

CJT 665: *Quantitative Methods in Communication Research*

Fall 2014

**Mondays 3:30 – 6 pm
Classroom Building 333**

Brandi N. Frisby

Office Hours: Wednesday 3-5 pm, Friday 1-3 pm, by appt.

To set an appointment, please go to: <http://doodle.com/professorfris>

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COURSE DESCRIPTION

This course is designed to provide you with a sophisticated understanding of the philosophy, theory, design, and analysis of quantitative research in communication. During this course you will be exposed to a variety of methodological designs and statistical procedures to allow you to complete your own research projects during your time as a graduate student here at the University of Kentucky. How will you do this? You will achieve high levels of knowledge and skills through reading, critiques, quizzes, presentations, and exposure to the steps to complete a research study. Much of the learning in this class will take place using hands on practice with SPSS.

REQUIRED FOR CLASS

- Allen, M., Titsworth, S., & Hunt, S. K. (2009). *Quantitative Research in Communication*.
- Frey, L. R., Botan, C. H., & Kreps, G. L. (1999). *Investigating Communication: An Introduction to Research Methods*.
- APA Manual 6th edition.
- Laptop with SPSS capabilities – bring laptops to EVERY class (go to <http://download.uky.edu/> to download SPSS)
- PDFs posted to blackboard
- Data Sets (On days when we work with data, you should check your email for a data set)

RECOMMENDED FOR CLASS

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston, MA: Allyn and Bacon.

EXPECTATIONS AND POLICIES

Attendance

It is truly in your best interest to attend every class. Given the limited number of days that we have to meet, there should be NO unexcused absences. You should be on time and stay for the entire time during each class period. You may have 1 excused absence. If you choose to use the excused absences you should give advanced notice.

Participation

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and asking thought provoking questions. Your participation in the classroom is valued and benefits the entire classroom. The participation expectations extend to the hands-on practice that will take place during the course on laptops and with SPSS.

Written Work

As graduate students, you are expected to have developed a strong foundation in writing at this point in your academic career. Further, as graduate students, you are expected to demonstrate continued improvement of your writing skills. All papers must follow APA 6th edition. The writing style, mechanics, and content are equally important.

Team Work

You will be working on a research project as a team in this course. This experience should simulate a realistic collaborative research project. As a team, you will be expected to a) self-manage, direct, and motivate, b) negotiate conflict and differences, and c) contribute to the project equally.

Oral Presentations

As graduate students, you are expected to have developed a strong foundation in oral communication skills. Throughout the course, you will have multiple opportunities to demonstrate your oral communication competencies (e.g., classroom discussion, team presentation). Your oral presentations should consider the purpose, topic, audience, and message in order to effectively create shared meaning in a clear and concise manner.

Assignment Submission

All assignments should be submitted via Blackboard Assignments. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Blackboard application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments will be due before class begins.

Late/Make Up Work

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor. Due dates will not be arranged around due dates in other courses.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one

where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

ASSIGNMENT OVERVIEW

Given the time constraints of this course and the IRB approval process, it is extremely difficult to complete an entire research project in one semester. Instead, you will work with a partner or a team of no more than 3 people on a single coherent research idea. This idea should be conceptualized and used as the basis for each assignment in this class which will scaffold you toward a complete research proposal. For the purposes of this class, authorship will simply be alphabetical order. However, if the study is conducted following the conclusion of the semester, author order should be clearly established with the team. Students who expect to go into

academia are strongly encouraged to complete the study and submit to a conference, a journal, or to both outlets.

ASSIGNMENTS

IRB Certification (individual grade)

On the first day of class, you will submit your IRB completion certificate. IRB training can be completed by going here: <https://www.citiprogram.org/>

Quizzes (individual grade)

At the beginning of four classes, you will take a quiz to help synthesize and demonstrate understanding of the materials from previous classes. The quiz questions will may be multiple choice, short answer, conceptual or applied, and in some cases may simulate miniature comprehensive exam questions. Each quiz will be cumulative, and you will have up to one hour to complete the question(s). Your laptop is required for every quiz day. Not bringing a laptop will result in an automatic 0.

Conceptualization and Hypothesis/Research Question Rationale (Partner/team Paper)

First, you will each individually conceptualize one of the variables of interest in your study in 1-2 paragraphs. Second, you will write another 1-2 paragraph rationale for either a research question or hypothesis that is posed in the study using your conceptualized variable. For a research question, a good rationale describes what is already known, highlights what is not known, and acknowledges that there is not enough information to develop a hypothesis. The rationale for a RQ should sound more exploratory in nature. For a hypothesis, you should review relevant literature that demonstrates what we already know while logically leading the reader/presenting an argument for your hypothesis. This should be no more than 3-4 pages (partner paper) or 4-5 pages (team paper).

Operationalization Paper (partner/team paper)

Research and select a scale to measure each variable you have conceptualized in the previous assignment. Write about one page per scale defending the selection of this scale demonstrating that the operationalization matches your conceptualization and that the scale is reliable and valid. Include a copy of the scales with your paper. This will be 2-3 pages for partners or 3-4 pages for teams.

Research Proposal and Presentation (partner/team paper and presentation)

First, each proposal will be submitted in a 10-12 page document including a literature review/rationale, proposed method, and data analysis plan. The proposal should be presented to the entire class in a conference style presentation in 10-12 minutes (for partners) or 12-14 minutes (for teams). The presentation should establish social significance, lead the audience through a logical rationale that builds to the research questions and/or hypotheses, presents the methods, and stimulates discussion of limitations, future directions, and potential implications of the research. Each presentation will be followed by a question and answer session where at least 3 questions should be fielded by the presenters.

GRADING

When grading assignments and projects for a course, it is only possible to grade an actual product. Similarly, putting in a certain amount of time or “effort” on a project does not guarantee a high grade. Only meeting the established criteria can earn an acceptable grade (C). If you intend to earn higher than a C, then this will constitute above average (B) or excellent (A) work

that exceeds expectations. Further, I do not GIVE grades, you EARN grades. Thus, do not ask me to bump a grade or offer extra credit to improve your grade.

IRB certification	10	
Quizzes	4 @ 10 points each	
Conceptualization, Hyp/RQ Rationale	50	
Operationalization Paper	50	
Research Proposal	100	
Final Presentation	50	
TOTAL	300	

TENTATIVE SCHEDULE

QRC = Allen et al.; IC = Frey et al.; NW = Number to Words (PDFs on Blackboard);
DS = data set; LT = Laptop required

DATE	TOPIC	ASSIGNED READING/DUE
Sept 8	Intro, Studying Communication, Ethics	IRB CERTIFICATE DUE QRC 1; IC 1 & 6
Sept 15	Hypotheses and Research Questions; Variable Levels	IC 2, 3, and 4
Sept 22	Recruitment, Sampling, and Data Collection	IC 5
Sept 29	Reliability and Validity	CONCEPTUALIZATION AND RATIONALE DUE IC 5; NW 4
Oct 6	Non-Experimental Designs	QUIZ 1; IC 8
Oct 13	Experimental Design	OPERATIONALIZATION PAPER DUE; IC 7
Oct 20	Cleaning Data, Creating Composites, Calculating Reliabilities, Preparing to Analyze	QUIZ 2; DS and LT
Oct 27	Correlation and Descriptive Statistics	IC 11, 12, & 14; QRC 9; NW 3 & 5; DS and LT
Nov 3	Chi-Square and T-tests	QUIZ 3 IC 13; QRC 3 & 8; NW 6 & 7 (p. 51-54); DS and LT
Nov 10	ANOVA and MANOVA	IC 13; QRC 4, 5, & 7; NW 7 (p. 55-68); DS and LT
Nov 17	Regression and Repeated Measures	IC 14; QRC 10; NW 7 (p. 69-76) ; DS and LT
Nov 24	Overview of Other Tests, Writing A Research Report/ In Class Work Day	QUIZ 4 NW 2 & 8; APA: pp. 25-50; LT
Dec 1	FINAL PRESENTATIONS	
Dec 8	FINAL PRESENTATIONS	FINAL RESEARCH PROPOSALS