

**USC Annenberg School of Communication**  
**COMM 301: Empirical Research in Communication (4 units)**  
**Fall 2021**  
**Schedule # 20458R**

Instructor: Carmen M. Lee, PhD  
Class Meeting Time: Mon. & Wed., **12:00-1:50 p.m.**  
Online Office Hours: Tues. & Thurs., 1:00-2:30 p.m.,  
Wed. 2:30-3:30 p.m., & by appt (PST).  
Join URL: <https://usc.zoom.us/j/95462342684>

**Email:** [carmenml@usc.edu](mailto:carmenml@usc.edu)  
Class Location: [ANN L105A](#)  
USC Office Phone Number: (213) 740-9897  
Google Voice Number: (213) 761-7319  
[text or call with full name and class;  
responses typically within 24-hours]

*Teaching Assistant*  
Hoan (Sarah) Nguyen  
Ashley Phelps

*Email Address*  
[hoanguy@usc.edu](mailto:hoanguy@usc.edu)  
[alphelps@usc.edu](mailto:alphelps@usc.edu)

*Office Hour(s) & Appts:*  
TBA  
TBA

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. Furthermore, the 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 research methods such as survey, experiment, and content analysis. Moreover, we will explore the data analysis techniques necessary to understand and interpret findings from such methodologies. Students will learn to design, implement, and report research. Emphasis will be placed on “connecting the dots” through visual data analysis and finding the narrative thread that both explains what’s going on and tells a data story in a way that engages an audience.

Student Learning Outcomes

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

- **Recognize** and critically **reflect** upon the sources of bias in research design, implementation, and reporting;
- **Illustrate** the relationship between theory and research;
- **Compare** and **contrast** quantitative and qualitative research designs;
- **Identify** and **critique** different measurement techniques;
- **Design** and **report** on an independently conducted research study;
- Effectively **present** data visually to enhance audience comprehension of findings;
- 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*

This course has no prerequisites, co-requisites, or concurrent enrollment requirements.

Required Readings/Materials

Dixon, J. C., Singleton, R. A., Jr., & Straits, B. C. (2019). *The process of social research (2nd ed.)*. New York, NY: Oxford University Press. [Available at the [USC Bookstore](#) or Online via [Knetbooks](#), [Chegg Books](#), or [Vital Source](#)]

**Poll Everywhere** classroom response system-free and available online at <https://pollev.com> [Username: carmenlee] Poll Everywhere is a tool that will allow for greater interactivity in the course to further students' learning experience. Students can use any electronic device, such as web browser (*suggested*), tablet, or mobile phone to complete polls and surveys during course instruction.

#### Additional Readings/Materials

All additional required readings, handouts, or resources will be made available on Blackboard (Bb).

The textbook (T) is accompanied by a *Student Resources* website that provides key terms, learning objectives, and suggested readings or web resources. The link is: [https://oup-arc.com/access/dixon-singleton-straits-2e-student-resources#all\\_resources](https://oup-arc.com/access/dixon-singleton-straits-2e-student-resources#all_resources)

#### Recommended Supplemental Materials

American Psychological Association (2009). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. [Available at [USC Libraries](#)]

#### Course Structure

**Mask Requirements.** To protect the health and well-being of the University and wider community, USC has implemented a policy requiring all people, including students, faculty, and staff, to wear a face mask that covers the mouth and nose while indoors. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing a face mask the entire time you are in class.

There is a 'no eating or drinking allowed' classroom policy; however, students may *briefly* remove their masks to sip on a beverage, but masks must be worn between sips. **You are encouraged to step outdoors if you need a mask break.** Anyone attending class without a mask, or removing their masks for extended periods of time, will be asked to put one on or leave. Failure to comply with this policy is interpreted as disruptive classroom behavior and may be a violation of the USC Student Code of Conduct.

**Format of Class.** A variety of teaching methods will be used in this class in order to optimize student learning. These methods include, but are not limited to, in-class and pre-recorded lectures, class discussions, small group activities, and videos. At times, we will rely more on a formal lecture-discussion format, as the material may be new and/or challenging, and comprehension is necessary for the application of the material to research design and reporting. Other times, the delivery of content knowledge will occur outside of formal class time (through the use of video recorded lectures and other web-based materials) and formal class time will be used for students to undertake collaborative and interactive activities relevant to that material. Moreover, it allows more time for you to work on your research project. Students will be informed, in advance, of content sections that will require review of video recorded lectures or other web-based materials *before class*.

The Blackboard (Bb) course website will serve as the access point for all course materials (e.g., syllabus, recorded lectures, study guides, assignments, etc.) and contact with the Instructor and Teaching Assistants (e.g., email, listed office hours, etc.). If you are not familiar with Blackboard, you can find information (e.g., tutorials and technical support) on the USC Blackboard Student Help website: <https://studentblackboardhelp.usc.edu>.

On Blackboard, course content is presented in 'Weekly Modules.' Each module has a description of the topic(s) covered in that week, student learning outcomes (i.e., statements indicating what students should know, be able to do or demonstrate), reading/lecture prompts (i.e., guided questions to help students actively respond to material they are studying), and, *if applicable*, links to pre-recorded lectures. It is expected that students will *actively* engage with the course content and spend the necessary time on each task.

**Announcements/Weekly Class Updates.** Announcements and Class Updates are important for communicating course changes, clarifying material, and/or providing follow-up information. **It is important that you regularly check the Announcements and Weekly Class Updates on Blackboard (Bb).** The Announcements page will be reserved for permanent or time-sensitive institutional and course-related issues. Announcements are high priority points. In order to update you about minor course changes or follow-up on an issue or point raised in class, you should check the 'Weekly Class Updates' section.

*Technology and Access Requirements.* In order to take this course, you *must*: (1) have consistent access to a computing device, (2) have continuous broadband Internet access, and (3) have the ability to download and save files and documents on the computer or a USB drive. Resources and services available to students to ensure your success with learning can be found through USC's [Student Toolkit](#) and [Information Technology Services](#).

*Changes to Course Modality.* This course has been designed to transition to fully online, should the need arise due to local, state or federal guidelines. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery and participation methods.

*Questions/Consultations.* It is expected that you will have questions about many things that relate to the course, such as clarification about assignments, course materials, or assessments. You are more than welcome to email me, attend virtual office hours, Google voice/text me, and/or set up a Zoom appointment with me. Do not wait until the night before (or day of) an assignment due date to realize that you do not understand what is expected of you. If you experience difficulty in this course *for any reason*, please do not hesitate to contact me.

### Course Requirements

#### 1. Class Participation

**This course depends on each participant for its energy and vitality!** Meaningful participation occurs when students: (1) read the assigned readings and/or watch the assigned lectures *before* class, (2) come to each class prepared to discuss course content, and (3) *actively* participate in the class discussions and activities. Students can also show their participation in the course by attending office hours or scheduling an appointment with the Instructor, utilizing the resources on Blackboard, and by sending emails discussing the real-world application of course content.

**Regular attendance and participation will assist in your comprehension of course** content *and* also provide you with opportunities to connect with the Instructor and your peers. **It is expected that students will make every effort to attend all in-person classes**, however it is recognized that personal circumstances will arise which preclude class attendance. In such circumstances, the student is responsible for actively finding out what they missed and completing all course requirements. Based on both objective (quantifiable; e.g., regular 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 48 points; noteworthy participation will receive more points. Class participation is worth 15% of your final grade.

**IMPORTANT: Please do not come to class if you are feeling ill, particularly if you are experiencing COVID-related symptoms. Nothing we do in our class is worth your health, my health, or the health of your peers.**

#### 2. Self-Introduction and Research Interest Blog/Vlog

In an effort to 'get to know each other,' I would like for you to profile a blog (written) or vlog (video) post about yourself and then introduce yourself to other students by replying to their posts. Your post should include: (a) a visual of yourself (e.g., picture or video capture of your face without a mask), (b) some information you wish to share with the class in order for us to get to know you better (e.g., about you in the context of USC and outside the context of USC), and (c) what concepts/topics you might want to investigate (or at least find interesting). Your posts should be a minimum of 150 written words *or* 1-2 minutes spoken.

In order to submit your profile, click on Self-Introduction and Research Interest(s)' under the Student Profile Blog/Vlog tab on Blackboard. Once you submit your post you will be able to view other submitted posts. The submission deadline is: **Fri., September 10, 2021** (by 11:59 p.m. PT). The blog/vlog assignment is worth 5% of your final grade (20 points).

#### 3. Exams

There will be three (3) exams given throughout the course. The exams will open-note/open-book, timed (1 hour, 20 minutes), and available for a 24-hour window of time via Blackboard. 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, attending/reviewing all lectures and erudition of all assigned readings is essential. Exams *will* consist of

true/false and multiple-choice questions. There is a ‘Key Terms/Study Guide’ document (on Blackboard) associated with each exam that will assist you in: (a) navigating required readings, taking lecture notes, viewing videos, etc. and (b) studying/preparing for the exam. Each exam is worth 40 points; collectively worth 30% of your final grade.

There are no make-up exams allowed. 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, we will work toward a solution. Exam I will be held on **September 27, 2021**; Exam II will be held on **October 25, 2021**; Exam III will be held on **Friday, December 10, 2021 (11:00 a.m. - 1:00 p.m., PT)**.

#### 4. Research Project and Papers

*Research Proposal.* The research proposal (6-8 pages) will be similar in format to an empirical research article. The research proposal includes a statement of problem, justification, literature review, hypothesis/research question, and methods. Research proposals are electronically submitted via Blackboard. Students will submit a draft of their proposal and receive peer review feedback. It is recommended that students incorporate the feedback and then submit a final version of the proposal for grading/scoring. The submission deadlines are **Draft Research Proposal: Wed., October 20, 2021** (by start of class); **Final Research Proposal: Fri., October 29, 2021** (by 11:59 p.m. PT). A more detailed description of this assignment can be found under the ‘Research Project/Papers’ tab on Blackboard. The research proposal is worth 20% of your final grade (80 points).

*Data Storytelling.* Using data collected by the student (or from a pre-approved dataset), a data storytelling report (3-5 pages) will be designed to include visualizations (e.g., graphs, figures, etc.) and a written summary of the findings. Data Storytelling reports are electronically submitted via Blackboard. Students will, once again, submit a draft of this report and receive peer review feedback. It is recommended that students incorporate the feedback and then submit a final version of the report for grading/scoring. The submission deadlines are **Draft Storytelling Report: Mon., November 22, 2021**; **Final Storytelling Report: Fri., December 03, 2021** (by 11:59 p.m. PT). A more detailed description of this assignment can be found under the ‘Research Project/Papers’ tab on Blackboard. The data storytelling report is worth 20% of your final grade (80 points).

#### 5. Peer Review Feedback

Peer reviewing provides students with the opportunity to encounter greater diversity of perspectives. More specifically, participating in peer review can help students learn how to strengthen their own writing by considering the responses of readers, and formulate and communicate constructive feedback. For both the research proposal and the data storytelling report, students will provide peer feedback to another person. There will be an opportunity, in class, to work on this. Peer feedback will not be used to determine another student’s score; however, each person will receive points for the detail and clarity of their feedback (short response) to others. The deadlines for feedback submissions are **Research Proposal Feedback: Wed., October 20, 2021**; **Storytelling Report Feedback: Mon., November 29, 2021** (by 11:59 p.m. PT). A more detailed description of the peer feedback assignment can be found under the ‘Peer Feedback’ tab on Blackboard. Peer review feedback participation is worth 10% of your final grade.

#### Late Submissions

Unless otherwise stated, assignments are due on the dates outlined in this syllabus. However, I recognize that sometimes “life happens.” In these instances, you may use your allotted two flex days. These days allow you to submit an assignment (i.e., blog/vlog, final research paper, and final storytelling report only) up to two days late without penalty. You do not need to provide me with the reason: simply email me and tell me how many of your flex days you would like to use. Once you’ve exhausted your flex days, a **10% deduction for each day late** will be imposed. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignment on time, please let me know. I will evaluate these instances on a case-by-case basis.

#### 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 two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one 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.

### 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. 6 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>
Class Participation	15%	60	<i>weekly</i>
Self-Introduction & Research Interest Blog/Vlog	5%	20	09/10/21
Bb Exams			
Exam I		40	09/27/21
Exam II	30%	40	10/25//21
Exam III		40	12/10/21
Research Project & Papers			
Research Proposal		80	<i>Draft: 10/20/21 Final: 10/29/21</i>
Storytelling with Data	40%	80	<i>Draft: 11/22/21 Final: 12/03/21</i>
Peer Review Feedback			
Research Proposal Feedback		20	10/20/21
Storytelling with Data Feedback	10%	20	11/29/21
<i>Total</i>		<i>400 pts. Possible</i>	

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>
376-400	94-100	A	292-307	73-76	C
360-375	90-93	A-	280-291	70-72	C-
348-359	87-89	B+	268-279	67-69	D+
332-347	83-86	B	252-267	63-66	D
320-331	80-82	B-	240-251	60-62	D-
308-319	77-79	C+	0-239	≤ 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.”

### **What does a letter grade mean?**

Enrollment in this course does not mean you earned an “A” in this course. *Earning an A* might require more diligence than you are used to. Doing the bare minimum is not A-level work. Description of letter grades are below.

<u>Letter Grade</u>	<u>Description</u>
A	Excellence; demonstrates <i>extraordinarily</i> high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; failure to meet the minimum standards for passing the course.

## Course Policies

### Academic 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, 2021-2022](#)). In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course.

### Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in [SCampus](#) in Part B, Section 11, "Behavior Violating University Standards and Appropriate Sanctions". Other forms of academic dishonesty are equally unacceptable.

### Student Accessibility Accommodations

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Student Accessibility Services (OSAS). You need to make a request with OSAS 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: OSAS). 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 OSAS. Your cooperation is appreciated. Office of Student Accessibility Services contact information: (213) 740-0776 or <https://osas.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 plan for a make-up of any missed assignments or exams.

### Religious Observances

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of classes to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

### 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 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 allow a 24-hour timeframe for a response during the week (36-hours on weekend).** If you do not receive a response within the expected timeframe, please follow-up via email or in class.

### 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 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 course related purposes.** 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 or distribute 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 the Office of Student Accessibility Services (OSAS) 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, 2021-2022).

### 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.

## Additional Resources

**Counseling and Mental Health [24/7 on call]:** (213) 740-9355 or <https://studenthealth.usc.edu/counseling/>  
Counseling and Mental Health Services provides access to different counseling services, such as drop-in or one-on-one appointments, group counseling via Telehealth and workshops for health with anxiety, sleep, relationships, etc.

**National Suicide Prevention Lifeline [24/7 on call]:** (800) 273-8255 or [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)  
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

**Relationship and Sexual Violence Prevention Services (RSVP) [24/7 on call]:** (213) 740-9355(WELL), or [studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault). Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

**Office of Equity and Diversity (OED) | Title IX:** (213) 740-5086 or [equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)  
Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

**Reporting Incidents of Bias or Harassment:** (213) 740-5086 or 821-8298 or [usc-advocate.symplcity.com/care\\_report](https://usc-advocate.symplcity.com/care_report)  
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

**USC Support and Advocacy:** (213) 821-4710 or [studentaffairs.usc.edu/ssa](https://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](https://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.

**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.

**USC Emergency, University Park Campus [24/7 on call]:** (213) 740-4321 or [dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://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.

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

**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.

**Annenberg Student Success Fund:** <https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>  
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

## Course Schedule\*

Week	Date	Topic	Readings	Assign. Due
Week 1	Aug. 23	Introduction to the Course	Syllabus	
	Aug. 25	Overview of Research Methods	<sup>T</sup> Dixon (Chpt. 1 & Chpt. 2)	
Week 2	Aug. 30	Role of Theory and Empirical Evidence	<sup>T</sup> Dixon (Chpt. 14)	
	Sept. 01	Variables, Types of Relationships, & Hypotheses	<sup>T</sup> Dixon (Chpt. 4)	
Week 3	Sept. 06	<b>No Class – Labor Day</b>		
	Sept. 08	Measurement	<sup>T</sup> Dixon (Chpt. 5 pp. 105-125 <u>only</u> )	<b>Profile Post</b> [due Fr. 09/10]
(Sept. 10: Last day to add, drop w/out mark of “W” and full refund; Change enrollment to P/NP)				
Week 4	Sept. 13	Reliability & Validity	<sup>T</sup> Dixon (Chpt. 5 pp. 126-142 <u>only</u> )	
	Sept. 15	Sampling	<sup>T</sup> Dixon (Chpt. 6)	
Week 5	Sept. 20	Research Ethics & Politics	<sup>T</sup> Dixon (Chpt. 3)	
	Sept. 22	Exam I Review & Research Projects	-----	
Week 6	Sept. 27	<b>Exam I</b>		
	Sept. 29	Content Analysis	<sup>T</sup> Dixon (Chpt. 10)	
Week 7	Oct. 04	Survey Research: Questionnaires and Interviews	<sup>T</sup> Dixon (Chpt. 8 & Chpt. 9)	
	Oct. 06	Survey Research (cont.).	-----	
(Oct. 08: Last day to drop w/out mark of “W” on transcript; Change P/NP to letter grade)				
Week 8	Oct. 11	Experiments	<sup>T</sup> Dixon (Chpt. 7)	
	Oct. 13	Experiments (cont.)	-----	
Fall Recess (Oct. 14-15)				
Week 9	Oct. 18	Hypothesis Testing	-----	
	Oct. 20	Exam II Review; Peer Review Feedback	-----	<b>Draft Proposal Proposal Feedback</b> [during class]
Week 10	Oct. 25	<b>Exam II</b>		
	Oct. 27	Data Collection/Data Location	-----	<b>Final Proposal</b> [due Fri. 10/29]
Week 11	Nov. 01	Describing Quantitative Data	<sup>T</sup> Dixon (Chpt. 12 pp. 362-378 <u>only</u> )	
	Nov. 03	Storytelling with Data: An Overview		
Mid-Semester Grades Reporting				
Week 12	Nov. 08	Analyzing Differences Between Groups	<sup>T</sup> Dixon (Chpt. 12 pp. 379-385 <u>only</u> )	
	Nov. 10	Interpreting and Visualizing Difference Data	-----	
Week 13	Nov. 15	Analyzing Relationships Between Groups	<sup>T</sup> Dixon (Chpt. 12 pp. 386-391 <u>only</u> )	
	Nov. 17	Interpreting and Visualizing Relationship Data	-----	
Week 14	Nov. 22	Data Storytelling Project Session	-----	<b>Draft Storytelling</b> [due 11/22/21]
	Nov. 24	<b>No Class – Thanksgiving Holiday</b>		
Week 15	Nov. 29	Data Storytelling Feedback Session	-----	<b>Storytell Feedback</b> [during class]
	Dec. 01	Course Wrap-up	-----	<b>Final Storytelling</b> [due Fr. 12/03]
<b>Finals Week</b>		<b>Exam III (Fri, December 10, 2021; 11:00 a.m. - 1:00 p.m.)</b>		

\*Course schedule/content subject to change

<sup>T</sup>Course Textbook (Dixon et al.)<sup>Bb</sup>Blackboard Readings