

University of Puerto Rico, Rio Piedras Campus
College of Humanities
English Department
Spring 2023

INGL 4230 Research Methodologies in Linguistics and Communication
Modality- In-person
Class meeting Monday-Wednesday 10:00-11:20 am
Classroom: SGG 204 (P105- on occasions)

Prof. Marisol Joseph-Haynes
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Office Hours: Tuesday and Thursday –9:00-11:30 By appointment

TEXTBOOK: Baxter, Linda and Babbie, Earl. (2004). The Basic of Communication Research.
NY: Thompson Wadsworth.

Course Description:

An introduction to the examination of the nature and functions of research methodologies in the disciplines of Linguistics and Communication.

General Objective:

In this class we will be able to learn about the nature and role of research methodologies as tools of knowledge production in the disciplines of Linguistics and Communication.

Specific Objectives:

By the end of the course students will be able to:

1. to understand the variety of research resources and procedures available in the disciplines of Linguistics and Communication.
2. to develop a “detached evaluation” or “critical reading” of Linguistics and Communication research reports.
3. to learn about the differences between **research methodologies** and **research methods**.
4. to understand the difference between qualitative and quantitative research.
5. to apply research methodologies and research design when developing research reports.

6. to conduct online and library research investigating samples of published research and findings in a range of fields in communication studies, including speech communication and rhetoric.
7. to identify theoretical and methodological research frameworks in human communication.
8. to discuss research methodologies and research methods.
9. to identify how and why statistical analysis is used in human communication research.
10. to formulate clear and answerable research questions.
11. to develop appropriate methodologies to carry out research.
12. to discuss ethical considerations regarding research methodologies.
13. to design and carry out, where possible, field research on select topics using, for example, observations, interviews and surveys, amongst other research methods.
14. to carry out research using online databases and sources.
15. to analyze quantitative and/or qualitative human communication data.
16. to present and evaluate findings.

Things you should know about what I expect from your work in this class:

1. TO attend class regularly
2. To participate assertively in class discussions.
3. To ask smart questions
4. To use critical and active listening skills
5. To complete readings and turn in assignments on time.
6. To prepare supplementary assignments and reports as required.
7. To share with ME any concern you might have about your progress in this course.

Grading:

Your final grade will be composed of:

Mid-term exam	100 points
Two response papers	25 points each=50 points
Annotated Bibliography	100 points
A written final Research proposal	50 points oral presentation 100 points written paper
Attendance:	100 points

<ul style="list-style-type: none"> • Moodle (forums, readings, videos) • Active participation in class • WhatsApp 	

Grading Scale:

500-448 pts. A

447-398 pts. B

397-358 pts. C

357-298 pts. D

Below 298 pts. F

*****Students with special needs will be graded accordingly.

Class Attendance: **is mandatory**. Violation of this policy will seriously affect your academic standing in the course. **Anyone absent more than 3 classes without being excused by the Instructor will affect your grade**. You should notify your instructor of any absences due to medical conditions or any other reason in advance. All messages of excuse should be sent to my email to marisol.josephhaynes@upr.edu

Students Rights & Responsibilities A. Grievances Students with a grievance against another student in this class or students with a conflict with the instructor are referred to the grievance procedures outlined in the Student Handbook. It says, in part, "in academic matters such as a grade complaint, the student should first speak with his or her professor. The normal hierarchy then leads to the department chairperson, dean of the college, and provost."

Cheating & Plagiarism Students are reminded that cheating and plagiarism will not be tolerated. Even one incident of cheating or plagiarism is grounds for failing the course or more serious action by the university. Please carefully study the University policies on cheating and plagiarism that are detailed in the UPR Student Handbook.

“La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de

Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”.

Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas. “

Special accommodations (Law 51): For those students who are registered with the Rehabilitation Services Administration (OSEI) or students who need special accommodations, please let me know on the first day of class. If your special accommodation need is documented (physical, psychological, learning disability, or any ailments that affects your academic performance) and would like to apply for the services, please contact the rehabilitation Services Administration of the UPR-RP, Dean of Students Affairs.

Possible arrangements dealing with assistive technology or equipment you may need should be coordinated through the Disability Services Office (OSEI) of the UPR-RRP, Dean of Students Affairs to arrange an appointment.

Regulations on discrimination by sex and gender in the modality of sex violence

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the

University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

En caso de surgir una emergencia o interrupción de clases, el profesor continuará ofreciendo el curso utilizando la modalidad a distancia o en línea, según establecidas en este prontuario oficial. De acuerdo a la información oficial y las directrices institucionales, el profesor realizará esfuerzos para comunicarse con los estudiantes vía correo electrónico institucional u otros medios alternos disponibles para coordinar la continuidad del ofrecimiento.

If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.

Class Schedule (DUE TO CHANGES)

UNIT I. Foundations for human communication research, human and scientific inquiry

Week One

Topic: Introduction to the course ,
 What to expect from class?
 Syllabus
 How do we produce knowledge?
 In- class exercise -assignment

Week Two

Topics: General overview of the fields of Communication Studies and Linguistics
 Assigned reading: Introduction to the research culture
 PRESENTATION : <https://www.youtube.com/watch?v=mZ3bdTmjPKg>
 Studying Communication
 Condit and Seeger
 H. Hartd
 Aristotle's Logical Reasoning
 Language and Cognition vs. Language and Communication (biological traits/
 cultural-social traits)

UNIT II. Framework for understanding : research paradigms, operational definitions, unit of analysis, research questions

Week Three

Topics: Knowledge Production and Research Methodologies
 -claims -premises -academic research -common sense
 Defining concepts:
 a.episteme
 b.epistemology
 c.knowledge
 d.quantity, quality and modality
 e. methods
 f. methodologies
 -positivism vs. post-positivism

Assigned reading: Research culture (digital file that includes 3 readings)

Week Four

Topics: Research Methodologies
databases/ searching tools.

Discussion of strengths and weaknesses of research reports

Issues in conducting research

The research report

Week Five

Basic Building Blocks in Communication -units of analysis

Sources of credibility

- Identification of research methodologies -Identification of research steps -Identify three areas of interest in any of the two disciplines that you are considering for research and turn in area/TOPIC of research

Week Six

Mid-Term Exam

Unit III. Analysis of qualitative and quantitative comm research

Week Seven

Research Methodologies vs Research Methods

The Ethics of Communication Research / Linguistics

Induction vs. deduction

Research design: sampling/experiments/interviews/social text analysis/discourse analysis

Week Eight

Essay#1 due TODAY

GENERAL overview of QUANTITATIVE research methodologies

Definition of concepts: Experiments Data analysis and statistics; Internal validity; Measurement reliability; Measurement validity; External validity

Concepts related to quantitative research

Sampling Research Survey Research Evaluation Research

Week Nine

Essay #2 due TODAY

GENERAL overview of QUALITATIVE research methodologies II Essay#2 due date PART B

Definition of concepts: -Texts -Ethnography of Communication -Discourse

Understanding Ethnographic Texts Ethnography of Communication Discourse and conversational analysis.

WEBINAR: QUALITATIVE RESEARCH IN THE COVID 19 ERA

https://www.youtube.com/watch?v=lhXEtuiH_h8

Week Ten

MIX Methods-

Week Eleven

Case Study: Oral histories

WEBINAR 1:

<https://www.youtube.com/watch?v=WsSTWkVTit0&feature=youtu.be>

UNIT IV. Research proposals

Week Twelve:

What is a research proposal?

How to write research proposals?

Outline/ research statement

Definition of constructs

Concept Maps : Spider vs Hierarchy

References

Feedback on Annotated Bibliographies

Week 13-14

INDEPENDENT WORK - RESEARCH PROPOSAL

INDIVIDUAL MEETINGS W/PROFESSOR

Annotated bibliography **DUE April 22 2023**

Week 15

PRESENTATIONS **April 29 2023**

Week Sixteen

FINAL PAPER DUE DATE

Week 17

Preparing grades

Grades to register.

Bibliography:

On Communication Theory:

Croucher, S. M. (2015). *Understanding communication theory: A beginner's guide*. Routledge.

West, R., & Turner, L. H. (2017). *Introducing communication theory: Analysis and application* (6th). New York: McGraw-Hill.

On Human Communication Research:

Altheide, David L. (1996) *Qualitative Media Analysis*. Thousand Oaks, CA: Sage.

Atkinson, Paul A. (1992) *Understanding Ethnographic Texts*. UK: Sage Publications.

Baxter, Linda and Babbie, Earl R. (2004) *The Basics of Communication Research*. NY:

Berger, Arthur Asa. *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*, 5th ed. Thousand Oaks, CA: Sage Publications, 2019.

Chaudron, C. (2003) Data collection in SLA research. In *Handbook of Second Language Acquisition*, eds. C. J. Doughty and M. H. Long. Malden, MA: Blackwell. Pp. 762-828.

Christina Bratt Paulston and G. Richard Tucker, (2003) *Sociolinguistics: The Essential Readings*. Malden, MA: Blackwell.

Colombo, J. (1982) The critical period concept: research, methodology and theoretical concerns. *Psychological Bulletin* 91, 260-275

Crabtree, B.F. and Miller, W.L., eds. (1992). *Doing Qualitative Research*. CA: Sage.

Cresswell, John W. and J. David Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5th ed. Thousand Oaks, Ca: Sage Publications, **2018**.

Gass, S. (2001) Innovations in second language research methods. *Annual Review of Applied Linguistics* 21.

Gumperz, J. J. (1982a). *Discourse strategies*. Cambridge: Cambridge University Press.

Gumperz, J. J. (1982b). *Language and social identity*. Cambridge: Cambridge University Press.

Fetterman, D.M. (1989). *Ethnography Step-by-Step*. CA: Sage.

Fetzer, Anita (1997) Negative contextualization: a socio-semiotic approach to language teaching. In Ptz, Martin. ed. *The cultural context in foreign language teaching*. Frankfurt: Peter Lang. 85-109

Kaszubski J. (2003) Corpora in Applied Linguistics. *ELT* 57: 416-420

Kirk, J., and Miller, M. (1986). *Reliability and Validity in Qualitative Research*.

Newbury Park, CA: Sage. Koole, Tom & Jan D. ten Thije (1994b) The matising and unthematising racism in multicultural teams, in Heiner Prschel (ed.) *Intercultural Communication*, Bern: Peter Lang, 187-216.

Kramsch, C. (1991). The order of discourse in language teaching. In B. F. Freed (Ed.), *Foreign language acquisition research and the classroom*, (pp. 191-204).

Lexington, MA: D. C. Heath. Lazaraton, A. (1997). Preference organization in oral proficiency interviews: The case of language ability assessments. *Research on Language and Social Interaction*, 30, 1: 53-72.

Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. CA: Sage.

Long, M. H. (1993) Second language acquisition as a function of age: research findings and methodological issues, in K. Hyltenstam and A. Viberg, eds. *Progress and regression in language*. Cambridge: Cambridge University Press.

Mackey, Alison and Susan M. Gass. *Second Language Research*, 2nd ed. New York: Routledge, **2015**.

Martin-Jones, Marilyn and Deirdre Martin, eds. *Researching Multilingualism: Critical and ethnographic perspectives*. New York: Routledge, **2016**.

Milgo, Elia Shabani. *Introduction to Research Methods and Report Writing: A Practical Guide for Students and Researchers in Social Sciences and the Humanities*. Eugene, OR: Resource Publications, **2016**.

Moerman, M. (1988). *Talking culture: Ethnography and conversation analysis*. Philadelphia: University of Pennsylvania Press.

Polkinghorne, Donald E. (1983) *Methodologies of the Human Sciences: Methods of Inquiry*. NY: SUNY Press. Polkinghorne, Donald E. (1988) *Narrative Knowing and the Human Sciences*. NY: SUNY Press.

Porte, G. K. (2002) *Appraising research in second language learning. A practical approach to critical analysis of quantitative research*. Amsterdam: John Benjamins.

Reinhard Köhler. (1995) *Bibliography of Quantitative Linguistics*.

A. and D. Robertson. (2001) Measuring development and ultimate attainment in nonnative grammars. In C. Elder, et al. (eds.). *Experimenting with uncertainty. Essays in honour of Alan Davies*. Cambridge: Cambridge University Press. Pp. 264-274.

Tannen, D. (1984a). *Conversational style: Analyzing talk among friends*. Norwood, NJ: Ablex.

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Tannen, D. (1986). Discourse in cross-cultural communication [Special issue]. Text, 6(2).

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Wadsworth. Bryman, A. (1992). Quantity and Quality in Social Research. London: Routledge. Brown, J. D. and T. S. Rodgers. (2003)

Electronic resources:

JSTOR

UPRRP

Biblioteca

<https://biblioteca.uprrp.edu:2074/action/showBasicSearch>

Communication and Mass Media complete database <https://www.ebsco.com/products/research-databases/communication-mass-media-complete>

Ted2007. Jonathan Drori: What we think we know [Video]. Ted.

https://www.ted.com/talks/jonathan_drori_what_we_think_we_know?language=en

TedxPSU. (2016, February). Julia Galef: Why you think you're right—even if you're wrong [Video]. Ted.

https://www.ted.com/talks/julia_galef_why_you_think_you_re_right_even_if_you_re_wrong?referrer=playlist-talks_to_support_a_healthy_deb

The Critical Essay SOURCE: http://essayinfo.com/essays/critical_essay.php

What Is a Case Study? SOURCE: www.materials.ac.uk/guides/casestudies.asp

APA REFERENCE STYLE - <https://blog.apastyle.org/apastyle/website/>

REFERENCE MATERIALS

SOURCE: http://essayinfo.com/essays/critical_essay.php

The word "critical" has positive as well as negative meanings. You can write a critical essay that agrees entirely with the reading. The word "critical" describes your attitude when you read the article. This attitude is best described as "detached evaluation," meaning that you weigh the coherence of the reading, the completeness of its data, and so on, before you accept or reject it.

A critical essay or review begins with an analysis or exposition of the reading, article-by-article, book by book. Each analysis should include the following points:

1. A summary of the author's point of view, including *a brief statement of the author's main idea (i.e., thesis or theme) *an outline of the important "facts" and lines of reasoning the *author used to support the main idea *a summary of the author's explicit or implied values *a presentation of the author's conclusion or suggestions for action
2. An evaluation of the author's work, including *an assessment of the "facts" presented on the basis of correctness, relevance, and whether or not pertinent facts were omitted *an evaluation or judgment of the logical consistency of the author's argument *an appraisal of the author's values in terms of how you feel or by an accepted standard

Once the analysis is completed, check your work! Ask yourself, "Have I read all the relevant (or assigned) material?" "Do I have complete citations?" If not, complete the work! The following steps are how this is done. Now you can start to write the first draft of your expository essay/literature review. Outline the conflicting arguments, if any; this will be part of the body of your expository essay/literature review.

Ask yourself, "Are there other possible positions on this matter?" If so, briefly outline them. Decide on your own position (it may agree with one of the competing arguments) and state explicitly the reason(s) why you hold that position by outlining the consistent facts and showing the relative insignificance of contrary facts. Coherently state your position by integrating your evaluations of the works you read. This becomes your conclusions section.

Briefly state your position, state why the problem you are working on is important, and indicate the important questions that need to be answered; this is your "Introduction." Push quickly through this draft--don't worry about spelling, don't search for exactly the right word, don't hassle yourself with grammar, don't worry overmuch about sequence--that's why this is called a "rough draft." Deal with these during your revisions. The point of a rough draft is to get your ideas on paper. Once they are there, you can deal with the superficial (though very important) problems.

Consider this while writing:

- The critical essay is informative; it emphasizes the literary work being studied rather than the feelings and opinions of the person writing about the literary work; in this kind of writing, all claims made about the work need to be backed up with evidence.
- The difference between feelings and facts is simple--it does not matter what you believe about a book or play or poem; what matters is what you can prove about it, drawing upon evidence found in the text itself, in biographies of the author, in critical discussions of the literary work, etc.
- Criticism does not mean you have to attack the work or the author; it simply means you are thinking critically about it, exploring it and discussing your findings.
- In many cases, you are teaching your audience something new about the text.
- The literary essay usually employs a serious and objective tone. (Sometimes, depending on your audience, it is all right to use a lighter or even humorous tone, but this is not usually the case).
- Use a "claims and evidence" approach. Be specific about the points you are making about the novel, play, poem, or essay you are discussing and back up those points with evidence that your audience will find credible and appropriate. If you want to say, "The War of the Worlds is a novel about how men and women react in the face of annihilation, and most of them do not behave in a particularly courageous or noble manner," say it, and then find evidence that supports your claim.

- Using evidence from the text itself is often your best option. If you want to argue, "isolation drives Frankenstein's creature to become evil," back it up with events and speeches from the novel itself.
- Another form of evidence you can rely on is criticism, what other writers have claimed about the work of literature you are examining. You may treat these critics as "expert witnesses," whose ideas provide support for claims you are making about the book. In most cases, you should not simply provide a summary of what critics have said about the literary work.
- In fact, one starting point might be to look at what a critic has said about one book or poem or story and then a) ask if the same thing is true of another book or poem or story and 2) ask what it means that it is or is not true.
- Do not try to do everything. Try to do one thing well. And beware of subjects that are too broad; focus your discussion on a particular aspect of a work rather than trying to say everything that could possibly be said about it.
- Be sure your discussion is well organized. Each section should support the main idea. Each section should logically follow and lead into the sections that come before it and after it. Within each paragraph, sentences should be logically connected to one another.
- Remember that in most cases you want to keep your tone serious and objective.
- Be sure your essay is free of mechanical and stylistic errors.
- If you quote or summarize (and you will probably have to do this) be sure you follow an appropriate format (APA format is the most common one when examining communication and sociological topics) and be sure you provide a properly formatted list of works cited at the end of your essay

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SOURCE: www.materials.ac.uk/guides/casestudies.asp

What Is a Case Study?

It is now documented that students can learn more effectively when actively involved in the learning process (Bonwell and Eison, 1991; Sivan et al, 2001). The case study approach is one way in which such active learning strategies can be implemented in our institutions. There are a number of definitions for the term case study. For example, Fry et al (1999) describe case studies as complex examples which give an insight into the context of a problem as well as illustrating the main point. We define our case studies as student centred activities based on topics that demonstrate theoretical concepts in an applied setting. This definition of a case study covers the variety of different teaching structures we use, ranging from short individual case studies to longer group- based activities. In our experience of using case studies, we have found that they can be used to:

- Allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.
- Encourage active learning.
- Provide an opportunity for the development of key skills such as communication, group working and problem solving.
- Increase the students' enjoyment of the topic and hence their desire to learn.