

USC Annenberg School of Communication
COMM 301: Empirical Research in Communication (4 units)
Fall 2022
Schedule # 20458R

Instructor: Carmen M. Lee, PhD
Office Hours: Tues. & Thurs., 10:00-11:30 a.m.,
Wed. 12:30-1:30 p.m., & by appt (PT).
Class Meeting Time: Mon. & Wed., **2:00-3:50 p.m.**

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Class Location: [ANN L105A](#)

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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. In so doing, the knowledge and skills essential to the conduct of empirical research, data analysis, and interpretation will be developed.

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, 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

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.)*. Oxford University Press. [Available at the [USC Bookstore](#) or Online via [Knetbooks](#), [Chegg Books](#), or [Vital Source](#)]

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

USC students may request an annual subscription to IBM SPSS statistic software from Information Technology Services (ITS). For more information on requesting your subscription, see ‘[Ordering SPSS for Students.](#)’ SPSS is also available at various USC Computing Centers (see ‘Computer Access’ section).

Poll Everywhere classroom response system-free and available online at <https://pollev.com> [Username: TBA]
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

Recommended Supplemental Materials

American Psychological Association (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. [Available at [USC Libraries](#)]

Computer Access

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). It is your responsibility to ensure that you have access to a computer that can perform the necessary functions for completion of assignments.

Course Requirements

1. Course Participation

This course depends on each participant for its energy and vitality! Meaningful participation occurs when students: (1) read assigned readings and/or watch assigned videos *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 or teaching assistant, 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* provide you with opportunities to connect with the Instructor/TA 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. 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.

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, course participation scores shall be at the discretion of the instructor. Class participation is worth 15% of your final grade.

2. Exams

There will be three (3) exams given throughout the course. The exams will be open-note/open-book, timed, 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 lectures and erudition of assigned readings is essential. Exams *may* consist of true/false, multiple-choice questions, fill-in-the-blank, matching, and the interpretation of statistical results (e.g., SPSS output or journal excerpts). 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, 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 your family), it is your responsibility to inform your instructor prior to the scheduled exam time. If your excuse falls within the spectrum of an extreme emergency, we will work toward a solution. Exam I will be held on **September 26, 2022**; Exam II will be held on **October 24, 2022**; Exam III will be held on **December 09, 2022**.

3. Research Project and Papers

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 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 ‘Research Project/Papers’ tab on Blackboard (see Benchmarks folder).** 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 20% of your final grade. **Benchmark #1 is due September 23, 2022; Benchmark #2 is due October 21, 2022.**

Research Paper. The research paper (10-15 pages) 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). **Everyone must submit their own research paper.** Research papers should be submitted via Turnitin on Blackboard and email (with the required documents: codebook, SPSS output, and dataset). **A more detailed description can be found under the ‘Research Project/Papers’ tab on Blackboard (see Research Paper folder).** The research paper is worth 35% of your final grade and due **December 02, 2022 (last day of classes)**.

It is important that all group members contribute equally to the research project and benchmarks. When all members of the group contribute equally everyone gets the same group grade. If a student did very minimal work, according to the evaluation of the rest of the group, their grade will reflect the group 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.

Late Submissions

Unless otherwise stated, assignments are due on the dates outlined in this syllabus. Late submissions of written assignments (i.e., benchmarks and research papers) will receive a 10-point deduction for each day after the deadline. 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. Therefore, *every attempt* will be made to grade assignments and post grades within 10-14 days. Scores for all assignments 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 to dispute a score. To dispute a score, you must submit your reason *in writing*. This policy is helpful for two reasons: First, if a score change is justified, it provides documentation for change in the record. Second, it gives you a chance to think through and present your argument carefully, to maximize your chances of success. Submit your brief, written argument to the course instructor and teaching assistant. If you fail to inquire/notify us of any discrepancy, missing score, or dispute 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>
Bb Exams			
Exam I		40	09/26/22
Exam II	30%	40	10/24/22
Exam III		40	12/09/22
Research Project & Papers			
Benchmark #1 (<i>group</i>)		40	09/23/22
Benchmark #2 (<i>group</i>)	20%	40	10/21/22
Research Paper (<i>individual</i>)	35%	140	12/02/22
<u>Total</u>		<u>400 pts. Possible</u>	

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 2022-2023](#)). 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. Additionally, acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as one's own is another form of academic dishonesty and equally unacceptable. Please familiarize yourself with all aspects of expected student conduct in [SCampus](#) in Part B, Section 11, "Behavior Violating University Standards and Appropriate Sanctions".

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 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.

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 (e.g., note-taking and participation). 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.

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. Per [SCampus](#) “distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media (see Section C.1 Class Notes Policy).”

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.

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, 2022-2023).

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.

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.**

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.

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, Blackboard, and your lecture notes 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.

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
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. 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, 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.symplicity.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
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.

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, 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
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 Levey 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. 22	Introduction to the Course & Research Methods	Syllabus	
	Aug. 24	Role of Theory and Evidence	^T Dixon (Chpt. 1 & Chpt. 2)	
Week 2	Aug. 29	Variables, Types of Relationships, & Hypotheses	^T Dixon (Chpt. 4 & Chpt. 14)	
	Aug. 31	Measurement: Type and Levels	^T Dixon (Chpt. 5 pp. 105-125 <u>only</u>)	
Week 3	Sept. 05	No Class – Labor Day		
	Sept. 07	Sampling	^T Dixon (Chpt. 6)	
(Sept. 09: Last day to add, drop w/out mark of “W” and full refund; Change enrollment to P/NP)				
Week 4	Sept. 12	Reliability & Validity	^T Dixon (Chpt. 5 pp. 126-142 <u>only</u>)	
	Sept. 14	Reliability and Validity (cont.)	-----	
Week 5	Sept. 19	Research Ethics & Politics	^T Dixon (Chpt. 3)	
	Sept. 21	Exam I Review & Research Projects	-----	BM#1 [Fri., 09/23]
Week 6	Sept. 26	Exam I		
	Sept. 28	Content Analysis	^T Dixon (Chpt. 10)	
Week 7	Oct. 03	Survey Research: Questionnaires and Interviews	^T Dixon (Chpt. 8 & Chpt. 9)	
	Oct. 05	Survey Research (cont.).	-----	
(Oct. 07: Last day to drop w/out mark of “W” on transcript; Change P/NP to letter grade)				
Week 8	Oct. 10	Experiments	^T Dixon (Chpt. 7)	
	Oct. 12	Experiments (cont.)	-----	
Fall Recess (Oct. 13-14)				
Week 9	Oct. 17	Introduction to SPSS & Data Analysis	-----	
	Oct. 19	Measures of Central Tendency/Dispersion; Review SPSS: Descriptive/Frequencies	^T Dixon (Chpt. 12 pp. 376-393 <u>only</u>)	BM#2 [Fri., 10/21]
Week 10	Oct. 24	Exam II		
	Oct. 26	Reliability Analysis & Scale Summation SPSS: Step-by-Step Reliability Analysis/Summated	-----	
Week 11	Oct. 31	Hypothesis Testing	^{Bb} Weiss & Leets (Chpt. 5)	
	Nov. 02	Chi-Square tests; SPSS: Step-by-Step χ^2	^{Bb} Weiss & Leets (Chpt. 12)	
Mid-Semester Grades Reporting				
Week 12	Nov. 07	t-test and effect sizes	^{Bb} Weiss & Leets (Chpt. 6)	
	Nov. 09	SPSS: Step-by-Step t-test (interpret & write-up)	-----	
(Nov. 11: Last day to drop a class w/ mark of “W”)				
Week 13	Nov. 14	Analysis of Variance	^{Bb} Weiss & Leets (Chpt. 7 & 8)	
	Nov. 16	SPSS: Step-by-Step ANOVA (interpret & write-up)	-----	
Week 14	Nov. 21	Correlation; SPSS: Step-by-Step: r^2	^{Bb} Weiss & Leets (Chpt. 9)	
	Nov. 23	No Class – Thanksgiving Holiday		
Week 15	Nov. 28	Limitations & Future Directions	-----	
	Nov. 30	Course Wrap-up & Exam III Review	-----	Research Paper [due Fr. 12/02]
Finals Week		Exam III (Fri., December 09, 2022; 2:00-4:00 p.m.)		

*Course schedule/content subject to change

^TCourse Textbook (Dixon et al.)^{Bb}Blackboard Readings