

# **CJT 665: *Quantitative Methods in Communication Research***

**Fall 2013**

**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**

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 6<sup>th</sup> edition.

Laptop with SPSS capabilities – bring laptops to EVERY class (go to <https://download.uky.edu/>)

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 6<sup>th</sup> 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 your project, giving you the opportunity to demonstrate your knowledge and skills. You have the following studies to choose from:

*\*Study One: Adult Children's Use of Humor to Cope with Parental Divorce*

This study will be framed by resilience and humor to cope theoretical frameworks which talk about ways in which some people demonstrate resilience in trying life events. This study will examine how individuals used humor to cope with their parents' divorce to examine potential differences in physical and psychological well-being and satisfaction.

*\*Study Two: Instructor Perceptions of Rapport with Students and Professional Outcomes*

This study will be framed by relational goals theory and will examine instructor perceptions of rapport they have with their students. The study will examine if, and how, instructor-student rapport may influence important outcomes such as burnout, job satisfaction, job morale, job-related stress, and self-perceived teaching efficacy.

*\*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 student classroom disclosures. Using scenario research, disclosure will be manipulated on relevance, frequency, and valence. Instructor participants will rate students on EVT, academic competence, social and task attractiveness, and distraction.

*\*Study Four: Student Perceptions of Online Learning, Social Presence, and Instructor Clarity*

Framed by social presence theory, this study will examine 4 online conditions where presence and clarity are manipulated (2x2). This team will examine different perceptions of instructor credibility, quiz performance, perceived cognitive learning, CMC apprehension, and student interest. Students will attend a lab session where they will watch the lecture video, interact on a live chat, and complete a survey.

*Study Five: Relational Maintenance, Flirting, and Affinity Seeking in Marital Relationships*

This study is framed by relational maintenance theories. Specifically, it examines how affinity seeking behaviors, flirtation, and relational maintenance behaviors potentially differentiate between satisfied/unsatisfied and committed/uncommitted marriages.

*Study Six: Predicting Quantity vs. Quality Participation*

This study will attempt to differentiate between quantity and quality of participation and to predict who will participate in a high quantity vs. high quality way. Specifically, students will complete a survey about their willingness to communicate, communication motives, participation quantity, participation anxiety, and participation quality.

**\*Ph.D. students are required to choose a study marked by an asterisk. M.A. students are free to choose from any study on the list.**

**Authorship:** You will each be listed as a co-author on this project in a way that is consistent with the work that you put into the project during and after class.

**Post-CJT 665 Expectations:** At the conclusion of the class, you will have the opportunity (but are not required) to continue working on the project for submission to (a) the graduate student symposium, (b) NCA, and (c) a journal. You will never lose authorship, but author order may change after class commensurate with the work produced after class ends.

**Potential Outlet:** The annual Communication Graduate Student Association Symposium is a student-sponsored event designed for graduate students to gain experience delivering a conference-style presentation of their research. Original research (completed studies and proposals), thematic reviews of literature, and theoretical essays/position papers may be submitted for presentation. This is also an excellent opportunity to receive additional feedback on your work prior to submitting to a professional conference. (NCA's deadline is usually the end of March!) Dates and submission information are below.

Deadline for Submissions: 11:59pm Friday, January 17<sup>th</sup>

Date of Symposium: Friday, February 21<sup>st</sup>

How to Submit: Send blind manuscripts (i.e., all author identifying information has been removed from the document) to [marjorie.buckner@uky.edu](mailto:marjorie.buckner@uky.edu).

## **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](http://www.research.uky.edu/ori/ORIForms/42-CITI_instructions.pdf)

Week Four – begin participant recruitment (if needed)

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 four classes, you will take a quiz to help synthesize and demonstrate understanding of the materials from previous classes. The quiz questions will simulate miniature comprehensive exam questions. Each quiz will be open-ended, cumulative, and you will have up to one hour to complete the question. Each quiz is worth 25 points for a total of 100 points (individual grade).

### **Hypothesis/Research Question Rationale**

You will write a one paragraph rationale for either a research question or hypothesis that is posed in the study your group is conducting. 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 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. Each person in the group should only write the rationale for one research question or hypothesis. The paragraph and RQ/Hyp is worth 50 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 either a) used your measure or b) examined a similar context as your study. You should 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 and to briefly justify how this article informs your own group 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 15-20 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 (4 @ 25 points each)	25%
Hyp/RQ Rationale	50	12.5%
Measure Profile	50	12.5%
Method Critique	50	12.5%
Method and Results	100	25%
Final Presentation	50	12.5%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

Individual = 260 points, 65% of Final Grade, Group = 140 points, 35% of Final Grade

## TENTATIVE SCHEDULE

QRC = Allen et al.; IC = Frey et al.; NW = Number to Words (PDFs on Blackboard)

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNED READING/DUE</b>
Sept 9	Intro, Studying Communication, Ethics	<b>IRB CERTIFICATE DUE</b> QRC 1; IC 1 & 6
Sept 16	Hypotheses and Research Questions	IC 2 & 3
Sept 23	Variable Levels	IC 4; Hornsey, Gallois, & Duck PDF
Sept 30	Recruitment, Sampling, and Data Collection	<b>QUIZ 1</b> IC 5 (LT)
Oct 7	Reliability and Validity	<b>RATIONALE DUE</b> IC 5; NW 4; Kimberlin & Winterstein PDF (LT)
Oct 14	Non-Experimental Designs	IC 8 ; DeCoster & Lichtenstein PDF
Oct 21	<b>MEASURE PROFILE PRESENTATIONS</b>	<b>MEASURE PROFILE DUE</b>
Oct 28	Experimental Design	<b>QUIZ 2</b> IC 7
Nov 4	Correlation and Descriptive Statistics	IC 11, 12, & 14; QRC 9; NW 3 & 5 (LT)
Nov 11	Chi-Square and T-tests	IC 13; QRC 3 & 8; NW 6 & 7 (p. 51-54) (LT)

Nov 18	ANOVA and MANOVA	<b>QUIZ 3</b> IC 13; QRC 4, 5, & 7; NW 7 (p. 55-68) (LT)
Nov 25	Regression and Repeated Measures	<b>METHOD CRITIQUE DUE</b> IC 14; QRC 10; NW 7 (p. 69-76) (LT)
Dec 2	Overview of Other Tests, Writing A Research Report/ In Class Work Day	<b>QUIZ 4</b> NW 2 & 8 APA: pp. 25-50 (LT)
Dec 9	<b>FINAL PRESENTATIONS</b>	<b>METHOD AND RESULTS DUE, GIVE FINAL PRESENTATIONS</b>