

CJT 665: *Quantitative Methods in Communication Research*

Fall 2012

Mondays 3:30 – 6 pm

Grehan 223

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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 the partial completion of a research study. While the time constraints of a semester do not allow you to design and complete an entire study, you will have the opportunity to apply what you are learning to completing a method and results section of a study. Much of the learning in this class will take place using hands on practice with SPSS.

REQUIRED FOR CLASS

Gliner, J. A., Morgan, G. A., & Leech, N. L. (2009). *Research methods in applied settings: An integrated approach to design and analysis*. (2nd Ed.). New York, NY: Routledge.

APA Manual 6th edition.

Laptop with SPSS capabilities – **Look for LT designation for days that laptops are required in class

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 2 excused absences. If you choose to use the excused absences you should give advanced notice and complete an additional assignment.

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 (at least 48 hours notice). 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.

ASSIGNMENTS AND EVALUATION

MAJOR PROJECT

During this class, you will gain both conceptual and hands on knowledge of method design and data analysis. Given the limited time available in a semester and the often lengthy IRB approval

process, you will be joining a project that has been IRB approved specifically for this class. Each assignment for the course will be relevant to the specific research project, giving you the opportunity to demonstrate the knowledge and skills you gain in this class. At the conclusion of the class, it is expected that you will follow through on finalizing the project for submission to a journal, on which you will be a co-author. You have the following studies to choose from:

Study One: Rapport and Classroom Participation Anxiety

Using face threat and facework theories, this study will examine four types of classroom participation anxiety. Specifically, it will examine whether building rapport with a teacher is a face support strategy that has the ability to alleviate participation anxiety as a face threat, leading to greater participatory behavior in the college classroom.

Study Two: Student Perceptions of Student Self-Disclosures in the Classroom

This study will be framed by expectancy violations theory and will examine student perceptions of other students who self-disclose in the classroom. The study will use scenario research to experimentally manipulate the student disclosure on relevance, frequency, and valence. Student participants will evaluate the student discloser on academic competence, social attractiveness, task attractiveness, and classroom distraction.

Study Three: Instructor Perceptions of Student Self-Disclosures in the Classroom

This study will be framed by expectancy violations theory and will examine instructor perceptions of students who self-disclose in the classroom. The study will use scenario research to experimentally manipulate the student disclosure on relevance, frequency, and valence. Instructor participants will evaluate the student discloser on academic competence, social attractiveness, task attractiveness, and classroom distraction.

Study Four: Development and Validation of a Quality Participation Scale

This study will extend upon previous research by attempting to differentiate between quantity and quality of participation through the testing of a newly created scale. Specifically, students will complete a survey about their willingness to communicate, participatory motives, participation quantity, and participation quality to provide data for reliability, convergent, and discriminant validity analysis.

TENTATIVE STUDY TIMELINE

Week One – All students must have obtained IRB certification and submitted copies of certificates to me. Go here: http://www.research.uky.edu/ori/ORIForms/42-CITI_instructions.pdf

Week Three – survey should be entered in qualtrics

Week Four – begin participant recruitment

Week Eight – All Data should be collected and ready to begin analysis

Week Nine – Twelve – Data Analysis, Method and Results

ASSIGNMENTS

Quizzes

At the beginning of five classes, you will take a quiz over the materials from the previous classes and the reading assigned for that day. This quiz may test knowledge (e.g., recall) and/or skills (e.g., SPSS analysis, writing results). Each quiz is worth 20 points for a total of 100 points (individual grade).

Measure Profile

You will be responsible for becoming an expert on one of the measures being used in your group study. You will develop a profile on the measure that includes five major sections: 1) conceptualization of the construct 2) development of the measure, 3) reliability, 4) validity, and 5) critique. You will develop a one page handout, bring copies for the class, and present about the measure for 7-10 minutes. The handout and presentation is worth 50 points (individual grade).

Method Critique

You will choose one study that used your measure and critique the overall method of the study. You will be asked to critique the research methods employed, including design features; participant recruitment; operationalization of concepts; internal and external validity; methods of data analysis; study inferences and conclusions, etc. You will also be asked to offer revisions which address what you consider to be the major flaws/problems in the study. The paper should be 4-6 pages long and is worth 50 points (individual grade).

Method and Results Section

Your team will work together to write the entire method and results section of your research project following APA guidelines for writing a research report. The method section should include three major sections: 1) participants, 2) procedures, and 3) instrumentation. The results section should include two sections: 1) data analysis plan, and 2) analysis of research questions and hypotheses. The method and results should be 5 – 6 pages long and is worth 100 points (group grade).

Final Presentation

Together, your team will present the entire study in a conference style presentation. The team will have 12-15 minutes to present. Each person must speak and a powerpoint is required. The presentation should lead the audience through a logical rationale that builds to the research questions and/or hypotheses, presents the results, and stimulates discussion of limitations, future directions, and 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. This presentation is worth 50 points (40 points group, and 10 points individual).

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.

Quizzes	100 (5 @ 20 points each)	29%
Measure Profile	50	14%
Method Critique	50	14%
Method and Results	100	29%
Final Presentation	50	14%
TOTAL	350	100%

Individual = 210 points, 60% of Final Grade, Group = 140 points, 40% of Final Grade

TENTATIVE SCHEDULE

RM = Research Methods in Applied Settings; NtoW = Number to Words (PDFs on Blackboard)

DATE	TOPIC	ASSIGNED READING/DUE
Aug 27	Intro, Studying Communication, Ethics	IRB CERTIFICATE DUE RM: Ch. 1, 2, and 14
Sept 3	NO CLASS – LABOR DAY	
Sept 10	Hypotheses and Research Questions, Variable Levels	SURVEY COMPLETE QUIZ 1 (LT) RM: Ch. 3
Sept 17	Recruitment, Sampling, and Data Collection	RM: Ch. 9 and 13
Sept 24	Reliability and Validity	RM: Ch. 8, 11, 12 NtoW: Ch. 4 (LT)
Oct 1	Non-Experimental Designs	QUIZ 2 (LT)
Oct 8	MEASURE PROFILE PRESENTATIONS	MEASURE PROFILE DUE RM: Ch. 7
Oct 15	Experimental Design	RM: C. 5 and 6
Oct 22	Correlation and Descriptive Statistics	QUIZ 3 RM: Ch. 10 and 21 NtoW: Ch. 3 and 5 (LT)
Oct 29	Chi-Square and T-tests	METHOD CRITIQUE DUE RM: Ch. 20 and 21 NtoW: Ch. 6 and 7 (p. 51-54) (LT)
Nov 5	ANOVA and MANOVA	QUIZ 4 RM: Ch. 20 and 22 NtoW: Ch. 7 (p. 55-68) (LT)
Nov 12	Regression and Repeated Measures	RM: Ch. 19 and 22 NtoW: Ch. 7 (p. 69-76) (LT)
Nov 19	Overview of Other Tests, Writing A Research Report	RM: Ch. 27 NtoW: Ch. 2 and 8 (LT)
Nov 26	Presenting results visually/In-Class Work Day	QUIZ 5 APA: pp. 25-50 (LT)
Dec 3	FINAL PRESENTATIONS	METHOD AND RESULTS DUE, FINAL PRESENTATIONS