Allard, S. L. (2005). Avoiding versus seeking: The relationship of information seeking to avoidance, blunting, coping, dissonance and related concepts. <i>Journal of the Medical Library Association</i> , 93. Johnson, J. D., Donohue, W. A., Atkin, C. K., & Johnson, S. (1995). A comprehensive model of information seeking. <i>Science Communication</i> , 16, 274-303. Wilson, T. D. (1997). Information behaviour: An interdisciplinary perspective. <i>Information Processing and Management</i> , 33, 551-572. FOR MORE ON THE TOPIC -- NOT REQUIRED: Case, D.O. (2002). <i>Looking for information: A survey of research on information seeking, needs, and behavior</i> . New York: Academic Press/Elsevier Science.	
	10/16 Th	Experimental design, Intro to SPSS	
		Singleton Chaps 6 & 7	
10	10/21 Tu	Final Project meetings	Methods #3
		Students will meet individually with professors to discuss development of their final project.	
	10/23 Th	Hypothesis Testing	
		Singleton Chap 14	

11	10/28 Tu	T-test, Chi-square	
		TBA	
	10/30 Th	The psychological perspective: Social Cognitive Theory, Uncertainty Reduction	Methods take-home
		Bandura, A. (1989). Social cognitive theory (Social learning theory). <i>International encyclopedia of communications</i> , 4, 92-96. Natemeyer, R. G. & Bearden, W. O. (1992). A comparative analysis of two models of behavioral intention. <i>Journal of the academy of marketing science</i> , 20, 49-60. Berger, C. R. (1986). Uncertainty outcome values in relationships: Uncertainty reduction theory then and now. <i>Human Communication Research</i> , 13, 34-38. Boyle, M. P., Schmierbach, M., Armstrong, C. L., McLeod, D. M., Shah, D. V., & Pan, Z. (2004). Information seeking and emotional responses to the September 11 terrorist attacks. <i>Journalism & Mass Communication Quarterly</i> , 81, 155-167.	

12	11/4 Tu	Correlation, Regression	
		Singleton Chap 15	
	11/6 Th	Elaboration likelihood model, uses and gratifications	Theory paper #2
		Palmgreen, P. (1984). Uses and gratifications: A theoretical perspective. <i>Communication yearbook</i> , 8, 20-56. Petty, R. E., Wegener, D. T., Fabrigar, L. R., Priester, J. R. & Cacioppo, J. T. (1993). Specifying the ELM: Conceptual and methodological issues in the elaboration likelihood model of persuasion: A reply to Michigan State critics. <i>Communication Theory</i> , 3, 336-362.	
13	11/11 Tu	ANOVA, MANOVA	
		TBA	
	11/13 Th	The Academy: Entrance & Success	
14	11/18 Tu	Factor Casual Models, SEM	
		Singleton Chap 12	
	11/20 Th	Final Project reviews	
15	11/25 Tu	Presentations	Final Project Due SPSS Manual Due
	11/27 Th	THANKSGIVING	
16	12/2	Presentations	
17	12/4	Presentations (Finals Schedule)	