Collaborative Research ~ MMC6428
Thursday (Periods 4-7, 10:40 - 2:45 pm) ~ WEIM 1074
Spring 2015 ~ University of Florida

Instructor / Contact

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Email Policy: The email should be as specific as possible and it should include your full name. You should also note that I check my email once in the morning and once in the evening Monday through Friday.
Be Concise: I should also note that I do not read emails of more than half a screen long. If you have that much to say, then let's have a face-to-face conversation.
Schedule and Office Hours
About Moi: http://www.jou.ufl.edu/faculty/facultydetail.asp?id=rrodgers#home

Textbooks / Resources

- Murray, Rowena. *Writing for Academic Journals*. Third Edition (2013) Here is a link to the Google Books preview of the text: http://bit.ly/1scKTPB
- Access to Online Writing Lab (OWL) at Purdue University for resources related to conducting and writing research and for guidelines on how to use APA, MLA and Chicago styles. Bookmark site https://owl.english.purdue.edu/owl/section/2/ for easy reference.
- Access to a comprehensive dictionary and thesaurus in print or electronic format (see below).

Other Required Materials in the Cloud

- Bring your laptops to class,
- Set up a WordPress blog using the The Able Theme. Send me the url for your blog. Your blog's name should be your last name followed by your first name (Rodgers, Ronald). Be sure to activate the link. You will be using this to post weekly diaries – e.g. Diary Week 2 and so on – and for other class activities.
- Also, file a first post with (1) a bio, (2) some indication of your future plans career-wise, (3) your research interests as a grad student (4) a mugshot with this post.
  - Here is an excellent WordPress worksheet from UF Journalism Prof. Mindy McAdams on the basics of setting up a blog: http://www.jtoolkit.com/blogging/wp_tips.html
- Go to my Twitter (ronrodgers) and follow me. I post items about research and communications daily.
- Log in to Sakai at http://lss.at.ufl.edu If you are unfamiliar with Sakai or if you have any questions, check out the e-Learning FAQs. If you encounter a problem while using e-Learning, you should immediately contact the Help Desk to get assistance.

On Language, Writing, and Vocabulary

- **Bookmark:**
  - OneLook Dictionary Search: http://www.onelook.com/
  - Dictionaries and Thesauri: http://www.refseek.com/directory/dictionaries.html
  - Synonym Finder: http://www.visualthesaurus.com/
  - Optional paid site: Visual Thesaurus: http://www.visualthesaurus.com/
  - Common Errors in English: http://public.wsu.edu/%7Ebrians/errors/errors.html
- **Subscribe:** Word of the Day: http://www.merriam-webster.com/

Course Objectives

The goal of this course is to collaboratively produce a research project suitable for presentation at a conference and for publication in an academic journal, with the professor as a co-author. The professor will work with each student team.

Learning Outcomes

By the conclusion of the course, you should be able to:
- Execute a collaborative research project from start to finish.
- Understand how to narrow your research topic.
- Present a thorough review of literature for your topic using a synthesis matrix.
- Understand the elements of a social science research paper.
- Identify an appropriate conference for presentation.
- Identify an appropriate peer-reviewed research journal to submit for publication.
- Vet the validity of scholarly journals and conferences to avoid predatory journals and conferences.
- Correctly employ citation formats.
- Understand how to avoid plagiarism.
- Master rules of grammar and usage – especially as they apply to strong, active, non-turgid writing.
- Make a solid argument with a strong statement of purpose that outlines the goals and rationale for your research topic.
- Provide a comprehensive and articulate outline of your method such that your study could be replicated accurately.
- Present research study findings in a clear and logical manner
- Develop an engaging manuscript discussion that questions your results and makes a connection to other research and theory.
- Understand how the peer-review process works.
- Offer your peers constructive feedback on manuscripts.
- Submit a completed manuscript to a peer-reviewed conference and/or journal.

Class Format / Structure

This is a discussion-heavy course that will focus largely on group research projects. I have assigned articles and book chapters each week, and I expect that you will have read them closely before class.

The course format will be a mix of lecture, discussion, workshops, and presentations by students and guest faculty with the focus on developing and conducting a research study during the semester. At the very least, the end goal will be a collaboratively written conference-ready paper by teams of no more than two.

You are expected to attend class and participate in the group activities of the day. Further, you will be asked to present the status of your project at different points in the semester.

Course Management Issues

Accommodation for disabilities: Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the Disability Resource Center as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall, 352-392-8565 (877-983-3326 Toll Free).

Class attendance: Class attendance is required. More than one unexcused absence will result in a minimum deduction of one-half letter grade from your overall grade. Arriving or leaving early will be considered an absence. Excused absences include documented medical excuses and religious observances (with advanced notice). Please contact me before class. University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work.

Late assignments: No assignment can be late under any circumstances. Work turned in late will not be accepted unless you have a legitimate and documented excuse.

Common courtesy: For heaven's sake, turn off your cell phone! Please also observe other rules of common courtesy, such as not speaking to your classmates (or yourself) when others are making a presentation, not falling asleep in class, not scrolling the Web, etc.

Be Good: And I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this. Here is a link to the UF Counseling and Wellness Center. The Center is located at 3190 Radio Road and the phone number for Appointments & After-Hour Assistance is 352-392-1575.

Plagiarism and Academic Honesty: Begin by listening to this: Who Makes Stuff Up, And Why They Do It — Here is a roundup of articles on plagiarism For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. We acknowledge other people's work by "standing on the shoulders of giants," as Newton put it. If you think this class, this university, this nation is "a culture of cut and paste," as two international students described to me their country, think again. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit any time you draw on someone else's writing.

- You are required to read both the UF Academic Honesty policy and the Journalism Department's Academic Honesty document, which was written by Prof. Dave Carlson. I will work under the assumption that you have done so.
- **Do not rely on what you think you've learned before.** Prof. Mindy McAdams has put together an excellent guide: http://www.macloo.com/cheat/index.htm.
- If you're still not certain you understand what's acceptable and what isn't, check out this oft-cited website: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
- **If you have questions, ASK ME!** There's no penalty for asking questions, but the penalties for plagiarism are severe, including **dismissal from the program**.
- **Treat Internet sources like any other book, journal article or other print source.** Make CERTAIN you copy down citation information when you copy material from a website, EVEN if you're paraphrasing.
- **DO NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution.** If you want to write on a topic you have worked on before, that might be acceptable IF you discuss it with me and get permission IN ADVANCE.

CAVEAT: Sometimes a class such as this will deal with controversial topics, so be warned that words that may be considered offensive or ideological may be spoken in the context of the subjects we are discussing. As a teacher, I have no political or social agenda, so do not try to answer in a way you believe might comport with what I want to hear or read. Feel free to advocate any position as long as you remain respectful of others' opinions, and always be able to defend your point of view. There is nothing I dislike more than unevidenced assertions.

Course Calendar*

*This is a tentative timeline. I like to adapt work and readings to the students' skill levels once I get to know you. All assignments are subject to change and additions.

Week/Date	Content	Readings/Assignments Before Class
Week 1: Jan. 8	Class Introduction Research Interests Development of Project Topic Brainstorming Teams Sandwich Technique Subscribe to Word of the Day: http://www.merriam-webster.com/	
Week 2: Jan. 15	Development of Project Topic Begin developing Matrix	Development of Project Topic – including research on any theoretical underpinnings.

		Begin developing Matrix for lit review: Bring copies of early draft for all to class
	In Class: Project Topics Research Worksheet Beginning Matrix: Bring copies of early draft for all to class Online Research	Read/View: • Chapter 4: Finding a topic and developing an argument • Literature Review Handout • Writing A Literature Review and Using a Synthesis Matrix • How to find your theme with a literature review matrix • Concept Map for Literature Review • Easy Mindmap Tutorial - VUE for beginners
Week 3: Jan. 22	Development of Project Topics. Continue developing Matrix Online Research In Class: Library Research	Read/View: • Chapter 1: Why write for academic journals? • On Reviewing and Writing a Scholarly Article Analyze: The Laptop and the Lecture
Week 4: Jan. 29	Summary of research findings on topics; generation of research questions and/or hypothesis or problems to be pursued; beginning discussion of methodology for study. In Class:	Read/View: • Chapter 2: Targeting a journal • Vet this journal. Put eval in your diary: Letter from: "Studies in Media and Communication (SMC)" Analyze: Ideological Segregation Online and Offline
Week 5: Feb. 5	Summary of research findings on topics; generation of research questions and/or hypothesis or problems to be pursued; beginning discussion of methodology for study. In Class: Scholarly Open Access: Predatory Publishers	Read/View: • Chapter 3: Finding time to write Analyze: Identity Construction on Facebook
Week 6: Feb. 12	**Due:** Preliminary Project Outline Due **(5% of grade)** Bring copies enough for all to class. In Class:	Read/View: • Chapter 5: Outlining Analyze: The Ethical Principles of News Corrections
Week 7: Feb. 19	Workshopping critiques of team projects to this point **(5% of grade)**; refine and finalize method Project outlines material in preparation for this	Read/View: • Chapter 6: Drafting Analyze: Is Google Making Us Stupid?

	week's workshop In Class: Workshop on grants (tentative)	
Week 8: Feb. 26	Develop timeline for completion Weeks 8-13: Teams carry out projects, meeting in groups and with instructor as appropriate, with schedules as approved by instructor Read/View:	Read/View: • Chapter 7: Revising the draft Analyze: Public Relations Students' Ethics
MARCH 1-8: SPRING BREAK		
Week 9: March 12	Project Work In Class: On poster presentations	Read/View: TK Analyze: "Fact Checking the Campaign: How Political Reporters Use Twitter to Set the Record Straight (or Not)."
Week 10: March 19	Project Work Read/View: In Class:	Read/View: TK
Week 11: March 26	Project Work **Due:** Completed Matrix in an acceptable/workable form. **(5% of grade)** In Class: Workshop Matrix	Read/View: TK
Week 12: April 2	Project Work **Due:** Rough draft of paper **(10% of grade)** (Bring single-space, two-side copies to class – enough for all) Workshop draft in class	Read/View: TK
Week 13: April 9	In Class:	Read/View: TK
Week 14: April 16	**Due:** Final Project Paper **(60% of grade)** **Due:** Final Scholar-to-Scholar Poster Presentation of Your Paper **(10% of grade)**	

Class Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu Evaluations are typically open near the end of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

<u>Grading</u>

5% Group/Class participation/attendance
10% Weekly Diaries
5% Preliminary project outline
5% Critiques of team projects
5%   Lit Review Synthesis Matrix
10% Rough draft of final paper
50% Final paper
10% Final Poster Presentation

Assignments

1. **Group/Class participation/attendance:** This is a graduate-level course and you are responsible for attending class, keeping up with course material and announcements, as well as for thoughtful discussion and active engagement in each class session. Thus, participation entails the following expectations:

   - Completion of all readings and diaries before class.
   - Notation in your diaries of critiques of each reading and one or more questions that arose from the readings.
   - Identifying journals related to your research interests and class presentation of key characteristics of the journal.
   - Helpful participation in class discussions.

   Here is part of how I also think about and evaluate your class participation regarding discussion:

   1. You add significant, insightful content to each class discussion without dominating the conversation.
   2. You speak from time to time, but look for more opportunities to add to our discussions.
   3. Your perspective is important and makes up a significant part of your grade. I'd like to hear more from you!

2. **Preliminary project outline:** This is certainly not a final product, but it should be elaborate enough to articulate the path you plan to follow. I would like you to use the Level 3 outlining as describe in your text in Chapter 5. Use: Concept Map for Literature Review / Easy Mindmap Tutorial - VUE for beginners
   a. Include a tentative title, and write a 275-word abstract. See pp.48-62 on analyzing abstracts and pp. 131-138 on writing abstracts.

3. **Weekly Diaries:** These are posted on your blog for this class. Ensure that they are organized with subheads. Always activate any links you include – and if you refer to something online, link it. Bring a copy to each class.

Include in your diary:

- A critique of the assigned readings.
- At least one discussion question generated by the readings or anything else dealing with research or writing.
- Any discussion of problems you are having in the research and writing about your topic.
- Completion of any of the activities included in the chapter readings – or assigned by the instructor.
- An analysis and discussion of the elements of the research paper of the week.
- Over the course of the semester analyze three different journals in your research area and that you might publish in. See pp. 47-62 on Analyzing Journals.
- Diary of your writing times and what you wrote about in the previous week.

- **Critiques of team projects:** This will include your participation in the workshopping of the project outlines for other teams and your written response to each posted to your blog – titled Project Critiques.

- **Lit Review Synthesis Matrix:** You will employ the Matrix Method to conduct a systematic literature review that answers a focused research question and identifies the evidence to answer that question. Once you identify a manageable research topic that has significance for study, you will need to appraise and synthesize all high-quality research evidence (literature) relevant to your chosen topic.

   As you can tell from assigned readings, there are several ways of doing these. You can employ the method that seems most appropriate to your topic. Systematic literature reviews offer a reliable, transparent, explicit, and reproducible way of collating, appraising, analyzing, and interpreting existing evidence. Knowing how to conduct a systematic review offers numerous professional benefits including the ability to critically search for, appraise, and synthesize evidence.

- **Rough draft of final paper**: This should be completed at least up through method – with some summary of what will follow. Send me the draft on email attachment as a Word document. Bring single-spaced, two-sided copies to class – enough for all – for workshop.

- **Final Paper:** The paper will normally consist of five sections, each of which we will discuss as we go along (See: Key to Research Papers):

  1. Introduction (or rationale for why your chosen topic is important to study)
  2. Literature review (all relevant literature that informs your topic to include theoretical frameworks)
  3. Methodology (or how you conducted the study)
  4. Results (or study findings)
  5. Discussion / Conclusion (connection with previous research and theory; weaknesses or limitations; and need for future research)

  This is a collaborative research class. Thus, this paper must be completed in teams of two with my participation.

- **A Scholar-to-Scholar Poster Presentation of Your Paper:** The presentation should focus on the results of your study and the implications for research and practice. You will need to be prepared for questions from your audience so preparation is the key and practice is a must.

  We will make the classroom into a conference hall and you will offer a brief poster presentation of your research — about 10 to 15 minutes. What does this involve? See this link about posters from AEJMC. (Note, the poster is done on a Powerpoint slide and then printed on a big printer: For this class, I don't want you to spend the money on a poster, so just do the slide and send me a version on email attachment **by Sunday before the last class. You can include slide with your paper. Be sure to have access to it for your presentation.**

  See How to Make a Poster Using PowerPoint (Here is some information on where you can have posters printed on UF campus if you ever need to do so: https://print.at.ufl.edu/computing-lab-services/print-and-plot-tips-and-requirements/ and here are some Poster Samples & Templates from UF Printing Service.

Additional Resources

To Feed Your Writing Soul

- Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Anchor Books.
- Lamott, A. "Shitty First Drafts" from *Bird by Bird*.
- Weinstein, L. A. (2008). *Grammar for the soul: Using language for personal change*. Wheaton, IL: Quest Books.
- Zinsser, W. (2009). *Writing places: The life journey of a writer and teacher*. New York: Harper.

To Maintain Motivation

- The Academic Ladder: http://www.academicladder.com
- Author Aid: www.authoraid.info
- Cohen, S. (2010). *The productive writer: Tips & tools to help you write more, stress less & create success*. Cincinnati, OH: Writer's Digest Books.
- Get A Life, PhD: http://getalifephd.blogspot.com
- Publication Coach: www.publicationcoach.com
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Steel, P. (2011). *The procrastination equation: How to stop putting things off and start getting stuff done*. New York: Harper.

To Learn More

- Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage.
- Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. New York: Little, Brown.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. New York: Routledge.

How to Handle Specific Issues/Tasks

- Cook, C. K. (1985). *Line by line: How to edit your own writing.* Boston: Houghton Mifflin.
- EndNote (reference/citation manager): http:www.endnote.com/
- Grammarly (grammar checker): http://www.grammarly.com
- OneLook Reverse Dictionary: http://www.onelook.com/reverse-dictionary.shtml
- RefWorks (reference/citation manager): http://www.refworks.com
- *Roget's Thesaurus of English Words and Phrases*: http://poets.notredame.ac.jp/Roget/
- Sharp, C. (2000). *A writer's workbook: Daily exercises for the writing life*. New York: St. Martin's Griffin.
- Sullivan, K. D., & Eggleston, M. (2006). *The McGraw-Hill desk reference for editors, writers, and proofreaders*. New York: McGraw-Hill.
- Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. New York: Gotham Books.