

University of Puerto Rico
Río Piedras Campus
School of Communication
Program in Interdisciplinary Studies

Introduction to Scientific Research in Communication¹
ESIN 4077

Dr. Ramaris Albert Trinidad
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First semester 2018-19
Monday and Wednesday 8:30 -9: 50 am
PLAZU 6035N
3 credits
Section 1
Course code in Edmodo: ynumh5

Office hours by appointment:
Monday and Wednesday 10:00 am - 12:00 pm
Tuesday and Thursday 9:00 a.m. - 10:00 a.m.
Location: School of Communication, fourth floor of the North Tower, University Plaza

Prerequisite: COPU 4005 - Theories of Communication

Course description:

The student is initiated in the field of scientific research applied to communication media. The course examines the procedures and management of an investigation, as well as the resources and bibliographic search. It also includes methods such as the survey, the field study, field analysis, content analysis, discursive analysis, focus groups, in-depth interview and data management for statistical analysis.

Learning objectives:

1. Know basic aspects about social research methods, especially those used in communication research.
2. Apply a critical attitude towards scientific research.
3. Apply research methods to communication processes and phenomena.
4. Ponder ethical responsibility in the investigative process and in the processes of communication.
5. Evaluate weaknesses and strengths in scientific research processes in communication.
6. Apply basic skills in the preparation of an investigative work in communication.

¹ Syllabus prepared by Professor Ramaris Albert Trinidad in August 2018, based on the master's syllabus. The subject. Some of the student's rules and responsibilities were incorporated into the syllabus of the course INFP 4148, originally created by Professor Lourdes Lugo Ortiz.

Course format and instructional techniques:

This course will consist mainly of conferences in which the content will be theoretically treated, supplemented with the bibliographical study of examples of research in the area of Communication. Likewise, it will have work sessions in teams in the classroom in which students will work on the necessary skills, the various techniques and the main processes that make up the realization of a research project in communication. Students will also hold face-to-face workshops and online training seminars that will allow them to acquire the necessary knowledge on the ethical principles of communication research.

On the other hand, in accordance with the certification # 112 (2014-2015) of the Governing Board of the University of Puerto Rico, this course may offer up to 25% of the teaching time in virtual mode, that is, 11.25 hours. During the academic period, the professor will inform the students what hours will be fulfilled in this way through the Edmodo platform.

Correspondence of the activities with the description and objectives of the course:

The students will carry out the following individual and group activities with the objective to meet the objectives outlined in the course:

Course objective	Corresponding activity
Know basic aspects about social research methods, especially those used in the communication research	<ul style="list-style-type: none">● Team work session: the structure of the research report written● Oral presentation of the project research done
Apply a critical attitude toward scientific investigation.	<ul style="list-style-type: none">● Individual assignment: Presentation of issues, questions and justification of the investigation● Group activity: creation of groups and selection of research topic
Apply research methods to the processes and communication phenomena.	<ul style="list-style-type: none">● Team work session: hypothesis, Research questions and investigation models
Ponder ethical responsibility in the investigative process and in the processes of communication.	<ul style="list-style-type: none">● Online Conduct Training Head of Basic Research of the Collaborative Institutional Training Initiative (CITI Program)● APA plagiarism workshop and manual in the José M. Lázaro library

Evaluate weaknesses and strengths in the scientific research processes in communication.	<ul style="list-style-type: none"> ● Team work session: frame theoretical and literature review ● Team work session: Problem Statement
Apply basic skills in preparation of a research work in communication.	<ul style="list-style-type: none"> ● Database and catalog workshop in line in the José M. Lázaro library ● Excel Workshop ● Practical SPSS workshop

(available) Learning resources and minimum facilities:

The students have at their disposal the material of the course in the virtual classroom of the Edmodo educational platform, in addition to the equipment of the computer rooms of the School of Communication. They also have the bibliographic resources of the site and of the School, available on the first floor of the José M. Lázaro library.

Evaluation techniques:

The grade of each student will be determined as follows:

Assistance, punctuality and participation	5.00%
Group activities (works and presentations)	15.00%
Individual exercises (homework, reading verification, seminars)	15.00%
Partial test 1	15.00%
Partial test 2	15.00%
Final project (research project)	25.00%
Presentation of the final work	10.00%

Grading system:

The student will be evaluated with the grading system from "A" to "F".

Essential requirements for the approval of the course:

Each student must comply with a series of responsibilities, which are detailed continuation:

- **Attend punctually and actively participate in class.** The assistance to the course is essential, and supposes, together with the participation, 5% of the total grade of the course. Expose ideas and reflections that enrich the discussion and analysis in class. It will result in more debate and a more productive class for all.

They do not represent a valid reason to miss class the following: trips, visits routine to the doctor, job interviews, part-time or on-time jobs complete, tasks of other courses and exams of other professors.

If the student is absent and loses any activity or exercise performed and delivered in class, you can not replace it.

- **Attend and perform partial exams in person** . The partial exams do not have replacement or can be done online if it is not present in the classroom. If the day and time stipulated for the test is absent, you will get a zero.
- **Make and deliver on time and work assignments.** The students they must perform analysis and discussion activities inside and outside the classroom that count for the group activity grade, which represents 15% of the total the class note **These works are not accepted later.** In cases where the work is written, each team must write it in Times New Roman or Arial, size 12 and include bibliography or list of references, if applicable. Any work that incur any variant of plagiarism (copy and paste, extraction of ideas from third parties and / or abstracts without proper attribution) will receive an automatic zero. In case he / she If the student is absent from the class in which the assignment or assignment was assigned, perform it and deliver it in the assigned time period individually.
- **Read the readings assigned for the dates indicated.** If the student does not come to class with the readings made on the date on which they are assigned, the student will be responsible for the material. **The professor will give short tests reading verification without prior notice or replacement** , which will be part of the individual exercise section, which represents 15% of the course grade. If she student is not present at the time of the test (due to absence or delay), you will get a zero.
- **Make, submit and deliver on time the final work of the course** . As part of the evaluation of the subject, students must complete a project of team research, which must be delivered in writing and presented orally with technical equipment and graphic resources. This work is very important, since is the practical execution of the theoretical knowledge learned throughout the semester, and is equivalent to 35% of the total grade of the class. The distribution of works it must be fair and just between the members of each team. The performance of each one will be measured individually, since, in addition to the evaluation of the professor, each student will perform a self-assessment of their work and of the other members of his team. If once the groups are formed, a team does not work well, there is possibility of separation of members, provided they let you know immediately. In such cases, the professor will meet with the entire group and, if after clarifying the problem, the rest of the classmates do not want to work with anybody several of the members, the person(s) who remain / without a group must perform the complete investigation individually with a different topic.

Other important issues:

- **The professor does not grant incompletes.**
- The assignments and assignments must be submitted during the first ten (10) minutes of the class. Otherwise, they will not be accepted.
- If, for some reason, you can not deliver a job or assignment the day and time indicated, you must plan to deliver it in advance.
- The students interested in talking with the professor during their hours of Office must request the appointment by email in advance.

- The professor will only receive and answer the emails of the students during the weekdays (non-holidays) until 5:00 p.m. Friday.
- All works will be kept by the professor for a term of one semester. If you want to recover them, you must go through your office during the first week of classes of August 2019 to pick them up. Otherwise, they will be discarded.
- **The use of cell phones is strictly prohibited in the classroom.** Not can turn it off, it is necessary to put it in silent mode.

Institutional policies:

The student must know and comply with the university regulations and with the institutional policies of the University of Puerto Rico regarding harassment sexual, use and abuse of drugs and alcohol, legal ethical use of information technologies, discipline in the classroom, academic honesty, among others. All students who violates the provisions of university regulations or that violates policies will be referred to the Office of Coordination of Student Affairs for the application of the corresponding disciplinary measures according to the regulations university

- **Reasonable accommodation:**

Students who have special needs or who suffer from medical conditions or any type of physical, mental or emotional impairment that require reasonable accommodation should notify the Office of Affairs of People with disabilities of the Campus, as soon as possible, to be able provide them with the necessary reasonable accommodation, in accordance with federal and applicable state

Students receiving Vocational Rehabilitation services must communicate with the professor at the beginning of the semester to plan the accommodation reasonable and necessary assistance equipment, in accordance with the recommendations of the Office of Affairs for Persons with Disabilities (OAPI) of the Dean of Students.

- **Plagiarism and academic integrity:**

The students will receive a workshop on plagiarism in the course to avoid incurring that kind of practices. Therefore, the work that each student presents must be own authorship. Works that include ideas copied from third parties (other students, colleagues, Internet or duplicates of other classes) or included without proper attribution they will automatically receive a zero in their evaluation. There will be no incomplete possibility of replacement.

Likewise, any work in which another person is involved other than the student or be made totally or partially by a third party will receive as a grade a zero, to be considered an infraction to Article 6.2 of the Regulations of the University of Puerto Rico.

Article 6.2 - Student conduct subject to disciplinary sanctions. It will be subject to disciplinary sanctions: 1. Academic dishonesty: Any form of

Dishonesty or lack of academic integrity, including, but not limited to, fraudulent actions, the obtaining of grades or academic degrees using false or fraudulent simulations, copy totally or partially the academic work of another person, plagiarize totally or partially the work of another person, copy total or partially the answers of another person to the questions of an examination, making or getting someone else to take any oral or written test or exam on their behalf, as well as the help or facilitation so that another person incurs in the referred behavior.

Diversity policy of the School of Communication:

Respect for diversity is a factor of paramount importance in the academic world. To the respect, the School of Communication holds:

We approach the concept of diversity from the context of our identity culture, whose historical hybridity facilitates an intrinsic heterogeneity to our way of being and thinking.

We start from the conviction that differences in human beings do not constitute inequality, but affirmation of individual identity, right acquired by the very nature of what we are.

It guides us, among other postulates, article 4 of the Universal Declaration on cultural diversity of UNESCO (2002) which states that 'the defense of cultural diversity is an ethical imperative, inseparable from respect for the dignity of human person'.

We promote the understanding of the plurality of identities in a disposition of inclusion in terms of gender, race, ethnicity, sexual orientation, religion, modes of think and be, cultural background, national origin, social class, age, political ideology, etc.

We fully comply with Law 5 of June 17, 1996, which gives the persons with disabilities the right to receive reasonable accommodation for the development of their particular abilities and abilities.

We honor article 6 of the Student Regulations of the University of Puerto Rico, Río Piedras Campus, which states that "no one shall be deprived student, by reason of sex, race, origin, social status, political creed or religion, of the right of association or of the services and programs offered by the University. '

By the very nature of the knowledge that investigates and studies the field of communication, we are guided by the interest of promoting the dimension in the curricular design transdisciplinary, multicultural and international, thus stimulating not only the knowledge but the relevant sensitivities for the understanding of the various identities that define us .

Texts, readings and materials:

The course will mainly use the following textbook:

Hernández Sampieri, R., Fernández Collado, C. & Baptista Lucio, P.

(2014). *methodology the research* (6th edition). Mexico: McGraw-Hill Interamericana.

The pdf version is available in the assigned reading folder of Edmodo. As well,

You can download it at the following link:

https://www.esup.edu.pe/descargas/dep_investigacion/Metodologia%20de%20la%20investigaci%C3%B3n%205ta%20Edici%C3%B3n.pdf

Bibliography:

Babbie, E. (1995). *The Practice of Social Research* (7th edition). Belmont, CA: Wadsworth Publishing Company.

Berg, BL (2003). *Qualitative Research Methods for the Social Sciences* (5th edition). Saint Francisco: Allyn & Bacon Publications.

Creswell, JW (2002). *Research Design: Qualitative, Quantitative, and Mixed Methods* (2nd edition). Los Angeles: Sage Publications.

Gunter, B. (2000). *Media Research Methods: Measuring Audiences. Reactions and Impact* . London: Sage Publications.

Hernández Sampieri, R., Fernández Collado, C. & Baptista Lucio, P. (2003). *Methodology of the research* (3rd edition). Mexico: McGraw-Hill Interamericana.

Judd, CM, Smith, ER & Kidder, LH (1991). *Research Methods in Social Relations* (6th edition). Orlando: Harcourt Brace Jovanovich College Publishers.

Kerlinger, FN (1986). *Foundations of Behavioral Research* (3rd ed.). Orlando: Holt, Rinehart and Winston.

Lemert, JB (1989). *Criticizing the Media: Empirical Approaches*. Newbury Park, CA: The Sage CommText Series.

Lindlof, TR & Taylor, BC (2017). *Qualitative Communication Research Methods* (4th edition). Los Angeles: Sage Publications.

McIntyre, LJ (2004). *Need to Know: Social Science Research Methods*. New York: McGraw-Hill.

Morrow, RA & Brown, DD (1994). *Critical Theory and Methodology. Contemporary Social Theory* . vol. 3 Thousand Oaks, CA: Sage Publications.

Quinn, M. (2001). *Qualitative Research and Evaluation Methods* (3rd edition). Thousand Oaks, CA: Sage Publications.

Riffe, D., Lacy, S. & Fico, F. (2014). *Analyzing Media Messages: Using Quantitative Content Analysis in Research* (3rd edition). New York: Routledge.

Rodríguez, P. (1994). *Investigative Journalism: Techniques and Strategies*. Barcelona: Paidós, Communication Papers, Paidós Editions.

Singleton, R., Jr., Straits BC, Straits M. & McAllister, R. (1988). *Social Approaches to Research*. New York: Oxford University Press.

Stempel, G. DI & Westley, B. (1989). *Research Methods in Mass Communication*. New Jersey: Prentice Hall.

Steeves, HL (1987). "Feminist Theories and Media Studies", *Critical Studies in Communications*, 4: 2, 95-135.

Sumser, J. (2001). *A Guide for Empirical Research in Communication*. Thousand Oaks, CA: Sage Publications.

Wimmer, RD & Dominick JR (1997). *Mass Media Research: An Introduction* (5th edition). Belmont, CA: Wadsworth Publishing Company.

Additional recommended bibliography:

Publication Manual of the American Psychological Association (APA).

Denzin, N. (1989). *The Research Act* (3rd edition). Thousand Oaks, CA.: Sage Publications.

Frey, L. Botan, C. & Kreps, G. (2000). *Investigating Communication: An Introduction to Research Methods*. (2nd edition). Boston: Allyn & Bacon.

Hsia, HJ (2016). *Mass Communication Research Methods: A Step by Step Approach*. New York: Routledge Library Editions.

Keaton, J. (2015). *Communication Research: Asking Questions, Finding Answers* (4th edition). Boston, MA: McGraw-Hill.

Sumser, J. (2001). *A Guide to Empirical Research in Communication: Rules for Looking*. Thousand Oaks, CA: Sage Publications.

Treadwell, D. (2016). *Introducing Communication Research: Paths of Inquiry* (3rd edition). Thousand Oaks, CA: Sage Publications.

Vilches, L. (2011). *Communication Research: Methods and techniques in the digital age*. Barcelona: Gedisa.

Wimmer, R. & Dominick, J. (2014). *Mass Media Research, an Introduction* (10th Edition). New York: Wadsworth Publishing.

Sketch of the course content:

- I. Introduction to research in the field of communications:
Relationship between theory and research.
- II. Research as a communicative tool
 - A. Research areas within Communications
 - B. Application of the investigation
 1. Academic field
 2. Professional scope
- III. The investigative process
 - A. Selection of the problem
 - B. Literature review
 1. 1. The bibliographic search
 - a) Library
 - b) Internet
- IV. Development of hypothesis and / or research questions
 - A. Concepts and variables
 - B. Accounting and validity
- V. Methodology and research design
 - A. Probabilistic and non-probabilistic samples
 1. Standard error
 2. Error margin
 - B. Types of investigations
 1. Surveys
 2. Field study
 3. Content analysis
 4. Discursive textual analysis
 5. Focus group
 6. In-depth interviews
 - C. Data collection
 - D. Analysis and interpretation of data
 - E. Data presentation
 1. Organization of an investigative work
 2. Bibliographic references
 3. Bibliography

Sketch and agenda of the course, time distribution and tentative schedule:

Week 1

- **Introduction to the course: objectives and requirements**
Monday, August 20 - Reading and discussion of the syllabus of the course
- **Introduction to research in the field of communications**
Wednesday, August 22nd - Lecture by the professor - A basic look at the Research: the research process
Assignment - Reading: Definitions of quantitative and qualitative approaches, their similarities and differences (Chapter 1 of the book Methodology of research, Roberto Hernández Sampieri, pp. 1-23)

Week 2

- **Introduction to research in the field of communications (continuation)**

Monday, August 27 - Discussion of the assigned reading

Assignment - Reading: Birth of a quantitative research project, qualitative or mixed: the idea (Chapter 2 of the book Methodology of research, of Roberto Hernández Sampieri, pp. 24-32)

Tuesday, August 28 - Continued discussion of assigned readings

Wednesday, August 29 - Brainstorming on the topic of research of the course

Individual assignment 1 - Each student will bring in writing to the next class what following: (1) a list of three specific topics that you are interested in studying as part of the research work of the course, (2) a question you want to investigate corresponding to each of the three topics and (3) an individual justification on Why do you want to investigate the selected topic?

Week 3

- **Introduction to research in the field of communications (continuation)**

Monday, September 3 - Holiday (class does not meet)

Wednesday, September 5 - Individual assignment delivery 1

Group activity: creation of groups and selection of specific research topics

Week 4

- **Research as a communicative tool**

Monday, September 10 - Lecturer's dissertation: Ethics in research

Individual assignment 2 : Complete the online ethics training administered by the Collaborative Institutional Training Initiative (CITI Program) and submit the certificate by Edmodo. Training available at the following link:

<https://about.citiprogram.org/es/cursos/responsible-conduct-of-research-basic/>

Assignment - Reading: Approach of the quantitative problem (Chapter 3 of the book Methodology of research, by Roberto Hernández Sampieri, pp. 34-48)

Wednesday, September 12 - Discussion of the assigned reading

Assignment - Reading: Development of the theoretical perspective: review of the literature and construction of the theoretical framework (Chapter 4 of the book Methodology of research, Roberto Hernández Sampieri, pp. 50-75)

Week 5

- **Research as a communicative tool (continued)**

Monday, September 17 - Discussion of the assigned reading

Wednesday, September 19 - Team work session: approach to the problem

Delivery of individual assignment 2 (submit certificate by Edmodo)

Assignment - Reading: Definition of the scope of the research to be carried out: exploratory, descriptive, correlational or explanatory (Chapter 5 of the book Methodology of the investigation, by Roberto Hernández Sampieri, pp. 76-88)

Week 6

- **Research as a communicative tool (continued)**

Monday, September 24 - Discussion of the assigned reading

Wednesday September 26 - The class does not meet (corresponds to classes of the Friday)

Week 7

- **The investigative process**

Monday, October 1 - Workshop Databases and Online Catalog (Biblioteca José M. Lazarus)

Wednesday October 3 - APA Style Workshop and Manual Plagiarism (José M. Library Lazarus)

Week 8

- **Partial evaluation**

Monday, October 8 - Instructions research proposal - **Review**

Wednesday, October 10 - **Partial Examination 1**

Assignment - Reading: Formulation of hypotheses (Chapter 6 of the book Methodology of the investigation, by Roberto Hernández Sampieri, pp. 90-115)

Week 9

- **Development of hypotheses and / or research questions**

Monday, October 15 - Discussion of the assigned reading

Wednesday, October 17 - Team work session: theoretical framework and review of literature

Assignment - Reading: Conception or choice of research design (Chapter 7 of the book Methodology of the investigation, of Roberto Hernández Sampieri, pp. 118-168)

Week 10

- **The investigative process (continued)**

Monday, October 22 - Discussion of the assigned reading

Wednesday, October 24 - Team work session: hypothesis, questions and model research

Assignment - Reading: Selection of the sample (Chapter 8 of the book Methodology of the investigation, by Roberto Hernández Sampieri, pp. 172-193)

Week 11

- **Methodology and research design: Data collection**

Monday, October 29 - Discussion of the assigned reading

Assignment - Reading: Collection of quantitative data (Chapter 9 of the book Methodology of research, by Roberto Hernández Sampieri, pp. 196-260)

Wednesday, October 31 - Discussion of the assigned reading

Delivery of the research proposal

Week 12

- **Methodology and research design: Analysis and interpretation of data**

Monday, November 5 - Practical workshop to introduce Excel

Wednesday, November 7 - Practical workshop to introduce SPSS

Assignment - Reading: The results report of the quantitative process (Chapter 11 of the book Methodology of research, by Roberto Hernández Sampieri, pp. 346-359)

Week 13

- **Methodology and research design: Data presentation**

Monday, November 12 - Holiday (class does not meet)

Wednesday, November 14 - Discussion of the assigned reading

Week 14

- **Research methodology and design: Data presentation (continued)**

Monday, November 19 - Holiday (class does not meet)

Wednesday November 21 - Team work session: report structure written research

Week 15

- **Partial evaluation**

Monday, November 26 - **Review**

Wednesday, November 28 - **Partial Exam 2**

Week 16

- **Research methodology and design (continued)**

Monday, December 3 - Final presentations

Wednesday, December 5 - Final presentations

Week 17

- **Research methodology and design (continued)**

Monday, December 10 - Last day of classes

Final presentations and delivery of the final written works

Why is science communication an important issue for scientists to address? How can an understanding of the processes of communication inform communicative practices? other high-profile examples of science communication in recent years that are not included in this list? Each of the five examples listed above has generated a considerable amount of science communication in recent years, and this makes them high-profile examples, both within the scientific community and within wider society.

1. E

Communication research from the social perspective

- Is the discovery of answers to questions through the application of scientific and systematic procedures
- Uses quantitative and qualitative methods
- Is based on the assumption that research can uncover patterns
- Is empirical
- All of the above are true

2. E

Communication researchers

- May use quantitative or qualitative methods
- May use research questions or hypotheses
- Publish their studies in academic journals and scholar books
- Collect data for their investigations
- All of the above are true

Matching Question

Introduction to Scientific Communication. Course objectives. Computer skills and proficiency. Science and scientific communication. The scientific method and communication paths. Scientific communication is now part of your life.. Why would you need scientific communication? Modes of scientific communication. Slide Number 9. Introduction to Scientific Communication. Dani Or. Department of Environmental Systems Science (D-USYS) Swiss Federal Institute of Technology, ETH Zurich. First, linguistics itself simply had little to offer to those interested in the analysis of media discourse. Until the beginning of the 1970s, linguistic grammars were limited to rather abstract descriptions of isolated sentences and did not account for the various levels or dimensions of whole 'texts'. Some of this work clearly rejects the principles of 'classical' content analysis and the aims of media research in which it is embedded (often associated with the 'American' approach in mass communication). Much of this new look in media research is based in Britain.