



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: COMM

Course and Section #: 3020 004

Course Title: Communication Research Methods

Credits: 3

Course Description

Covers basic communication research methods in both quantitative and qualitative research. Focuses on the research process and discusses the methodological tools for understanding and conducting basic communication research. Includes examples based on research and promotes awareness of the importance of quantitative and qualitative research perspectives as well as of data collection and analytical procedure

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Jordan Allen, Ph.D.

Student Learning Outcomes

1. Explain the importance of theory and the research issue in determining choice of quantitative versus qualitative research methodology;
 2. Demonstrate competence in quantitative research methodology including measurement, sampling, designing research, hypotheses testing, and interpreting quantitative data;
 3. Demonstrate competence in qualitative research methodology including designing qualitative research, applying appropriate methods of data collection, and analyzing, interpreting, and reporting qualitative data;
 4. Use acquired research skills to propose a study, collect data, analyze data, and report research findings.
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Course Materials and Texts

- Merrigan, G., & Huston, C. (2019). *Communication Research Methods* 4th ed. Oxford University Press

Course Requirements

Course Assignments, Assessments, and Grading Policy

Application Assignments:

Students will complete weekly application assignments. In these assignments, students will apply the concepts and theories they learned that week in class. To complete these assignments, students will need to be familiar with the weekly reading. On average, application assignments can be completed in 2-4 hours. In these assignments students will be evaluated on their familiarity of course concepts, idea development, and writing conventions.

Students will participate in weekly discussions. Discussions will ask students to reflect on and practice material from that week's reading and lecture. In discussions, students will be evaluated on their idea development and mastery of course concepts.

Research Assignments:

Throughout the semester students will complete 5 core research assignments. These assignments are the building blocks to the final proposal in the course due at the end of the semester. All research assignments must be completed to pass this class. If one of the following research assignments is not completed, regardless of the total grade in the class, the student will not earn a passing grade.

1. 5 COM Research Statements
2. 2 Research Questions
3. Final Research Question
4. Annotated Bibliography
5. Introduction Draft
6. Lit. Review Draft # 1
7. Peer Feedback on Lit. Review
8. Intro/Lit. Review Draft # 2
9. Final Portfolio

Assessments:

Quizzes:

Quizzes will assess your understanding of the week's reading assignment. You will have 30 minutes to complete each quiz. Once a quiz has started, it must be finished.

Final Proposal:

This assignment is in lieu of a final exam. In this assignment, you will bring together all of the revised components of your research proposal. **You will also be adding the discussion, a final cumulative revision letter, and a brief writing reflection to your final proposal.**

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required or Recommended Reading Assignments

- Merrigan, G., & Huston, C. (2019). Communication Research Methods 4th ed. Oxford University Press

General Description of the Subject Matter of Each Lecture or Discussion

Week 2: Intro to Communication Research

- **Mon, Jan. 13:** Intro to Communication Research
 - Reading: Chapter 1
 - Assignment: Submit Research Area
- **Wed, Jan. 15:** Finding/Reading Communication Research
 - Reading: "Friend not Foe" (Canvas)

Week 3: Ways of Knowing

- **Mon, Jan. 20:** MLK Day - No Class
- **Wed, Jan. 22:** Intro to paradigm/ways of knowing
 - Reading: Chapter 2
 - Assignment: Due: Research Plan (T)

Week 3: Research Questions and Ways of Knowing

- **Mon, Jan. 27:** Ways of Knowing and Research Questions
- **Wed, Jan. 29:** Research Ethics
 - Reading: Chapter 3
 - Assignment: Due: Annotated bibliog

Week 4: The In's and Outs of Literature Reviews

- **Mon, Feb. 3:** Literature Reviews
 - Reading: Reading post on Canvas
 - Assignment: Due: Research Question
- **Wed, Feb. 5:** Literature Reviews
 - Reading: Reading posted on Canvas

Week 5: Project Management and Research Ethics

- **Mon, Feb. 10:** Project Management
- **Wed, Feb. 12:** Research Ethics
 - Reading: Chapter 3
 - Assignment: Due: Lit. Review D1 (S)

Week 6 - Communicating and Feedback

- **Mon., Feb. 17:** Reading posted
- **Wed., Feb. 19:** Feedback

Week 7 - Creating Quantitative Data

- **Mon., Feb. 24:** What are variables?
 - Reading: Chapter 4
- **Wed., Feb. 26:** Levels of Measurement

- Reading: Chapter 5

Week 8 - Creating Quantitative Data

- **Mon., Mar. 3:** Survey research questions & purpose
 - Reading: Chapter 7
- **Wed., Mar. 5:** Survey research and technology

Week 9 - Spring Break

- **Mon., Mar. 10:**
- **Wed., Mar. 12:**

Week 10 - Interpreting Quantitative Data

- **Mon., Mar. 17:** Measures of central tendency
 - Reading: Chapter 9
- **Wed., Mar. 19:** Questions of relationships and between group differences

Week 11: Data Visualization

- **Mon., Mar. 24:** Visualizing Data
 - Reading: Reading posted on Canvas
- **Wed., Mar. 26:** Creating data visualizations

Week 12: Making Arguments for Multiple Realities

- **Mon., Mar. 31:** Overview of interpretive and critical ways of knowing
 - Reading: Chapter 11
 - Assignment: Due: Data Visualization (Sunday, 3/30)
- **Wed., Apr. 2:** Interviews and Focus Groups
 - Reading: Reading posted on Canvas

Week 13: Interviewing as Practice and Analyzing Qualitative Data

- **Mon., Apr. 7:** Interviewing as practice
 - Reading: Reading posted on Canvas
- **Wed., Apr. 9:** Analyzing Qualitative Data
 - Reading: Reading posted on Canvas

Week 14: Workshopping & Demonstrating Skills to Employer

- **Mon., Apr. 14:** Qualitative Analysis Workshop
- **Wed., Apr. 16:** Portfolio Construction
 - Assignment: Due: Qualitative Analysis (Sunday, 4/20)

Week 15: Workshopping and Revising

- **Mon., Apr. 21:** Portfolio Workshop
- **Wed., Apr. 30 (1-2:50 pm):** Portfolio Workshop
 - Assignment: Due: Final Portfolio (Wednesday, 4/30)

Required Course Syllabus Statements

Generative AI

Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is specifically a space for learning how to improve our writing. AI simply cannot do that learning for us (CSU, 2023).

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions

of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.