

Programme	B.S. (4-years), Communication Studies	Course Code	BSCS-401	Credit Hours	3
Course Title	Research Methods-III (Tools and Analysis Skills)				
Course Introduction					
The core objectives of this course are to: <ul style="list-style-type: none"> • Enable students to independently design and carry out a research study for a specific research question of their choice • Design and select a suitable Analytical Method for different types of research questions • Demonstrate ability to manage and cite multiple sources effectively 					
Learning Outcomes					
By the end of the semester, students will be able to: <ul style="list-style-type: none"> • Utilize different tools and strategies to produce an original academic research paper in field of media studies • Incorporate new techniques and ways of developing, expressing their ideas and efficiently expounding their argument clearly, precisely and adhering to the conventions of international scholarly community of academicians • Communicate their research and intellectual work to the community 					
Course Content					
Week 1	1. Scientific Thinking in Research				
Week 2					
Week 3					
Week 4					
Week 5	2. Problem Definition and Topic Selection				
Week 6		2.1. Select a tentative research problem that will be subsequently developed into a research proposal			
Week 7		2.2. Know and use library reference sources and services			
Week 8	3. Secondary data and Literature Review Techniques using Boolean Search				
Week 9					
Week 10					
Week 11	4. Advanced data analysis using SPSS, AMOS and Process Macros				
Week 12					
Week 13					
Week 14	5. Understanding referencing, flagging potential referencing problems, practicing manual and digital referencing using EndNote				
Week 15					
Week 16					
Week 16					
Textbooks and Reading Material					
American Psychological Association (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC:					
Best, J. W. & Kahn, J. V. (2006). Research in Education (10th ed.). Boston, MA: Allyn & Bacon.					
Cone, J. D. & Foster, S. L. (1993). Dissertations and theses from start to finish: Psychology and related fields. Washington, DC: American Psychological Association.					

Hoyle, R. H. (1995). Structural equation modeling: Concepts, issues, and applications. Sage.
 McMillan, J. H. & Schumacher, S. (2010). Research in education (7th ed.). Boston: Pearson.
 Morgan, G. A. & Griego, O. V. (1998). Easy use and interpretation of SPSS for Windows: Answering research questions with statistics. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Teaching Learning Strategies

1. Lectures
2. In-Class Activities
3. Written Assignments

Assignments: Types and Number with Calendar

1. Class Participation
2. Attendance
3. Presentations
4. Attitude & Behavior
5. Hands-on Activities
6. Short Tests
7. Quizzes

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.