**GMC6002: Research Methodologies**

**Instructors**: Karen Viars and Marlee Givens, Georgia Tech Library, with the following faculty serving as alternating Instructors of Record: Jenny Strakovsky, Aaron Santesso, Vicki Galloway, Richard Utz, and Anna Stenport

**Course Credit**: (1), **Prerequisite**: GMC6001. Concurrent enrollment with GMC6003. Consent by instructor.

**Course Objective**: To provide a working knowledge of methods and practices for conducting and communicating high-quality research in a modern global environment.

**Textbook**: Class notes and readings (available online)

**Course Description**: This course provides an overview of research methods with special emphasis on application to global media and culture. Students will learn how to search effectively for reliable, quality information, in a variety of sources and formats, using a variety of methods, as well as how to compile, annotate and cite their references. Students will apply this information toward their own research, writing and projects, by writing a literature review, creating an annotated bibliography, and integrating these research as part of communication plan for the Proposal for their final MS project, which they will be developing concurrently in the course GMC6003: Professional Portfolio. The course gives students the opportunity to work with a collaborative team of librarians who support the School of Literature, Media, and Communication (LMC) and the School of Modern Languages (ML), and it will feature guest speakers from the library. Students enrolled in GMC6002 will undertake research and independent learning activities along with the following key course components: active participation, reflecting on readings and discussions, writing an annotated bibliography, writing a literature review, and writing and presenting a plan for communicating their research as a part of their final MS project visually, verbally or aurally. A communication plan helps the student/researcher to consider how to promote and share his or her research in a variety of ways. This can include scholarly journals, public non-scholarly websites (e.g. Slate or similar), podcasts, posters, data visualization, and other methods. The communication plan helps students consider the most effective and appropriate ways share their research and results with anyone who wants or needs to learn about it, and how they'll go about doing so. This research will support an MS thesis, internship, practicum, or project.

**Learning outcomes**:

At the conclusion of this class the learner will be able to:

* Find primary and secondary sources in order to conduct research on a topic related to global media and communication
* Write a literature review and cite sources following a recognized style manual
* Construct an annotated bibliography suitable to student's research orientation
* Investigate methods for sharing and communicating research
* Create a plan for conducting and communicating research for a global media and communication project

**Course outline**:

Module One: Information Seeking

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| Week one | Introductions/overview of course. Introduction to the GT Library. | *White Paper: Reimagining the Georgia Tech Library* (<http://renewal.library.gatech.edu/white-papers/reimagining-the-georgia-tech-library>)  Barrett, A. (2005). The information-seeking habits of graduate student researchers in the humanities. *The Journal of Academic Librarianship*, *31*(4), 324-331. |  |
| Week two | Information sources for languages, linguistics, literature, media and communication. Citation management. | Videos: EndNote X8 on Windows: The Short Course (<https://youtu.be/MSLu1zlX0yc>), Mendeley Tutorial (<https://youtu.be/xLtk6n8cFdk>) |  |
| Week three | Writing a literature review. | *Reviewing the Literature: A Short Guide for Research Students* (<https://uq.edu.au/student-services/pdf/learning/lit-reviews-for-rx-students-v7.pdf>) |  |
| Week four | Grant finding/Pivot.  Statistical literacy/government sources. | Gal, I. (2002). Adults' Statistical Literacy: Meanings, Components, Responsibilities. *International Statistical Review / Revue Internationale De Statistique*, 70(1), 1-25. doi:10.2307/1403713  Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). *Evaluating Information: The Cornerstone of Civic Online Reasoning*. (<https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf>) | Guest speakers: Liz Holdsworth, STEM Librarian. Seth Porter, Social Sciences Librarian.  **Assignment due: Annotated bibliography** |
| Week five | Multi-media resources and artist-led collaboration. | Bawden, D. (2001). Information and digital literacies: a review of concepts. *Journal of documentation*, *57*(2), 218-259. | Guest speaker: Alison Valk, Multimedia Instruction Librarian |
| Week six | Introduction to the GT archives; primary sources.  Participation grade update | Chapter four, "Near Print and Beyond Paper: Knowing by \*.pdf." In Gitelman, L. (2014) *Paper knowledge : Toward a media history of documents*. Durham: Duke University Press. | Guest speaker: Jody Lloyd Thompson, Head, Archives & Records Management |
| Week seven | Information sources for history, sociology and public policy. | [Chapter 6, "Working With Data: Data Analysis in Qualitative Research](https://ebookcentral-proquest-com.prx.library.gatech.edu/lib/gatech/reader.action?docID=4038514&ppg=2)." In Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods : a guidebook and resource*. | Guest speakers: Bruce Henson, Associate Dean of Libraries, Research & Learning Services.  Ameet Doshi, Director, Service Experience & Program Design |
| Week eight | Digital humanities. | [Chapter 2, "E](https://ebookcentral-proquest-com.prx.library.gatech.edu/lib/gatech/reader.action?docID=4038514&ppg=2)merging Methods and Genres." In Burdick, A., Drucker, J., & Lunenfeld, P. (2012). *Digital\_humanities*. | **Assignment due: Literature review** |

Module Two: Information Sharing

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| Week nine | Scholarly communication and open access publishing. | | Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (<https://openaccess.mpg.de/Berlin-Declaration>) | Guest speaker: Fred Rascoe, Scholarly Communication Librarian |
| Week ten | Research data management and research communication methods. | | Data Management General Guidance (<https://dmptool.org/dm_guidance>)  Lewis, P. J. (2011). Storytelling as research/research as storytelling. *Qualitative Inquiry*, *17*(6), 505-510. | Guest speakers: Susan Wells Parham, Research Data Librarian. Jason Wright, Library Communications Manager. |
| Week eleven | Data visualization. | | Segel, E., & Heer, J. (2010). Narrative visualization: Telling stories with data. *IEEE transactions on visualization and computer graphics*, 16(6), 1139-1148. | Guest speaker: Ximin Mi, Data Visualization Librarian. |
| Week twelve | | Copyright & intellectual property. | Chapter 2, “Communicating beyond academia.” In Daly, I., & Brophy Haney, A. (2014). *53 interesting ways to communicate your research*. | Guest speaker: Bing Wang, Director, Intellectual Property Advisory Office |
| Week thirteen | | Podcasting and radio. | Chapter 3, “General techniques.” In Daly, I., & Brophy Haney, A. (2014). *53 interesting ways to communicate your research*. | Guest speaker: Charlie Bennett, Undergraduate Programming & Engagement Librarian |
| Weeks fourteen and fifteen | | Conclusion. |  | **Presentations of research communication plans.** |

**Graded assignments and rubrics:**

This is a pass/fail class. Each assignment will be given a letter grade according to the following grading scale. At the end of the semester, these grades will be combined using the percentages outlined below. A passing grade is a total of 75% or above.

Grading Scale

A 95%

B 85%

C 75%

D 65%

F 64 or below %

* Class participation: 15%
  + S/U credit updated weekly on T-Square
  + S = 15% adequate interaction during classroom discussions
  + U= 0% inadequate interaction during classroom discussions
* Annotated bibliography assignment: 25%
* Literature review assignment: 35%
* Communication plan for final MS assignment: 25%

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| --- | --- | --- | --- | --- |
|  | A | B | C/D | F |
|  | Exceeds Expectations | Meets Expectations | Somewhat Meets Expectations | Below Expectations |
| Annotated Bibliography | All sources are reliable and authoritative | All but one sources is reliable and authoritative | More than one source is unreliable and not authoritative | All sources are unreliable and not authoritative. |
|  | Four or more types of resources are represented | Three or more types of resources are represented | Two or more types of resources are represented | Only one type of resource is represented |
|  | The annotation clearly summarizes the source and articulates its value | The annotation summarizes the source and mentions but does not fully address its value | The annotation summarizes the sources but does not articulate its value | The annotation lack either or both elements: summary or value. |
| Literature Review | The assignment includes more than the required number of citations | The assignment includes the required number of citations | The assignment does not include the required number of citations | The assignment omits citations |
|  | Four or more types of resources are cited | Three or more types of resources are cited | Two or more types of resources are cited | Only one type of resource is cited |
|  | The assignment cites and addresses at least three points of view on the topic | The assignment cites and addresses at least two points of view on the topic | The assignment addresses multiple points of view on the topic without citing resources, or with a clear bias | The assignment addresses only a single point of view on the topic. |
|  | The assignment clearly analyzes the state of the literature for the topic. | The assignment demonstrates understanding of the state of the literature, with some analysis | The assignment includes analysis with conceptual errors. | The assignment reiterates the literature without analysis |
| Communication Plan | The chosen topic is relevant to the program in multiple ways | The chosen topic is relevant to the program | The chosen topic's relevance is questionable | The chosen topic is not relevant or in inappropriate in scope |
|  | The chosen communication method is appropriate and actionable without changes | The appropriate communication method is appropriate and actionable with minor changes | The chosen communication method is either appropriate or actionable, but not both | The chosen communication method is neither appropriate nor actionable |
|  | High quality, relevant information from reliable sources is included | High quality information with less relevance from reliable sources is included | Information is of questionable quality or relevance is absent | Both quality of information and relevance are absent |
|  | Technologies selected are appropriate and actionable without changes | Technologies selected are appropriate and actionable with minor changes | Technologies selected are appropriate or actionable, but not both | Technologies selected are neither appropriate nor actionable |
|  | Criteria for success are clearly defined | Criteria for success are somewhat defined | Criteria for success are not clearly defined | Criteria for success are absent |
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**Suggested readings**

Burdick, A., Drucker, J., Lunenfeld, P., Presner, T., & Schnapp, J. (2012).[*Digital Humanities*](http://mitpress.mit.edu/books/digitalhumanities-0)*.* Cambridge, MA: MIT Press.

Gibaldi, J., & Modern Language Association of America. (2009). *MLA handbook for writers of research papers.* (7th ed.). New York: Modern Language Association of America.

Hayot, E. (2014). *The Elements of Academic Style Writing for the Humanities*. New York: Columbia University Press.

Machi, L., & McEvoy, B. (2016). *The literature review : Six steps to success* (Third ed.).

Messenger Davies, J., & Mosdell, N. (2006). *Practical Research Methods for Media and Cultural Studies Making People Count.* Edinburgh: Edinburgh University Press.

Pickering, M., & Griffin, Gabriele. (2008). *Research Methods for Cultural Studies* (Research Methods for the Arts and Humanities). Edinburgh: Edinburgh University Press.

Stokes, J. (2003). *How to do media & cultural studies*. London ; Thousand Oaks, [Calif.]: SAGE.

**Attendance**

More than three unexcused absences will lower the final grade by one point per absence. Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://www.catalog.gatech.edu/rules/4/>

**Disability Services**

The Office of Disability Services offers self-identified students with permanent or temporary disabilities assistance with registration, accessibility, transportation, parking, housing, counseling, note taking, recorded textbooks, advocacy, test proctoring, referral services, and other needs. [http://disabilityservices.gatech.edu](http://disabilityservices.gatech.edu/)

**Academic Honor**

*"Having read the Georgia Institute of Technology Academic Honor Code, I understand and accept my responsibility as a member of the Georgia Tech community to uphold the Honor Code at all times. In addition, I understand my options for reporting honor violations as detailed in the Code."*

<http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>