

## CMJ 601: Seminar in Research Methods

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Fall 2020  
Wednesday 5:00-7:30pm  
Remote - Zoom

Instructor: Judith Rosenbaum-Andre, PhD  
Dunn Hall 414  
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Zoom Office Hours: W 12-2pm, by appointment  
<https://maine.zoom.us/my/judithrosenbaum>

### Course description

This course presents an advanced study of research methodologies appropriate for quantitative studies communicative behavior and situations. Emphasis will be placed on the creation of research questions, hypotheses, the development of research designs, and procedures for experimental and descriptive studies in communication.

In lieu of the COVID-19 pandemic, CMJ 601 will meet remotely via zoom. The link to the meeting will be emailed out to all students registered for the class during the first week of classes. The meeting link will be the same throughout the semester.

### Learning goals and outcomes

CMJ 601 focuses on providing you with the tools needed to carry out research in a social scientific tradition. The course will address the fundamentals of social science research and examine theories and methods from both qualitative and quantitative traditions, with an emphasis on quantitative research methods. Through an examination of theoretical and practical considerations, you will become familiar with the various aspects of social science research and learn how to design, plan, and execute your own research projects in an ethical and effective manner.

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

- Discuss the dominant paradigms in social scientific research
- Describe ethical research practices
- Conduct any research involving human participants using the highest ethical standards, including a respectful and just data collection process, the safeguarding of research data, and ensuring research benefits are distributed equally among participants
- Create a comprehensive literature review that informs the main concepts of your research project
- Formulate working hypotheses and research questions that capture all the variables and possible relationships involved in the research issue at hand
- Create valid and reliable measures

- Construct an effective and ethical sampling strategy
- Design and carry out surveys, experiments, and/or content analysis
- Use Qualtrics to create a web-based survey and experiment
- Conduct basic statistical analyses
- Discuss the ethical and practical considerations surrounding the trend toward open data

### **Texts and technologies**

Babbie, E. (2016). *The practice of social research (14<sup>th</sup> ed.)*. Cengage.

Other readings will be made available Google Drive. You will also find a list of readings for each week in the course schedule.

Students must download SPSS on their personal computers. This can be downloaded for free from the UMaine IT Software page: <https://umaine.edu/it/software/>

### **Course policies**

#### *Class attendance*

University policy states that students are responsible for attending all class meetings. Failure to regularly attend class may impact your ability to successfully complete this course. However, due to the current pandemic, it is both possible and understandable that you may need to miss for an extended period of time. If this happens, please communicate this with me as quickly as possible so we can discuss your options.

#### *Classroom behavior*

You are expected to be in our zoom space on time and prepared to begin. Arriving to class late is disruptive and unprofessional. If you know you will be late to class due to a reason outside of your control, please let me know as soon as you can. Even though we will be using our computers to meet, please do not use class time to check your email, your social media accounts, or your messages. I will schedule breaks during which you will have ample time to do all of those things. Please note that late work is not accepted. If you believe you have an acceptable excuse for turning your work late, please come talk to me as soon as possible after missing the due date.

All students are expected to attend class and behave in a responsible and mature manner. At times, the articles you will be asked to read will address sensitive topics related to race, ethnicity, gender, and identity, and I expect you to discuss these in a civil and responsible way. Your contributions to class discussion should not merely consist of your personal opinion, but should instead reflect the body of knowledge accrued throughout this and other classes. The use of any sort of racial slurs and demeaning language will not be tolerated. Students who use inappropriate language in any context other than for illustrative purposes will be asked to leave the classroom. Having said this, I encourage all dialogue, as long as it is carried out in a respectful manner

### *Academic Honesty Statement*

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

### *Students with disabilities statement*

If you have a disability for which you may be requesting an accommodation, please contact Student Accessibility Services, 121 East Annex, 581.2319, as early as possible in the term. Students who have already been approved for accommodations by SAS and have a current accommodation letter should meet with me (the instructor of the course) privately as soon as possible.

### *Sexual Discrimination Reporting*

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

**If you want to talk in confidence** to someone about an experience of sexual discrimination, please contact these resources:

*For confidential resources on campus:* **Counseling Center: 207-581-1392** or **Cutler Health Center: at 207-581-4000.**

*For confidential resources off campus:* **Rape Response Services: 1-800-310-0000** or **Spruce Run: 1-800-863-9909.**

**Other resources:** The resources listed below can offer support but may have to report the incident to others who can help:

*For support services on campus:* **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

### *Observance of Religious Holidays/Events*

The University of Maine recognizes that when students are observing significant religious holidays, some may be unable to attend classes or labs, study, take tests, or work on other

assignments. If they provide adequate notice (at least one week and longer if at all possible), these students are allowed to make up course requirements as long as this effort does not create an unreasonable burden upon the instructor, department or University. At the discretion of the instructor, such coursework could be due before or after the examination or assignment. No adverse or prejudicial effects shall result to a student's grade for the examination, study, or course requirement on the day of religious observance. The student shall not be marked absent from the class due to observing a significant religious holiday. In the case of an internship or clinical, students should refer to the applicable policy in place by the employer or site.

### *CMJ Librarian Jen Bonnet*

Jen Bonnet, the liaison librarian for the Department of Communication and Journalism, is available and excited to work with you. Reach out to her for research help, or any other information needs you may have. [jenbonnet@maine.edu](mailto:jenbonnet@maine.edu)

## **Grading and assignments**

### Participation

Attend all classes, active and critical participation in discussion	5%
Completion of in-class activities	10%
Article review	15%
Research components	30%
Literature review	15%
Measures	5%
Statistical analysis	5%
Qualtrics assignment	5%
Discussion leader	10%
Research Proposal	30%
Presentation	5%
Final project	25%

### Grading Scale:

A: 94-100%	B+: 87-89%	C+: 77-79%	D: 60-69%
A-: 90-93%	B: 83-86%	C: 73-76%	F: 59% and below
	B-: 80-82%	C-: 70-72%	

Please note that any work that receives a grade in the C-range is not considered adequate for a graduate course.

### *Participation*

Coming to class and participating is essential for your success in this course. Participation involves more than simply showing up. Active, informed, and critical involvement with the material is essential to the success of any graduate student. Asking questions, debating concepts, and engaging with each week's topic and readings will help you develop a better understanding of the methods and principles under discussion. As with any graduate seminar,

this course is built on the assumption that you have prepared that week's class. You are expected to complete your reading and be ready and willing to engage in discussion about it. Come prepared with questions and comments about that week's reading, as well as any other information that you may have uncovered and you think is relevant.

### *Discussion leader*

The reading for every week involves one or more articles that apply that week's methods and principles to a real-life research project. Every student will be asked to lead the discussion of these applied articles at least once this semester, possibly together with one (or more) other student(s), depending on class enrollment. The discussion leader is expected to:

- Meet with the instructor prior to the class (at least 24 hours prior to the class which the student leads) to discuss their ideas for the class;
- Submitting 1. A set of key ideas that the class will explore and which connect the article(s) to the theories discussed that week, 2. A set of discussion questions, 3. Supplemental materials to augment the discussion (e.g., YouTube videos, news clips), 4. A bibliography. This is due at noon on the day of class;
- Starting the class in discussion by providing a brief overview of that week's applied article(s), to include the theoretical concepts and the empirical research, and presenting any supplemental materials;
- Leading the class in a discussion of that week's topic.

### *Article review*

For this assignment, you must select one peer-reviewed journal article that covers a topic in which you are interested. In your review, you will present a critical summary of the article you read.

In your review discuss the following:

1. What extant literature and theories does the article address (consider: do you notice any gaps or missing ideas)?
2. How do the authors develop the argument that leads into their research questions or hypotheses?
3. What methods, sampling techniques, and data analysis methods did the authors use?,
4. How did the authors connect their research questions and/or hypotheses with their sampling techniques and methods of analysis?
5. How did the authors interpret the results, what conclusions did they draw and what were the implications for future research? In your review, be sure to touch on the quality of the arguments made, the conclusions the authors draw from their research, and the implications made.

Your review will meet the following criteria:

- Follow APA guidelines
- 1,200 and 1,500 word count (Times New Roman, 12 pt font, double-spaced)
- Presented in a .doc format
- Emailed to me by the deadline

**Due: Wednesday September 16 before 5:00PM***Research components*

Throughout the semester you will hand in various lower stake assignments that are essential elements of any research project. Each component, with the exception of the statistical analysis assignment, is a part of your final project for this class.

Literature review

In this assignment, you will create an overview of existing literature on a topic in the field of communication or media studies that is of interest to you. This topic will form the basis for all other assignments as well as your final project, so I encourage you to pick something that is central to your work as a graduate student. This literature review will form the starting point for your final research proposal. In the review, you will present and develop a perspective on your topic and support this perspective using at least five (5) peer-reviewed sources. This literature review will lead into one or more research questions and/or hypotheses.

Your review will meet the following criteria:

- Follow APA guidelines
- 1,500 and 2,000 word count (Times New Roman, 12 pt font, double-spaced)
- Presented in a .doc format
- Emailed to me by the deadline

**Due: Wednesday October 14 before 5:00PM**Measures

For this assignment, you will select the measures you need to resolve the research questions and/or hypotheses you developed in your literature review. You must find or develop measures for every variable you mention in your research questions / hypotheses. You must present the full measures (item description, scale used, and any other information relevant to the presentation of the measure). If you are using measured developed and tested by others, you must list the source of the measure, explain how the measure was tested for reliability and validity, and what the outcome of these tests were. If multiple authors have used the measure, report on their reliability and validity findings as well (in the case of highly popular measures, only reference the original research and the latest three (3) articles that used it). If you cannot find a measure, you may design your own. In that case, explain your choices in designing the different items and outline a process for pretesting the measure before implementation.

This assignment will meet the following criteria:

- Follow APA guidelines
- Contain complete measures with sources (if appropriate)
- Presented in a .doc format
- Emailed to me by the deadline

**Due: Wednesday November 11 before 5:00PM**

Qualtrics assignment

In week 11, we will explore how to use the software Qualtrics to design surveys and experiments. During class, you will receive an assignment you will receive an assignment for the creation of a survey or experiment using Qualtrics. This assignment will be tailored to your personal final research project (i.e., if you intend on conducting an experiment, the assignment will ask you to design a specific aspect of this experiment using the measures you identified in the previous assignment). You will have some time in class to work on the assignment but may need to finish it on your own time. For this assignment, you have to turn in a link to your work and share your survey / experiment with the instructor.

The assignment will meet the following criteria:

- A link to your survey
- The survey will be shared with the instructor
- Both will be completed by the deadline – the link will be shared via email

**Due: Sunday November 22 before 5:00PM**

Statistical analysis

In week 12, we will discuss the basics of statistical analysis using SPSS. During class, you will receive an assignment with various analyses you will need to carry out on a dataset you will also receive at that time. You will get time in class to work on this assignment, but may need to finish it in your own time. For this assignment, you have to run the analyses and then turn in a screenshot of your syntax, a copy of your SPSS output, as well as brief explanation of the results.

The assignment will meet the following criteria:

- A copy of your syntax and your SPSS output
- A brief (max. 500 words) explanation of the results
- Emailed to me by the deadline

**Due: Sunday December 6, before 5:00PM**

Research proposal

The goal of the research proposal is for you to further your personal research interests by designing a research project using the ethical and methodological standards discussed in this course. The research proposal will contain the following elements:

1. An introduction wherein you explain your research topic and discuss why investigating this particular topic is relevant to the field in general and the larger world.
2. A literature review which relies on at least five (5) peer-reviewed articles to present your perspective on the topic under study and lead into your study's main research questions and / or hypotheses.

3. Hypotheses and/or research questions. These must be numbered and flow from your literature review.
4. Sampling strategy. You must discuss your population under study, how will you sample from your population, how many people (or units of analysis in the case of a content analysis) you will recruit, and how this recruitment will take place. If you are using human participants, you must discuss what steps you will take to ensure the research meets all ethical standards.
5. Measures. Please include all measures in your paper in full. If you are using measures that others have developed, please cite them. If you have designed your own measures, please describe how you will pretest them  
OPTIONAL
6. A fully designed survey/experiment/coding sheet (in the case of content analysis). A working link to Qualtrics must be included
7. An analysis plan. This entails a description of the statistical analyses you will carry out on your data once it has been collected, and why these analyses are appropriate considering the nature of your variables and hypotheses/ research questions.

You are highly encouraged to revise the work you turned in throughout the semester before combining it into your final proposal.

Your research proposal needs to meet the following criteria:

- 4,000-5,000-word count, double-spaced, Times New Roman, 12-point font
- Adheres to APA standards, including use of headers.
- In a .doc format (or its equivalent)
- Emailed to me by the deadline

**Due:** Friday December 11 at noon.

#### *Final presentation*

You will present your final project in a conference-style presentation in the last two weeks of class. This means you have to prepare a ten-minute presentation and be ready for about 5 minutes of Q & A.

**Due: Weeks 14 and 15**



### Course schedule

Below is a tentative schedule for the semester. It is your responsibility to keep up with any changes, which may be announced in class or posted on Blackboard. Readings will be available on Blackboard and via the class Dropbox.

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

#### Week 1: Introduction: Paradigms in the Social sciences

##### Readings:

Babbie, E. (2016). Chapter 1: Human inquiry and science (pp. 5-30)

Babbie, E. (2016). Chapter 2: Paradigms, theory, and social research (pp. 31-59)

Lang, A. (2013). Discipline in crisis? The shifting paradigm of mass communication research. *Journal of Communication, 23*, 10-24. doi:10.1111/comt.12000

Perloff, R. M. (2013). Progress, paradigms, and a discipline engaged: A response to Lang and reflections on media effects research. *Journal of Communication, 23*, 317-333. doi:10.1111/comt.12024

Kellner, D. (1995). Communications vs. cultural studies: Overcoming the divide. *Communication Theory, 5*(2), 162-177. doi: 10.1111/j.1468-2885.1995.tb00104.x

Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in social psychology. In R.F. Baumeister (Ed.), *The self in social psychology* (pp. 461-470). Philadelphia: Psychology press.

##### Assignments:

None

#### Week 2: Ethics in research

##### Readings:

Babbie, E. (2016). Chapter 3: The ethics and politics of social research (pp. 60-85).

Hibbin, R.A., Samuel, G., & Derrick, G.E. (2018). From “a fair game” to “a form of covert research”: Research Ethics Committee members’ differing notions of consent and potential risk to participants within social media research. *Journal of Empirical Research on Human Research Ethics, 13*(2), 149-159. doi: 10.1177/1556264617751510

Markham, A..N., Tiidenberg, K., & Herman, A. (2018). Ethics as methods: doing ethics in the era of big data research – Introduction. *Social Media + Society, July-September 2018*, 1-9.

Rogers, W., & Meek Lange, M. (2013). Rethinking the vulnerability of minority populations in research. *American Journal of Public Health, 103*(12), 2141-2146.

Stroebe, W. Postmes, T., & Spears, R. (2012). Scientific misconduct and the myth of self-correction in science. *Perspectives on Psychological Science, 7*(6), 670-688. doi: 10.1177/1745691612460687

*Assignments:*

None

**Week 3: Understanding theory and research: Variables and relationships**

*Readings:*

Babbie, E. (2016). Chapter 4: Research design (pp. 88-122).

Babbie, E. (2016). Chapter 5: Conceptualization, operationalization, and measurement (pp. 139-141 only)

Hayes, A.F. (2018). Chapter 1: Introduction (pp. 3-28).

Cresswell, J.W. (2014). *Research Design* (4<sup>th</sup> ed.): Chapter 7: Research questions and hypotheses (pp. 139-155).

Campbell, M. (2016). Getting to grips with statistics: Understanding variables. *British Journal of Midwifery, 24*(10), 738-741.

Eveland, W.P., Shah, D.V., & Kwak, N. (2003). Assessing causality in the cognitive mediation model. A panel study of motivations, information processing, and learning during campaign 2000. *Communication Research, 30*(4), 359-386. doi: 10.1177/0093650203253369

Stanyer, J., & Milhelj, S. (2016). Taking time seriously? Theorizing and researching change in communication and media studies. *Journal of Communication, 66*, 266-279.

Lee, C.-J. (2008). Does the internet displace health professionals? *Journal of Health Communication, 13*, 450-464. doi: 10.1080/10810730802198839

Pang, Z. & McLeod, J. (1991). Multilevel analysis in mass communication research. *Communication Research, 18*(2), 140-173.

*Assignments:*

Article review due Wednesday September 16 before 5:00PM

**Week 4: Conceptualization and operationalization**

*Readings:*

Babbie, E. (2016). Chapter 5: Conceptualization, operationalization, and measurement (pp. 123-145 only)

Babbie, E. (2016). Chapter 6: Indexes, scales, and typologies (pp. 155-181).

McLeod, J. M., & Pan, Z. (2005). Concept explication and theory construction. In S. Dunwoody, L. B. Becker, D. M. McLeod, & G. M. Kosicki (Eds.), *The evolution of key mass communication concepts* (pp. 13-78). Creskill, NJ: Hampton Press.

Hollebeek, L.D., Glynn, M.S., & Brodie, R. J. (2014). Consumer brand engagement in social media: Conceptualization, scale development, and validation. *Journal of Interactive Marketing, 28*, 149-165. doi: 10.1016/j.intmar.2013.12.002

Busselle, R. & Bilandzic, H. (2009). Measuring narrative engagement. *Media Psychology, 12*, 321-347. doi: 10.1080/15213260903287259

Hoffman, L.H. (2012). Participation or communication? An explication of political activity in the internet age. *Journal of Information Technology and Politics, 9*(3), 217-233.

Blazevic, V., Wiertz, C., Cotte, J., de Ruyter, K., & Keeling, D. I. (2014). GOSIP in cyberspace: Conceptualization and scale development for general online social interaction propensity. *Journal of Interactive Marketing, 28*, 87-100. doi: 10.1016/j.intmar.2013.09.003

Lee, K.M. (2004). Presence, explicated. *Communication Theory, 14*(1), 27-50.

#### Assignments:

None

#### Week 5: Understanding reliability and validity

##### Readings:

Babbie, E. (2016). Chapter 5: Conceptualization, Operationalization, and Measurement (pp. 142-152 only)

Nunally, J.C. (1967). Chapter 3: Validity (pp. 75-103).

Nunally, J.C. (1967). Chapter 7: Assessment of reliability (pp. 206-235).

Angoff, W.H. (1988) Validity: An evolving concept. In H. Wainer & H.L. Braun (Eds.), *Test validity* (pp. 19-32). Lawrence Erlbaum.

Messick, S. (1988). The once and future issues of validity: Assessing the meaning and consequences of measurement. In H. Wainer & H.L. Braun (Eds.), *Test validity* (pp. 33-45). Lawrence Erlbaum.

Fikkers, K.M., Piotrowski, J.T., & Valkenburg, P.M. (2017). Assessing the reliability and validity of television and game violence exposure measures. *Communication Research*, 44(1), 117-143. doi: 10.1177/0093650215573863

McCormack, L., Bann, C., Squiers, L., Berkman, N. D., Squire, C., Schillinger, D., Ohene-Frempong, J., & Hibbard, J. (2010). Measuring health literacy: A pilot study of a new skills-based instrument. *Journal of Health Communication*, 15(sup2), 51-71. doi:10.1080/10810730.2010.499987

Rosenbaum, J.E., Johnson, B.K., & Deane, A.E. (2018). Health literacy and digital media use: Assessing the Health Literacy Skills Instrument – Short Form and its correlates among African American college students. *Digital Health*, 4, 1-8. doi: 0.1177/2055207618770765

*Assignments:*

None

**Week 6: Sampling**

*Readings:*

Babbie, E. (2016). Chapter 7: The logic of sampling (pp. 182-220)

McCormack, M. (2014). Innovative sampling and participant recruitment in sexuality research. *Journal of Social and Personal Relationships*, 31(4), 475-481. doi: 10.1177/0265407514522889

Ompad, D.C., Galea, S., Marshall, G., Fuller, C.M., Weiss, L., Beard, J.R., Chan, C., Edwards, V., & Vlahov, D. (2008). Sampling and recruitment in multilevel studies among marginalized urban populations: The IMPACT studies. *Journal of Urban Health*, 85(2), 268-280. doi: 10.1007/s11524-008-9256-0

Kees, J., Berry, C., Burton, S., & Sheehan, K. (2017). An analysis of data quality: Professional panels, student subject pools, and Amazon's Mechanical Turk. *Journal of Advertising*, 46(1), 141-155.

Erba, J., Ternes, B., Bobkowski, P., Logn, T., & Liu, Y. (2018). Sampling methods and sample populations in quantitative mass communication research studies: A 15-year census of six journals. *Communication Research Reports*, 35(1), 42-47. doi: 10.1080/08824096.2017.1362632

*Assignments:*

None

**Week 7: Surveys**

*Readings:*

Babbie, E. (2016). Chapter 9: Survey research (pp. 246-286).

Scheuren, F. (2004). *What is a survey (2<sup>nd</sup> ed.)*. American Statistical Association.

De Leeuw, E.D., Hox, J., & Huisman, M. (2003). Prevention and treatment of item nonresponse. *Journal of Official Statistics*, 19(2), 153-176.

Stern, M.J., Dillman, D.A., & Smyth, J.D. (2007). Visual design, order effects, and respondent characteristics in a self-administered survey. *Survey Research Methods*, 1(3), 121-138.

Carpenter, S. (2018). Ten steps in scale development and reporting: A guide for researchers. *Communication Methods and Measures*, 12(1), 25-44.

Roosendaal, E., Oprea, S.J., & Buijzen, M. (2016). Development and validation of a survey instrument to measure children's advertising literacy. *Media Psychology*, 19(1), 72-100. doi: 10.1080/15213269.2014.885843

Nikkelen, S., Vossen, H., Piotrowski, J., Valkenburg, P. (2016). Media violence and adolescents' ADHD-related behaviors: The role of parental mediation. *Journal of Broadcasting and Electronic Media*, 60(4), 657-675. doi: 10.1080/08838151.2016.1234476

#### *Assignments:*

Literature review due Wednesday October 14 before 5:00PM

#### Week 8: Experimental research

##### *Readings:*

Babbie, E. (2016). Chapter 8: Experiments (pp. 224-245)

Jackson, M., & Cox, D.R. (2013). The principles of experimental design and their application in sociology. *Annual Review of Sociology*, 39, 27-49. doi: 10.1146/annurev-soc-071811-145443

Aussums, M.-C.E. Boomsma, A., & Snijders, T.A.B. (2011). The use of quasi-experiments in the social sciences: A content analysis. *Qualitative Quantitative*, 45, 21-42. doi: 10.1007/s11135-009-9281-4

Phan, H.P. & Ngu, B.H. (2017). Undertaking experiments in social sciences: Sequential, multiple time series designs for consideration. *Education Psychological Review*, 28, 847-867. doi: 10.1007/s10648-016-9368-0 (pp. 847-854 only)

Thorson, E., Wicks, R., & Leshner, G. (2012). Experimental methodology in journalism and mass communication research. *Journalism and Mass Communication Quarterly*, 89(1), 112-124.

Levine, W.H., Betzner, M. & Autry, K.S. (2016). The effect of spoilers on the enjoyment of short stories. *Discourse Processes*, 53(7), 515-531. doi: 10.1080/0163853X.2016.1141350

All, A., Plovie, B., Nuñez Castellar, E.P., Van Looy, J. (2017). Pre-test influences of the effectiveness of digital-game learning: A case study of a fire safety game. *Computers & Education, 114*, 24-37. doi: 0.1016/j.compedu.2017.05.018

*Assignments:*

None

Week 9: Content analysis

*Readings:*

Babbie, E. (2016). Chapter 11: Unobtrusive research (pp. 323-334 only).

Lacy, S., Watson, B.R., Riffle, D., & Lovejoy, J. (2015). Issues and best practices in content analysis. *Journalism & Mass Communication Quarterly, 92*(4), 791-811. doi: 10.1177/1077699015607338

Slater, A., Tiggemann, M., Hawkins, K., & Werchon, D. (2012). Just one click: A content analysis of advertisements on teen web sites. *Journal of Adolescent Health, 50*, 339-345. doi: 10.1016/j.jadohealth.2011.08.003

Lind, F., Gruber, M., & Boomgaarden, H.G. (2017). Content analysis by the crowd: Assessing the usability of crowdsourcing for coding latent constructs. *Communication Methods and Measures, 11*(3), 191-209.

Gershon, S. (2012). When race, gender, and the media intersect: Campaign news coverage of minority congresswomen. *Journal of Women, Politics, & Policy, 33*, 105-125. doi: 10.1080/1554477X.2012.667743

Guo, L. & Harlow, S. (2014). User-generated racism: An analysis of stereotypes of African Americans, Latinos, and Asians in YouTube videos. *Howard Journal of Communications, 25*(3), 281-302. doi: 10.1080/10646175.2014.925413

Hendriks Vettehen, P., Nuijten, K., & Beentjes, J. (2005). News in an age of competition: The case of sensationalism in Dutch television news, 1995-2001. *Journal of Broadcasting and Electronic Media, 49*(3), 282-295.

*Assignments:*

None

Week 10: Open science and reproducibility

*Reading:*

Fecher, B., & Friesike, S. (2014). Open science: One term, five schools of thought. In S. Bartling & S. Friesike (Eds.), *Opening Science* (pp. 17-47). Springer.

Pampel, H., & Dallmeier-Tiessen, S. (2014). Open research data: From vision to practice. In S. Bartling & S. Friesike (Eds.), *Opening Science* (pp. 213-224). Springer.

Munafò, M.R., Nosek, B.A., Bishop, D.V.M., Button, K.S., Chambers, C.D., Percie du Sert, N., Simonsohn, U., Wagemakers, E.-J., Ware, J.J., & Ioannidis, J.P.A. (2017). A manifesto for reproducible science. *Nature: Human Behavior*, *1*, 1-9. doi: 10.1038/s41562-016-0021

Grand, A., Wilkinson, C., Bultitude, K., & Winfield, A.F.T. (2012). Open science: A new “trust technology”? *Science Communication*, *34*(5), 679-689. doi: 10.1177/1075547012443021

Grand, A., Wilkinson, C., Bultitude, K., & Winfield, A.F.T. (2016). Mapping the hinterland: Data issues in open science. *Public Understanding of Science*, *25*(1), 88-103. doi: 10.1177/0963662514530374

Campbell, L. (2018, January 22). Week 2: Why should science be open and reproducible. Can be retrieved from: <http://www.lornecampbell.org/?p=176>

*Assignments:*

None

Week 11: No class – Veteran’s Day

*Assignments:*

Measures due Wednesday November 11 before 5:00PM

Week 12: Working with data: Qualtrics

*Readings:*

Snow, J. (2011.) *Qualtrics: The complete research suite: A step-by-step guide to using Qualtrics*. Qualtrics Labs

Ramsey, S.R., Thompson, K.L., McKenzie, M., & Rosenbaum, A. (2016). Psychological research in the internet age: The quality of web-based data. *Computers in Human Behavior*, *58*, 354-360. doi: 10.1016/j.chb.2015.12.049

Gosling, S.D., Vazire, S., Srivastavam S., & John, O.P. (2004). Should we trust web-based studies? A comparative analysis of six preconceptions about internet questionnaires. *American Psychologist*, *59*(2), 93-104. doi: 10.1037/0003-066X.59.2.93

Christian, L.M., Parsons, N.L., & Dillman, D.A. (2009). Designing scalar questions for web surveys. *Sociological Methods & Research*, *37*(3), 393-425. doi: 10.1177/0049124108330004

*Assignments:*

Qualtrics assignment due Sunday November 22 before 5:00PM

**Week 13: Thanksgiving break: No class****Week 14: Working with data: SPSS***Readings:*

Babbie, E. (2016). Chapter 14: Quantitative data analysis (pp. 412-431).

Babbie, E. (2016). Chapter 16: Statistical analysis (pp. 450-477 – up to “discriminant analysis”)

Travers, J.C., Cook, B.G., & Cook, L. (2017). Null hypothesis significance testing and p values. *Learning Disabilities Research & Practice, 32*(4), 208-215. doi: 10.1111/lrdp.12147

Verdam, M.G.E., Oort, F.J., & Sprangers, M.A.G. (2014). Significance, truth, and proof of p values: Reminders about common misconceptions regarding null hypothesis significance testing. *Quality of Life Research, 23*, 5-7. doi: 10.1007/s11136-013-0437-2

Levine, T.R., Weber, R., Park, H.S., & Hullett, C.R. (2008). A communication researchers' guide to null hypothesis significance testing and alternatives. *Human Communication Research, 34*, 188-209. doi: 10.1111/j.1468-2958.2008.00318.x

Levine, T.R., Weber, R., Hullett, C., Park, H.S., & Lindsey, L.L.M. (2008). A critical assessment of null hypothesis significance testing in quantitative communication research. *Human Communication Research, 34*, 171-187. doi:10.1111/j.1468-2958.2008.00317.x

*Assignments:*

Statistical analysis due Sunday December 6, before 5:00PM

**Week 15: Final presentations***Assignments:*

Final paper due Friday December 11 at 12 noon