

**Instructor: Carmen M. Lee, PhD**

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**Fall 2024 – Mon. & Wed., 12:00-1:50 p.m.**

**Section:** 20458R

**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 and 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 surveys, experiments, 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.

## Brightspace Learning Management System

USC transitioned to a new online platform called Brightspace. To access it, visit the [Brightspace login](#) page or find it on [myUSC](#), then log in using your USC NetID. We recommend downloading the Brightspace Pulse mobile app from the [Apple App Store](#) or [Google Play](#). Brightspace offers an enhanced learning experience with detailed class progress reports and a consolidated view of assignment due dates. For additional support, refer to the [Brightspace Student Tutorials](#), call the technical support line at 888-895-2812, or email [usc@d21.com](mailto:usc@d21.com).

## Required Readings/Materials

Scharrer, E., & Ramasubramanian, S. (2021). *Quantitative research methods in communication: The power of numbers for social justice*. Routledge. [e-book access via [USC Libraries](#)]

American Psychological Association (2019). *Publication manual of the American Psychological Association (7th ed.)*. [For more information, consult the [USC Libraries](#) for available [APA Research Guides](#)]

SPSS Statistical Package for the Social Sciences (IBM SPSS).

SPSS is available at various USC Computing Centers (see 'Computer Access' section). Students may also purchase a limited license for **IBM SPSS Grad Pack (version 29 or 28)** for approx. \$40.00, which may include a license for multiple computers. This can be done online through [Student Discounts.com](#) or [OnTheHub.com](#). Please check with your course instructor before purchasing; access is not required until Week 8.

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

Poll Everywhere is a tool that will allow for greater interactivity *during class* to further students' learning experience. Students can use any electronic device, such as a web browser, tablet, or mobile phone, to complete polls and surveys during course instruction.

## Additional Readings/Materials

Additional required readings/course materials will be available on **Brightspace** (B).

## 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: King Hall (KOH 206) and Waite Phillips Hall (WPH B34). You are responsible for ensuring you have access to a computer that can perform the necessary functions to complete assignments.

## Course Requirements

### 1. Course Participation

**This course thrives on each person's energy and engagement!** Students are expected to read assigned materials or watch videos before class, come prepared to discuss, and actively engage in activities. Participation also involves attending office hours, scheduling appointments, emailing about real-world applications, and using Brightspace resources. Regular attendance is essential for academic success. If you miss a class, catch up by reading the material, getting notes from classmates, and seeking clarification from the instructor or TA, as lecture notes or slides are not provided.

USC policy indicates that "no portion of the grade may be awarded for class attendance, but non-attendance can be the basis for lowering the grade, when clearly stated on the syllabus" (UCOC, March 2019). If students miss more than six classes, their final course grade *may* be lowered (e.g., from B+ to B, B to B-, etc.). A more detailed discussion of course participation can be found in the 'Assignments' module on Brightspace. Course participation is worth 10% of your final grade.

### 2. Me in Numbers - Discovering the Statistical Story of Your Identity

This activity encourages students to explore their unique identity through the lens of statistics and numbers. By sharing one remarkable statistic that sets them apart from the norm and one aspect where they align with the average, students will gain insight into their individuality and commonality with others. Additionally, this assignment allows students to 'get to know each other' and express their research interests. The discussion post will be electronically submitted through Brightspace. A detailed assignment description can be found in the 'Assignments' module on Brightspace. This assignment is due Fri., September 06, 2024 (by 8:00 p.m.) and is worth 5% of your final grade.

### 3. Exams

There will be three (3) exams given throughout the course. The exams will be open-note/open-book, timed, and available for a 4-hour time window via Brightspace. The exams are NOT cumulative; however, concepts 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). A 'Key Terms/Study Guide' document (on Brightspace) is associated with each exam to assist you in navigating required readings, taking lecture notes, and 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 (e.g., you were in the hospital or a death in your family), you must inform your instructor before 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 30, 2024; Exam II on November 04, 2024; and Exam III on December 13, 2024.

### 4. Guided Practice Activities

Practice activities form the core of our “guided, practiced, owned” learning approach (e.g., I do, we do, you do). During class, you will be guided through foundational concepts that underpin empirical inquiry and then asked to engage those concepts through practice activities. You might be asked to research in the library database, critique a research article, interpret statistical output, etc. These activities will prepare you for your exams and help you complete your research project. Practice activities will occur (bi)weekly and should be completed during class. However, if you miss a class session with a practice activity, you can complete the activity outside of class for credit (during a limited time frame).

Students are encouraged to collaborate on practice activities; 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 or through the research project. Practice activity descriptions can be found on Brightspace and are collectively worth 15% of your final grade.

### 5. 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). Based on existing literature, you will then op 1-2 testable hypotheses and/or research questions, 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.** Three (3) benchmarks will be imposed to assist in completing your project. 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. Detailed benchmark descriptions are under the 'Assignments' module on Brightspace. Benchmarks are electronically submitted via Brightspace on behalf of the entire research group. They are scored based on group member participation and the submission's level of detail, accuracy, and completeness. Benchmarks are worth 15% of your final grade and are due by 8:00 p.m. on the following dates: BM#1 is due October 04, 2024; BM#2 is due October 25, 2024; BM#3 is due November 22, 2024.

**Research Paper.** The final research paper (8-10 pages, inclusive of references, tables, and figures) represents the culmination of your group research project and your individual understanding of the research process. Building on the feedback received for your benchmarks, each student will independently prepare a research paper, which includes all major sections: Introduction and Literature, Methods, Results, Discussion, Limitations, and Future Directions. For detailed guidelines, consult the 'Assignments' tab on Brightspace. Submit your paper electronically via Brightspace by Fri., December 06, 2024 (8:00 p.m.). The research paper is worth 25% of your final grade.

## Late Submissions

Assignments should be submitted by the dates listed in the syllabus unless communicated otherwise. I understand life can be unpredictable. If you face unforeseen and compelling circumstances preventing timely submission, such as health emergencies or personal crises, please get in touch with me as soon as possible. Assignments submitted after the deadline, without prior discussion, will receive a 5-point deduction for each day they are late unless indicated otherwise. I will do my best to accommodate genuine challenges. Always keep me informed.

## Assignment Feedback & Grade Inquiries Policy

I am committed to providing timely feedback on your work and will try to grade and post scores within 10-14 days of submission. Please monitor Brightspace for updates. If you notice an error or believe a mistake has been made, inform me within one week (7 days) of the grade posting. To discuss your grade, write a brief explanation of your concerns and email it to me. This process creates a formal record and allows you to present a reasoned case for review. If no inquiries are made within the one-week window, I will assume you agree with the grade, and no further changes will be entertained.

## Grading Standards

You will be assessed on the following requirements:

<u>Requirements</u>	<u>% Final Grade</u>	<u>Point Equivalent</u>	<u>Date Due</u>
Course Participation	10%	40	<i>weekly</i>
'Me in Numbers' Student Profile	5%	20	09/06
Exams (3)	30%	120	09/30, 11/04, 12/13
Guided Practice Activities	15%	60	<i>vary</i>
Research Project			
Benchmarks (3) – group	15%	60	10/04, 10/25, 11/22
Research Paper – individual	25%	100	12/06
<b>100%</b>		<b>400 pts. possible</b>	

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: 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 to improve 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. Doing the bare minimum is not A-level work. The description of letter grades is below.

<b>Letter Grade</b>	<b>Description</b>
A	Excellent; demonstrates extraordinarily 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.

Letter Grade	Description
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; deficiencies indicate lack of understanding.

### Course Policies

**Academic Integrity at Annenberg.** The School of Communication is committed 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 2024-2025](#)).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not previously been produced for submission in another course or Learning Lab without the instructor's approval.

**Academic Integrity at USC.** The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other academic misconduct violations include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. It could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity, see the student handbook, the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

**Use of Artificial Intelligence (AI) Generators.** This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. The course policy allows using AI tools for assignments when explicitly permitted and under certain conditions. You should be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus, they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.



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

**Students and Disability Accommodations.** USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) determines appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at [osas.usc.edu](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

**Religious Observances.** Observing religious holidays and cultural practices is an important part of one's identity—it reflects diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, please review the course requirements for any potential conflicts with your religious observances. If you anticipate such conflicts, contact me within the first two weeks of class. We will work together to make reasonable adjustments to ensure participation without disrupting your religious practices.

**Student-Athlete Travel Excuse Letters.** Before a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (from their academic counselor) for the classes missed while on the road (i.e., excused absence). Without faculty approval, these arrangements do not relieve student-athletes from submitting all assignments on time.

**Computer Access.** USC Annenberg has a policy requiring all students enrolled in an Annenberg class to bring their 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: 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](#). You are responsible for ensuring you have access to a computer that can perform the necessary functions to complete assignments.

**Laptops/Electronic Devices.** Laptops and 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, please excuse yourself from the classroom.

**Course Content Distribution and Synchronous Session Recordings Policies.** USC has policies that prohibit recording and distributing any synchronous and asynchronous course content outside of the learning environment. Students may only record or distribute a portion of a classroom lecture, discussion, or review with the course instructor's prior and explicit written permission. The unauthorized use of any 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. Recording a university class without the instructor's express permission and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future and thus infringe on the academic freedom of other students and the instructor ([Living our Unifying Values: The USC Student Handbook](#), p. 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the instructor's express permission for purposes other than individual or group study is not allowed. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information that 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 ([Living our Unifying Values: The USC Student Handbook](#), p. 13).

**Classroom Compartment.** Students are expected to engage in behaviors that enhance the learning environment. The instructor is responsible for optimizing learning for individual students and 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 criticizing/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 have 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. Students should provide a thoughtful assessment of their experience and their own effort, with comments focused on specific aspects of instruction or the course. Comments on the personal characteristics of the instructor are not appropriate and will not be considered. All students should complete the evaluation for this feedback to be as comprehensive as possible.

**Email Policy.** Email *can* help address questions or concerns between classes, office hours, or appointments. While emails are welcome, attending lectures and office hours often leads to a more comprehensive understanding and immediate clarification. Please be clear and concise in your emails to ensure efficient responses. I am committed to responding within 24 hours on weekdays and 36 hours on weekends. If you are still waiting to receive a reply within the expected timeframe, please send a gentle follow-up email or approach me before or after class. I'm here to support your learning journey, but sometimes emails can get overlooked or lost.

## Support Systems

### *Student Financial Aid and Satisfactory Academic Progress*

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

### *Annenberg Student Success Fund*

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.

### *Annenberg Student Emergency Aid Fund*

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full tuition expenses but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information as possible in their applications and contact their academic advisor directly with questions about additional resources.

### *Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### *Annenberg Embedded Counseling*

Annenberg has its own Counseling and Mental Health location (ASC 304). Students can schedule in-person or telehealth appointments through the Student Health [MySHR](#) or call (213) 740-9355.

### *Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on-call*

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on-call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

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.

Reporting Incidents of Bias or Harassment - (213) 740-2500

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

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.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

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 - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on-call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.



## Course Schedule\*

Week	Date	Topic	Readings	Due
Week 1	Aug. 26	Introduction to Course & Overview: Research Methods	Syllabus	
	Aug. 28	Paradigms; Role of Theory and Evidence	<sup>T</sup> S&R (Chpt. 1 & Chpt. 12)	
Week 2	Sept. 02	<b>No Class – Labor Day</b>		
	Sept. 04	Research Ethics	<sup>T</sup> S&R (Chpt. 2)	<b>Dis. Post</b> [Fri., 9/06]
Week 3	Sept. 09	Variables, Types of Relationships & Hypotheses	<sup>T</sup> S&R (Chpt. 3, pp. 47-54)	
	Sept. 11	Measurement: Type and Levels	<sup>T</sup> S&R (Chpt. 3, pp. 55-60)	
(Sept. 13: Last day to add, drop w/out mark of “W” and full refund; Change enrollment to P/NP)				
Week 4	Sept. 16	Reliability & Validity	<sup>T</sup> S&R (Chpt. 3, pp. 60-72)	
	Sept. 18	Reliability & Validity (cont.)	-----	
Week 5	Sept. 23	Sampling	<sup>T</sup> S&R (Chpt. 4)	
	Sept. 25	Sampling (cont.)	-----	
Week 6	Sept. 30	<b>Exam I</b>		
	Oct. 02	Content Analysis	<sup>T</sup> S&R (Chpt. 7)	<b>BM#1</b> [Fri., 10/04]
Week 7	Oct. 07	Survey Research: Questionnaires and Interviews	<sup>T</sup> S&R (Chpt. 5)	
	Oct. 09	Survey Research (cont.)	-----	
(Oct. 11: Last day to drop w/out mark of “W” on transcript; Change P/NP to letter grade)				
<b>October 10-11 Fall Recess</b>				
Week 8	Oct. 14	Experiments	<sup>T</sup> S&R (Chpt. 6)	
	Oct. 16	Experiments	-----	
Week 9	Oct. 21	Hypothesis Testing	<sup>T</sup> S&R (Chpt. 8)	
	Oct. 23	Describing Quantitative Data SPSS: Descriptives/Frequencies	<sup>T</sup> S&R (Chpt. 9)	<b>BM#2</b> [Fri., 10/25]
Week 10	Oct. 28	Reliability Analysis & Scale Summation SPSS: Inter-item Reliability (analysis, interp., write)	-----	
	Oct. 30	Correlation; SPSS: Correlation Analysis, $r$	<sup>B</sup> Weiss & Leets (Chpt. 9)	
Week 11	Nov. 04	<b>Exam II</b>		
	Nov. 06	Chi-square tests; SPSS: Chi-square, $\chi^2$	<sup>B</sup> Weiss & Leets (Chpt. 12)	
Week 12	Nov. 11	<b>No Class – Veteran’s Day</b>		
	Nov. 13	t-test; SPSS: t-test, $t$	<sup>B</sup> Weiss & Leets (Chpt. 6)	
(Nov. 15: Last day to drop a class w/ mark of “W”)				
Week 13	Nov. 18	Single-Factor Analysis of Variance (ANOVA), $F$	<sup>B</sup> Weiss & Leets (Chpt. 7)	
	Nov. 20	Multiple-Factor Analysis of Variance	-----	<b>BM#3</b> [Fri., 11/22]
Week 14	Nov. 25	Discussion: Analyzing & Interpreting Findings	-----	
	Nov. 27	<b>No Class – Thanksgiving Break</b>		
Week 15	Dec. 02	Limitations & Future Directions	-----	
	Dec. 04	Course Wrap-Up	-----	<b>ResPaper</b> [Fri., 12/06]
FINALS WEEK		Friday, December 13, 2024 (by 3:00 p.m.)		Exam III
		<sup>T</sup> Textbook (S&R)	<sup>B</sup> Brightspace Reading/Link	<sup>BM</sup> Benchmark

\*Course schedule/content subject to change at Instructor discretion