
SENIOR SEMINAR in Spring 2021 (CM4090)

Course Code	CM4090	Professor(s)	Youna Kim
Prerequisites	None	Office Number	G-304
Class Schedule	F: 15:20-16:40 in SD-1 T: 12:10-13:30 in SD-1	Office Hours	Meeting by appointment
Credits	4	Email	ykim@aup.edu
Semester	Spring 2021	Office Tel. Ext.	824

Course Description

This advanced course CM4090 Senior Seminar is an extension of CM2051 Research Methodology. Based on the knowledge concerning research methods commonly used in the social sciences in general and in media and communications in particular, this course will provide students with a more practical and better understanding of integral elements in research seminar, research writing and knowledge production, including (1) key research question/objective, (2) research methodology, (3) critical literature review, (4) data collection and data analysis/interpretation, (5) argument, (6) research presentation and intellectual dialogue. It will equip students to design and conduct their own empirical research, specializing in at least one specific research method relevant to their research projects. Students will be encouraged to critically evaluate others' research within their field of study. This course expects students to read widely and to integrate critical thinking, theory and data, thereby increasing their understanding of the role of social research in the field of media and communications.

STUDENT LEARNING OUTCOMES:

At the end of this course, after engaging with all classes and completing the relevant reading and assignments, students should be able to:

- Formulate a key research question based on critical thinking.
- Understand research methodology and operate a relevant method in the research field.
- Produce a critical literature review.
- Collect data and analyze/interpret the data in depth.
- Develop an argument in depth.
- Effectively deal with presentation and intellectual dialogue on research outcomes.

GC Major's Learning Outcomes

- Demonstrate knowledge of communication media, or cultural studies' theoretical foundations and its recent developments.
- Demonstrate understanding of and a capacity to compare communication, media, and cultural practices across different national, social, and cultural contexts.
- Demonstrate understanding of and the capacity to apply research methods, including historical, textual, qualitative and/or quantitative, to conduct and present research.

Course Learning Outcomes

Students will be able to formulate a key research question based on critical thinking.

Students will be able to understand research methodology and operate a relevant method in the research field.

Students will be able to produce a critical literature review.

Students will be able to collect data and analyze/interpret the data in depth.

Students will be able to develop an argument in depth.

Students will be able to effectively deal with presentation and intellectual dialogue on research outcomes.

General Education

[PLEASE REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)
- Quantitative Reasoning (coded CCM)
- Experimental Reasoning Course with Lab (coded CCS)
- Expression Française (coded FR)
- AUP Capstone (coded CCC)

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

The following outline is subject to change, depending on your level of understanding and your own final research project.

All reading materials will be discussed in the classroom, according to research projects.

Week 1 – Week 6: Final Research Project Preparation

By regularly discussing with the professor and classmates, you will engage with the important learning process concerning the following elements of research:

Week 1: Research Proposal

Week 2: Key Research Question/Objective

Week 3: Research Methodology

Week 4: Critical Literature Review (1)

Week 5: Critical Literature Review (2)

Week 6: Critical Literature Review (3)

Week 7 – Week 10: Final Research Project Completion

You will learn how to write and complete your final research paper by including: 1) Key Research Question, (2) Background/Context and Critical Literature Review, (3) Rationale and Method, (4) Data Presentation and Data Analysis/Interpretation, (5) Argument/Conclusion. Please follow the professor's step-by-step instructions and feedback in order to complete your final research paper by the deadline Week 11 Tuesday 30 March. (Details TBA)

Week 7: Data Analysis/Interpretation (1)

Week 8: Data Analysis/Interpretation (2)

Week 9: Argumentation (1)

Week 10: Argumentation (2)

Week 11 – Week 15: Student Presentation, Feedback and Discussion

The following content should be highlighted in your presentation on your

final research paper: (1) Key Research Question, (2) Background/Context and Critical Literature Review, (3) Rationale and Method, (4) Data Presentation and Data Analysis/Interpretation, (5) Argument/Conclusion. After your presentation, you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the feedback. (Details TBA)

Week 11 Tuesday 30 March: Student Presentation, Feedback and Discussion (1)

Week 11 Friday 2 April: Student Presentation, Feedback and Discussion (2)

Week 12 Tuesday 6 April: NO classes at AUP

Week 12 Friday 9 April: Student Presentation, Feedback and Discussion (3)

Week 13 Tuesday 13 April: Student Presentation, Feedback and Discussion (4)

Week 13 Friday 16 April: Student Presentation, Feedback and Discussion (5)

Week 14 Tuesday 20 April: Student Presentation, Feedback and Discussion (6)

Week 14 Friday 23 April: Student Presentation, Feedback and Discussion (7)

Week 15 Tuesday 27 April: Student Presentation, Feedback and Discussion (8)

Final Exam Period: Reflection on Feedback

After your presentation (Week 11 – Week 15), you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the feedback. (Details TBA)

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

**Three critical review essays, total 1800 words
(deadlines Week 4/5/6) 30%**

You will look into academic journals and choose three research articles that are useful for your own research projects. The critical review essays are intended to train you to read the text critically and ultimately produce a critical literature review, in the end. You will choose three research articles before the mid-term and will be asked to write: (1) What are the main arguments of the articles? (2) What do you think about the articles, their strengths and weaknesses? Assessment will focus on (1) Clarity of expression, (2) Imaginativeness, (3) Critical appraisal, (4) Depth of interpretation. Specific guidelines for writing and feedback will be given during classes.

**Presentation on the final research paper, and feedback / reflection
(from Week 11 Tuesday 30 March) 20%**

The following content should be highlighted in your presentation on the final research paper. Please see the specific descriptions below: (1) Key Research Question, (2) Background/Context and Critical Literature Review, (3) Rationale and Method, (4) Data Presentation and Data Analysis/Interpretation, (5) Argument/Conclusion. After your presentation, you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the

feedback.

Final research paper, 8000 words

(deadline Week 11 Tuesday 30 March) 50%

Please follow the professor's step-by-step instructions and feedback in order to complete your final research paper by the deadline. Late submissions will NOT get any feedback.

The assignment will normally contain the following sections, although they may be adapted as appropriate to the specific research conducted. The word limit is 8000 words, excluding bibliography and appendices.

Abstract (approx. 200 words)

This should summarize the key research question/objective, key concept(s), method, analysis and argument of the research project.

Key Research Question/Objective (approx. 200 words)

This should be a clear statement of the key research question to be explored in your project. It should be a specific and "answerable" question, appropriate to the method(s) employed and data to be collected.

Background/Context and Critical Literature Review (approx. 1800 words)

This should provide a background for the topic, including a justification for the topic or issue chosen and the key concept(s) used, citing relevant theoretical or other sources where appropriate. The purpose is to address the implicit questions: Why do this piece of research, why do it now, how will it relate to what has been done before?

Rationale and Method (approx. 1800 words)

This should present a justification for selection of the method used to address the research question, citing relevant methodology sources where appropriate. This should acknowledge known advantages and disadvantages for the method and consider how these may affect your research, whether positively or negatively. Most importantly, this section should provide a sufficiently detailed account of the decisions taken and procedure followed. It should explain how you have operationalized the research question and so how you have generated the findings obtained. The purpose is to ensure accountability, so that someone else reading the research paper has sufficient information to replicate the process or to identify its strengths and weaknesses. Depending on the research question and the method selected, this section may be divided into subsections (for example, sampling, recruiting, questions of access, designing interview schedule, ethics and consent, etc), following the narrative of the research.

Data Presentation and Data Analysis/Interpretation (approx. 3000 words)

This section should describe any decisions and procedures for analysis of the data or materials. With data presentation, it should provide a detailed outline of the main or key findings. This section should demonstrate the development of a detailed analysis. Furthermore, this section should integrate the background, research question and analysis sections. The purpose is to discuss the findings by relating them back to the research question in particular, and to related findings or issues in the field of investigation more generally. The section should also include a self-critical assessment of the advantages and disadvantages of research decisions taken and of any successes or flaws in the implementation of the project.

Argument/Conclusion (approx. 1000 words)

This concluding section should highlight the argument as a whole and explain the argument in depth. This can be an overview of the key points of the research paper, drawing out any wider implications and including consideration of further research questions for future researchers.

Bibliography

This should include all cited references, presented accurately in a standard format.

Appendices

As appropriate, this should include any materials without which understanding or assessment of the research is impeded. While the appendices should not contain “everything that might be relevant”, you should include (at the least, for example, for interviews) interview schedule and interview transcript.

In general, you will be rewarded for demonstrating the following characteristics:

Content

- (1) Relevance to the course
- (2) Wide reading
- (3) Development of argument
- (4) Accurate citation of references (including adequate bibliography)

Presentation

- (5) Clarity of expression
- (6) Explicit structure
- (7) Consistency of purpose
- (8) Clear conclusion

Critical Judgement

- (9) Depth of interpretation
- (10) Imaginativeness
- (11) Critical appraisal

(12) Thoroughness of analysis

Grade A range is for outstanding work that achieves all that could reasonably be expected of a university BA student, and demonstrates many (at least 7) of the 12 characteristics above in relation to a **well-developed argument**.

AND include all the sections specified above:

Abstract (approx. 200 words), Key Research Question/Objective (approx. 200 words), Background/Context and Critical Literature Review (approx. 1800 words), Rationale and Method (approx. 1800 words), Data Presentation and Data Analysis/Interpretation (approx. 3000 words), Argument/Conclusion (approx. 1000 words), Bibliography, Appendices.

AND demonstrate the Student Learning Outcomes, and the Course Expectations, including:

- NOT just repeat what the book says, but try to have a “dialogue” (e.g. question why? what else?)
- NOT apply the theory blindly or dutifully, but try to evaluate its strengths and weaknesses (e.g. based on the society where you come from) and gain a nuanced, contextualized understanding of the theory/knowledge.
- NOT demonstrate immaturity or offensiveness to any constructive criticism on your work, but try to appreciate and incorporate it in order to improve your work significantly.

Grade B range is for work that demonstrates an integration of some (at least 5) of the 12 characteristics above but presents an **under-developed argument**.

AND include all the sections specified above:

Abstract (approx. 200 words), Key Research Question/Objective (approx. 200 words), Background/Context and Critical Literature Review (approx. 1800 words), Rationale and Method (approx. 1800 words), Data Presentation and Data Analysis/Interpretation (approx. 3000 words), Argument/Conclusion (approx. 1000 words), Bibliography, Appendices.

Grade C range is for work that adopts some (at least 3) of the 12 characteristics above but does **not present any argument**.

AND include all the sections specified above.

Abstract (approx. 200 words), Key Research Question/Objective (approx. 200 words), Background and Critical Literature Review (approx. 1800 words), , Rationale and Method (approx. 1800 words), Data Presentation and Data Analysis/Interpretation (approx. 3000 words), Argument/Conclusion (approx. 1000 words), Bibliography, Appendices.

Fail is one in which the course learning goals are not properly understood, key issues are not identified, the essay is badly organized, and requires an adequate range of reading and attention to the above characteristics.

Other
