Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT OF COMMUNICATION STUDIES

COM 601
Evaluation Methods
Spring Semester, 2011
CLASS IS HELD IN THE COMMUNICATION BUILDING: WEDNESDAY 9-11:45

MASTERS STUDIES PROGRAM

INSTRUCTOR INFORMATION

Associate Professor
Benson Fraser, Ph.D.
Telephone: (757) 352-4227
Fax: (757) 352-4275
e-mail: bensfra@regent.edu
Office hours: Tuesday 10-12 & 2-5.
Second floor Communication Building

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

*After reading the syllabus please send me a note stating that you have read and understood the requirements for this class. If you do not understand something on the syllabus please contact me immediately so I can clarify the issue.
**Course Description**
Designed to provide knowledge of practical research methods and how to apply research to common uses in digital media, television, video, film, and journalism. Students will learn about quantitative, qualitative and textural research for their respective areas of interest.

**RATIONALE/COURSE OVERVIEW**

Evaluation Methods in Communication is a course required of all College of Communication and the Arts students. The course is designed to be taken as early as possible in the graduate student's degree program. The course is meant to be an introduction to the field of communication studies in general and Regent University's College of Communication and the Arts in particular. The main thrust of the course is to introduce the student to communication research methodologies and disciplines, strategies and techniques. The graduate student is also introduced to library research, master's degree requirements in the College, including the thesis, portfolio, and comprehensive examination options and to fundamental computer utilization in word processing/writing and research statistics.

**Integration of Faith and Learning**

To begin this section on the integration of faith and learning, we would like to refer to a brief comment made by John Courtney Murray, given at the inaugural series of St. Thomas More Lectures at Yale University. This class, as Father Murray reminds us, raises the question of the uniqueness of our subject matter and the problem of God amid the whole range of problems that we face.

> If God is a reality, his reality is unique; it will therefore present to man a unique problem. The problem of God exhibits only the barest analogy with the standard model of a problem as it is found in science. In the scientific world of observation and inference, hypothesis and verification, the data are, as it were, “out there.” The scientist is distant and detached from them; other things being equal any number of men who are scientists can do the same experiment and record the same results. No personal issues arise in the scientific problem. In contrast, the problem of God is primary among the fateful human questions that, as Pascal said, “take us by the throat.” The whole man--is profoundly engaged both in the position of the problem and its solution. In fact, he is in a real sense a datum of the problem itself, and his solution of it has personal consequences that touch every aspect of his conduct, character, and consciousness. Moreover, the problem of God is unique in that no man may say of it, “It is not my problem.” Dostoyevsky’s challenge is valid: “If God is not, everything is permitted.” But the challenge needs to be amended to include, “except one thing.” If God is not, no one is permitted to say or even think that he is, for this would be a monstrous deception of oneself and of others. It would be to cherish and propagate a
pernicious illusion whose result would necessarily be the destruction of man. On the other hand, if God is, again one thing is not permitted. It is not permitted that any man should be ignorant of him, for this ignorance, too, would be the destruction of man. On both counts, therefore, no man may say that the problem of God is not his problem.


As indicated by the quotation above the issues raised in this class speak to the whole of our life not just the academic. We cannot divorce the sacred from the secular, one’s heart from one’s mind, or the God of reason from the God of history.

Furthermore, we engage the content of this class as communication scholars looking at theology and not as theologians looking at communication. By this we mean that you are to respond to questions raised in the class or to specific class assignments as a communication scholar speaking or writing to other scholars in the field. Although the professor provides a framework or structure for the class it is the responsibility of the student to integrate the subject matter of the class into their own worldview.

**DEPARTMENTAL OF COMMUNICATION STUDIES PROGRAM OUTCOME**

1. Christian Worldview - Masters degree students will formulate their own Christian worldview as professionals working in the field of communication.

2. Academics - Masters degree students will evaluate and critique their own use of media and will explain how they are seeking to increase media literacy.

3. Christian Community - Masters degree students will contribute to Christian community at Regent University through their interactions with other Regent University students, faculty and staff.

4. Mission Impact - Masters degree students will explain the global implications of media technology.

**COURSE OBJECTIVES:**

This course will offer an equal emphasis on research and evaluative practices with the aim of helping each student come to appreciate both the dimensions of the intellectual activity. At the end of this course the attentive student should be able to:

1 To be aware of the full range of library research in communication: electronic resources, databases and periodical collections, etc.

2 To learn the two acceptable writing style forms in the College of Communication and the Arts, the American Psychological Association (APA) research writing style form and the Modern Language Association (MLA) writing style form.
To deliberate on the concepts and models of human communication and its perspectives for research.

4 To study the qualitative/humanities/critical research methodologies and the design procedures and processes for working within those perspectives.

5 To study the quantitative or social science research methodologies and the statistical procedures and processes for data analysis within that perspective.

6 To learn how to write research proposals, conduct research, and complete research reports for all research perspectives.

**TEXTBOOKS: REQUIRED:**


**TEXTBOOKS: RECOMMENDED**


COURSE REQUIREMENTS AND ASSIGNMENTS

1. Class participation (in class discussion, short assignments, and in class projects) will contribute to the student’s grade. Each student is responsible for assigned readings and course participation. Discussion and debate are crucial for the successful integration of scholarly materials. Other students depend on your participation in the class and in providing them with your written assignments and dialogue.

2. Each student is to write an annotative bibliography of and assigned topic. At least twelve separate works must be consulted and critically reviewed. You are to write at least three paragraphs on each work. The assignment is due: February 1, 2011.

3. Each student is required to write an abstract for each of two articles assigned by the professor. The assignment is to be no longer than two typed pages and is due on the day the article is discussed in class. The articles to be abstracted should deal with some aspect of ethnographic theory and/or practice or a particular social science or “interpretive” theory, which can increase your sensitivity to the operative dynamics entailed in ethnographic projects. The abstracts can be based on an article from a scholarly journal or on a chapter from a scholarly book. The recommended readings are intended to stimulate thinking in this regard. The critical book review and each article or chapter abstract should include the following:
   • A review of the major points made in the article or book.
   • A critical analysis of the major points made in the article or book.
   • A discussion of how the information in the article or book integrates into what we already know about the field of communication and the world in general. Relate the assigned readings to other articles and to chapters assigned in the major texts.

   The first assignment is due February 8, 2011 and the second assignment is due February 22, 2011.

4. Each student will submit, for class critique, a proposal for his or her major evaluative project. Such a proposal will include a brief “literature review,” justification for the project, proposed methodological approach to the subject and any relevant theoretical possibilities. The group project proposal is due March, 15, 2011.

5. Each group must submit a twenty to twenty-five page paper based on his or her project. Such projects will include, a “literature review,” methodology section, analysis and interpretation of observational data, and a theoretical orientation. All papers must follow the MLA or APA guidelines. Transcripts of the in-depth interviews and field notes and other research documents must be made available if so desired by the professor. Due: April 12, 2011.

6. Each group will write a critical review of an assigned research paper. This review will be due April 19, 2011 and needs to follow either the APA or the MLA style sheet.
COURSE EVALUATION

1. Assignment: In-class discussion and participation 20%
2. Assignment: Abstracts and presentations (two) 20%
3. Assignment: Annotative Bibliography 10%
4. Assignment: Research proposal 5%
5. Assignment: Final paper 40%
6. Assignment: Critical review of an assigned paper 5%

Total 100%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96–100</td>
</tr>
<tr>
<td>A-</td>
<td>93-95</td>
</tr>
<tr>
<td>B+</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>81-84</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
</tr>
</tbody>
</table>

Incomplete Grades

It is University policy that incomplete grades are to be given only for legitimate deficiencies due to severe illness or emergencies or other significant reasons acceptable to the professor and not because of neglect on the student’s part. I cannot deviate from this policy. Please consult the Regent University Academic Catalogue for a more complete statement of university policy. If any of your assignments are late for any reason I may grade your work but I will not be responsible for providing extensive feedback on late assignments.

Academic Honesty

As should be expected, particularly at a Christian university, students will adhere to the highest standards of academic honesty. This includes the avoidance of plagiarism, defined as the uses of written and oral words of another person, including another student, without the expressed acknowledgment of the speaker or writer’s indebtedness to that person. This also applies to the use of papers and other materials previously submitted to instructors of other classes, either at Regent University or other institutions. Any violation of this policy will normally result in failure of the course.

Student Feedback

You will be given the opportunity to provide me, as well as the college administration, with written feedback and to evaluate the course structure and its conduct. However, you
should feel free to bring any concerns to my attention at any time during the semester. We welcome your input, feedback and constructive criticism on this course.

If you have more than 2 absences you will lose 5 points from your final grade for each additional absence. Assignments turned in late will result in a drop in grade. Assignments turned in late may be graded and returned but with only limited or no written feedback.

COURSE SCHEDULE / OUTLINE / READINGS / PRESENTATIONS:

**Week 1 January 4, 2011**  
Topic: Introduction to the class.  
Readings: none  
Assignment Due: none

**Week 2 January 11, 2011**  
Topic: What is research?  
Readings: Tensen, Part One (Chapters 1 – 4); Chreswell, Chapter 1.  
Assignment Due: Respond to the readings

**Week 3 January 18, 2011**  
Topic: Locating the Field: designs and data collection.  
Readings: Patton: Tensen, Part Two (Chapters 5 - 6); Chreswell, Chapter 2.  
Assignment Due: Respond to the readings

**Week 4 January 25, 2011**  
Topic: Research Documentation and Style Sheets  
Readings: Tensen, Part Three (Chapters 7 - 11); Chreswell, Chapter 3.  
Assignment Due: Respond to the readings

**Week 5 February 1, 2011**  
Topic: Strategies of Inquiry I  
Readings: Cresswell, Chapters 4-8  
Assignment Due: Respond to the readings & annotative bibliography

**Week 6 February 8, 2011**  
Topic: Quantitative:  
Readings: Cresswell, Chapters 9  
Assignment Due: Respond to the readings; Article review I

**Week 7 February 15, 2011**  
Topic: Qualitative I  
Readings: Cresswell, Chapters 10  
Assignment Due: Respond to the readings
Week 8 February 22, 2011
Topic: Qualitative II
Readings: Chapters 10
Assignment Due: Respond to the readings; Article review II

Week 9 March 1, 2011
Topic: Spring Break (NO CLASS)
Readings: none
Assignment Due: none

Week 10 March 8, 2011
Topic: Mixed methods
Readings: Cresswell, Chapter 11
Assignment Due: Respond to the readings

Week 11 March 15, 2011
Topic: Group Project proposal
Readings: as needed
Assignment Due: Group project proposal.

Week 12 March 22, 2011
Topic: Group Project I
Readings: as needed
Assignment Due:

Week 13 March 29, 2011
Topic: Group Project II
Readings: as needed
Assignment Due:

Week 14 April 5, 2011
Topic: Group Project III
Readings: as needed
Assignment Due: none

Week 15 April 12, 2011
Topic: Final paper presentation
Readings: none
Assignment Due: Final Paper

Week 16 April 19, 2011
Topic: Final Project Review
Readings: Review classmates paper as assigned
Assignment Due: In class review of your classmate’s final paper.
UNIVERSITY POLICIES AND RESOURCES

Please review the following links for important information on University policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk
- Grading Policies (incompletes, extensions, IPs, etc.)
- Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disabled students in their classes. www.regent.edu/admin/stusrv/student_life/disabilities.cfm

STUDENT COURSE EVALUATION

Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. In addition, such evaluation leads to the continual improvement of courses and student learning. Consequently, university policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade. This form is only available in an online format. Prior to the end of the course, students will receive an e-mail indicating that the form is available. Instructions on accessing the evaluation will be included. Since these evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation form is available. Instructors will not have access to course evaluations until after grades have been submitted and will only have access to anonymous summary data. Students are also encouraged at any point during the term to offer comments that may be helpful to the improvement or refinement of the course. Students can access the online evaluation system at: http://eval.regent.edu/regentsurvey/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.
At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.

Regent University
1000 Regent University Drive, Virginia Beach, VA, 23464
Phone (888) 718-1222
© 2009 Regent University, All Rights Reserved.