

USC Annenberg School of Communication
COMM 301: Empirical Research in Communication (4 units)
Fall 2019
Schedule # 20458R

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Office Hours: Tues. and Thurs., 10:00-12:00 noon,
Wed. 10:00-11:30 a.m., & by appt.

Class Meeting Time: **Mon. & Wed., 12:00-1:50 p.m.**

Class Location: **ANN L105A**

Teaching Assistant

Email Address

Office Hour(s)

TBA

TBA

TBA

TBA

TBA

TBA

*All Teaching Assistants are located in **ASC G6** (Annenberg School of Communication, Front Lobby-Ground Floor)

Course Description

This course will assist you in becoming an intelligent consumer of research-able to read, understand, explain, and critically evaluate communication and other research reports in scholarly journals as well as in the popular press. Moreover, this course will help you cultivate research skills that (surprisingly) are useful across a wide range of careers. In this course, we will examine the assumptions underlying quantitative research methods such as survey, experiment, and content analysis. Moreover, we will explore the statistical tools of analysis necessary to understand and interpret findings from such methodologies. Students will also design, execute, and report their own research. In so doing, the knowledge and skills essential to the conduct of empirical research, data analysis, and interpretation will be developed.

Course Objectives

By the end of this course, you will be able to:

- Illustrate the relationship between theory and research;
- Compare and contrast quantitative research designs (i.e., content analysis, surveys, and experiments);
- Identify and utilize a variety of measurement techniques;
- Design, implement, and report on an independently conducted empirical research study;
- Conduct statistical analyses using IBM SPSS and interpret the results;
- Critically evaluate research presented in journal articles and popular press.

General Education Requirement

This course fulfills the **General Education Requirement in Quantitative Reasoning (GE-F)**. “The quantitative reasoning category engages students in the analysis and manipulation of data and information related to quantifiable objects, symbolic elements, or logic in order to help them navigate the complexity and sophistication of the modern world. All quantitative reasoning courses, be they formal, abstract or empirical are designed to increase the capacity of students to evaluate chains of formal reasoning and to assess the validity of mathematical, logical, or statistical inferences. A course in this category aims to develop one or more of three sets of skills: formal reasoning (the use of formal logic or mathematics), abstract representation (the use or construction of symbolic or diagrammatic representations), and empirical analysis (the use of statistical inference).”

~Taken directly from General Education Requirements, University of Southern California

Required Readings/Materials

Singleton, R. A., Jr., & Straits, B. C. (2018). *Approaches to social research (6th ed.)*. New York, NY: Oxford University Press. [Available at the [USC Bookstore](#) or Online via [Chegg Books](#), [Vital Source](#), [Amazon](#)]

All additional required readings will be made available on Blackboard (Bb).

SPSS Statistical Package for the Social Sciences (also known as IBM SPSS).

IBM SPSS is available via: (a) Remote Access through [Cloudapps.usc.edu \(VDI\)](http://cloudapps.usc.edu/vdi) [free], (b) [USC Computing Labs](#) [free], or (c) software rental (<http://www.onthehub.com/spss/> or <https://studentdiscounts.com>) [purchase].

Recommended Supplemental Materials

The textbook (T) is accompanied by an *Online Companion Website* that provides interactive resources such as answers to select textbook exercises, sample quizzes, and suggested readings or web resources. The link is: <https://arc2.oup-arc.com/access/singleton-straits-6e-student-resources>

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. [Available at [USC Libraries](#)]

Course Requirements

1. Class Participation/Preparation

This course depends on each participant for its energy and vitality! Students are expected to: (1) read the assigned readings *before* class, (2) come to each class prepared to discuss assigned reading content, and (3) *actively* participate in the class. Participation in class does not just mean talking! Good class participation involves coming to class on time with questions about the readings to share with the class, volunteering answers to questions that are insightful, actively listening to others' contribution to discussion, and moving the discussion along toward a shared understanding. On occasion, students will be required to complete in-class assignments as part of their class participation.

Weekly attendance is expected and essential for student success. Research indicates that class attendance is strongly related to performance. Regular attendance and participation will assist in your comprehension of course content *and* also provide you with opportunities to connect with your research group. Based on both objective (quantifiable; e.g., class attendance, in-class activity participation, speaking in class, attentiveness, attending office hours/scheduled appointments, engagement with course material via Bb) and subjective (qualitative; e.g., contributing meaningful questions/answers, illustrating comprehension of course material) assessment, participation scores shall be at the discretion of the Instructor. The 'average' participation score is 18 points; noteworthy participation will receive more points. Class participation is worth 5% of your final grade.

Students who miss a class meeting are expected to have read the material *and* actively find out what they missed. You should approach another classmate for missed lecture notes and, if clarification is needed, meet with your Instructor or a Teaching Assistant. **Instructor lecture notes or PowerPoint slides are not provided to students in this course.**

2. Exams

There will be three (3) exams given throughout the course. The exams are NOT cumulative; however, concepts do build upon each other. Both lecture material and assigned course readings will be covered on the exam; therefore, erudition of all lecture material and assigned readings is essential. Exams *may* consist of true/false, multiple-choice questions, matching, short answer questions, and the interpretation of statistical results (e.g., SPSS output). There will be a review prior to each exam. All exams are to be taken in class on the designated exam dates. Your exams will not be returned to you, but you are welcome to come during office hours or make an appointment to peruse your exam if desired. Exams are worth 60% of your final grade.

In the rare event that an *extreme* emergency arises (i.e., you were in the hospital, there was a death in the family), it is your responsibility to: (1) inform your Instructor prior to the scheduled exam time, and (2) provide the Instructor with written documentation of the emergency (e.g., medical note from a certified physician, obituary) that can be verified. If your excuse can be verified with appropriate documentation, you will be allowed to make up the missed exam (*in a timely manner*) at the discretion of the Instructor. Exam I will be held on **September 23, 2019**; Exam II will be held on **November 04, 2019**; Exam III will be held on **Friday, December 13, 2019 (11:00 a.m. - 1:00 p.m.)**.

3. Research Project/Paper

This research project will reflect the culmination of your training in quantitative research methods and statistics. **In groups of 5-6 people**, you will choose a topic of interest and an accompanying research methodology (e.g., content analysis, survey, or experiment). You will then develop two (2) testable hypotheses and/or research questions based on existing literature, gather data, and write-up your research findings. Students are required to *work collaboratively* within their groups. Guidelines for best practices for collaborating on research will be provided.

Benchmarks. In order to assist in the completion of your project, two (2) benchmarks will be imposed. Benchmarks are measurable indicators of progress; they allow us to provide you with continuous feedback and assist you in the timely completion of your research project. **A detailed description of each benchmark can be found under the ‘Benchmarks’ tab on Blackboard.** Benchmarks are electronically submitted via Blackboard on behalf of the *entire* research group and are scored based on the level of detail, accuracy, and completeness of the assignment. The benchmarks are worth 10% of your final grade. **Benchmark #1 is due Oct. 04, 2019; Benchmark #2 is due Nov. 01, 2019.**

Research Paper. The research paper (10-15 pages, inclusive of references, tables, and figures) will be similar in format to an empirical research article. The first part of the research paper includes the *revised* material from the benchmarks (e.g., statement of problem, justification, literature review, hypotheses/research questions, and methods). The second part of the research paper includes all the information gained after conducting the research study (i.e., results, discussion, limitation/future directions, and conclusion). Research papers are electronically submitted via Blackboard on behalf of the *entire* research group. **A more detailed description can be found under the ‘Research Paper’ tab on Blackboard.** The research paper is worth 25% of your final grade. **The Research Paper is due on Friday, December 06, 2019 (by 11:59 p.m.).**

It is important that all group members contribute equally to the research project and paper. When all members of the group contribute equally everyone gets the same group grade. On occasion, a student feels that they have contributed above and beyond the work of anyone else in the group. When this happens, the student who has put in the most work can propose to their group that they be designated "senior author" on the benchmarks and/or paper and receive the grade of the benchmark/paper plus three (3) points extra credit. All other students are named "contributing authors" on the benchmarks/paper and receive the grade as is. If a student did very minimal work, according to the evaluation of the rest of the group, they are considered an "acknowledgment" and receive the grade minus five (5) points. Students who do not contribute at all will receive a greater deduction up to a grade of zero.

If you have a group member who is not pulling his/her/their weight, contact me immediately. If you do not contact me well in advance, please do not complain about this person’s lack of work on the project. Given enough lead-time, I can assist in the situation.

Benchmarks and Papers turned in late will result in a **5 point deduction for each day** after the deadline. For all types of excuses, students will receive point deductions and should provide the instructor with formal, written documents/evidences. The instructor has the right to decide on the exact amount of total points deducted, depending on the evaluation of the legitimacy of the excuse.

4. Homework Assignments (*optional*)

In order to further facilitate your understanding of course material, a series of eight (8) homework assignments are available for completion. These assignments will take various forms. You will read research articles and critique the various research methods utilized; review and critique a short survey and coding scheme; you will complete statistical procedures by hand; and after concepts have been covered in class, you will conduct a statistical test on a specific dataset and write-up the results (per expected guidelines). **Descriptions of all assignments will be made available on Blackboard.**

Homework assignments are not required; however you are *strongly encouraged* to complete the assignments. Collectively all homework assignments are equal to an exam score. To encourage completion of the homework assignments, it is possible for you to increase your score on one (1) *taken* exam by averaging your overall homework assignments score with your lowest exam score.

No late homework assignments will be accepted. All homework assignments are completed via Blackboard and formatted for automatic scoring. Homework assignment submissions are set for ‘multiple attempts’ (**limit of three**) before the due date. The first submission attempt will allow students to submit answers to the homework assignment and immediately see the results, specifically which questions were answered incorrectly. Subsequent attempts will allow students to correct mistakes. **Only the highest score across the attempts for an assignment will be considered.** Finally, once the assignment deadline has passed, students will be able to review homework assignment results and detailed instructor feedback.

Students are encouraged to collaborate with each other on homework assignments; working together on assignments can often be a very effective technique for mastering material. However, each student should understand how to accurately complete all parts of the assignment as comprehension of the material is assessed during exams.

Extra Credit Opportunities

Extra credit is not guaranteed as it is dependent on the need of research participants in departmental research *or* a relevant Annenberg School of Communication sponsored event. *If* extra credit opportunities are made available, students can receive 2 points for each half-hour of participation (max. 8 points).

Assessment:

You will be assessed on the following requirements:

<u>Requirements</u>	<u>% of Final Grade</u>	<u>Point Equivalent</u>	<u>Date Due</u>
Classroom Participation	5%	25	<i>weekly</i>
Exam I		100	09/23/19
Exam II	60%	100	11/04/19
Exam III		100	12/13/19
Research Project/Paper			
Benchmark #1	5%	25	10/04/19
Benchmark #2	5%	25	11/01/19
Research Paper	25%	125	12/06/19
<u>Homework Assignments (8; optional)</u>			
<i>Total</i>		<i>500 pts. Possible</i>	

Grading

The following scale will be used to assign final course grades:

<u>Points</u>	<u>%</u>	<u>Grade</u>	<u>Points</u>	<u>%</u>	<u>Grade</u>
470-500	94-100	A	365-384	73-76	C
450-469	90-93	A-	350-364	70-72	C-
435-449	87-89	B+	335-349	67-69	D+
415-434	83-86	B	315-334	63-66	D
400-414	80-82	B-	300-314	60-62	D-
385-399	77-79	C+	0-299	≤ 59	F

NOTE: Grades are based on the work completed from the first and last day of class. Per USC policy, “No student is allowed to re-take a final examination or do extra work in a course after the semester has ended for purposes of improving his or her [or their] grade.”

Excused/Unexcused Absences

All excuses are not valid. Missing a class because of a job interview, work obligation, vacation, wedding, family gathering, or an ‘amazing opportunity’ (e.g., tickets to Super Bowl, Invitation to be an Avenger, etc.) is not a valid excuse. A class missed because of a religious holyday obligation, student-athlete university-sponsored away event, death in the family, or a personal medical emergency is a valid excuse.

However, excused absences are **ONLY** provided under the following circumstances: (1) the student must contact the Instructor before the missed class with a valid excuse (see list above) and (2) provide the Instructor with verifiable written documentation of the valid excuse (e.g., a medical note from a certified physician, a funeral program, a student-athlete advisor letter). Regardless of the validity of the excuse, students who fail to contact the Instructor before the missed class will not receive an “excused” absence. If an excused absence is provided, students will be allowed to make up a missed assignment in a timely manner.

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, *every attempt* will be made to grade assignments/exams and post grades within 7-10 days. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Course PoliciesAcademic Integrity Policy

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy ([USC Catalogue, 2019-2020](#)).

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles as set forth in [SCampus](#) (see University Governance, Section 11.00).

The university does not tolerate discrimination, sexual assault, and harassment. You are encouraged to report incidents to the Office of Equity and Diversity <http://equity.usc.edu> or to the Department of Public Safety <http://adminopsnet.usc.edu/department/department-public-safety>. This is important for the safety of the whole USC community. Another member of the university community (e.g., a friend, classmate, advisor, or faculty member) can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the Relationship and Sexual Violence Prevention and Services (RSVP) webpage <http://engemannshc.usc.edu/rsvp/> describes reporting options and other resources.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

Disability Service Accommodations

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Disability Services and Programs (DSP). You need to make a request with DSP for each academic term that accommodations are desired. To avoid any delay in the receipt of your accommodations, you are encouraged to do this **during the first week of class**. Students taking courses in the Annenberg School of Communication will need to share and discuss their letters with their Instructor and forward a letter to the Office of the Director (ATTN: DSP). Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your Instructor with an accommodation letter from DSP. Your cooperation is appreciated. Disability Services & Program contact information: (213) 740-0776 or <https://dsp.usc.edu>.

Student-Athlete Travel Excuse Letters

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter **prior to** leaving on their trip and to make arrangements for a make-up of any missed assignments or exams.

Email Policy

Email *can be* an effective communication tool. However, it also can produce more confusion than clarity and be an inefficient use of time. Emails should be limited to quick questions and scheduling appointments; they should not be seen as an alternative to attending class lectures, office hours, or a scheduled appointment. Before emailing, make sure you consult the course syllabus, lecture notes, handouts, and the course website to see if the answer to your question is there. **Although responses may be provided quickly, you should give us 48 hours to reply to your email. If you do not receive a response within 48 hours, please follow-up via email or in person.**

Classroom Comportment

Students are expected to engage in behaviors that enhance the learning environment. The Instructor is responsible for optimizing learning for not only individual students but for all students in the course. Thus, disruptive behaviors will not be tolerated. These behaviors include: not listening, pretending to listen while secretly texting or using electronic devices, speaking without being recognized, making fun or otherwise berating/disparaging the remarks of another person, etc. **Disruptive behaviors may adversely affect your overall course grade.**

Computer Access

USC Annenberg has a policy that requires that all students enrolled in an Annenberg class bring their own laptop device to campus. Windows OS and Mac OS software (including SPSS) necessary to complete assignments in this course are available on computers in the following USC Computing Centers: Ahmanson Information Commons at Leavey Library, King Hall (KOH 206), and Waite Phillips Hall (WPH B34). Moreover, all currently enrolled students (with a valid ID) are eligible for the [USC Computing Center Laptop Loaner Program](#). It is your responsibility to ensure that you have access to a computer that can perform the necessary functions for completion of assignments.

Laptops/Electronic Devices

Laptops/Tablets may be used during class for note-taking purposes only. Please do not use devices for any purpose unrelated to our class as this may result in a suspension of use by the entire class for the semester. Other electronic devices (e.g., cell phones, iPods, etc.) should be turned off/silenced and put away. If you need to use your phone for any reason, please excuse yourself from the classroom.

Recording Policy

Students may not record any portion of a classroom lecture, discussion, or review **without the prior and explicit written permission of the course instructor**. The unauthorized use of any form of device to audiotape, photograph, video-record or otherwise reproduce (in whole or in part) lectures, course notes, or teaching materials provided by the instructor is forbidden. Students registered with Disability Services and Programs (DSP) who are unable to take or read notes have the right to audio record class lectures for their personal study only. Lectures recorded for this purpose may not be shared with other people without the consent of the Instructor. Furthermore, permission granted for recording of a lecture, discussion, or review also requires the observation of privacy guidelines and regulations for students in the class whose presence or statements might also be recorded.

Intellectual Property

The syllabus, lectures, handouts, and Blackboard content fall under personal and university-wide intellectual property policies. Anything other than personal use (e.g., organized recording, duplication, or distribution) on your part represents a violation of copyright and fair use laws.

Incomplete Work (IN)

A mark of incomplete is used to reflect work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester; arrangements for the IN and its completion should be initiated by the student and agreed by the Instructor prior to the final exam. Incompletes will be given only when all University requirements pertaining to them are met. Marks of IN must be completed within one year from the date of the assignment of the IN (USC Catalogue, 2019-2020).

Turnitin.com

Students agree that by taking this course all required papers might be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no personal identifying information is included.

Learning Experience Evaluations

Learning Experience Evaluations will be conducted on the last day of the class. This will be your opportunity to provide feedback about your learning experience in the class. This feedback helps the instructor determine whether students are having the intended learning experiences for the class. It is important to remember that the learning process is collaborative and requires significant effort from the instructor, individual students, and the class as a whole. Students should provide a thoughtful assessment of their experience, as well as of their own effort, with comments focused on specific aspects of instruction or the course. Comments on personal characteristics of the instructor are not appropriate and will not be considered. For this feedback to be as comprehensive as possible, all students should complete the evaluation.

Consultations

You are more than welcome to contact me in my office, email me, attend office hours, or set up a meeting time. Please do not wait until the night before an assignment is due or an exam to realize that you do not understand something. If you experience difficulty in this course for any reason, please do not hesitate to contact me.

Additional Resources

Student Health Counseling Services [24/7 on call]: (213) 740-7711 or <http://engemannshc.usc.edu/counseling/>
Student Counseling Services Counseling Center provides mental health treatment for students as well as assistance with developmental issues (e.g., intimate relationships, cultural adjustment, and identity development). Moreover, they provide assistance to students struggling with emotional urgent concerns. Student Counseling Services is located in Engemann Student Health Center, 1031 W. 34th Street.

USC Department of Public Safety, University Park Campus [24/7 on call]: (213) 740-6000 or dps.usc.edu
Non-emergency assistance or information.

USC Emergency, University Park Campus [24/7 on call]: (213) 740-4321 or dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

LiveSafe Mobile Safety App: <http://dps.usc.edu/services/safety-app/>
Managed by the USC Department of Public Safety and the USC Department of Emergency, this free downloadable app [Google or Apple] can be used to initiate contact with emergency responders around both USC campuses. The features include: immediate “push button” calls to DPS, easy reporting for suspicious activity or crimes in progress, and location services to notify friends of your route through campus.

ITS Customer Support Center (CSC): (213) 740-5555 or <http://itservices.usc.edu/students/>
The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library’s Information Commons.

USC Support and Advocacy: (213) 821-4710 or studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC: (213) 740-2101 or diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

Office of Equity and Diversity (OED) | Title IX: (213) 740-5086 or equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response & Support: (213) 740-2421 or studentaffairs.usc.edu/bias-assessment-response-support
Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

Relationship and Sexual Violence Prevention Services (RSVP) [24/7 on call]: (213) 740-4900 or engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

National Suicide Prevention Lifeline [24/7 on call]: (800) 273-8255 or suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

COURSE SCHEDULE*			
	Date	Topic	Assign. Due
Week 1	Aug. 26	Introduction to the Course & Overview of Research Methods	
	Aug. 28	Quantitative Research: Role of Theory & Empirical Evidence	
Week 2	Sept. 02	No Class – Labor Day	
	Sept. 04	Variables, Types of Relationships, & Hypotheses	
Week 3	Sept. 09	Measurement	
	Sept. 11	Sampling (Sept. 13: Last Day to drop w/out mark of “W”, full refund)	
Week 4	Sept. 16	Reliability and Validity	
	Sept. 18	Reliability and Validity (cont.) & Exam I Review	
Week 5	Sept. 23	Exam I	
	Sept. 25	Research Ethics	
Week 6	Sept. 30	Content Analysis (Types of Quantitative Research Designs)	
	Oct. 02	Content Analysis (cont.)	BM#1 (due Fri. 10/04/19)
Week 7	Oct. 07	Surveys (Types of Quantitative Research Designs)	
	Oct. 09	Surveys (cont.) (Oct. 11: Last Day to drop w/out mark of “W”; no full refund)	HW#1 (due Fri.)
Week 8	Oct. 14	Experiments (Types of Quantitative Research Designs)	
	Oct. 16	Experiments (cont.) (Oct. 17-18: Fall Recess)	HW#2 (due Fri.)
Week 9	Oct. 21	Describing Quantitative Data SPSS: Descriptives/Frequencies (analysis, interpretation, & write-up)	
	Oct. 23	Reliability Analysis & Scale Summation SPSS: Inter-item Reliability (analysis, interp., & write-up)	HW#3 (due Fri.)
Week 10	Oct. 28	Hypothesis Testing; Type I and Type II Error	
	Oct. 30	Exam II Review & Research Group Activity (Mid-Semester Grade Report)	BM#2 (due Fri. 11/01/19)
Week 11	Nov. 04	Exam II	
	Nov. 06	Correlation and effect size SPSS: Correlation, r (analysis, interp., & write-up)	HW#4 (due Fri.)
Week 12	Nov. 11	t-test and effect sizes	
	Nov. 13	SPSS: t-test, t (analysis, interp., & write-up) (Nov. 15: Last Day to drop with mark of “W”)	HW#5 (due Fri.)
Week 13	Nov. 18	Analysis of Variance	
	Nov. 20	SPSS: ANOVA, F (analysis, interp., & write-up)	HW#6 (due Fri.)
Week 14	Nov. 25	Chi-square tests: Goodness-of-Fit & Independence SPSS: Chi-Square, χ^2 (analysis, interp., & write-up)	
	Nov. 27	No Class – Thanksgiving Break	HW#7 (due Fri.)
Week 15	Dec. 02	Research Project Meetings (<i>mandatory</i>)	
	Dec. 04	Course Wrap-Up & Exam III Review	HW#8 (due Fri.)
	12/06/19	Research Paper due (Friday; by 11:59 p.m.)	
Finals Week		Exam III (Friday, December 13, 2019; 11:00 a.m. - 1:00 p.m.)	

DETAILED WEEKLY SCHEDULE

	Date	Topic	Assignment Due
	Aug. 26	Introduction to the Course & Overview of Research Methods <i>Assigned Readings:</i> Syllabus [see 'Syllabus' tab on Blackboard]	-----
Week 1	Aug. 28	Quantitative Research: Role of Theory & Empirical Evidence <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research</i> (6th ed., Chpt. 1 [pp. 1-15] and Chpt. 2 [pp. 19-46]). New York, NY: Oxford University Press.	-----
	Sept. 02	No Class – Labor Day	-----
Week 2	Sept. 04	Variables, Types of Relationships, & Hypotheses <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research</i> (6th ed., Chpt. 4 [pp. 81-115]). New York, NY: Oxford University Press.	-----
	Sept. 09	Measurement <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research</i> (6th ed., Chpt. 5 [pp. 116-131 only]). New York, NY: Oxford University Press.	-----
Week 3	Sept. 11	Sampling <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research</i> (6th ed., Chpt. 6 [pp. 149-188]). New York, NY: Oxford University Press.	-----
	Sept. 16	Reliability and Validity <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research</i> (6th ed., Chpt. 5 [pp. 131-148 only]). New York, NY: Oxford University Press.	-----
Week 4	Sept. 18	Reliability and Validity (cont.) & Exam I Review <i>Assigned Readings:</i> ^{Bb} Dibble, J. L., Levine, T. R., & Park, H. S. (2012). The Unidimensional Relationship Closeness Scale (URCS): Reliability and validity evidence for a new measure of relationship closeness. <i>Psychological Assessment</i> , 24(3), 565-572.	-----
	Sept. 23	Exam I	-----
Week 5	Sept. 25	Research Ethics <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research</i> (6th ed., Chpt. 3 [pp. 47-78]). New York, NY: Oxford University Press.	-----
	Sept. 30	Content Analysis (Types of Quantitative Research Designs) <i>Assigned Readings:</i> ^{Bb} Babbie, E. (2010). <i>The practice of social research</i> (13 th ed., Chpt. 11 [pp. 329-342 only]). Belmont, CA: Wadsworth.	-----
Week 6	Oct. 02	Content Analysis (cont.) <i>Assigned Readings:</i> ^{Bb} Sink, A., & Mastro, D. (2017). Depictions of gender on primetime television: A quantitative content analysis. <i>Mass Communication and Society</i> , 20(1), 3-22.	BM#1 (due Fri., 10/04/19)

	Date	Topic	Assignment Due
	Oct. 07	Surveys (Types of Quantitative Research Designs) <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research (6th ed., Chpt. 9 [pp. 256-300] and Chpt. 10 [pp. 301-345])</i> . New York, NY: Oxford University Press.	-----
Week 7	Oct. 09	Surveys (cont.). <i>Assigned Readings:</i> ^{Bb} Aloia, L. S., & McTigue, M. (2019) Buffering against sources of academic stress: The influence of supportive informational and emotional communication on psychological well-being. <i>Communication Research Reports, 36(2)</i> , 126-135.	HW#1 (due Fri., 10/11/19)
	Oct. 14	Experiments (Types of Quantitative Research Designs) <i>Assigned Readings:</i> ^T Singleton, R. A., Jr., & Straits, B. C. (2018). <i>Approaches to social research (6th ed., Chpt. 7 [pp. 191-224] and Chpt. 8 [pp. 225-255])</i> . New York, NY: Oxford University Press.	-----
Week 8	Oct. 16	Experiments (cont.). <i>Assigned Readings:</i> ^{Bb} Przybylski, A. K., & Weinstein, N. (2012). Can you connect with me now? How the presence of mobile communication technology influences face-to-face conversation quality. <i>Journal of Social and Personal Relationships, 30(3)</i> , 237-246.	HW#2 (due Fri., 10/18/19)
	Oct. 21	Describing Quantitative Data SPSS: Descriptives/Frequencies (analysis, interpretation, & write-up) <i>Assigned Readings:</i> ^{Bb} Weiss, A. J., & Leets, L. L. (1998). <i>Introduction to statistics for the social sciences (2nd ed., Chpt. 3 [pp. 43-64])</i> . New York, NY: McGraw-Hill.	-----
Week 9	Oct. 23	Reliability Analysis & Scale Summation SPSS: Inter-item Reliability (analysis, interp., & write-up) <i>Assigned Readings:</i> NONE	HW#3 (due Fri., 10/25/19)
	Oct. 28	Hypothesis Testing; Type I and Type II Error <i>Assigned Readings:</i> NONE	-----
Week 10	Oct. 30	Exam II Review & Research Group Activity <i>Assigned Readings:</i> NONE	BM#2 (due Fri., 11/01/19)
	Nov. 04	Exam II	-----
	Nov. 06	Correlation and effect size SPSS: Correlation, <i>r</i> (analysis, interp., & write-up) <i>Assigned Readings:</i> ^{Bb} Weiss, A. J., & Leets, L. L. (1998). <i>Introduction to statistics for the social sciences (2nd ed., Chpt. 9 [pp. 177-192])</i> . New York, NY: McGraw-Hill.	HW#4 (due Fri., 11/08/19)
	Nov. 11	t-test and effect size SPSS: t-test, <i>t</i> (analysis, interp., & write-up) <i>Assigned Readings:</i> ^{Bb} Weiss, A. J., & Leets, L. L. (1998). <i>Introduction to statistics for the social sciences (2nd ed., Chpt. 6 [pp. 104-124])</i> . New York, NY: McGraw-Hill.	-----
Week 12	Nov. 13	SPSS: t-test, <i>t</i> (analysis, interp., & write-up) <i>Assigned Readings:</i> NONE	HW#5 (due Fri., 11/15/19)

	Date	Topic	Assignment Due
Week 13	Nov. 18	Analysis of Variance <i>Assigned Readings:</i> ^{Bb} Weiss, A. J., & Leets, L. L. (1998). <i>Introduction to statistics for the social sciences</i> (2 nd ed., Chpt. 7 [pp. 125-145] <u>and</u> Chpt. 8 [pp. 149-172]). New York, NY: McGraw-Hill.	-----
	Nov. 20	SPSS: ANOVA, <i>F</i> (analysis, interp., & write-up) <i>Assigned Readings:</i> NONE	HW#6 (due Fri., 11/22/19)
Week 14	Nov. 25	Chi-square tests: Goodness-of-Fit & Independence SPSS: Chi-Square, χ^2 (analysis, interp., & write-up) <i>Assigned Readings:</i> ^{Bb} Weiss, A. J., & Leets, L. L. (1998). <i>Introduction to statistics for the social sciences</i> (2 nd ed., Chpt. 12 [pp. 236-256]). New York, NY: McGraw-Hill.	-----
	Nov. 27	No Class – Thanksgiving Break <i>Assigned Readings:</i> NONE	HW#7 (due Fri., 11/29/19)
Week 15	Dec. 02	Research Project Meetings (<i>mandatory</i>) <i>Assigned Readings:</i> NONE	-----
	Dec. 04	Course Wrap-Up & Exam III Review	HW#8
	12/06/19	Research Paper due (Friday; by 11:59 p.m.)	(due Fri., 12/06/19)
FINALS WEEK		Exam III (Friday, December 13, 2019; 11:00 a.m. - 1:00 p.m.)	