COMM 366-201 (3825): Observing and Measuring Communication Behavior
Loyola University Chicago, Fall 2015 (Tuesday & Thursday 2:30-3:45, CLC 711)
Dr. Pamela Morris (Office hours: Lewis Tower #904, Tues. 1:00–2:15 and Thurs. 4:00-5:00, pmorris1@luc.edu)

Course Description and Learning Objectives

This class is designed to get you to think critically about communication research. We will be focusing on learning to observe and measure communication behavior from an empirical (objective) perspective using quantitative (counting) methods. By the end of this semester, you will be able to:

1. Describe the "world view" and approach that social scientists use when conducting research.
2. Explain the way communication researchers present arguments in their research.
3. Find, analyze, and critique communication scholarship that employs different methodological approaches.
4. Create and present your own research study applying concepts we've discussed in class.
No prior knowledge of research design or statistics is assumed.

IDEA Learning Objectives

1. Learning fundamental principles, generalizations, or theories.
2. Learning to *apply* course material (to improve thinking, problem solving, and decisions).
3. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.

Required Text

Treadwell, D. F. (2014). *Introducing communication research: Paths of inquiry* (2nd ed.). Thousand Oaks: Sage.

Assignments

Four components comprise your grade in this class: two tests, three individual writing assignments, and a final group project (with several parts) and presentation. The final portion is based on your participation in class activities. Pop quizzes are more likely to appear if I believe few people are doing the assigned reading. All written work for this class should be properly sourced and cited using APA 6th edition guidelines. See Purdue Owl or other online/offline sources for APA style examples.

Individual Writing Assignments

Assignment #1: Find a Journal Article Example (Due 9/3, 10%)
The first assignment requires that you find an article using a particular quantitative method to share/analyze with the class.

Assignment #2: Research Gathering/Annotated Bibliographies (Topic Due 10/10, Paper Due 10/24, 10%)
This is a research-gathering exercise in which you will find two articles in communication journals around a common topic and summarize their approaches and findings.

Class Participation and Other Exercises (10%)

An overall grade for class participation will be given and will consider how actively involved students are in all class discussions and work. Participation is always valued and is expected. In order to do well students should come to class prepared by reading assigned texts, doing homework, and making their own investigations of topics outside of class. There will also be several in-class activities and other exercises where students will need to be engaged.

Tests 1 and 2 (10% each, total 20%)

There will be two tests.

Group Projects

Assignment #3 Content Analysis Project (20%)
This group assignment requests that students work on a mini-content analysis. Students will need to identify a viable idea and research question; select the sampling frame, develop a coding scheme, collect data, input and analyze the data with SPSS, report results, and propose rationale and implications in a paper and class presentation.

Assignment 4 Fashion/Identity/Advertising Korea/USA Survey Video and Paper (30%)
Working with a team that you choose, you will design a survey around a communication topic related to fashion/identity/advertising and compare these concepts across cultures of South Korea and the USA. You will collaborate with Dr. Seung-Chul Yoo's class, Ewha Womans University, South Korea, enlisting Korean and USA students to participate in your survey. To understand the topics, and help develop the idea, survey, and make analyses/implications of results, you will work/share thoughts with Dr. Yoo's class in online platforms. Your group will express your findings/analyses in

a video that will be posted on a shared site for feedback. Dr. Yoo's class will also post a video for your feedback on a similar topic. You will also present your video to the class, write a research paper, and reflect on the experience.

Procedures – All work is due at the beginning of class on assigned dates. No work will be accepted after the due date. Some items are required, but not graded. ***Assignments cannot be accepted by email. Hard copies must be submitted.***

Attendance – Regular and on time attendance is essential for the educational process to work. Loyola University Chicago expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work related activities, illness, or valid emergency situations. Any unexcused absences will result in a lower participation grade.

Meeting Deadlines – Deadlines for all projects are firm. Any work turned in after the deadline will receive a one letter grade reduction for each week it is late, even if by one day.

Spelling and Grammar – Assignments must be typed (unless otherwise directed) and free of spelling/grammar errors. Allow time for proofreading, editing, and revision. As communication students, you have a responsibility to pay attention to spelling/grammar and if your work contains blatant errors, expect a reduced grade.

Plagiarism and Academic Integrity – Any use in whole or in part of another person's work or ideas constitutes plagiarism and will result in an automatic failure in this course. Details of the SOC policy on this issue will be covered in class and students are expected to understand and follow the policy. Students should always ask questions if they are not sure about the policy rather than risking a failing grade. The policy can also be found here: http://www.luc.edu/soc/Policy.shtml. Remember, integrity is one of the most important traits for success. You control your own honor and integrity.

Special Needs – Please give me written notice in the first week of class about any medical or other conditions that may interfere with your individual performance. Documentation may be required. Information about Services for Students with Disabilities (SSWD) can be found at http://www.luc.edu/sswd/index.shtml.

Wellness Center – Students are urged to contact the Wellness Center for any physical or mental health issues. Visit http:/www.luc.edu/wellness if you have issues or concerns about you or someone you know.

Performance Evaluation and Grading
In addition to project specifics, evaluation of assignments will use this rubric to ensure clear/consistent grading.

Grade	Description
A range	Excellent analysis that critically examines topic; digs deep beneath the surface. Creative approach to the problem/question being considered. Outstanding content, clarity of writing, and organization of research material. Sophisticated, appropriate use of language. Thorough research and documentation of ideas, arguments, and comments. Free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact. All the necessary details, documentation, quotes, citations, and specifics are there.
B range	Very good attempt to link analysis to class themes, but more connections could be made. Very good to excellent; above average work and research. Some improvement needed in content, clarity, organization, or documentation. Occasional typos or other glitches say more about the lack of close proofreading than failure to master the mechanics of spelling, punctuation, grammar and usage. More details, quotes, citations, or examples needed. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail/accuracy although content is above average.
C range	Average analysis that lacks clear connections to class themes. Average, acceptable writing and research that meets basic expectations. Needs much work on content, clarity, organization, and documentation. Although basic facts most likely are there, lacks elaborating and supporting documentation or quotes. Errors indicate need for improvement in grammar, punctuation, spelling, and word usage; material was not proofread carefully. Errors of fact (incorrect spelling of a title, reference name, wrong source, date, or page number, etc.) show inattention to detail and accuracy.
D range	Weak, unfocused work. Organization is below average, with numerous grammar, punctuation, and spelling errors. Documentation and details are scanty or superfluous, with errors of fact. Paper may reflect a lack of understanding of the assignment or a lack of research effort.

The grading policy is subject to some change during the semester, but it will be based upon these guidelines:

20%	Assignment #1 and #2 (10% each)	100-93%	= A	77-73%	= C
20%	Tests 1 & 2 (10% each)	92-90%	= A-	72-70%	= C-
10%	Participation, including with Dr. Yoo's class, other exercises	89-88%	= B+	69-68%	= D+
20%	Assignment #3 Group Content Analysis	87-83%	= B	67-63%	= D
30%	Assignment #4 Group Korea/Survey Project	82-80%	= B-	62-60%	= D-
100%		79-78%	= C+	59% ≥	= F

COMM 366 Observing and Measuring Communication Behavior – Fall 2015 Tentative Schedule

Wk	Date	Readings/Assignments DUE	Topics/In-Class Activities
1	Aug 25	Introduction to the Field of Communication	Introductions, schedule, expectations, grading, APA/business style, Q & Q, IPP, examples
	Aug 27	Ch 1 Getting started: possibilities and decisions	Ideas and reading comm. research **Introduce Assignment #1**
2	Sept 1	Ch 2 First decisions: What, why, how?	IC – Ch 2; review journal articles for methods, theory, and RQ/Hs
	Sept 3	**Assignment #1 Due** Ch 3 Ethics: What are my responsibilities as a researcher?	IC – Ch 3; review journal articles methods, theory, and RG/Hs **Introduce Assignment #2**
3	Sept 8	Ch 4 Reading research: To boldly go where others have gone before	**Guest speaker - Librarian Gabriella Annala**
	Sept 10	Ch 5 Research using numbers **Assignment #2 Topic Due**	IC – Reliability, validity, IV, DV, level of measurement; practice Q/scales
4	Sept 15	Ch 8 Sampling: Who, what, and how many?	
	Sept 17	**Test #1 Ch 1 – 5, 8**	
5	Sept 22	Ch 10 Experiments: Researching cause and effect	Experiments – Guest speaker? IC – Review for test
	Sept 24	**Assignment #2 Paper Due**	IC – Review articles
6	Sept 29	Ch 12 Content analysis: Understanding text and image in numbers	Content analysis IC – Review newspapers **Introduce Assignment #3; select groups**
	Oct 1	**Assignment #3 Topic/Rationale/Sampling Ideas Due end of class, submit by 10:00**	Work in class – Assign. #3 content analysis
7	Oct 6	Fall Break – No Class	
	Oct 8	**Assignment #3 Coding Scheme Due** Ch 6 Summarizing research results: Data reduction and descriptive statistics	SPSS demonstration; set up SPSS file; work in class
8	Oct 13	**Assignment #3 Coding Data Set Due** Ch 7 Generalizing from research results: Inferential statistics	Descriptive statistics Work with SPSS
	Oct 15	**Assignment #3 Results Due** Ch 14 Writing and presenting the research	Work with SPSS
9	Oct 20	**Assignment #3 Finished Paper Due**	Class presentations (10 minutes)
	Oct 22	Ch 9 Surveys: Putting numbers on opinions	Survey research, sampling, questionnaire construction; review for test **Introduce Assignment #4 Fashion/ identity/advertising Korea/USA; select groups**
10	Oct 27	**Test #2 Ch 9, 10 and 12 Due**	IC – Work on Assignment #4
	Oct 29	**Assignment #4 Topic/Problem Statement/Potential Concepts Due**	IC – Discuss ideas
11	Nov 3	**Assignment #4 – Literature Review/Background and RQs Due**	IC – Discuss research project
	Nov 5	**Draft of Survey Instrument (5 copies) Due**	IC – Review drafts, finalize questionnaire, get feedback from Korea
12	Nov 10	Review surveys with Korea, begin data collection (Yoo's deadline Nov. 15)	Work in class
	Nov 12	**Questionnaire coding/SPSS format Due**	Work in class
13	Nov 17	Collect surveys from Korea/USA	Work in class
	Nov 19	**Assignment #4 Survey Sample Data Due** Individual Group Meetings	Process sample data
14	Nov 24	**Comments on Korean videos by Nov. 20**	Work in class - video
	Nov 26	Happy Thanksgiving – No Class	
15	Dec 1		Work in class - video
	Dec 3	**Assignment #4 Video Post/Presentation**	Share results on video format, 10 min. pres.
16	Dec 12	**(4:15-6:15) Assignment #4 Paper due 4:15 at my office. No class meeting**	