

JOUR 805 – Mass Communication Methodology II - Quantitative

W 04:30-07:00 PM BA 103 – LAWRENCE

Syllabus – Fall 2019

Mugur V. Geana, Ph.D.
114/116 Stauffer-Flint Hall
geanam@ku.edu

Office hours: Wednesday 11:00am – 1:00pm

Introduction:

This course is designed to enhance your knowledge of quantitative research methods by focusing on how to apply them in developing a research project as well as using them to develop dedicated instrument for measuring research constructs. The main purpose of this course is not to teach you about specific quantitative research methods (which you've learned in JOUR802), but to teach you how to use them efficiently and accurately in research. While statistical methods will be discussed succinctly, and we will be using SPSS learn how to conduct statistical analyses, this in not a statistics class. Online resources as well as dedicated guest lecturers will add value to the classroom lectures and presentations.

Course Overview:

Advanced graduate degree course. Prerequisite: JOUR 901, JOUR 801 and JOUR 802 or permission of instructor. LEC.

Goals:

Know-How. This course is aimed to enhance your knowledge of quantitative research methods.

Hands-on Experience. Through a series of case studies, as well as direct involvement with the development of research protocols, this course will prepare you to better understand the use of quantitative research methods for research projects and instrument development.

Problem-Solving and Professional Career. This course is aimed to prepare you with refined abilities to solve complex research questions and test hypotheses, and to present and defend comprehensive academic decisions in a clear and concise manner.

Writing Intensive Learning. This course will provide experience in academic manuscript writing and development through a series of research and reflection papers over the course of the semester.

Diversity: Some populations are more exposed to social, economic or environmental risks than others. Research in mass communication should be tailored to the specifics of each target audience, taking into consideration its ethnic, cultural, racial, social and economic diversity. The course will prepare you to identify and address diversity in the research process as well as critically analyze how well diversity was used and addressed in other research projects.

Course Structure:

This course is a graduate seminar. It is expected from you to conduct significant individual work.

Class meetings are discussion intensive, so preparing for class by reading assigned materials is paramount. The semester is divided into five main topics that will overlap to variable degrees:

- 1) Introduction and overview of quantitative research principles and methods.
- 2) Quantitative research study design.
- 3) Data analysis principles.
- 4) Instrument design and development.
- 5) Data collection and instrument testing.

Each week there will be a different topic on quantitative research methods. Discussions will focus on both the theoretical foundation of the research method as well as its uses. Since you have been exposed to quantitative research methods in previous graduate courses, each student will choose a quantitative research method and will prepare an overview that will be presented to the class. A schedule of the presentations will be set up at the beginning of the semester.

You will have to prepare two complete manuscripts for the class – one research project and a developed instrument to measure a construct. The instrument can be for your research project.

You will hopefully have the opportunity during the semester to collect data for both instrument testing and refining as well as to answer your research questions or test your hypotheses. The final manuscripts should be either ready for submitting to a journal or to be integrated as part of a grant proposal. It is encouraged that each one of you should have the two manuscripts submitted for review at an academic journal by the start of the spring 2020 semester.

A self-reflection paper (3 pages) is due at the end of the course. The instructor will provide you with the details on this assignment on a timely manner.

Course Requirements:

1. Attend all class lectures and meetings.
2. Attend all team group meetings.
3. Read assigned material.
4. Participate in class discussions.
4. Complete all your individual and group assignments.
5. Prepare and submit your completed manuscripts to peer reviewed journals.

Textbook

There is no required textbook for this course.

Recommended readings:

The Error of Truth: How History and Mathematics Came Together to Form Our Character and Shape Our Worldview by Steven J. Osterlind (ISBN 0198831609).

Standards for Educational and Psychological Testing by American Educational Research Association, American Psychological Association, National Council on Measurement in Education (ISBN 0935302352 – 2014 edition; ISBN-10 9780935302257 – 1999 edition).

Specific readings for each class will be announced in advance during the semester.

Meetings with Visiting Professionals:

We're blessed with talented alumni and others who take time to visit KU, to personally help you develop world-class skills and professionalism. You might have opportunities throughout the semester to meet with these professionals to visit about your project. For example, you might discuss your communication strategy with a media specialist.

Drafts:

You will turn in numerous drafts of your manuscripts, starting with your concept paper, literature review and research questions, methodology, findings, discussion and conclusion.

Drafts are work in progress. Until your manuscripts are completed, all of your work is subject to updates, changes or other modifications. As you continue to add new information and sections to your manuscript, you may need to rework sections you had previously worked on. This is normal and should be expected.

Drafts are written. Discussion about your project often sounds one way, but looks differently when put on paper. Since the written part is the deliverable, your professor can evaluate only written work.

Drafts will be graded on thoroughness, completeness, and mechanics such as grammar, spelling, punctuation, timeliness, and overall quality.

Remember you're in the driver's seat. Your attention to detail, your resolve, your creativity and initiative and other leadership qualities will determine your final grade.

Attendance and Lateness:

If you have to miss a class or meeting, you need to notify your professor as you know and in advance. Multiple and excessive absences or being late, or having to leave meetings early are not a positive reflection on you. Each absence or lateness will reduce your grade by one percent unless your professor grants an excused absence for special circumstances.

The bottom line is if you're not in class or a course research-related meeting, your grade will be reduced regardless of the reason for your absence, lateness or schedule conflicts. (Medical emergencies are excluded.)

Your professor will also evaluate and grade your performance and contribution during the semester.

Professionalism:

Students are expected to conduct themselves in a professional manner in all aspects of their work.

Academic Dishonesty and Misconduct:

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic dishonesty and misconduct includes, but is not limited to, extensive use of materials from another author without citation or attribution; extensive use of verbatim materials from another author without citation or attribution; extensive use of materials from past assignments;

and extensive use of assignments from other courses. When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the course instructor.

For exams, academic dishonesty and misconduct includes conferring with classmates during an exam in any way; copying or reading another's test; and using notes and other materials without permission of the instructor.

Academic dishonesty and misconduct also includes forgery; obstruction or disruption of teaching; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time and university facilities; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when participation is required.

The academic community regards academic dishonesty and misconduct as extremely serious. Violations of any of the principles outlined above may lead to consequences ranging from failing the course to probation to expulsion.

Academic and Professional Ethics:

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards.

Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Students enrolled in media-related courses are expected to avoid any potential conflict of interest and should consult with faculty editors if there are questions about what might constitute a violation.

Violations of any of the principles outlined above may lead to consequences ranging from failing the course to probation to expulsion.

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.

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 and Special Needs:

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). The Office of Disability Resources (DR), 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted DR, please do so as soon as possible. Please also contact me privately in regard to this course.

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 audio tape lectures, on the condition that these audio tapes 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.

Religious Holidays:

Students are excused for religious holidays. Please let your instructor know in advance if you have a conflict.

Conceal and Carry:

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 constant control of the carrier.

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.

Miscellaneous:

This information is subject to change at the discretion of the instructor and/or the University.

Grading Policy:

Your grade in this course will be split between process and results. The professor reserves the right to raise a student's grade based on superior performance and contributions to the class or to lower a student's grade based on absenteeism, late work and attendance, poorly prepared work, not following through and lack or decreased professionalism. General attitude towards the professor, guest lecturers and the rest of the class will also influence your final grade.

Process: 40%

In-process Drafts: 20%

You will turn in drafts of your manuscripts as you develop it throughout the semester and each of these drafts will be graded. The professor will let you know at least 14 days in advance when drafts are due, as it depends on your research topics and how the class progresses during the semester. It is expected that your manuscripts will become more comprehensive and targeted throughout the semester, and your in-process draft grade will reflect the continual improvement represented in your drafts. Grammar, punctuation, thoroughness and attention to detail, high quality and overall mechanics of the draft will contribute to this grade. Key to improvement are the weekly meetings in class with your professor, your research and your individual initiatives and work ethics. Late drafts within 48 hours will lower your grade by 1% and drafts after 48 hours or missing will lower your grade by 2%.

Class Attendance and participation: 15%

Class attendance and participation will be worth 15% of your grade. Lack of individual involvement or participation will also lower your grade as appropriate.

Self-reflection paper: 5%

A self-reflection paper on your work and about the course (3 pages minimum) is due prior of doing the final presentation of your project. The instructor will give you details about the paper two weeks before the end of the semester.

Results: 60%

Research project manuscript: 30%

The professor will evaluate your research project proposal. If you also collected data and wrote a completed manuscript, ready for submission, you will gain an extra 10% points for this section.

Instrument design and development: 30%

The professor will evaluate the instrument as well as testing results. This manuscript has to be ready for submission to a journal. Instruments developed from scratch will be awarded the whole 30% of points. Testing adaptations of other instruments for a different purpose or audience will only be awarded the equivalent of 20% of the points.

Grades:

Grades will be awarded based on the following percentage:

- A (94-100)
- A- (93-90)
- B+ (87-89)
- B (84-86)
- B- (80-83)
- C+ (77-79)
- C (74-76)
- C- (70-73)

Timetable of topics

Date	Session Topic	Notes
08/28	Course Introduction	
09/04	Principles of quantitative research. Concepts, constructs, variables. Levels of measurement. Quantitative research in social sciences. Research ethics. Promoting diversity in research.	Students will choose one of the research methods they will present in class. Discussions about how to choose a specific research topic for class project.
09/11	Empirical research. Using theory in quantitative research. Research questions and hypotheses. Student presentation on quantitative surveys	Reading: Bridging key research dilemmas: Quantitative research using a critical eye DF Carter, S Hurtado - 2007 - deepblue.lib.umich.edu (online at https://tinyurl.com/y37muk3g) DUE: Review of the literature due for the chosen research topic.
09/18	Research design 1: Choosing the research method. Operationalization. Errors of measurement. Data collection. Student presentation on content analysis	Guest lecture – Online resource demonstration DUE: Research questions and hypotheses for their research project
09/25	Research design 2: Choosing the data analysis. Measures of association and group differences. Student presentation on experimental research	DUE: Proposed research designs Reading: Meaning in method: The rhetoric of quantitative and qualitative research WA Firestone - Educational researcher, 1987 - journals.sagepub.com (online at https://files.eric.ed.gov/fulltext/ED292816.pdf)
10/02	Research design 3: Data presentation. Making inferences.	Readings: Research using qualitative, quantitative or mixed methods and choice based on the research

	Causation and multivariate analysis. Student presentation mixed methods	K McCusker, S Gunaydin - Perfusion, 2015 - journals.sagepub.com (online at https://tinyurl.com/yxw5b7fv) Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice, by Nataliya V. Ivankova, John W. Creswell and Sheldon L. Stick (online at https://tinyurl.com/y5rzs9ug).
10/09	Advanced data analysis. Making sense of results. Writing the research paper.	DUE: Research proposal draft
10/16	Instrument design principles. Validity and reliability	Guest lecture – Importance of tailored instruments for social sciences and education research Reading: Design and implementation content validity study: development of an instrument for measuring patient-centered communication V Zamanzadeh, A Ghahramanian... - Journal of caring ..., 2015 - ncbi.nlm.nih.gov (online at https://tinyurl.com/y5njwfmh)
10/23	Test development and revision	Design and development of an instrument to measure overall lifestyle habits for epidemiological research: the Mediterranean Lifestyle (MEDLIFE) index M Sotos-Prieto, B Moreno-Franco, JM Ordovás... - Public health ..., 2015 - cambridge.org (online at https://tinyurl.com/y3bhmzuw)
10/30	Evaluating scales and norms.	DUE: Proposed instrument Developing scales for information-seeking behaviour CF Timmers, CAW Glas - Journal of Documentation, 2010 - emeraldinsight.com (Full text available through KU Libraries)
11/06	Instrument testing and validation	Reading: Social desirability bias: A neglected aspect of validity testing MF King, GC Bruner - Psychology & Marketing, 2000 - Wiley Online Library (online at https://tinyurl.com/yy3dz84m)
11/13	Class discussion time	DUE: Testing and validation method
11/20	Data collection – no class	Time reserved for data collection for instrument testing
11/27	Generalization	Generalization in quantitative and qualitative research: Myths and strategies DF Polit, CT Beck - International journal of nursing studies, 2010 - Elsevier (online at https://tinyurl.com/yxwt7y7p)
12/04	Review	Review of semester' topics. Class discussion on final presentation and manuscripts.
12/11	Final presentations	DUE on last day of finals: Research plan and instrument development manuscripts