Syllabus
Fall 2009-10

INGL 4230 Research Methodologies in Linguistics and Communication (LICO)

Professor Mírleza González Vélez
Class Meetings: M-W-F 8:00-8:50am LPM 311
Office: 8 Sótano PED
E-mail: englishmgv@yahoo.com
Office Hours: M-W-F 9:00-10:00am
Phone#: (787)764-0000 x 3806

YAHOO GROUP: //groups.yahoo.com/ingl4230uprrp

Course description/ general goal: This course offers students an introduction to the examination of the nature and functions of research methodologies in the disciplines of Linguistics and Communication.

Course general goal: to introduce students to the nature and functions of research methodologies as tools of knowledge production in the disciplines of Linguistics and Communication.

Specific goals: In this class we will be able TO:

a. assess the nature of research in the disciplines of Linguistics and Communication;

b. identify the differences between research methodologies and research methods;

c. learn about, and develop dominance of, a variety of research resources and procedures available in the disciplines of Linguistics and Communication such as:

1. develop “detached evaluations” or “critical readings” of Linguistics and Communication research reports;

2. learn opportunities and obstacles posit by qualitative and quantitative research

3. explore and perform research design by applying research methodologies when developing research reports.

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 when not speaking
5. TO complete readings and turn in assignments on time.
6. TO prepare supplementary assignments and reports as required.
All written assignments are to be computer-generated unless specifically exempted by the instructor.
7. TO share with me any concerns you might have about your progress in this course.

Grading:
Your final grade will be composed of:
1. Mid-term exam (Sept. 18, 09) 100 pts.
2. Two response papers on assigned journal articles (25 each =50 pts. total)
3. Annotated bibliography (100 pts)
4. A written final PROJECT / Research Proposal (50 pts. PRESENTATION + 100 WRITTEN PAPER = 150 pts.)
5. Attendance & Quizzes (50+ 50 = 100 pts.)

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 (25 pts):
1. Attendance to class is mandatory. Violation of this policy will seriously affect your academic standing in the course. Your class attendance grade will be lowered:
   -2 points per absent
   -1 point per tardiness

2. Anyone absent to more than 4 classes during the semester and without being excused by the Instructor will fail class (final class grade F). There will be no exemptions to this rule.

3. You should notify your instructor of any absences due to medical conditions or any other reason in advance. Messages for your instructor may be left at the instructor's mailbox or sent by email to englishmgv@yahoo.com.

4. There will be no rescheduling of exams or quizzes. Exams and quizzes are excused only for instructor approved personal or family medical emergencies.

Students Rights & Responsibilities:

A. Grievances

Students with a conflict with the instructor or with a grievance against another student in this class are referred to the grievance procedures outlined in the UPR RP 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."

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

C. Special accommodations (Law 51): For those students who are registered with the Rehabilitation Services Administration or students who are in need of special accommodations, please let me know on the first day of class. Possible arrangements dealing with assistive technology or equipment you may need should be coordinated through the Disability Services Office (OAPI) of the UPR-RRP, Dean of Students Affairs.

Attached to this syllabus is the class schedule and due dates for assignments. This is SUPER-important. Do NOT lose this syllabus or the class schedule!
<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Class Topic</th>
<th>Assignment Due</th>
<th>TERMS</th>
<th>Readings</th>
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<tr>
<td>Week 4 Aug. 31 Sept. 2 – 4</td>
<td>Research Building Blocks: A. Theoretical Considerations on LICO Research</td>
<td>1. What is research about?</td>
<td>Knowledge production Quantity vs. Quality, vs. Modality</td>
<td>Course pack: 1-Understanding Research APPL 2 -Building Blocks Conducting Communication Research</td>
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<td>Week 5 7 - NO CLASS Sept. 9, 11</td>
<td>Research Building Blocks: B. Scholarship and Academic Databases</td>
<td>2. How to locate research reports?</td>
<td>Explore ways to search for references using academic databases: J-stor, Ebscohost, ERIC, LANIC, CIOS</td>
<td>Course pack: 2-The Research Report 2- How to Locate Research</td>
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<td>Week 6</td>
<td>Sept. 14, 16, 18</td>
<td>Research Building Blocks: C. Understanding the Framework of the Primary Research Article</td>
<td>1. How to read the research report? 2. What are the major components of research reports?</td>
<td>Identify the Research reports format</td>
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<td>Week 8</td>
<td>Sept. 28, 30 Oct. 2</td>
<td>Part II Theoretical Points of View about Ways of Knowing a. Research Techniques 1. Sample</td>
<td>Participants Objects Sample Volunteers Research minefield Oct. 2 Due date: Journal Assessment #2 Exercise #4.1 p.59</td>
<td>Beware of the Research Minefield</td>
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<td>Week 9</td>
<td>Oct. 5, 7, 9</td>
<td>Ways of Knowing b. Data Gathering 2. Lit reviews</td>
<td>What is a Literature Review</td>
<td>Primary vs. Secondary sources</td>
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<td>Week 9</td>
<td>12 No class Oct. 14, 16</td>
<td>Ways of Knowing b. Data Gathering 1. Quantitative</td>
<td>SAMPLING and EXPERIMENTS -Survey</td>
<td>Using statistics to predicting behaviors</td>
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<tr>
<td>Week</td>
<td>Oct.</td>
<td>Topics</td>
<td>Methods</td>
<td>Assigned Readings</td>
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<td>Week 10</td>
<td>19, 21,23</td>
<td>Ways of Knowing b. Data Gathering 1. Quantitative Methods</td>
<td>- Experiments *Internal vs. External Validity</td>
<td>Using statistics to predict / describe behaviors</td>
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<td>Assigned individual readings</td>
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<td>Week 11</td>
<td>26, 28, 30</td>
<td>Ways of Knowing b. Data Gathering 2. Qualitative Methods</td>
<td>- Ethnography, Participant and Non-participant Observation - Conversational Analysis - Critical Analysis</td>
<td>Using interpretation to describe the social phenomena</td>
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<td>Assigned individual readings</td>
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<td>Week 12</td>
<td>Nov. 2,4,6</td>
<td>Ways of Knowing b. Data Gathering 2. Qualitative Methods</td>
<td>- Discourse Analysis - Hermeneutical Analysis</td>
<td>Definition of terms</td>
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<td>Assigned individual readings</td>
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<td>Week 13</td>
<td>11 – 13 No class</td>
<td>Writing Research The research proposal</td>
<td>Nov. 13- Due date: Literature Review</td>
<td>Ethical limitations in researching human subjects</td>
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<td>Nov. 9</td>
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<td><em>(Course pack: The Ethics of Communication Research)</em></td>
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<td>Week 14</td>
<td>Nov. 16, 18, 20</td>
<td>Ethical considerations</td>
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<td>(Course pack: The Ethics of Communication Research)</td>
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<td>Week 15</td>
<td>Nov. 23, 25, 27 THG. R. NO CLASS</td>
<td>NO CLASS But, working on your papers and oral presentations</td>
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<td>Week 16</td>
<td>Nov. 30, Dec. 2, 4</td>
<td>Oral presentations</td>
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References:


Critical Essay

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
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.