

**J395-16: Proseminar in Journalism and Mass Communication  
Fall 2017**

Unique #08200 Tuesday and Thursday 2-3:30 p.m. CMA 3.130

Associate Professor Renita Coleman, Ph.D.

Office: BMC 3.330 Tuesdays and Thursdays 10-11 a.m. & by appointment

Phones: Office: 512-471-1969; Cell: TO BE GIVEN OUT IN CLASS

Email: renita.coleman@austin.utexas.edu

**Course Objectives**

- To orient students to the field of journalism education and its affiliated branch of communication research as a profession and career.
- To introduce students to selected professionals and major areas of research in this field as carried out within the School of Journalism, as well as kindred areas of the College of Communication and University.
- To help students cultivate scholarly skills, ethical norms, awareness of funding possibilities, the art of teaching and academic service – that is, academic craftsmanship.

The School of Journalism graduate faculty sought to develop this course as a common “proseminar” experience for our doctoral and academically oriented master’s students. It aims to present a map of the field but to emphasize the development of individual students’ ability to conduct significant research over time. The course is offered in parallel with, and designed to complement, first-semester seminars in theory and methods. It is meant to provide a socialization function as the student takes what is learned in theory and method courses and integrates it into a viable plan of attack.

The sequence of readings and discussion follows a logical order, in that the new academic begins with a general sense of mission, becomes familiar with the historical roots and current issues in the chosen field, considers what to investigate in his/her own work and learns the craft of doing it (beyond the method per se). Of course, in one semester you will presumably not be ready for employment, but this telescoping of steps will provide a feel for what we hope to emphasize in the doctoral program – your ability to join a conversation that has been going on for many years, familiarize yourself with it, and be prepared to meaningfully contribute to it through your own career.

At the end of the course you will have a curriculum vitae, bio, and made a conference-style paper presentation. You will establish a web presence on the Journalism School website, and your choice of academia.edu, researchgate.net, Twitter, Facebook, etc. You also will have submitted a paper to a conference or journal, or have a proposal for a research project you can carry out.

**Texts:**

Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (2009). Washington, DC: APA.

Alexander, Alison & Potter, W. James (2001). *How to publish your communication research: An insider's guide*. Thousand Oaks, CA: Sage.

**Readings**

Available on Canvas unless otherwise noted.

Albertson, Bethany. (2016, March 6). Operation “Keep My Job:” What to do when your third-year review leaves you on shaky ground. *The Chronicle of Higher Education*.  
[http://chronicle.com/article/Operation-Keep-My-Job-/235535?cid=at&utm\\_source=at&utm\\_medium=en&elqTrackId=a6e65b91e474451398cff5c75772b3fb&elq=91f75e1aad5f49afb340acdb6d12b83d&elqaid=8123&elqat=1&elqCampaignId=2584](http://chronicle.com/article/Operation-Keep-My-Job-/235535?cid=at&utm_source=at&utm_medium=en&elqTrackId=a6e65b91e474451398cff5c75772b3fb&elq=91f75e1aad5f49afb340acdb6d12b83d&elqaid=8123&elqat=1&elqCampaignId=2584)

Bem, D. J. “Writing the empirical journal article”  
[http://psych.utoronto.ca/users/reingold/courses/resources/handouts\\_apa/Bem-WritingArticle.pdf](http://psych.utoronto.ca/users/reingold/courses/resources/handouts_apa/Bem-WritingArticle.pdf)

Breed, W. (1955). Social control in the newsroom. *Social Forces*, 33, 326-335.

DesJardins, M. (1995). How to succeed in graduate school: A guide for students and advisors. *Crossroads* 1(3): 1-15.

Harcup, Tony. (2011). Questioning “the bleeding obvious”: What’s the point of researching journalism? *Journalism*, 13(1):21-37.

Kamhawi, Rasha and David Weaver (2003). Mass communication research trends from 1980 to 1999. *Journalism & Mass Communication Quarterly*, 80(1): 7-27.

Kristoff, Nicholas. Professors, we need you. Available on Canvas.

Kuhn, Thomas S. (1996). Preface and Introduction in *The structure of scientific revolutions*. Chicago: University of Chicago Press.

Lang, K. & Lang, G. E. (1953). The unique perspective of television and its effects: A pilot study, *American Sociological Review* 18: 3–1.

Levitt, Steven D. & Dubner, Stephen J. (2005). Epilogue: Two paths to Harvard, in *Freakonomics: A rogue economist explores the hidden side of everything*. NY: HarperCollins.

- Perry, Stephen D. & Michalski, Lindsey (2010). Common acceptance rate calculation methods in communication journals: Developing best practices. *Journalism and Mass Communication Educator*, 65, 168-186.
- Reese, Stephen (1999). The progressive potential of journalism education: Recasting the academic versus professional debate. *Harvard International Journal of Press/Politics*, 4(4): 70-94.
- Reese, Stephen, & Ballinger, Jane (2001). The roots of a sociology of news: Remembering Mr. Gates and Social Control in the Newsroom. *Journalism & Mass Communication Quarterly*, 78(4): 641-658.
- Reese, Stephen & Cohen, Jeremy (2000). Educating for journalism: The professionalism of scholarship. *Journalism Studies*, 1(2): 213-227.
- Salwen, M. & Stacks, D. (2009) Integrating theory with research: Starting with questions, In Stacks, D. W., & Salwen, M. B. (Eds.), *An integrated approach to communication theory and research* (pp. 3-12). New York: Routledge.
- Tran, Hai (2010). The pipeline to publication: Student research output in mass communication journals (1998-2008). *Journalism and Mass Communication Educator*, 64, 395-413.
- University of Washington Psychology Writing Center, "Writing a psychology literature review"  
<http://web.psych.washington.edu/writingcenter/writingguides/pdf/litrev.pdf>
- Waisbord, Silvio (2016). Behind the curtain of editorial decisions. *Journal of Communication*, 66, 207-210.
- White, David Manning (1950). The gatekeeper: A case study in the selection of news. *Journalism Quarterly*, 27: 383-396.
- Wilkins, Lee (1998). Preparing doctoral students for the first job and beyond. *Journalism and Mass Communication Educator*, 52(4): 37-47.

## Schedule

You will be expected to read and be prepared to discuss each week's readings prior to class.

Date	Topic	Assignment (due date)	Due	Reading
<b>WEEK 1</b>				
Aug. 31	Introduction	Write your CV & bio (due 9/12)		
<b>WEEK 2</b>				
Sept. 5	Surviving the Ph.D. program			DesJardins
Sept. 7	Surviving Part II			
<b>WEEK 3</b>				
Sept. 12	History of the field  Academic online presence & copyright	Scholar bio (due 9/26)	CV & your bio due	Reese & Ballinger Breed White Kuhn Preface & Introduction
Sept. 14	Qualitative and quantitative methods			Kamhawi & Weaver Guba & Lincoln
<b>WEEK 4</b>				
Sept. 19	Conducting Research 1 – Creativity, parts of a paper	3 research ideas (due 10/3)		Levitt & Dubner; Tran
Sept. 21	Theory building			Salwen & Stacks (on UT library site); Lang & Lang
<b>WEEK 5</b>				
Sept. 26	Guest Speaker Brittany Deputy, UT Library	Research proposal, conference or journal submission (due 12/7)	Scholar Bio	
Sept. 28	Scholar Bios discussion			

<b>WEEK 6</b>				
Oct. 3	Conducting Research 2 – lit reviews			University of Washington Psychology Writing Center, “Writing a psychology literature review,” <a href="http://web.psych.washington.edu/writingcenter/writingguides/pdf/litrev.pdf">http://web.psych.washington.edu/writingcenter/writingguides/pdf/litrev.pdf</a>
Oct. 5	Ethics & the IRB 3 research ideas		Quiz on the UT Academic Integrity website DUE BEFORE CLASS!  3 research ideas due	APA Ch. 1, Ch. 6 pp 169-173. <a href="http://deanofstudents.utexas.edu/sjs/acadint.php">http://deanofstudents.utexas.edu/sjs/acadint.php</a> and all links under “What is academic dishonesty (‘Unauthorized Collaboration’ through ‘Multiple Submissions’) and the LBJ school guide to avoid plagiarism pdf  NEW <a href="http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/">http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/</a> Section 11-402 Academic Dishonesty  On Canvas: Ethical issues; Authorship order; Scientific Fraud; Your Name’s Not on the Paper
<b>WEEK 7</b>				
Oct. 10	Conducting Research 3 – Presenting at conferences – panels	Paper presentations (due 11/7)		APA Ch. 2-3 Alexander & Potter Chs. 1-3 Paper presenting
Oct. 12	Conducting Research 3 – Presenting at conferences -- posters			Posters 1 Posters 2
<b>WEEK 8</b>				
Oct. 17	Final project			
Oct. 19	Funding & grants			
<b>WEEK 9</b>				
Oct. 24	Academic Journals – Getting published; predatory journals.	Journal analysis (11/16)	Final version of 3 research ideas due	APA Ch. 8 Waisbord Who submits to JMCQ

Oct. 26	Journals Part II			Alexander & Potter Chs. 4-9 according to your interests
<b>WEEK 10</b>				
Oct. 31	Revise and resubmits			Perry & Michalski; Bem
Nov. 2	Off to work on paper presentations & final projects			
<b>WEEK 11</b>				
Nov. 7	Paper presentations		<i>Paper presentations</i>	Familiarize yourself with the rest of the APA manual not assigned as readings
Nov. 9	Paper presentations 2		<i>Paper presentations</i>	
<b>WEEK 12</b>				
Nov. 14	Service & administration Guest Speaker – Kathleen McElroy			
Nov. 16	Journal Analysis reports		Journal analysis	
<b>WEEK 13</b>				
Nov. 21	THANKSGIVING NO CLASS			
Nov. 23	THANKSGIVING NO CLASS			
<b>WEEK 14</b>				
Nov. 28	Careers – Research 1, 2, and teaching schools; teaching, research & service; “the money thing”			First year tips Reese Kristoff Harcup
Nov. 30	Teaching – Guest speaker Robert			Wilkins Reese & Cohen

	Quigley			
<b>WEEK 15</b>				
Dec. 5	Careers 2 – The Big T - Tenure			Albertson
Dec. 7	Careers 3 - Professional experience, job talks, the first job, the 2 <sup>nd</sup> job, annual reports. The public intellectual.		FINAL PROJECT: Research proposal, conference or journal submission due Dec. 7	

*This schedule is subject to change*

### ***Assignments and Grading***

**CV & Bio (5%)** – Prepare a curriculum vita that includes all seminar and conference papers produced to date, teaching and professional experience, educational background and service (as applicable), and a professional biography that includes a projected program of research, including but not limited to your possible dissertation area. Examples will be shown in class and are available online for just about anyone in academia anywhere. You are required to establish an online presence on the Journalism School website using this CV and bio, and at least one other place of your choosing including academia.edu, researchgate.net, Twitter, Facebook, or other places.

### **Academic Integrity Quiz (5%)**

**Scholar Bio (10%)** – Write a 3 to 4 page paper about a scholar in the field of communication. The scholar can NOT be here on the UT-Austin campus. A good way to pick someone you don't know is to look at research on topics of interest to you and see who is writing them. Look on academia.edu and researchgate.net. Conduct an interview with your selected scholar concerning the idea of academic craftsmanship, that is, research. Questions can be about how s/he got started, what led him/her to pursue certain lines of research, the relationship s/he sees between his/her scholarly work and his/her teaching and life in general, and his/her secrets for being productive. The purpose of this assignment is two-fold: 1) to introduce you to someone with common research interests outside UT, and 2) to gather helpful tips and tricks about being productive in research. OK, it's really three-fold: 3) to let you know you are not alone, that other people have had trepidations, fears, anxiety, or whatever else, and they came out OK.

**Three Research Ideas (10%)** – Think up three distinct questions you would like to explore for a research project. Write 250 words about each of them. In that 250-word explanation, be

sure you 1- write a clear statement of the question; 2- explain why the question is important to others in the journalism and mass communication profession, the academy, or the world (the 'so what' factor).

**Paper Presentation (15%)** – You will have 10-15 minutes to present a research paper (one you have written or one someone else has written) as if you were presenting it at a conference. It will be timed.

**Journal Analysis (15%)** – Familiarize yourself with one of the academic journals that you will ideally become a regular contributor to by analyzing 3 years of its most recent issues. Details on this assignment will be given out in class.

**Class Discussion and Participation (15%)** – You will be expected to come to class regularly and contribute to the learning of others in some significant way. Discussion is the most obvious way to contribute to the learning of others, provided your comments are thoughtful and informed. If you are one of the painfully shy, please find other ways to contribute; bringing in examples and material related to the topic of the day, for example. Be creative and find a way. The value of this class is achieved primarily through attendance; you will not be able to achieve the course goals on your own. This can only be accomplished with your physical presence; if you are unfortunate enough to be sick a substantial portion of the semester, you will need to take this class at another time. The university allows excused absences for medical illnesses with written excuses, religious holy days, official extracurricular activities, and military service, up to a percentage of class meetings.

***FINAL PROJECT: You will do ONE of the following, depending upon your background, for 25% of your grade:***

**Conference Submission** – Prepare an academic paper that you have already written, such as your thesis, but not presented at a conference, and send to a conference such as ICA (Nov. 1 deadline), the AEJMC mid-winter or regional conferences (early Dec. deadlines), or one of the many others we will identify in class. For credit, turn in the letter or email from the research chair saying it was received along with a copy of the paper. Some conferences require you to turn in only the abstract by their deadline; you will need to turn in the full paper to me by mine and can continue working on it for their deadline. I will be grading the quality of the submitted paper as well as the fact that you did it.

**Journal Submission** – Prepare a paper that you have written and already 'conferenced' for a journal and 'get it out the door.' For credit, turn in the letter or email from the editor saying it was received along with a copy of the paper. I will be grading the quality of the submitted paper as well as the fact that you did it.

**Research Proposal** – For those who have not done an academic research paper or thesis, you will get a leg up with a full-blown research proposal, circa 15 pages, that includes an introduction, literature review (including theory, empirical findings of others,

hypotheses/research questions), and methods section. All the topics covered in class, including good writing, will come to bear on this project. This cannot be the same as the proposal for another class (Dr. Chyi and Dr. Lasorsa and I do compare notes; see the honor code note below). Think about your 3 ideas from the beginning of the semester. It can represent your first thoughts about what may become your dissertation, or just a research project you might like to do for AEJMC or some other conference. I strongly encourage you to carry out the research and then get it conferenced and published!

### ***Turning in Assignments***

Assignments are to be turned by the beginning of the class during which they are due. You may submit assignments by Canvas or email unless otherwise stated in class. Late assignments and those not properly turned in will not be accepted and will result in a grade of zero.

### ***Grading Scale***

A = 94-100  
A- = 90-93  
B+ = 87-89  
B = 84-86  
B- = 80-83  
C+ = 77-79  
C = 74 -76  
C- = 70-73  
D+ = 67-69  
D = 64 – 66  
D- = 60 - 63  
F = below 60 points

### ***Blackboard***

In this class I use Canvas—a Web-based course management system with password-protected access to distribute course materials, to communicate and collaborate online, and to post grades, among other things. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m.

### ***University Honor Code***

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. You must always cite words and ideas that are not your own. By accepting this syllabus, you have agreed to these guidelines and those on the Student Judicial Services website and must adhere to them. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal

from the University. In addition, there will be an ethics quiz in this class. Visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

***WE MEAN THIS!***

***Students with Disabilities***

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. A documented disability statement from Services for Students with Disabilities must be provided to the instructor in the first week of class and all regulations of SSD followed. For more information contact the Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

***Notice of Non-Discrimination***

The University of Texas at Austin is committed to maintaining a learning environment that is free from discrimination and inappropriate conduct based on race, ethnicity, gender, sexual orientation, and religion. The University encourages any student who thinks that he or she has been subjected to discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to the director of the School of Journalism.