

Communication Ethics and Diversity Reflection Project

Overview

- You are going to work with a local community organization. We will talk about the types of organizations you might wish to work with. I will have a couple of possibilities in mind, but your groups are welcome to find your own organization to work with. The only criteria is that the organization must bring each group member into contact with people who are, in some way, different from you. Each project must be approved by me.
- Each individual should expect to spend approximately 15 hours working on the project over the course of the semester.
- Register your hours with me. I will post a time sheet on D2L.

This project is the most important one you will be doing in this class. It encompasses a number of assignments and will provide you with an opportunity to explore your understanding of communication ethics and diversity. To see why I think this assignment is important, look at my blog (I know – the middle-aged professor has joined the 21st century!): <http://comethicsanddiversity.blogspot.com/> or www.wsucm-stsinternships.wordpress.com. This assignment includes a number of components; including group blogs, peer evaluations, a final group presentation, and an individual research paper.

Group Blogs

General assignment: The goal of this group assignment is for you to translate what you are learning into well-written prose that can be understood by a lay audience. That means that you must be able to:

1. Write clearly and well, yet in an informal manner. That means doing a lot of editing and proof reading so that readers will not be distracted by errors.
2. Think of this assignment as a type of journalism; you are writing about what you are an eye witness to, which is your work on your project and your thinking about how it relates to communication ethics and diversity.
3. Take responsibility for your group members' writing. Make sure that it is all proofread and looks good before you submit the final posting.
4. When I say "image" in the assignment below, it could also mean a video clip.
5. Make sure to thoroughly vet the websites that you are linking to. You want them to be high quality websites that others will wish to look at for more information.
6. After each blog, you will turn in a peer evaluation for your group members.
7. Each blog is worth 40 points, for a total of 160 points.
8. One group's blog will be posted each week on the department's website, so other people can see the great work you are doing.

In group blog one, your group should discuss:

- the project you are interested in taking on, including who, what, when, where, and why
- how your project relates to communication ethics and diversity,
- how you think assumptions about moral character may differ across cultures, and how your group defines both communication ethics and diversity.

- You should include two links to relevant websites that others will find interesting.
- You should include at least one image that explains something of your topic.

In group blog two, your group should discuss:

- the progress your group has made on your project, in terms that people outside our class will understand (that means you will have to describe the 5 W's and 1 H – who, what, when, where, why, and how)
- how your group's view of the relationship between communication ethics and diversity has changed thus far (give concrete examples),
- how you think the approaches to ethics we've discussed since the last blog have affected your view of the best way to communicate in a diverse society (the three approaches are duties, consequences, and relationships), and
- You should include two links to relevant websites that others will find interesting.
- You should include at least one image that explains something of your topic.

In group blog three, your group should discuss:

- the progress your group has made on your project, in terms that people outside our class will understand (that means you will have to describe the 5 W's and 1 H – who, what, when, where, why, and how)
- how your group's view of the relationship between communication ethics and diversity has changed thus far (give concrete examples),
- how you think the ideas we've discussed since the last blog have affected your view of the best way to communicate in a diverse society (the ideas are contemporary approaches, communication ethics in interpersonal relationships, and communication ethics in political communication)
- You should include two links to relevant websites that others will find interesting.
- You should include at least one image that explains something of your topic.

In group blog four, your group should discuss:

- the progress your group has made on your project, in terms that people outside our class will understand (that means you will have to describe the 5 W's and 1 H – who, what, when, where, why, and how)
- how your group's view of the relationship between communication ethics and diversity has changed thus far (give concrete examples),
- how you think the ideas we've discussed since the last blog have affected your view of the best way to communicate in a diverse society (diversity contexts, disability, mass communication, and communication technology)
- You should include two links to relevant websites that others will find interesting.
- You should include at least one image that explains something of your topic.

Peer Evaluations

You will complete a peer evaluation for each group member. After each blog and the presentation, you will get a link to a peer evaluation survey that you will complete on Qualtrics.

Each person's final grade will, in part, be determined by the average score you receive from your peers. Because your group members' evaluations are averaged together, late responses will not be accepted and you will lose 5% of the points for the assignment if your evaluation is not submitted on time.

To calculate your grade for group assignments, multiply the percentage you got on the peer evaluations by the score your group received on the project. If your peer evaluations give you a .90 (90%) and your group's score on the assignment 40 out of 50, your personal score would be a 36. (.90 x 40 = 36)

Group Presentation

The group presentation will allow your groups to present what you've learned this semester. During this presentation, you will describe the organization with whom you worked, what aspects of diversity you witnessed in your group and your interactions with your partner organization, what your group thinks are the most important guidelines for communicating ethically with diverse people, and you should integrate at least 5 specific terms from class into your presentation.

Research Project

This research paper will probably be different from most research papers you've ever written. The goal of this paper is for you to develop your own personal credo for communication ethics and diversity. This credo should be about a page and should present your key beliefs about how you are going to interact with diverse others. You're probably wondering where the research part comes in – I expect that the remainder of your paper will (6 to 7 pages) will be an explanation of your code. You will note each portion of your credo; then you will 1) provide a rationale for including it, 2) explain it in relation to at least three terms that we've discussed in class or from one of the class readings, 3) relate each portion of your code to specific experiences you had working on your service project, 4) provide two scholarly references for your code (not two per portion, two for the whole project.), and 5) reflect on how your real-life experiences relate to the code you've written.

I want you to think carefully about what you believe and be able to thoughtfully support why you believe it. I want you to base your ideas on real life experiences and not untested ideals. Ethics is the ground where theory and reality meet – where the rubber hits the road. Is your code workable?

The word "credo" means "I believe." It also implies that these are the beliefs you act on. Therefore, a credo does not consist of empty words. These are words that will shape and guide your communication behavior.

Note that there are 4 units; you need to pick terms and theories from all of them. The units are as follows:

- Unit 1: What is diversity?
- Unit 2: What are communication ethics?
- Unit 3: Approaches to communication ethics
- Unit 4: Communication ethics and diversity in different settings

Grading Criteria: Group Blog 1

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Explains your group's project <ul style="list-style-type: none">Who, what, when, where, and why.	10	_____
Communication Ethics and Diversity <ul style="list-style-type: none">How does your project relate to communication ethics and diversity?	10	_____
Moral Character <ul style="list-style-type: none">How does your group think that assumptions about moral character may differ across cultures? Discuss how you think assumptions about moral character may differ across cultures, and how your group defines both communication ethics and diversity. Make sure to clearly define and explain at least five terms from this section. The terms should be integrated into your discussion and related to specific examples.	10	_____
Relevant Visual Images <ul style="list-style-type: none">Find at least one visual image that illustrates some aspect of your blog. These may either be links to images on the web or images that your group creates. Make sure to provide a two-three sentence explanation of the relevance of the image.	5	_____
Outside Links <ul style="list-style-type: none">Provide at least two links to outside sources that illustrate or describe what you are talking about.	5	_____
<u>Bonus Points to Earn:</u>		
Creativity <ul style="list-style-type: none">It is possible to earn up to 5% of the points for this assignment if you do particularly creative work.		
<u>Writing Reminders:</u> <ul style="list-style-type: none">Write clearly and well, yet in an informal manner. That means doing a lot of editing and proof reading so that readers will not be distracted by errors.Think of this assignment as a type of journalism; you are writing about what you are an eye witness to, which is your work on your project and your thinking about how it relates to communication ethics and diversity.Take responsibility for your group members' writing. Make sure that it is all proofread and looks good before you submit the final posting. If you don't, your grade will be negatively affected.		
TOTAL:	40	_____

Comments:

Grading Criteria: Group Blog 2

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Progress	5	_____
<ul style="list-style-type: none">The progress your group has made on your project, in terms that people outside our class will understand (that means you will have to describe the 5 W's and 1 H – who, what, when, where, why, and how)		
Communication Ethics and Diversity	5	_____
<ul style="list-style-type: none">How has your group's view of the relationship between communication ethics and diversity has changed thus far (give concrete examples)		
Different Approaches to Ethics	15	_____
<ul style="list-style-type: none">How does your group think the approaches to ethics we've discussed since the last blog have affected your view of the best way to communicate in a diverse society (the three approaches are duties, consequences, and relationships)? Make sure to clearly define and explain at least five terms from this section. The terms should be integrated into your discussion and related to specific examples.		
Relevant Visual Images	5	_____
<ul style="list-style-type: none">Find at least one visual image that illustrates some aspect of your blog. These may either be links to images on the web or images that your group creates. Make sure to provide a two-three sentence explanation of the relevance of the image.		
Outside Links	5	_____
<ul style="list-style-type: none">Provide at least two links to outside sources that illustrate or describe what you are talking about.		
<u>Bonus Points to Earn:</u>		
Creativity		
<ul style="list-style-type: none">It is possible to earn up to 5% of the points for this assignment if you do particularly creative work.		
<u>Writing Reminders:</u>		
<ul style="list-style-type: none">Write clearly and well, yet in an informal manner. That means doing a lot of editing and proof reading so that readers will not be distracted by errors.Think of this assignment as a type of journalism; you are writing about what you are an eye witness to, which is your work on your project and your thinking about how it relates to communication ethics and diversity.Take responsibility for your group members' writing. Make sure that it is all proofread and looks good before you submit the final posting. If you don't, your grade will be negatively affected.		
TOTAL:	40	_____

Comments:

Grading Criteria: Group Blog 3

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Progress	5	_____
<ul style="list-style-type: none">The progress your group has made on your project, in terms that people outside our class will understand (that means you will have to describe the 5 W's and 1 H – who, what, when, where, why, and how)		
Communication Ethics and Diversity	5	_____
<ul style="list-style-type: none">How has your group's view of the relationship between communication ethics and diversity changed thus far (give concrete examples)? Explain why it has/has not changed.		
Different Approaches	20	_____
<ul style="list-style-type: none">How do you think the ideas we've discussed since the last blog have affected your view of the best way to communicate in a diverse society (the ideas are contemporary approaches, communication ethics in interpersonal relationships, and communication ethics in political communication)? Make sure to clearly define and explain at least five terms from this section. The terms should be integrated into your discussion and related to specific examples.To earn all of the points, you need to discuss, in-depth, all three of the perspectives noted here.		
Relevant Visual Images	5	_____
<ul style="list-style-type: none">Find at least one visual image that illustrates some aspect of your blog. These may either be links to images on the web or images that your group creates. Make sure to provide a two-three sentence explanation of the relevance of the image.		
Outside Links	5	_____
<ul style="list-style-type: none">Provide at least two links to outside sources that illustrate or describe what you are talking about.		
<u>Bonus Points to Earn:</u>		
Creativity		
<ul style="list-style-type: none">It is possible to earn up to 5% of the points for this assignment if you do particularly creative work.		
<u>Writing Reminders:</u>		
<ul style="list-style-type: none">Write clearly and well, yet in an informal manner. That means doing a lot of editing and proof reading so that readers will not be distracted by errors.Think of this assignment as a type of journalism; you are writing about what you are an eye witness to, which is your work on your project and your thinking about how it relates to communication ethics and diversity.Take responsibility for your group members' writing. Make sure that it is all proofread and looks good before you submit the final posting. If you don't, your grade will be negatively affected.		
TOTAL:	40	_____

Comments:

Grading Criteria: Group Blog 4

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Progress	5	_____
<ul style="list-style-type: none">The progress your group has made on your project, in terms that people outside our class will understand (that means you will have to describe the 5 W's and 1 H – who, what, when, where, why, and how)		
Communication Ethics and Diversity	5	_____
<ul style="list-style-type: none">How has your group's view of the relationship between communication ethics and diversity changed thus far (give concrete examples)?		
Effect of New Ideas	20	_____
<ul style="list-style-type: none">How do you think the ideas we've discussed since the last blog have affected your view of the best way to communicate in a diverse society (diversity contexts, disability, mass communication, and communication technology)? Make sure to clearly define and explain at least five terms from this section. The terms should be integrated into your discussion and related to specific examples.To earn all of the points, you need to relate the two of the contexts listed above to your project, with clear, concrete examples and a compelling argument.		
Relevant Visual Images	5	_____
<ul style="list-style-type: none">Find at least one visual image that illustrates some aspect of your blog. These may either be links to images on the web or images that your group creates. Make sure to provide a two-three sentence explanation of the relevance of the image.		
Outside Links	5	_____
<ul style="list-style-type: none">Provide at least two links to outside sources that illustrate or describe what you are talking about.		
<u>Bonus Points to Earn:</u>		
Creativity		
<ul style="list-style-type: none">It is possible to earn up to 5% of the points for this assignment if you do particularly creative work.		
<u>Writing Reminders:</u>		
<ul style="list-style-type: none">Write clearly and well, yet in an informal manner. That means doing a lot of editing and proof reading so that readers will not be distracted by errors.Think of this assignment as a type of journalism; you are writing about what you are an eye witness to, which is your work on your project and your thinking about how it relates to communication ethics and diversity.Take responsibility for your group members' writing. Make sure that it is all proofread and looks good before you submit the final posting. If you don't, your grade will be negatively affected.		
TOTAL:	40	_____

Comments:

Grading Criteria: Com Ethics and Diversity Project Presentation

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Introduction	10	_____
<ul style="list-style-type: none"> • An attention-getting opener • A clear purpose statement • A preview of your main points 		
Description of organization	5	_____
<ul style="list-style-type: none"> • Clear description of the organization/event. 		
¹Description of diversity you witnessed in your group and in your interactions with your partner organization.	25	_____
<ul style="list-style-type: none"> • Clearly describes diversity • Correctly uses terms and theories from the text and class (5 terms) 		
Most important guidelines for communicating ethically with diverse others	25	_____
<ul style="list-style-type: none"> • What are the guidelines your group can agree on and why are they important? • Correctly uses terms and theories from the text and class (5 terms) 		
Conclusion	10	_____
<ul style="list-style-type: none"> • Summary of what you have presented (restate important points) • Statement on its relevance to audience • Memorable closing 		
<u>Penalties to Avoid:</u>		
Length of Presentation		- _____
<ul style="list-style-type: none"> • For every 1 minute over or under the designated time (15-20 minutes), you will lose 5 points. 		
Public Presentation Skills		- _____
<ul style="list-style-type: none"> • You must follow the principles of good public speaking. If you do not, you could receive a penalty of between 5 and 20 points. An explanation will be provided. These principles include such things as your appearance (it should be professional), organization of presentation, visual aids (or lack thereof), speech disfluencies, etc. • You should have some type of presentational aid; it does NOT have to be a PowerPoint, but you should have something that provides visual/auditory interest. 		
<u>Bonus Points to Earn:</u>		
Creativity		
<ul style="list-style-type: none"> • It is possible to earn up to 5% of the points for this assignment if you do particularly creative work. 		
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GRAND TOTAL:	75	_____

¹ You can integrate your five terms in this section, the next one, or both.

Grading Criteria: Research Project

Note: If your report is not typed and in an appropriate format, you will receive a zero.

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Provide your credo (1 page approx.) <ul style="list-style-type: none">• Include at least 5 sections• Present your key beliefs about how you are going to interact with diverse others• These should be well thought out, carefully considered ideas that you can apply in your everyday life.	25	_____
For each portion of your credo, you will include each of the following (5 to 6 pages):		
Rationale <ul style="list-style-type: none">• Provides a clear, logical rationale for the portion of the code	25	_____
Terms <ul style="list-style-type: none">• Explains portion of code in relationship to at least three terms from the course• Terms and theories from all four sections of the course are included (Unit 1: What is diversity?; Unit 2: What are communication ethics?; Unit 3: Approaches to communication ethics; Unit 4: Communication ethics and diversity in different settings)	30	_____
Experiences/Examples <ul style="list-style-type: none">• Relate each portion of your code to specific experiences you had working on your service project, either within your group or with the members of the organization you worked with.	20	_____
Scholarly Sources <ul style="list-style-type: none">• In this section you should use terms and theories from the book, class, and the two scholarly journal articles you found.	20	_____
Reflects on experience (all of the following questions, 1-2 pages) <ul style="list-style-type: none">• What are the most important ideas you learned from this project?• What did you gain personally from this experience?• What did you learn about how real life relates to communication diversity and ethics? Provide specific examples.	20	_____
Appendix <ul style="list-style-type: none">• Appendix includes all personal blog reflections.	10	_____
Penalties to Avoid:		
APA Style Used Incorrectly <ul style="list-style-type: none">• A penalty of 10% of your grade will be deducted if sources are not cited completely and according to APA style.		- _____
Organization and Writing Style <ul style="list-style-type: none">• Paper is clearly organized, avoids redundancy, and is well integrated. You should use a professional writing style, which includes proper grammar, spelling, and punctuation. If it is not, you can be penalized up to 20% of your grade.		- _____
TOTAL:	150	_____

Comments:

Alternative Assignment

If you believe that you cannot spend 15 hours working on a community event this semester, you may choose to write a literature review about a scholarly topic related to communication ethics and diversity. Your topic must be approved by the instructor; you may do so via email.

Your literature review must use at least 15 scholarly sources and must be 15 pages long, excluding references. If you do not know what a scholarly source is, please see me during my office hours.

Grading Criteria: Alternative Assignment (Literature Review)

<u>Criteria</u>	<u>Possible Points</u>	<u>Points Received</u>
Introduction of Literature	45	_____
<ul style="list-style-type: none">• Real world significance of research problem is described.• A clear description of what will follow is given.• A rationale for the organizational structure is provided.• Initial definitions of terms are introduced.		
Literature Is Examined Thoroughly	70	_____
<ul style="list-style-type: none">• Clear understanding of literature is shown• Clear organization of types of studies• Relevant studies are described• Studies are described in detail (with relevant information).• Studies are compared and evaluated<ul style="list-style-type: none">• Why are these studies important?• Why are these studies imperfect?• What gaps in the literature do you want to fill?		
Implications	35	_____
<ul style="list-style-type: none">• Clear implications of studies are discussed.• Clear conceptual definitions of variables are provided.		
<u>Penalties to Avoid:</u>		
Professional Style		- _____
<ul style="list-style-type: none">• Your work should be typed, double-spaced and written in a clear, professional format. This includes writing your paper in APA style. If it is not, you may be penalized up to 20% of the points.• Project includes at least 15 scholarly sources, primarily scholarly journals such as <i>Communication Studies</i>, <i>Communication Monographs</i>, etc. If you do not include the minimum number of sources, you will lose 5 points for each source not included.		
TOTAL:	150	_____

Comments:

What is a scholarly source?

1. A scholarly source, as defined in this class, is a primary source. Primary sources report original research results or discuss original ideas. Remember, a textbook is NOT a scholarly source because it is not a primary source.
2. There are a lot of scholarly sources available in the field of communication, psychology, and other social sciences. Here is a list of approved scholarly journals. To cite an article from another journal, you need to get it okayed by me first. The bolded titles are the some of the main journals in the field of communication.

Administration & Society
Adolescence
Adolescent Psychiatry
Adult Learning
Affilia: Journal of Women & Social Work
Aggressive Behavior
Aging
Aging & Mental Health
American Annals of the Deaf
American Behavioral Scientist
American Communication Journal
American Editor
American Journal of Critical Care
American Journal of Education
American Journal of Family Therapy
American Journal of Psychotherapy
American Journal of Public Health
American Journal of Speech-Language Pathology
American Politics Research
Annual Review of Psychology
Annual Review of Sex Research
Annual Review of Sociology
Anthropological Linguistics
Anthropological Quarterly
Anxiety, Stress & Coping
Applied Behavioral Science Review
Applied Cognitive Psychology
Applied Developmental Science
Applied Journal of Communication
Applied Measurement in Education
Applied Neuropsychology
Applied Psychology: An International Review
Applied Psychophysiology & Biofeedback
Argumentation
Argumentation & Advocacy
Armed Forces & Society
Asian Journal of Communication
Asian Journal of Social Psychology
Atlantic Journal of Communication
Australian & New Zealand Journal of Family Therapy
Australian & New Zealand Journal of Psychiatry
Australian Journal of Communication
Australian Journal of Linguistics
Australian Journal of Psychology
Australian Occupational Therapy Journal

Australian Psychologist
Australian Screen Education
Basic & Applied Social Psychology
Behavior & Philosophy
Behavior Genetics
Behavioral & Brain Sciences
Behavioral Interventions
Behavioral Science
Behavioral Sciences & the Law
British Educational Research Journal
British Journal of Clinical Psychology
British Journal of Developmental Psychology
British Journal of Educational Psychology
British Journal of Guidance & Counselling
British Journal of Health Psychology
British Journal of Learning Disabilities
British Journal of Mathematical & Statistical Psychology
British Journal of Medical Psychology
British Journal of Psychology
British Journal of Social Psychology
British Journal of Sociology
Business Communication Quarterly
Business Communications Review
Business Communicator
Cambridge Journal of Education
Canadian Journal of Applied Physiology
Canadian Journal of Communication
Canadian Journal of Criminology
Canadian Journal of Criminology & Criminal Justice
Canadian Journal of Human Sexuality
Canadian Journal of Psychiatry
Canadian Modern Language Review
Canadian Review of Sociology & Anthropology
Central States Speech Journal
Child & Adolescent Mental Health
Child & Adolescent Social Work Journal
Child & Family Social Work
Child Abuse Review
Child Development
Child Language Teaching & Therapy
Child Psychiatry & Human Development
Child Study Journal
Child Welfare
Children & Society
Children's Health Care

Clinical Child & Family Psychology Review
Clinical Linguistics & Phonetics
Clinical Neuropsychologist
Clinical Psychology & Psychotherapy
Cognition & Emotion
Cognition & Instruction
Cognitive Behaviour Therapy
Cognitive Linguistics
Cognitive Therapy & Research
College Student Journal
Communication & Critical/Cultural Studies
Communication & Medicine
Communication Education
Communication Law & Policy
Communication Monographs
Communication Quarterly
Communication Reports
Communication Research
Communication Research Reports
Communication Research Trends
Communication Review
Communication Studies
Communication Teacher
Communication Theory
Communication World
Communication Yearbook
Communications & the Law
Communications Lawyer
Communications News
Communications Technology
Communications: The European Journal of Communication Research
Computer Speech & Language
Conflict Resolution Quarterly
Connection Science
Contemporary Family Therapy: An International Journal
Contemporary Hypnosis
Contemporary Review
Contemporary Sexuality
Contemporary Sociology
Content for Canadian Journalists
Counseling & Values
Counselling & Psychotherapy Journal
Counselling & Psychotherapy Research Journal

Counselling Psychology Quarterly
 Counselor Education & Supervision
 Creativity Research Journal
 Criminal Behaviour & Mental Health
 Criminology
 Critical Inquiry in Language Studies
 Critical Studies in Mass Communication
 Cultural Studies
 Current Directions in Psychological Science
 Current Issues & Research in Advertising
 Current Issues in Language Planning
 Current Psychology
 Current Research in Film: Audiences, Economics & the Law
 CyberPsychology & Behavior
 Death Studies
 Depression & Anxiety
 Developmental Neuropsychology
 Developmental Science
 Disability & Rehabilitation
 Disability & Society
 Disability, Handicap & Society
 Discourse & Society
 Discourse Processes
 Discourse Studies
 Document Design
 Ecological Psychology
 Education & Treatment of Children
 Education, Communication & Information
 Educational Assessment
 Educational Gerontology
 Educational Philosophy & Theory
 Educational Psychology
 Educational Psychology Review
 Educational Research
 Educational Research Quarterly
 Educational Review
 Educational Studies
 Educational Technology Research & Development
 Educational Theory

Electronic Journal of Communication

Elementary School Guidance & Counseling
 English Journal
 ETC: A Review of General Semantics
 Ethics & Behavior
 Ethnicity & Health
 European Archives of Psychiatry & Clinical Neuroscience
 European Child & Adolescent Psychiatry
 European Eating Disorders Review
 European Journal of Cognitive Psychology
 European Journal of Communication
 European Journal of Cultural Studies
 European Journal of English Studies
 European Journal of Marketing
 European Journal of Neurology
 European Journal of Personality
 European Journal of Psychology of Education - EJPE
 European Journal of Psychotherapy, Counselling & Health
 European Journal of Social Psychology

European Journal of Work & Organizational Psychology
 European Neurology
 European Work & Organizational Psychologist
 Experimental Aging Research
 Families, Systems & Health: The Journal of Collaborative Family HealthCare
 Family & Community Health
 Family & Consumer Sciences Research Journal
 Family Coordinator
 Family Journal
 Family Process
 Federal Communications Law Journal
 Federal Probation
 Feminist Studies
 Gender & Society
 Generations
 Genetic, Social & General Psychology Monographs
 Gerontology
 Gesture
 Harvard Review of Psychiatry
 Health & Social Work
 Health Care for Women International
 Health Communication
 Health Promotion Practice
 Healthcare Counselling & Psychotherapy Journal
 High Ability Studies
 High School Journal
 Historical Dictionary of American Radio
 Historical Journal of Film, Radio & Television
 History of Photography
 Howard Journal of Communications

Human Communication Research

Human Development (Karger)
 Human Nature
 Human Performance
 Human Relations
 Human-Computer Interaction
 Humanistic Psychologist
 Humor: International Journal of Humor Research
 Index on Censorship
 Individual Psychology: The Journal of Adlerian Theory, Research & Practice
 Infant & Child Development
 Information & Communications Technology Law
 Information Communication & Society
 Instructional Science
 Integrative Physiological & Behavioral Science
 Interaction Studies
 Intercultural Pragmatics
 International Encyclopedia of Communications
 International Journal for the Psychology of Religion
 International Journal for the Semiotics of Law
 International Journal of Action Methods
 International Journal of Advertising

International Journal of Aging & Human Development
 International Journal of American Linguistics
 International Journal of Applied Linguistics
 International Journal of Behavioral Development
 International Journal of Comparative Psychology
 International Journal of Conflict Management
 International Journal of Cultural Studies
 International Journal of Disability, Development & Education
 International Journal of Eating Disorders
 International Journal of Geriatric Psychiatry
 International Journal of Human-Computer Interaction
 International Journal of Language & Communication Disorders
 International Journal of Listening
 International Journal of Mental Health
 International Journal of Methods in Psychiatric Research
 International Journal of Mobile Communications
 International Journal of Multilingualism
 International Journal of Neuroscience
 International Journal of Organizational Analysis
 International Journal of Psychiatry in Clinical Practice
 International Journal of Psychology
 International Journal of Psychotherapy
 International Journal of Reality Therapy
 International Journal of Research & Method in Education
 International Journal of Sociology
 International Journal of Testing
 International Journal of the Sociology of Language
 International Relations
 International Review of Psychiatry
 International Sociology
 Journal for the Scientific Study of Religion
 Journal for the Theory of Social Behaviour
 Journal of Adult Development
 Journal of Advertising
 Journal of Advertising History
 Journal of Advertising Research
 Journal of African Communications
 Journal of African Languages & Linguistics
 Journal of Aging Studies
 Journal of American College Health
 Journal of Analytical Psychology
Journal of Applied Communication Research
 Journal of Applied Linguistics
 Journal of Applied Research in Intellectual Disabilities
 Journal of Asian Pacific Communication (Multilingual Matters)
 Journal of Asian Pacific Communication
 Journal of Basic Writing
 Journal of Behavioral Education
 Journal of Behavioral Finance

Journal of Behavioral Health Services & Research
 Journal of Business & Technical Communication
 Journal of Business Communication
 Journal of Business Ethics
 Journal of Child & Family Studies
 Journal of Child Language
 Journal of Child Psychology & Psychiatry & Allied Disciplines
 Journal of Child Psychotherapy
 Journal of Clinical & Experimental Neuropsychology
 Journal of Clinical Child & Adolescent Psychology
 Journal of Clinical Child Psychology
 Journal of Clinical Psychology
 Journal of Cognition & Culture
 Journal of Cognitive Neuroscience
 Journal of College Counseling
Journal of Communication
 Journal of Communication & Religion
 Journal of Communication Disorders
 Journal of Communication Inquiry
 Journal of Communication Management
 Journal of Community & Applied Social Psychology
 Journal of Community Psychology
 Journal of Computer Assisted Learning
 Journal of Conflict Resolution
 Journal of Constructivist Psychology
 Journal of Consumer Behaviour
 Journal of Consumer Culture
 Journal of Consumer Psychology
 Journal of Contemporary Ethnography
 Journal of Counseling & Development
 Journal of Counseling Psychology
 Journal of Criminal Law & Criminology
 Journal of Current Issues & Research in Advertising
 Journal of Development Communication
 Journal of Education
 Journal of Education & Work
 Journal of Education for Students Placed at Risk
 Journal of Education for Teaching
 Journal of Educational & Psychological Consultation
 Journal of Educational Computing Research
 Journal of Educational Research
 Journal of Emotional & Behavioral Disorders
 Journal of Employment Counseling
 Journal of English Linguistics
 Journal of Environmental Education
 Journal of Experimental Education
 Journal of Experimental Social Psychology
 Journal of Family Communication
 Journal of Family Practice
 Journal of Family Psychology
 Journal of Family Therapy
 Journal of Family Violence
 Journal of Film & Video
 Journal of Fluency Disorders
 Journal of Forensic Psychiatry
 Journal of Forensic Psychiatry & Psychology
 Journal of General Psychology
 Journal of Genetic Psychology
 Journal of Happiness Studies
 Journal of Head Trauma Rehabilitation
 Journal of Health Communication
 Journal of Higher Education
 Journal of Historical Pragmatics
 Journal of Human Development
 Journal of Humanistic Counseling, Education & Development
 Journal of Humanistic Education & Development
 Journal of Individual Psychology
 Journal of Individual Psychology (1974)
 Journal of Instructional Psychology
 Journal of Intellectual & Developmental Disability
 Journal of Intellectual Disability Research
 Journal of Intercultural Communication Research
 Journal of Interprofessional Care
 Journal of Investigative Psychology & Offender Profiling
 Journal of Language & Politics
 Journal of Language & Social Psychology
 Journal of Language, Identity & Education
 Journal of Learning Disabilities
 Journal of Leisure Research
 Journal of Linguistics
 Journal of Loss & Trauma
 Journal of Macromarketing
 Journal of Management Development
 Journal of Managerial Issues
 Journal of Marketing
 Journal of Marketing Communications
 Journal of Marketing Research (JMR)
 Journal of Marriage & Family
 Journal of Memory & Language
 Journal of Men's Studies
 Journal of Mental Health
 Journal of Mental Health Counseling
 Journal of Moral Education
 Journal of Motor Behavior
 Journal of Multicultural Counseling & Development
 Journal of Multicultural Social Work
 Journal of Multilingual & Multicultural Development
 Journal of Neurolinguistics
 Journal of Newspaper & Periodical History
 Journal of Nonverbal Behavior
 Journal of Occupational & Organizational Psychology
 Journal of Occupational Psychology
 Journal of Parapsychology
 Journal of Personal & Interpersonal Loss
 Journal of Personality
Journal of Personality & Social Psychology
 Journal of Personality Assessment
 Journal of Phenomenological Psychology
 Journal of Popular Culture
 Journal of Popular Film & Television
 Journal of Positive Behavior Interventions
 Journal of Pragmatics
 Journal of Product Innovation Management
 Journal of Promotion Management
 Journal of Psychiatry & Law
 Journal of Psychiatry & Neuroscience
 Journal of Psycholinguistic Research
 Journal of Psychology
 Journal of Psychology & Christianity
 Journal of Psychology & Financial Markets
 Journal of Psychology & Theology
 Journal of Public Health Management & Practice
 Journal of Public Policy & Marketing
 Journal of Russian & East European Psychology
 Journal of School Psychology
 Journal of Sex & Marital Therapy
 Journal of Sex Education & Therapy
 Journal of Sex Research
 Journal of Sexual Aggression
 Journal of Social & Clinical Psychology
 Journal of Social & Personal Relationships
 Journal of Social Behavior & Personality
 Journal of Social Issues
 Journal of Social Psychology
 Journal of Socio-Economics
 Journal of Sociolinguistics
 Journal of Special Education
 Journal of Speech & Hearing Research
 Journal of Speech, Language & Hearing Research
 Journal of Sport Behavior
 Journal of Structural Learning & Intelligent Systems
 Journal of Teaching in Physical Education
 Journal of Technical Writing & Communication
 Journal of the Academy of Marketing Science
 Journal of the American Forensic Association
 Journal of the American Geriatrics Society
 Journal of the Association for Communication Administration
 Journal of the History of the Behavioral Sciences
 Journal of the History of the Neurosciences
 Journal of the Learning Sciences
 Journal of Traumatic Stress
 Journal of Visual Culture
 Journal of Visual Impairment & Blindness
 Journal of Visual Literacy
 Journal of Visual, Verbal Language
 Journal of Vocational Rehabilitation
 Journal of Women's Health
 Journal of Women's Health & Gender-Based Medicine
 Language & Cognitive Processes
 Language & Communication
 Language & Communication in Israel - Studies of Israeli Society
 Language & Education
 Language & Intercultural Communication
 Language & Literature
 Language & Speech
 Language in Society
 Language Learning
 Language Learning & Development
 Language Policy

Language Problems & Language Planning
 Language Sciences
 Language Teaching Research
 Language Testing
 Language, Culture & Curriculum
 Language, Speech, & Hearing Services in Schools
 Leadership Quarterly
 Leisure Sciences
 Leisure Studies
 Management Communication Quarterly
 Management Learning
 Mankind Quarterly
 Marketing Science
 Marketing Theory
 Mass Communication & Society
 Mass Communication Review Yearbook
 Mathematical Cognition
 Measurement & Evaluation in Counseling & Development
 Mediation, Information, & Communication - Information & Behavior
 Medical Anthropology
 Medical Education
 Mental Health, Religion & Culture
 Mental Retardation & Developmental Disabilities Research Reviews
 Military Psychology
 Military Review
 Mind & Language
 Mind, Culture & Activity
 Modern Language Journal
 Modern Language Review
 Modern Psychoanalysis
 Motivation & Emotion
 Multivariate Behavioral Research
 Negotiation
 New Jersey Journal of Communication
 New Zealand Journal of Psychology
 North American Journal of Psychology
 Omega: Journal of Death & Dying
 Organizational Dynamics
 Oxford Review of Education
 Pediatrics
 Personal Relationships
 Personality & Social Psychology Review
 Personnel & Guidance Journal
 Personnel Journal
 Personnel Psychology
 Perspectives in Psychiatric Care
 Pragmatics & Cognition
 Primary Care Mental Health
 Professional School Counseling
 Progress in Communication Sciences
 Psychiatric Quarterly
 Psychiatric Rehabilitation Journal
 Psychiatric Times
 Psychiatry & Clinical Neurosciences
 Psychiatry: Interpersonal & Biological Processes
 Psychological Inquiry
 Psychological Record
 Psychological Research
 Psychological Science
 Psychology & Health

Psychology & Psychotherapy: Theory, Research & Practice
 Psychology of Women Quarterly
 Psychology, Crime & Law
 Psychology, Evolution & Gender
 Psychology, Health & Medicine
 Psycho-Oncology
 Psychopharmacology
 Psychophysiology
 Psychosocial Rehabilitation Journal
 Public Communication & Behavior
 Quarterly Journal of Public Speaking
Quarterly Journal of Speech
 Quarterly Journal of Speech Education
 Religious Communication Today
 Religious Education
 Research in Education
 Research on Language & Social Interaction
 Research Papers in Education
 Review of Communication
 Risk Analysis: An International Journal
 School Psychology Review
 Science Communication
 Science, Technology & Human Values
 Second Language Research
 Self & Identity
 Sex Education
 Sexual & Relationship Therapy
 Sexualities
 Sexualities, Evolution & Gender
 Sign Language & Linguistics
 Sign Language Studies
 Sign Systems Studies
 Signs: Journal of Women in Culture & Society
 Simulation & Gaming
 Small Group Research
 Social Behavior & Personality: An International Journal
 Social Cognition
 Social Development
 Social Education
 Social Forces
 Social Problems
 Social Psychiatry & Psychiatric Epidemiology
 Social Psychology Quarterly
 Social Research
 Social Science Journal
 Social Science Quarterly
 Social Sciences
 Sociological Perspectives
 Sociological Spectrum
 Sociology
Southern Communication Journal
Southern Speech Communication Journal
 Southern Speech Journal
 Speech Education
Speech Monographs
Speech Teacher
 Strategic Communication Management
 Studies in Conflict & Terrorism
 Studies in Higher Education
 Studies in Language

Studies in Translation
 Support for Learning
 Technical Communication Quarterly
 Terminology
 Texas Speech Communication Journal
 Text & Performance Quarterly
 Theoretical Linguistics
 Theory Into Practice
 Theory, Culture & Society
 Thinking & Reasoning
 Total Communication Measurement
 Transportation Human Factors
 Trends in Communication
 Visual Communication
Western Journal of Communication
Western Journal of Speech Communication: WJSC
Western Speech Communication
 Westminster Studies in Education
 Women & Language
 Women & Language News
 Women in Communication: A Biographical Sourcebook
 Women's Periodicals in the United States: Consumer Magazines
 Women's Studies in Communication
 Women's Studies
 World Communication
 Written Communication
 Written Language & Literacy

What isn't a scholarly source?

1. Popular magazines are neither primary sources nor are they scholarly sources.
2. Most books are not scholarly sources. The one typical exception is edited books that have chapters by different authors.
3. Most websites are not scholarly sources. You can get access to some scholarly sources via databases at the library, but any source that is coming from an .edu, .org, or .com site is very likely not scholarly.
4. Textbooks, which report on the results of other people's studies but report no original work of their own, are NOT scholarly sources.

How do I find scholarly sources?

How to use the library in six easy steps (numbers seven through nine are about reading articles and writing your paper).

1. Go through the textbook and find a topic that seems interesting to you and related to one of the communication issues in the relationship you are studying. Or, use the list that's in the project assignment.
2. Try to find those references in the on-line databases and in the journals at the library.
 - You might be wondering which databases will provide the easiest access to scholarly information. First, go to <http://libguides.winona.edu/commstudies> and use the links to the databases there. My top database is the Communication & Mass Media Complete - CMMC (EBSCO). The Communication & Mass Media Complete - CMMC (EBSCO) database has some fulltext articles – remember to look for journal articles and **not** popular press articles.
3. Look up the key terms from the title of the article using the key word search function of most databases.
 - For instance, if you wanted to look up equity theory, you would type in “equity theory.”
4. If you know an author that has written about your topic, you want to use the author search function.
 - For instance, you might know that the author you want to look for is Duck. Simply type in Duck. You might get hits for people other than Steven Duck; you will have to sort through to find the ones by him.
5. Imagine that you find an article that looks perfect, but it's not available as a fulltext source online. (Note: Many communication journals are NOT available in fulltext format online.) Hmm. What do you do then? You check to see if we own the journal by going to the main library database (where you search for books). You will do a title search. Type in the journal name. If we have the journal, it will tell you and it will tell you the location.

6. Find the journal in the library. The journals are found in the periodicals section of the library.
7. Once you find the appropriate journal, you can do one of two things: you can sit down at a study carrel in the library and read it and take notes right there OR you can take it to the photocopiers and copy the article so that you can take it with you. You are not allowed to check out journals. In fact, I never check out journals (even though I can because I'm faculty) – I simply copy the articles that I need and keep them on file.
 - Tip of the day: To reduce your copy costs, reduce the size of the copies so that you can fit two pages on one page. It will cut your copy costs in half!
8. Now that you have the article, how do you read it? Because many of you have not yet had a class in quantitative research methods, the areas of the literature review that will be the most understandable are the introduction (which includes the literature review) and the discussion section. You will have to take on faith what the authors are saying in the discussion section. If the discussion section doesn't give you a nice summary of the results of the study, you may have to look at the results section. Ignore the statistics and read the verbal summaries of the findings.
 - **Note:** The material you read in articles is challenging to read. Unlike your textbook, it's actually written at the college level. It takes a lot more time to read a journal article than an everyday piece of text. You are all bright people – you will be able to do it! Give yourselves plenty of time to do this reading and research.
 - **Note:** Don't just pick the first articles that you find. You won't get the best information that way. You're going to have to weed through several to find the ones that are really relevant to your topic. I will be able to tell when reading your papers if you have done this!
 - **Note:** You are probably going to hate this kind of research at first. Remember, it gets easier and more enjoyable with time. You are truly being a scholar when you are doing this kind of library research – you will be able to read people's research and draw your own conclusions about the "facts" you are learning in your communication classes. This gives you real information power!!
 - **Note:** DO NOT, UNDER ANY CIRCUMSTANCES, PLAGIARIZE. ALWAYS, ALWAYS CITE YOUR SOURCES!! If an idea comes from the journal article, cite it. If you use most of the same words as the sentences in the journal article, quote it and cite it. If you plagiarize, I will not hesitate to send you to Academic Misconduct Committee. Do NOT simply use quotes available in your textbook and then cite the original author(s) of those quotes. Plain and simple, that's plagiarism.
9. You have done the research and are faced with writing the literature review part of your project. You probably don't know how to summarize research that's in this format. The best examples of how to do this are your textbooks. Textbooks are simply really, really long literature reviews. Look at how your academic textbooks organize and discuss their topics. Use them as your guide.

Reading: NCA Credo for Ethical Communication

(approved by the NCA Legislative Council in 1999)

Questions of right and wrong arise whenever people communicate. Ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all communication and consequently the well-being of individuals and the society in which we live. Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication:

- We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
- We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.
- We strive to understand and respect other communicators before evaluating and responding to their messages.
- We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of families, communities, and society.
- We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
- We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.
- We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
- We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
- We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.

Credo for Free and Responsible Communication in a Democratic Society

Recognizing the essential place of free and responsible communication in a democratic society, and recognizing the distinction between the freedoms our legal system should respect and the responsibilities our educational system should cultivate, we members of the Speech Communication Association endorse the following statement of principles:

WE BELIEVE that freedom of speech and assembly must hold a central position among Americans constitutional principles, and we express our determined support for the right of peaceful expression by any communicative means available.

WE SUPPORT the proposition that a free society can absorb with equanimity speech which exceeds the boundaries of generally accepted beliefs and mores; that much good and little harm can ensue if we err on the side of freedom, whereas much harm and little good may follow if we err on the side of suppression.

WE CRITICIZE as misguided those who believe that the justice of their cause confers license to interfere physically and coercively with speech of others, and we condemn intimidation, whether by powerful majorities or strident minorities, which attempts to restrict free expression.

WE ACCEPT the responsibility of cultivating by precepts and example, in our classrooms and in our communities, enlightened uses of communication; of developing in our students a respect for precision and accuracy in communication, and for reasoning based upon evidence and a judicious discrimination among values.

WE ENCOURAGE our students to accept the role of well-informed and articulate citizens, to defend the communication rights of those with whom they may disagree, and to expose abuses of the communication process.

WE DEDICATE ourselves fully to these principles, confident in the belief that reason will ultimately prevail in a free marketplace of ideas.