

COMM 365      Naturalistic Methods in Communication Research      Spring, 2017

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T/TH.11:30-12:45 SOC 010  
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**NOTE: This is an Engaged Learning course.**

### General Description

This course studies how communication research is conducted in natural settings using qualitative methods. During the semester we will study the kinds of questions about communication that naturalistic methods are suitable to address, the strengths and limitations of their practice, and the philosophical and theoretical perspectives that support them. This knowledge will be applied to the development of a research project, which will require the use of observation, interviewing, data analysis, and critical evaluation of research. A working knowledge of research methods is a fundamental tool for any communicator, regardless of her or his specific professional interest. The study of research methods (whether quantitative or qualitative) is crucial not only for those who wish to pursue graduate work, but also for those who wish to gain a more critical and in-depth understanding of their own communication practices, and of the social processes inflected by those practices.



Professor of communication Dwight Conquergood doing naturalistic research in Chicago. See the documentary: *“Heart Broken in half”*

### Course Texts

Lindlof, T.R., & Taylor, B.C. (2011). *Qualitative communication research methods*. Third Edition. Los Angeles, CA: Sage.

Additional readings:

Rosenberg, M. (2003). *Nonviolent communication: A language of life*. 2nd. Edition. Puddle dancer press.

Madison, S. (2205). *Critical ethnography: Method, ethics, and performance*. Thousand Oaks: Sage.

Some documentaries and other relevant media texts.

## Learning Outcomes

Students who successfully complete this course should be able to:

- Demonstrate basic understanding of qualitative research in the field of communication.
- Understand the basic theoretical and philosophical assumptions that inform naturalistic methods in the study of communication practices and processes, as well as its strengths and limitations.
- Understand processes and techniques associated with participant observation, in-depth interviewing and data analysis.
- Demonstrate ability to design a naturalistic research project.
- Demonstrate ability to carry a research project to fruition.



Prof Lozano on site at the Peace Community of San Jose de Apartadó, Colombia. She is seen here with French members of Peace Brigades International.

## Course Requirements

This is an Engaged Learning research course. At Loyola, a course of this type meets the following requirements:

1. *The field research course engages students on an original research project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.*
2. *Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.*
3. *Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.*
4. *The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.*

5. *There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.*
6. *The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.*
7. *There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.*

See: <http://www.luc.edu/engagedlearning/approvedclasses/undergraduateresearch/>

Our class meets these requirements in the following manner:

1. **Research Project.** This is an individual or group project (2 people is an ideal number). Throughout the semester you will design and develop a communication research study with the input of classmates and instructor. This includes identifying an appropriate issue, research question and problem to be addressed; designing a proposal, conducting interviews and observation; and providing preliminary conclusions. The research project grading breakdown is as follows:
  - a. Research topic (5%).
  - b. Research Proposal (10%).
  - c. Interview assignment (15%). You will be asked to perform a long interview (40-60 minutes), transcribe, and analyze it.
  - d. Final Research paper (35%). The research paper will include at least three interviews per student. One of those interviews (see above) will be graded separately.

Research Topics. This semester we will focus on issues of **communication, peacemaking, nonviolence and social justice. We will focus on social justice initiatives and issues at Loyola University.** These are some possible ideas:

- Strategies used by the university as well as by college women/men to deal with sexual harassment, racism or discrimination.
  - How college student organizations protest, respond, or fight for social justice and human rights (e.g. responding to racism, sexism, homophobia, war, animal cruelty, or poverty nationally or internationally). Examples include Advocate, Invisible Conflicts, LASO, Amnesty International, The Vegan and Vegetarian Society, Feminist Forum, and the Black Cultural Center.
  - How Loyola departments, schools or offices organize for peace making and social justice. nonviolent resistance locally, regionally or internationally. This may include Jesuit, Muslim, Jewish, or Buddhist initiatives, as well as collaboration with outside agencies or groups, such as Misericordia, CRLN (Chicago Religious Leadership Network on Latin America), School of the Americas Watch, La Voz de los de Abajo (U.S. Honduras solidarity), and Amnesty International.
2. **Observation exercise.** (5%). You will be asked to be a participant observer in an event outside of the classroom, whether at Loyola or in the Chicago area. If you don't do well

on your first assignment, you are allowed to attend another event and submit a second observation. The higher grade will stand.

3. **Paper presentation (15%).** This will take place in the last two weeks of classes and will be open to the public. Presentations will last 15 minutes.
4. **Participation (15%).** This will be evaluated based on your overall course performance on the following aspects of participation: Contribution to group discussions and cooperation with classmates; quality of response to assigned readings, and completion of short assignments. Breakdown for evaluating participation:
  - a. Short assignments. These include chapter activities from the textbook.
  - b. In class, brief quizzes (these will be announced ahead of time)
  - c. Attendance. Participating in class requires you to be in class. Absence from class means
    - a. zero participation for that session.
  - d. Oral participation. This includes volunteering to answer instructor's questions; proposing
    - a. questions of your own; making observations; offering critiques, challenging class content, and bringing to class artifacts or materials that can help with class content. This aspect of participation includes as well providing the teacher with creative ideas and course feedback that can be useful in guaranteeing the effectiveness of the class experience.
  - e. Written and electronic participation. This type of participation follows similar principles to oral participation, but it is done by means of written comments and suggestions, emails, and/or posts in Sakai (blogs or wiki). If you consider yourself shy, introverted, or quiet, this is an important form of participation that you can utilize.
  - f. Cooperation with classmates. Helping as secretary, time-keeper, and spokesperson in
    - a. small groups; being adequately prepared to discuss readings; helping others with their projects; listening carefully to others' ideas; fully engaging those with whom you disagree (or agree), and doing so with respect and honesty.
  - g. Ethical comportment. Be honest, respectful of self and others, and as assertive as you can when defending your perspectives. Always cite your references, and acknowledge those who have influenced you. Be aware of your needs and those of others in the classroom, and act in consequence. Failure to act in an ethical manner (e.g., respecting disagreement) will affect the participation grade.
  - h. Academic progress. Learning is a process and this class acknowledges this premise. You may start a little shaky and improve your performance in the course of class, or be steadily good throughout. This element of "progress" will be taken in consideration when assigning the final participation grade and will recognize your effort to improve academically. It follows that **not turning** in an assignment is a really bad idea!!!

### Grading Scale

A = 100-93	A- = 92-90	B+ = 89-86	B = 85-82	B- = 81-80
C+ = 79-76	C = 75-72	C- = 71-70	D+ = 69-66	D = 65-60

## COURSE OUTLINE AND READING ASSIGNMENTS

**Note: This schedule may be modified according to the specific needs of the class. Updates will be provided during the semester to specify assignments, readings, and activities.**

Week 1 (1/17-1/19) Introduction. What is research? L&T Ch.1

Observation exercise:

January 17, 6:00 PM. Black Lives Matter. [Walter Payton College Prep](#). 1034 N. Wells Street.

1/20 Two Inauguration Protests downtown. Daley Plaza: 3-5 p.m. Trump Towers: 5 pm.

1/21 Women's march (sister march to Washington's). The rally will begin at 10 a.m. at Jackson and Lake Shore drives, just south of the Petrillo Music Shell in Grant Park. At 11:30 a.m., after hearing from several speakers, the crowd will march west toward Michigan Avenue, north on Michigan to Adams Street, west on Adams to Dearborn Street, north on Dearborn to Randolph Street, west on Randolph to Clark Street, and from Clark south to Adams, according to the group's website. (from the Chicago Tribune).

W. 2 (1/24-26) Introduction L&T, Ch.1

Observation exercise:



January 25 2017 MLK day Keynote Speaker, Dr. Marc Lamont Hill, Author & Hip Hop Generation Intellectual

**Keynote Luncheon:** 11:45 a.m.–1 p.m. Corboy Law Center, 15th Floor, Kasbeer Hall. Water Tower.

**Keynote Speech:** 5–7 p.m. Sullivan Center, Galvin Auditorium. Lake Shore Campus

W.3 (1/31-2/2)

Observation exercise:

Ch.2 Theoretical traditions.

Watch: Selma

February 1, 5:00-7:00 p.m. Immigrant Rights Workshop. Cuneo 210. "Learn about immigrant rights and strategies to protect members of our campus, families and communities in a changing political climate."

W.4 (2/7-9)

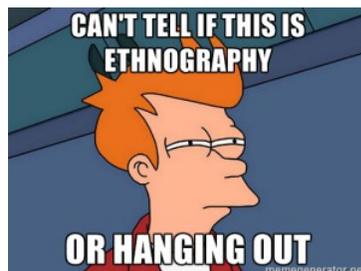
Ch. 3 Planning research projects

W. 5 (2/14-16)

Ch. 4 Implementing research projects

**2/16 Research Topic due**

W. 6	(2/21-23)	Ch. 5 Observing	
W.7	(2/28-3/2)	Ch. 5 Methods and ethics (Madison)	
W.8	(3/7-9)	Spring break	
W. 9	(3/14-16)	Ch. 6 Interviewing	<b>3/16 Research Proposal due</b>
	3/16:	No class. Do submit proposal to the secretary of the School of Communication	
W. 10	(3/21-23)	Ch. 6 Interviewing	
W.11	3/28-30	Ch. 7 Material culture	
			<b>3/30 Interview due</b>
W. 12	(4/4-6)	Ch. 8,2 Data analysis and interpretation	
W. 13	(4/11-13)	Ch. 8. Finishing paper	
W.14	4/18-20	4/18 Finishing paper; in class writing	
			<b>4/20-27 Final Research Paper due</b>
W.15	4/25-27	Final week of classes.	<b>Paper Presentations start</b>
W.16	(5/2)	9:00-11:00 p.m. Final exam meeting time.	<b>Presentations end</b>



## A General Guide to Grading

### **You can know that you are doing:**

**A/A- work** when: Paper shows excellence in both content and form. It is well organized, well argued, and well written. Thesis statement and arguments are consistent, insightful, creative, intelligent, and serious. Paper does contribute in a cogent and original manner to our understanding of the chosen topic.

**B/B+ work** when: Paper goes beyond the basics and approaches the qualities of an exemplary high grade paper. It is clearly written and deals seriously with issues and ideas. Typically, this is a good paper that falls short in some aspect(s) of the writing task, such as elaborating conclusions, justifying choices, or fully explaining claims. The B paper is above average without being outstanding.

**C/C+ work** when: Paper contributes original ideas and honest reflection to the discussion at hand. It has shortcomings both in form and content, and might have been too sketchy and superficial in discussing the topic. The C paper is satisfactory and attempts to address the chosen topic.

**D work** when: A paper is poorly done, both in form and content. This is a paper that only accomplishes the minimum required and that disregards the instructor's advice and directions. It shows serious problems both in writing style and exposition of ideas. Typical problems include:

- a) being written in a language only loosely related to formal English;
- b) careless use of words and expressions;
- c) lacking a clear and effective form of organizing ideas;
- d) contradicting its own ideas or claims;
- e) using incomplete and disconnected sentences and/or paragraphs.

**F work** when: Paper was not submitted in the due date and/or falls below the minimum requirements of college-level work. It disregards directions given, is incoherent, and shows negligence and carelessness.

### Policies and Basic Courtesy

- No discrimination on the basis of gender, age, race, ethnicity, religion, sexual orientation, or physical and learning disabilities will be tolerated in the classroom.
- Students and instructor are expected to fully respect the views, backgrounds, and experiences of all class members. This respect is not expressed by silence or indifference, but by engaged dialogue.

- Attendance in this class **is not optional**, and will count towards your final participation grade. Missing more than **three weeks** (without a documented, written excuse) will automatically drop the final participation grade to a C maximum. Missing **four weeks** or more of classes will automatically drop the participation grade to F. Exceptions will be made for documented, valid excuses (personal accidents, death in the family, severe illness, athletic commitments).
- If you are late to class or absent and miss announcements, it is your responsibility to get the information from a classmate.
- You are expected to actively engage in class discussions and to study all assigned readings, whether they are discussed in lectures or not. **No late assignments will be accepted** (without a valid, written excuse). Take the necessary measures to hand in all assignments on time.
- All written assignments submitted for credit **must be typed and proof-read meticulously**. Errors in grammar, spelling and organization will cost you points.
- Papers sent via email will not be graded. **Always submit a hard copy of all papers**. You will be asked to submit an electronic copy for your records and mine, but this does not replace the hard copy I will need to grade your work.
- Papers and course assignments will not be graded based on students' ability to *imitate* the instructor's views or the textbook's. They will be graded based on understanding and appropriation of course material. That is, on your ability to use, evaluate, and integrate concepts learned in class.
- University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F"** grade for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus ). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
- Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
- Electronic devices can be used in the classroom for as long as you are using them to enhance your participation and comprehension in class. Please do not check email, use chat programs or browse the Web during class, unless you want to look something up that is related to the class. Doing so will have a very negative impact on your participation grade.
- If you must eat during class, please consume something that you can eat quietly—no crunching wrappers, noisy chewing, etc.
- Do not get up and leave class while it is in session except in the most urgent situation (e.g. childbirth, heart attack, alien abduction).
- If you arrive late, please come in quietly. If you have a compelling reason to leave class early, please sit by the door and notify me before class starts.
- If you have questions about assignments, etc., it is best to speak with me after class or during an office appointment. When class is about to begin, I will likely be focused on what we will be doing for that session.

**School of Communication (SOC) Statement on Academic Integrity**  
**Please Read Carefully in its Entirety**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is an act of personal and professional courtesy, as well as intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at

<http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml) .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

*(The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)*