| **Class Days/Times**: W, 5:30-8:15 | **Class Location**: Zoom |
| --- | --- |
| **Instructor**: Adam S. Kahn, Ph.D.  (You’re welcome to call me Adam) | **Office**: AS-354 (unlikely to be on campus this semester) |
| **Phone**: (562) 985-7130 (I do not check voicemail) | **Email**: Adam.Kahn@csulb.edu |
| **Office Hours**: Tu/Th, 11:00-12:00 and by appointment (very flexible for MA students) | **Prerequisites**: COMM 307 (or equivalent) and COMM 546 |

## Course Description

## Empirical research methodologies applied to communication research; theory and design of scientific research; analysis of findings; computer applications; research report required.

## Student Learning Objectives

Upon successful completion of this course, students will be able to:

1. Critically evaluate the social scientific research process.
2. Design a scientific research study and collect data using a quantitative communication research method.
3. Develop testable hypotheses of relationship and difference.
4. Identify issues that threaten studies’ reliability and validity.
5. Employ basic descriptive statistics: measures of central tendency (mean, median, mode) and measures of dispersion (range, variance, standard deviation).
6. Successfully conduct basic statistics related to tests of different or association, including at a minimum t-tests, ANOVAs, correlations.
7. Appropriately write up results of analyses listed in SLO #6 using APA guidelines and formatting.

## Required Texts, Readings, and Technolgies

### Books

American Psychological Association. *Publication manual of the American Psychological Association*. (Must be read in its entirety by Week 5)

Field, A. (2018). *Discovering statistics with IBM SPSS* (5th ed.). SAGE. (*DS* on syllabus)

Note: unless otherwise mentioned in class, you should only read sections noted with one bar or two bar icons (see page xvii of book for more information)

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods* (2nd ed.). Allyn and Bacon. (*IC* on syllabus)

### Other Readings

All other readings will be posted to BeachBoard. Most will be journal articles by CSULB Communication Studies faculty (listed on the syllabus as the Faculty Spotlight), but some will be other supplemental reading I think you will find helpful.

### Required Technologies

For this class you will need

* IBM SPSS Statistics 27, which can be accessed one of two ways
  + You can download it from the Software Depot and install it on a desktop/laptop running either Windows or MacOS.
  + You can access it via the Student Virtual Lab, which can be installed on a variety of different devices and operating systems with certain minimum technology requirements.
  + For either method, log in to Single Sign-On and select the corresponding (Software Deport or Student Virtual Lab) chiclet
* Qualtrics, which is available free to all CSULB students, and is accessed via a web browser

You my also need (we may or may not use them)

* [G\*Power](https://www.psychologie.hhu.de/arbeitsgruppen/allgemeine-psychologie-und-arbeitspsychologie/gpower.html), a program for Windows and Mac that does statistical power analysis
* The [PROCESS Macro](https://www.processmacro.org/index.html) for SPSS
* If anybody does not have a desktop or laptop computer running Windows or Mac OS, let me know because I may need to ask the university to add them to the Student Virtual Lab

## Course Schedule

| **Week** | **Date** | **Topics, Readings, Assignments** |
| --- | --- | --- |
| 1 | 1/20 | Ways of Knowing and the Research Process  *IC*, Chs. 1 and 6  *DS*, Ch. 1 (sections 1.1-1.3 only)  Craig, 1999  Ramasubramanian & Banjo, 2020  Faculty Spotlight  Kahn & Cargile (initial draft, peer review, and revision in progress) |
| 2 | 1/27 | From Theory to Hypotheses  *IC*, Chs. 2 and 3 (much of Ch. 3 is outdated but still good to look over)  *DS*, Chs. 1 (sections 1.4-1.6.1 only) and 11 (sections 11.3.1 and 11.4.1 only)  Faculty Spotlight  Abrams, Bippus, & McGaughey, 2015  Bippus & Young, 2020  Bolkan, Goodboy, & Myers, 2017  (You may also want to review Chs. 1-3 of *An Integrated Approach to Communication Theory and Research* from COMM 546)  **Complete** [**CITI online training**](https://www.csulb.edu/sites/default/files/u57931/instructions_on_how_to_complete_citi_online_training.pdf) |
| 3 | 2/3 | Concepts and Measurement  *IC*, Ch. 4  *DS*, Ch. 1 (sections 1.6.2-1.7 only)  Nass & Mason, 1990  Fox & McEwan, 2017  Faculty Spotlight  Kahn et al., 2015  Kahn, Ratan, & Williams, 2014  Russell & Smith, 2017  **Research Idea Development Due** |
| 4 | 2/10 | Tools of the Trade: SPSS and Qualtrics  *DS*, Ch. 4 |
| 5 | 2/17 | Reliability, Validity, and Sampling  *IC*, Ch. 5  *DS*, Ch. 18 (sections 18.9-18.12 only)  Afifi & Cornejo, 2020  Faculty Spotlight  Bolkan, 2016  Boren & McPherson, 2018  Cargile & Kahn, 2019  APA Manual should have been read in its entirety by this date  **Draft Introduction and Possible Variable Operationalizations Due** |
| 6 | 2/24 | Surveys  *IC*, Ch. 8  Faculty Spotlight  Bolkan & Griffin, 2017  Kahn & Williams, 2016  Russell, Smith, & Quaack, 2020 |
| 7 | 3/3 | Experiments  *IC*, Ch. 7  Faculty Spotlight  Bolkan, Griffin, & Goodboy, 2018  Cargile, 2016  Kahn & Martinez, 2020  **Revised Introduction and Possible Variable Operationalizations Due** |
| 8 | 3/10 | Content Analysis, Interaction Analysis, and Evaluation Research  *IC*, Ch. 9 (pp. 236-252 only)  Babbie, Ch. 12  Faculty Spotlight  Allen, 2002  Qian & Mao, 2010  Rodriguez, Rich, Hastings, & Page, 2006  **Draft Method and Qualtrics Due**  **Take Home Midterm Out** |
| 9 | 3/17 | Describing, Visualizing, and Exploring Data  *IC*, Ch. 11  *DS*, Chs. 1 (sections 1.8-1.9 only) and 5  **Take Home Midterm Due** |
| 10 | 3/24 | Hypothesis Testing and Parameter Estimation  *IC*, Ch. 12  *DS*, Chs. 2, 3, and 6  **Revised Method and Qualtrics Due** |
| 11 | 3/31 | **Spring Break** |
| 12 | 4/7 | Correlation and Regression  *IC*, Ch. 14  *DS*, Chs. 8, 9, and 11 (section 11.5 only) |
| 13 | 4/14 | *T*-tests and One-Way ANOVA  *IC*, Ch. 13  *DS*, Chs. 10 and 12 |
| 14 | 4/21 | Categorical Data and Other Statistical Topics (TBD)  *DS*, Ch. 19 (sections 19.1-19.8 only) and additional material TBD |
| 15 | 4/28 | Disseminating Research and Other Statistical Topics (TBD)  *IC*, Ch. 15  *DS* reading TBD |
| 16 | 5/5 | **In-Class Portion of Final Exam**  **Take Home Portion of Final Exam Out** |
| **Final Exam Week** | 5/12  5:00-7:00 | **Final Presentations**  **Final Paper Due**  **Take Home Portion of Final Exam Due** |

## Course Policies and Requirements

### Reading, Preparation, and Class Participation

While there may be a lot of reading and I expect that you will at least peruse everything I assign, as a MA students, you need to make a determination for yourself as to how much time you want/need to spend on different readings in order to prepare for class time and/or master the material. Some of you may want to read with great care, while others of you may choose to only skim (either because you feel you know the material well or because you are finding the something unhelpful). I’ll also be sure to let you know a week ahead of time of what you should be focusing on in the assigned readings for the next class session. As MA students, I expect active participation both in terms of comments and questions. While I do not expect you will always understand things right away, I expect that if you do not understand something, you will ask for clarification and/or come to office hours. Without any questions (or comments to indicate confusion), I might incorrectly assume you understand the material.

### Research Project

Either individual or in pairs, to learn how to design and conduct quantitative research (SLO #2), you will complete an empirical study. In light of COVID-19, this will have to be an online study using an undergraduate subject pool consisting of students from sections of COMM 200, 306, and 307. The different parts of the project will be submitted as drafts along the way for feedback and will result in a full-length paper and class presentation during the class final exam period. Receiving full credit on the paper is contingent on integrating the feedback I give you along the way. I will take care of the bulk of the work in getting final IRB approval (we already have initial approval), but to make that happen, you will need to complete the [CITI online training](https://www.csulb.edu/sites/default/files/u57931/instructions_on_how_to_complete_citi_online_training.pdf) by Week 2. The drafts of the paper submitted for feedback will be ungraded but will carry a 1 point penalty (subtracted from your final class grade) if they are submitted late (without a prearranged extension). You are strongly encouraged to submit these drafts well in advance of the deadline, as the sooner you have things solidified, the sooner you can begin data collection. For the drafts you receive feedback on, nothing should be plagiarized else you will receive a 0 for the class; however, if you realize through Turnitin that a draft needs correction, you should let me know that you intend further revision before I give you feedback (in which case there will be no penalty).

### Research Project Submissions Along the Way

Week 3: Research Idea Development

Either

* If you want to build upon the work you did in COMM 546, submit your 546 literature review, research proposal, a summary of Dr. Cargile’s feedback, and 2 page report on what you think you still need to do before submitting introduction and possible variable operationalization OR
* If you do not want to build upon the work you did in COMM 546, choose either a communication theory (e.g., communication accommodation theory) or communication concept with a large body of research (e.g., credibility) and review relevant literature published in the past 6-8 years in major journals in communication and related fields. Be sure that this is a theory/concept has been studied quantitatively. In your literature review, pay special attention to what knowledge claims are made, how they are supported (or not), and what the current state of knowledge is in this area. Write a 3-4 page report that summarizes the major findings and identifies the additional topics for future research. Also attach a list of relevant references.

Regardless, you need to be thinking about feasibility of conducting your study using an online survey or experiment with an undergraduate subject pool (if you want to use a different population, you should be confident you have access to such a population).

Week 5: Draft Introduction and Possible Variable Operationalizations

Based on my feedback on your research idea development submission, write the introduction (i.e, everything the comes before the method section) for your paper. There is no specific length I’m looking for. However, I looked over my manuscripts from recent years, and most of my introductions have ranged 7-12 pages in length. There’s also no specific number of hypotheses/research questions I’m looking for. You’ll just want to be sure you have a set of hypotheses/research questions such that together they could make a coherent, novel argument depending on whether or not they are supported (and you’ll want the majority of these to be hypotheses that are specific and directional). In addition, for any variable you plan to measure in your hypotheses/research questions, compile a list of possible operations for those variables, including citation and the list of questions for each measure.

Week 7: Revised Introduction and Possible Variable Operationalizations

Make revisions to your prior submission based on my feedback.

Week 8: Draft Method and Qualtrics

Submit your paper through the Method section (including any additional revisions I ask for in your introduction), build your Qualtrics, and put your codebook in a Word document.

Week 10: Revised Method and Qualtrics

Make revisions to your prior submission based on my feedback so that I am able to submit the necessary information to the IRB.

### Midterm and Final Exams

This class will have a take home midterm and two-part final exam that includes an in-class component and a take home component. The in-class component of the final exam is meant to reflect the social science question of comprehensive exams.

### Problem Sets

Most weeks, I will assign you problems at the end of class to complete for the following week based on what it seems like the lass needs the most practice with. They will be due at 11:59 pm the Tuesday night before the next class. These are ungraded and will be briefly reviewed during the following class period. While you may work with others in the class, you should spend at least 1 hour working on them individual first (unless it takes you less than an hour to complete) before spending up to another hour working on them with others. If the problem sets take you more than 2 hours (individual and group time combined), you should stop working on them (unless you want to continue for the sake of practice). While ungraded, you are expected to turn what you have in or you will have 1 point deducted from your final grade. You may skip up to 3 problem sets without any penalty.

### Grading Formula

| **Assignment** | **Points** | **Weight** |
| --- | --- | --- |
| Research Project | 8 | 1/3 |
| Take Home Midterm | 4 | 1/6 |
| Take Home Final | 4 | 1/6 |
| In-Class Final | 4 | 1/6 |
| Class Participation | 4 | 1/6 |

### Course Grading Scale

| **Points** | **Letter Grade** |
| --- | --- |
| 21-24 | A |
| 17-20 | B |
| 13-16 | C |
| 9-12 | D |
| Below 9 | F |

**Attendance Policy**

Students are expected to attend classes regularly. There is no penalty for your first absence. You need not tell me in advance or tell me why you are absent for that absence. Further absences will carry 1 point penalty (from your final grade) unless they are excused under the [CSULB Attendance Policy](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html).

### Plagiarism/Academic Integrity Policy

All work will be submitted electronically via BeachBoard and analyzed for plagiarism with Turnitin. It is strongly recommended you submit your work early so that you can check to make sure you did not unintentionally commit plagiarism and resubmit the work before the deadline. The last version of your work that you submit before a deadline is assumed to be original unless your source material is documented appropriately with a reference list accordance with APA formatting. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on [cheating and plagiarism in the CSULB catalog](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html). If it is determined you that cheated according to the university definition of cheating, the typical action is assignment of a failing final grade. If it is determined that you plagiarized according to the university definition of plagiarism (regardless of intent), the typical action will range from an assignment of a score of zero (0) for the specific demonstration of competence to assignment of a failing final grade for the first occurrence of plagiarism and assignment of a failing final grade for any future plagiarism. I am required, according to university policy, to submit a "Student Academic Dishonesty Report" whenever I have found a student has cheated and plagiarized, regardless of the action I take, and the university may take further action.

### University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy. If you would like to withdraw from the class prior to the final 3 weeks of an instruction, please set up a meeting with me, and we can mutually decide whether you have a serious and compelling reasons, and if we agree, I will sign the necessary paperwork (though withdrawing also requires the signature of the Communication Studies department chair). According to university policy, poor academic performance or poor time management is not justification for withdrawing from classes

### Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

### Inform Me of Any Accommodations Needed

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Bob Murphy Access Center (BMAC), formerly known as Disabled Student Services at 562-985-5401 or visit the Student Success Center, #110 during 8AM-5PM weekday hours. BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible.

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