

# CJT 665-002: Quantitative Methods in Communication Research

Fall 2016

Class Time: Tuesday 2:00 - 4:45 p.m.

Room: 210, Kastle Hall Building

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## COURSE DESCRIPTION & OBJECTIVES

This course provides you with a critical framework for evaluating quantitative methodologies of communication research. The emphasis of this course will be on the research process, concepts and issues of research design, and methods of data collection. Topics covered in this course include measurement, sampling, content analysis, survey and experimental design, and data analysis. Upon successful completion of this course, you will be able to develop how research questions are translated into a research project. Specifically, you will demonstrate how to select an appropriate quantitative research technique, develop measures, draw a sample, conduct data analysis using SPSS, interpret results, as well as write and revise scholarly communication research papers. There are no assumptions about students' previous work in statistics or research methods.

## READINGS/MATERIALS

### [REQUIRED]

- Wimmer, R. D., & Dominick, J. R. (2014). *Mass media research: An introduction* (10<sup>th</sup>), Cengage. (available through Amazon.com)
- Laptop with SPSS capabilities (go to <https://download.uky.edu/>)

### [RECOMMENDED]

- Green, S. B. & Salkind, N. J. (2013). *Using SPSS for Windows and Macintosh* (7<sup>th</sup>), Pearson. (available through Amazon.com)
- Knapp, M. L., & Daly, J. A. (2004). *A guide to publishing in scholarly communication journals* (3<sup>rd</sup>). Routledge. [available free through UK Libraries eBook Collection (EBSCOhost)]

- Research methods: <http://methods.fullerton.edu/>
- Statistics: <http://davidmlane.com/hyperstat/>  
<http://www.robertniles.com/stats/>

## EVALUATION

Your final grade will be based on your performance using the following weight system:

<b>Class Participation</b>	<b>5%</b>
<b>Article Presentation</b>	<b>10%</b>
<b>Individual Assignments</b>	<b>25%</b>
CITI Certification	(5%)
Journal Article Reflection	(5%)
Statistical Problem Sets	(15%)
<b>Mid-Term Exam</b>	<b>20%</b>
<b>Research Proposal</b>	<b>40%</b>
Introduction	(5%)
Literature Review	(5%)
Methodology	(5%)
Final Research Paper	(20%)
Research Paper Presentation	(5%)
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Total Grade	100%
A	90-100%
B	80-89.999%
C	70-79.999%
D	60-69.9999%
F	below 59.999%

**Note:** Please note that there is no rounding up. There are no exceptions. I am happy to discuss my comments and grading procedures, but grades are not negotiable. Adjustments will be made only in the case of a mathematical error. Applying subjective standards after the fact in order to bolster your grade is unfair to your classmates and, therefore, will not occur.

- 1) **Class Participation:** You are expected to attend all class sessions. You should be prepared to read the required readings for the week and actively participate in class discussions. Your attendance, comments, and questions will be used to evaluate class participation. Please note that the University AR says that if a student has excused absences in excess of one-fifth of the class contact hours for that course, he or she has the

right to petition for a "W," and the Instructor may require the student to petition for a "W" or take an "I" in the course [US: 2/9/87; RC: 11/20/87]. Students must notify the professor of absences prior to class when possible. Excused absences include (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to be "reasonable cause for nonattendance" by the professor. And students may be asked to verify their absences in order for them to be considered excused (Senate Rule 5.2.4.2.). Appropriate notification of absences due to university-related trips is required to prior to the absence.

- 2) **Article Presentation:** You will have a 20-minute presentation of the assigned academic readings. The presentation will include a summary of the article and pose discussion questions regarding quantitative research methodologies.
- 3) **Individual Assignments:** You will be required to complete several individual assignments including CITI certification, journal article reflection, and statistical problem sets. Assignments must be turned in at the start of the class period they are due or they are not accepted.

#### ***CITI Certification***

You will submit your CITI (collaborative IRB training initiative) completion certification (see [http://www.uky.edu/~clthyn2/PS671/42-CITI\\_instructions.pdf](http://www.uky.edu/~clthyn2/PS671/42-CITI_instructions.pdf)).

You can complete it by pointing your web browser to:

<https://www.citiprogram.org/>

#### ***Journal Article Reflection***

You will find a quantitative empirical article (survey, experiment, or content analysis) in scholarly communication journals in your area of interest and write your reflective responses to the following items: (1) justification of the study, (2) hypotheses or research questions, (3) key variables that were mentioned in the hypotheses or research questions, (4) operational definitions of the variables, and (5) level of measurement used to quantify the variables.

#### ***Statistical Problem Sets***

There are several statistical problem sets in this class. More details will be provided at a later date.

- 4) **Mid-Term Exam:** A mid-term exam will be designed to test your knowledge and application of the main ideas covered in reading materials, lecture notes, and class discussions.

- 5) **Research Proposal:** You are expected to submit a research proposal on a novel and important question or topic of your interest. You will write a total of four papers that will be revised and incorporated into a final research proposal. Each paper will be an introduction touching on rationale, purpose and relevant theory/literature; state research questions and/or hypotheses; well-defined methods section; expected results; and theoretical and/or practical implications discussed.

## **COURSE POLICIES**

### **Policy on Classroom Behavior**

You are expected to treat the instructor and other students with RESPECT. Behavior in the classroom that impedes teaching and learning is considered disruptive and, therefore, is subject to sanctions. The purpose of these sanctions is to create and protect an optimal learning experience. Disruptive behavior in the classroom includes, but is not limited to, persistent speaking without permission, engaging in activities not related to the class, inappropriate use of electronic devices, cell phones, or pagers, sleeping in class, chronically entering class late or leaving early, eating/drinking in class without permission, disputing authority and arguing with faculty and other students, and any behavior that puts the health or safety of the instructor or other students in the classroom in jeopardy.

### **No Late Assignments Will Be Accepted for Any Reason.**

Late assignments cannot be accepted because the assignments are discussed in class. Please anticipate schedule conflicts and submit papers early if necessary.

### **No Make-Up Exam**

There is no make-up exam. Any student who misses an exam will automatically RECEIVE A ZERO for that exam. Extremely exceptional cases in which the university officially recommends a make-up be given will be considered.

### **Policy on Scholastic Dishonesty**

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test or assignment. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including a failing grade (Grade: F) in the course and/or dismissal from the University. Complete information can be found at <http://www.uky.edu/Ombud>. A plea of

ignorance is not acceptable as a defense against a charge of academic dishonesty. It is important that you review this information, for all ideas borrowed from others need to be properly credited.

### **Diversity**

As with any course at the University of Kentucky, we will conduct this class with respect for each individual and an appreciation of diverse points of view. We at the UK School of Journalism and Telecommunications believe that promoting a diverse educational environment and society is vitally important. People of all ages, ethnicities, races, religions, gender orientations, sexual identities, socio-economic circumstances, abilities, talents, occupations, political persuasions, and beliefs have equal standing and much to share. We believe that lives are fuller, and that our society is stronger and more just, as a result of diverse and mutually beneficial encounters. Protecting our diversity is at the very core of our country's ideals, as expressed in Constitution of the United States of America, starting with the five freedoms of religion, speech, press, assembly, and petition. We believe that understanding and appreciating the rich tapestry of our society, which is woven with threads of many colors, is especially important to students of integrated strategic communication because (a) the media play a pivotal role in our society and (b) our activities are directed less toward mass markets and more toward niche markets, which have unique wants, needs, and characteristics. If we are to succeed in our professions, we must move beyond our prejudices and preconceptions to address these specialized markets on their terms.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

## Tentative Class Schedule

DATE	TOPIC	Readings/Assignments
8/30	Course Overview Science and Research Ethics	Syllabus Wimmer & Dominick: Ch. 1 and 3
9/6	Elements of Research	Wimmer & Dominick: Ch. 2  [1] Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. <i>Journal of the Academy of Marketing Science</i> , 29 (4), 405-415.  <b>CITI Certification Due</b>
9/13	Measurement Reliability and Validity	Wimmer & Dominick: Ch. 2  [2] Soh, H., Reid, L. N., & King, K. W. (2009). Measuring trust in advertising: Development and validation of the ADTRUST scale. <i>Journal of Advertising</i> , 38 (2), 83-103.  <b>Journal Article Reflection Due</b>
9/20	Sampling	Wimmer & Dominick: Ch. 4  [3] Cho, C-H., & Cheon, H. J. (2005). Children's exposure to negative internet content: Effects of family context. <i>Journal of Broadcasting &amp; Electronic Media</i> , 49 (4), 488-509.
9/27	Experimental Research	Wimmer & Dominick: Ch. 9  [4] Yan, C., Dillard, J. P., & Shen, F. (2010). The effects of mood, message framing, and behavioral advocacy on persuasion. <i>Journal of Communication</i> , 60 (2), 344-363.  [5] White, K., MacDonnell, R., & Dahl, D. W. (2011). It's the mind-set that matters: The role of construal level and message framing in influencing consumer efficacy and conservation behaviors. <i>Journal of Marketing Research</i> , 48 (3), 472-485.  <b>Paper #1 Due: "Introduction"</b>

10/4	Survey Research	Wimmer & Dominick: Ch. 7 and 8  [6] Graham, M. W., Avery, E. J., & Park, S. (2015). The role of social media in local government crisis communications. <i>Public Relations Review</i> , 41 (3), 386-394.  [7] Sung, Y., Gregorio, F. D., & Jung, J-H. (2009). Non-student consumer attitudes towards product placement: Implications for public policy and advertisers. <i>International Journal of Advertising</i> , 28 (2), 257-285.
10/11	Content Analysis	Wimmer & Dominick: Ch. 6  [8] Paek, H-J., Kim, S., Hove, T., & Huh, J. Y. (2014). Reduced harm or another gateway to smoking? Source, message, and information characteristics of E-cigarette videos on Youtube. <i>Journal of Health Communication</i> , 19 (5), 545-560.  [9] Park, H., Reber, B. H., & Chon, M-G. (2016). Tweeting as health communication: Health organizations' use of Twitter for health promotion and public engagement. <i>Journal of Health Communication</i> , 21 (2), 188-198.
10/18	Mid-Term Exam	
10/25	Descriptive Analysis and Hypothesis Testing Introduction to SPSS	Wimmer & Dominick: Ch. 10 and 11  <b>Paper #2 Due: "Literature Review"</b>
11/1	Data Analysis (Chi Square)	Wimmer & Dominick: Ch. 12
11/8	Data Analysis (T-test and ANOVA/ANCOVA)	Wimmer & Dominick: Ch. 12
11/15	Data Analysis (Correlations and Regression)	Wimmer & Dominick: Ch. 12  <b>Paper #3 Due: "Methodology"</b>
11/22	Research Project Day	
11/29	Research Project Day	
12/6	Final Presentation	<b>Paper #4 Due: "Final Research Paper"</b>