

JOUR 805 QUANTITATIVE RESEARCH METHODS

Spring 2018 (1/15/2018 version)

Professor Tien-Tsung Lee

Office: Stauffer-Flint Hall Room 208

Phone: 785-864-7626

e-mail: tlee@ku.edu (the best way to contact me)

Class meetings: Tuesdays 4:30-7:00 p.m.; Stauffer-Flint Hall Room 202

Office hours: Tuesdays 1:30-4:30 p.m. & by appointment via email

Course Description:

“Advanced study of quantitative methodological approaches to the study of media. The class emphasis is using social scientific research tools and techniques ranging from content analysis to conducting surveys to experimental designs to learn about messages, media, and audiences. Special focus will be on learning to use SPSS and statistical techniques. Each student devises a research project during the course. Prerequisite: JOUR 900, JOUR 801 and JOUR 802 or permission of instructor.”

Course Overview:

This is a “hands-on” course on quantitative research methods. The first part of the semester will focus on analyzing data using SPSS. During the second part, we will review (and fine-tune) quantitative research methods that you have learned previously, and then interpret them with data analysis (part three of the semester). You are asked to select two quantitative methods appropriate for your research questions/hypotheses and develop research proposals.

Course Objectives:

By the end of this course, you will be able to:

- Identify and operationalize variables important to your research.
- Develop research questions and hypotheses using these variables.
- Select appropriate research methods to address these research questions and hypotheses.
- Know how to implement content analysis, survey, and experimental methods.
- Analyze statistical data from content analyses, surveys, and experiments using SPSS.
- Report and interpret the results of these statistical analyses.
- Be ready to collect and analyze data for a conference paper or journal article.
- Understand how conference paper or journal article reviewers evaluate a manuscript.

Course Materials:

Required: Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). Thousand Oaks, CA: Sage.

Recommended: 1) American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association

2) Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. C. (2016). *Quantitative research methods for communication: A hands-on approach* (3rd ed.). New York, NY: Oxford University Press.

Additional reading materials will be posted on Blackboard.

Course Schedule (subject to change; changes will be announced in class, via email, and/or on the course Blackboard site):

	Topic	Please read	Additional notes
Week I			
Tuesday 1/16	Introduction -Structure of this class -Review of key concepts -Standardization -Chi-square -Excel	-Chapter 1 (pp. 1-13, 21-22)	-We will review (independent and dependent) variables, mean, standard deviation, operationalization, hypothesis, research question, validity, reliability, etc. -Formula function in Excel -Please download SPSS onto your laptop (if you have one) by next Tuesday
Week II			
1/23	Measurement and types of scales p-value Data cleaning Types of hypotheses One- & two-tailed tests Type I & II errors Descriptive vs. inferential statistics SPSS (and why it is better than Excel for our purposes)	-Chapter 2 (p. 56 – 63) -Chapter 3 (pp. 89-90) -Chapter 4 (but don't worry about downloading R yet) -Supplementary readings posted on Blackboard	Categorical (nominal) vs. continuous (ordinal, interval, ratio)
Week III			
1/30	t-test ANOVA Post-hoc tests	-Chapter 10 (skip 10.8.4, 10.8.5, 10.8.6, 10.9.5, 10.9.6, 10.9.7) -Chapter 12	
Week IV			

2/6	Reliability analysis Scale construction Cronbach's alpha Factor analysis	-Chapter 18	
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Week V

2/13	Correlation OLS and logit regression - dummy variables - forced vs. stepwise entry - interaction	-Chapter 8 -Chapter 9 (skip 9.12 and 9.13) -Chapter 20	
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Week VI

2/20	Chi-square revisited -row and column percentages -Fisher's exact test Theoretical framework and literature review	-Chapter 19 (pp. 609- 627) -Supplementary readings posted on Blackboard	
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Week VII

2/27	Structural equation modeling Mediation and moderation	-Chapter 4 (about downloading R) -Chapter 11 -Supplementary readings posted on Blackboard	Lit review outline and hypotheses paper – <i>first draft</i> due Monday, 2/26, at 5 p.m. on Blackboard
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Week VIII

3/6	Survey Secondary data analysis -Where to find free data -Weighing	-Supplementary readings posted on Blackboard	
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Week IX

3/13	Content analysis -Intercoder reliability calculation	-Supplementary readings posted on Blackboard	Lit review outline and hypotheses paper – <i>second draft</i> due Monday, 3/12, at 5 p.m. on Blackboard
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Week X

3/20	Spring break (no class)		
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Week XI

3/27	Experiment	-Supplementary readings posted on Blackboard	Lit review outline and hypotheses <i>final paper</i> due Monday, 3/26, at 5 p.m. on Blackboard
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Week XII

4/3	Linking methods and data Reporting data with graphics The journal review process	-Chapters 1 & 2 (entire chapter) -Chapter 5	
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Week XIII

4/10	Discussion of first method paper		First research method paper due Monday, 4/9, at 5 p.m. on Blackboard
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Week XIV

4/17	Discussion of second method paper		Second research paper due Monday, 4/16, at 5 p.m. on Blackboard
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Week XV

4/24	Discussion of research proposal		Practice of final presentation
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Week XVI

5/1	Presentation of final research proposals (order TBA)		Final paper due Monday, 5/7/2018 at 5 p.m. on Blackboard
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Final exam date/time: No final exam

Method of Evaluation (subject to change):

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|------------------------------------|------------|
| ▪ Attendance/participation | 100 points |
| ▪ Lab assignments/possible quizzes | 200 |
| ▪ Lit review sketch and hypotheses | 100 |
| ▪ First research method | 100 |
| ▪ Second research method | 100 |
| ▪ Final paper | 100 |
| ▪ Final presentation | 100 |
| ▪ Total | 800 points |

Note: Excessive unexcused absences, missing deadlines more than twice, and/or unprofessional written/oral presentations will likely result in a lower grade such as a D or F.

Lab assignments

There will be several hands-on assignments using SPSS. Handouts/instructions will be distributed.

Written Assignment Guidelines

The due dates and times specified below constitute hard deadlines. Extensions and incompletes will only be considered under highly unusual circumstances (e.g., a medical emergency). Late (unexcused)

assignments will likely be given a grade of 0.

Papers will be typed and submitted as a Word file, using Times New Roman 12-point font, double-spaced, with 1-inch margins on all sides. Follow APA publication manual (6th ed.) for all formatting.

Each written assignment will have 10% of the grade dedicated to APA Style. Each APA Style mistake will likely “cost” 1% of the grade.

In your final paper, you will propose to study a research interest using two of the three main quantitative research methods: content analysis, survey, and experiment. Keep this final goal in mind as you work on the assignments throughout the semester.

Literature Review Outline and Hypotheses

Due Monday, March 26, at 5:00 p.m., uploaded to Blackboard.

Before you begin writing this assignment:

- Identify the key theoretical propositions, concepts, and research findings within the literature(s) related to your research interest. Summarize these for yourself in several short paragraphs or bullet points, including the key citations for each statement.
- Examine your literature summary and identify one or more “gaps” in this literature. While you’re not yet identifying what research methods you will use to address these gaps, be thinking about methods. You will eventually propose to address these gaps with quantitative research methods.
- Then, write the outline of a literature review that accomplishes three goals:
 - 1) Presents a convincing argument that the gap(s) in research needs to be addressed.
 - 2) Explains what you expect to find in your research, that is, provides evidence for your hypotheses.
 - 3) Provides an overview of the literature you have collected. Use the previous two goals to frame this literature review.
- Write one or more hypotheses. You may have competing hypotheses. The hypotheses need to be grounded in theory and in prior research. By the time your readers get to your hypotheses, they need to have a sense of what these hypotheses will be, based on the explanation of what you expect to find (see second goal, above). While you are not yet writing about research methods, you should be able to address each hypothesis with one of the three quantitative research methods in mind.
 - In a final paragraph (which you would *not* include for a conference paper or a journal manuscript), briefly state what methods you plan to use to address each of the hypotheses.
 - The literature review outline should be no more than five pages (I will not read more than five pages). Include a reference section, which will not count toward the five pages. Use proper APA style in your writing and references.

First Research Method Paper

- Due Monday, April 9 at 5:00 p.m., uploaded to Blackboard.
- Begin by re-stating the hypothesis/es you plan to address using the first research method.

- Write a methods section. Follow our list of best practices for how to structure this section, and what to include in it. Thoroughly explain how you plan to conduct the study. Use sub-section headers to organize your writing.
- You may find helpful instructions for how to structure this section in chapters 5 and 7 of *Quantitative research methods* (posted on Blackboard).
- Throughout the methods section, cite previous studies that used the same or similar methods, and cite methods articles or books that justify your methods.
- Since you don't have data, include placeholders for specific numbers (N , α , etc.) that you can fill in when you do have the data. Write how you expect to use these numbers (e.g., "The seven items will form a reliable scale ($\alpha = \underline{\quad}$).").
- Include an analysis section, in which you explain how you will analyze your data. For instance, you can explain what statistical models you will use and what variables you will enter into the models. In a final paragraph (which you would not include for a conference or a journal), explain how you will know if your hypothesis is supported, and how will you know if it is not supported.
- Include a brief limitations section (this would be part of the Discussion in a conference paper or journal article), in which you explain the limitations of this research method and your approach, and suggest how this limitation may be overcome in future research. Be self-critical and anticipate any concerns that a reviewer might raise.
- You can write either in future or past tense. Methods sections in proposals are written in future tense. Methods sections in theses/dissertations, conference papers, and journal articles are written in past tense.
- The methods section should be no more than five pages (I will not read more than five pages). Include a reference section, which will not count toward the five pages. Use proper APA style in your writing and references.

Second Research Method Paper

- Due Monday, April 16 at 5:00 p.m., uploaded to Blackboard.
- Repeat the previous assignment addressing your remaining hypothesis/es and/or describing a research method you did not write about in the first research method assignment.

Final Paper

- Due Monday, May 7 at 5:00 p.m., uploaded to Blackboard.
- This assignment will incorporate the previous three assignments. Address comments and suggestions for revision you received on your previous assignments.
- Include an introduction (no more than 3 pages) that builds a strong case for your study
- This paper will not be more than 15 pages long. The Reference section will not count toward this total.
- Use proper headings and subheadings.
- Number your pages.
- Optional: Include a header (see examples of journal manuscripts in supplemental readings)

Presentation

- You will present your paper to your classmates and invited faculty on Tuesday, May 1 at 4:30 p.m.

- We will have a practice session on Tuesday, April 24, so your presentation should be ready by then.
- You will have 8-10 minutes to present your project. Do not feel that you need to talk about everything that's in your paper. Focus on key ideas, do not get lost in details.
- When preparing a slideshow to accompany your presentation, remember that less is more. Cluttered slides are repugnant and detract attention from you and from your content. *Aim for* two slides per assignment, six slides total (eight slides maximum, excluding the title slide).

Additional Remarks:

1. This is a leading journalism school. You are expected to perform, and will be graded, accordingly.
2. Students missing any of the first two class periods may be involuntarily dropped from the course (unless they are officially excused).
3. Excused absences are granted only for highly unusual circumstances that are beyond your control, such as documented medical emergencies. Weddings, family gatherings, taking your roommate to the airport, leaving early for a vacation, etc. do not qualify. However, job interviews and family (medical) emergencies would be acceptable reasons. Please notify me via e-mail at your earliest convenience.
4. All the work has to be your own (and created specifically for this course) or you will fail this class. Refer to official KU publications for policy on academic dishonesty and student conducts. If cheating is suspected, it will be the student's responsibility to prove otherwise.
5. In addition to good concepts, you need good writing (including good grammar), production and presentation skills to sell your ideas. You are expected to produce papers of professional quality (e.g., no typos). Inappropriate language/content (sexually suggestive, sexist, racist, homophobic, rude, etc.) is not acceptable and will likely result in a zero.
6. Inattention and disruptive behavior/language, including talking/texting/web surfing in class, will not be tolerated. You will be asked to leave the classroom and/or drop the course. Severe cases will be reported to university officials and may result in withdrawal from this class. Refer to KU publications for more information.
7. Reasonable accommodations will be provided for students with a documented disability. Please notify the instructor of accommodations needed for the course during the first two weeks of class. **Religious holidays** will be honored, but you will need to notify the professor in writing by the end of the 2nd week of this semester.
8. By working on the assignments, you automatically give up your "intellectual property" rights and will not demand compensation from the university or professor this semester or in the future. Your works will be shown to other professors, students, etc.
9. In addition to class meetings, we will communicate through e-mail and our Blackboard site. Therefore, please check your KU e-mail and/or our Blackboard site at least several times a week.
10. In this class, it is important that you feel comfortable expressing ideas and opinions. I welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.
11. I reserve the right to modify the syllabus. Any changes will be announced in class, via e-mail, and/or posted on our Blackboard site and become official.

University and School Policies

Concealed weapon policies

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Here's some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else's ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person's ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due. "Recycling" past reports/assignments from previous classes/students and presenting them as your own falls into the

category of plagiarism.

- If you cut and paste something then add a source, that is not enough. You'd need to rewrite it *in your own words* unless you treat it as a direct quote (by adding quotation marks). Otherwise, it is still plagiarism.
- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

We will discuss these issues further in class. If you have any questions, please contact the professor. Violation of these rules will be reported to the Associate Dean for Graduate Studies and the Graduate Advising Office.

Students with Disabilities:

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. The office is located in 22 Strong Hall; the phone number is 785-864-2620 (V/TTY).

Information about services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

Inclement Weather - In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW).

Copying or Recording - Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. -- *August 17, 2009*

JOUR 804 Student Information Form (Spring 2018)

Due: Tuesday, 1/16/2018

Please Print

Last Name: _____

First Name: _____

What you prefer to be called: _____

Student ID #: _____

Your KU e-mail address (please print): _____

Your non-KU e-mail address (please print): _____

Optional: Phone Numbers (cell): _____

Optional: What do you want to learn in this class?

Optional: Career goals – what do you plan to do after graduation?