

MSCM 3306: Theory and Research

Section 2, MWF 10:00-10:50 a.m.

Spring 2024

Instructor Information:

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Office Hours: Typically TR 9:30-12, MW 1-2, but other times are often available. Just check with me. I have each week's schedule posted on my door.
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Course Description and Objectives

This course is designed for students to develop the skills necessary to recognize, design, and use research in mass communication. To facilitate this process, students will explore the examination and application of concepts and contemporary mass communication research and methods that investigate human and/or computer-mediated communication processes.

The Department of Communication has the following objectives for Theory and Research:

1. Describe the goal of research and the basic steps of the scientific method as applied in mass communication.
2. Demonstrate the process of designing a research project.
3. Select and apply appropriate quantitative and qualitative research methodologies in support of mass communication objectives.
4. Develop a set of criteria for evaluating the value of research questions, the validity of the claims made at the end of the project, the generalizability of the results, and the ethical considerations involved in conducting and reporting research.



Source cite: <https://phdcomics.com/comics/archive.php?comiconid=333>

Textbook:

Treadwell, Donald F. *Introducing Communication Research: Paths of Inquiry*. 4th edition. Thousand Oaks, CA: SAGE, 2020.

It costs between \$51-105, depending on whether you're renting or buying.

Some words about the class and your professor:

I'M NOT GOING TO LIE -- YOU'LL HAVE TO WORK A LOT IN THIS CLASS. RESEARCH METHODS IS USUALLY THE MOST DIFFICULT COURSE IN ANY COMMUNICATION MAJOR. THAT SAID, I THINK YOU'LL GET A LOT OUT OF THE COURSE, EVEN IF YOU NEVER HAVE TO DO YOUR OWN RESEARCH STUDIES AFTER THIS CLASS IS OVER. KNOWING HOW RESEARCH IS DONE, AND HOW WE MAKE ARGUMENTS IN A SOCIAL SCIENTIFIC WAY IS QUITE VALUABLE. AT A TIME WHEN MANY SCHOLARLY ARTICLES HAVE QUESTIONABLE STATISTICS,¹ IT'S MORE IMPORTANT THAN EVER TO KNOW HOW TO MAKE GOOD ARGUMENTS AND RECOGNIZE BAD ARGUMENTS WHEN IT COMES TO SOCIAL SCIENTIFIC RESEARCH.

WHAT SHOULD YOU KNOW ABOUT ME?

- * MY JOKES START OUT BAD, BUT THEY ONLY GET WORSE. JUST ASK YOUR COLLEAGUES WHO HAVE HAD ME BEFORE. IF YOU'VE HAD ME BEFORE, YOU KNOW THIS TO BE TRUE.

THIS SEMESTER, I GET TO TELL SOME MATH JOKES! YOU MAY CRINGE AT SOME OF THE MATH JOKES, BUT THAT'S OK.

SAMPLE JOKE: WHAT DID THE Z-DISTRIBUTION SAY TO THE T-DISTRIBUTION? YOU MAY BE LIKE ME, BUT YOU'RE NOT NORMAL. IF YOU DON'T GET THAT JOKE NOW, YOU WILL BY THE END OF THE SEMESTER.

- * LIKE MY COLLEAGUES IN THE DEPARTMENT, I'M HERE BECAUSE I LOVE TO WORK WITH STUDENTS AND SEE YOU SUCCEED. WE LOVE SEEING YOU DOING THINGS YOU DIDN'T THINK YOU COULD. THAT'S CERTAINLY HOW I FEEL ABOUT THIS CLASS.
- * I'M BIG ON "SPIRAL LEARNING." SIMPLY PUT, IT'S TAKING A CONCEPT AND GOING OVER IT MORE THAN ONCE WITH INCREASING DEPTH EACH TIME. I USE THAT APPROACH BECAUSE YOU'LL BE MORE LIKELY TO REMEMBER WHAT YOU'VE LEARNED. IF YOU THINK, "WAIT! DIDN'T DR. DREHER TALK ABOUT THIS BEFORE?" CHANCES ARE IT WAS INTENTIONAL.

I ALSO COME INTO THIS CLASS MAKING THE FOLLOWING ASSUMPTIONS:

- * MOST OF YOU PROBABLY HATE MATH AND STATISTICS. THAT'S OK. YOU MAY NOT LOVE THOSE SUBJECTS BY THE TIME WE'RE THROUGH, BUT I HOPE YOU'LL HATE THEM LESS.
- * EACH OF YOU LEARNS IN DIFFERENT WAYS. SO WHILE DISCUSSION IS A BIG PART OF HOW I APPROACH OUR TIME TOGETHER, IT WON'T BE THE ONLY WAY WE LEARN. YOU'LL HAVE QUITE A FEW CHANCES TO PRACTICE WHAT YOU'LL LEARN AND TO DEMONSTRATE WHAT YOU KNOW.
- * ATTENDANCE IS QUITE VALUABLE. IT'S YOUR CHANCE TO HAVE THINGS MAKE SENSE, TO LEARN HOW TO APPLY WHAT YOU'VE READ, AND TO LEARN IN COMMUNITY. SOME OF YOUR ASSIGNMENTS WILL BE DONE IN CLASS, SO YOU'LL WANT TO BE HERE FOR THEM. RESEARCH HAS SHOWN YOU'RE LIKELY TO GET A BETTER GRADE IF YOU COME TO CLASS.¹ FOR THOSE WHO HAD ME BEFORE, I'M GOING TO BE A BIT MORE STRICT ON ATTENDANCE THIS SEMESTER.
- * I DON'T GIVE BUSY WORK JUST TO GIVE YOU SOMETHING MORE TO DO. I GIVE ASSIGNMENTS BECAUSE I THINK THEY'LL BE HELPFUL FOR YOU IN LEARNING AN IMPORTANT CONCEPT OR IDEA. IF YOU'RE NOT SURE HOW AN ASSIGNMENT OR A READING IS SUPPOSED TO HELP YOU, ASK ME. I'M HAPPY TO EXPLAIN FURTHER.
- * I WANT YOU TO BE CURIOUS. YOU'RE IN THIS DEPARTMENT BECAUSE YOU FOUND SOMETHING ABOUT COMMUNICATION INTERESTING, WHETHER IT'S JOURNALISM, FILM, BROADCAST, PUBLIC RELATIONS, ADVERTISING, OR SOMETHING RELATED TO THOSE AREAS. I WANT YOU TO LEARN MORE ABOUT SOMETHING THAT INTERESTS YOU. RESEARCH DOESN'T HAVE TO BE A CHORE. =)

¹Smith, Gary. (3 June 2023). "How Shoddy Data Becomes Sensational Research." *Chronicle of Higher Education*, <https://www.chronicle.com/article/how-shoddy-data-becomes-sensational-research>

¹ See the article published by two GCSU colleagues in Computer Science, found in the Proceedings of the Consortium for Computing Sciences in Colleges, Southeast Division: <https://dl.acm.org/doi/pdf/10.5555/2038836.2038857>. There are also a variety of meta-analyses that come to the same conclusion.

Assignments and Course Weighting:

Assignment	Weight
Quizzes	10%
Attendance and Class Engagement	20%
IRB Certification	5%
Data Analysis Homework	10%
Research Project: Justification and Initial Literature Review	10%
Research Project: Final Literature Review	10%
Research Project: Rough Draft	15%
Research Project: Final Draft and Presentation	20%

WHAT OTHER ADVICE DO YOU HAVE FOR ME?

- * DON'T WAIT UNTIL THE LAST MINUTE TO DO ASSIGNMENTS. THAT STRESSES YOU AND ME OUT.
- * IF YOU'RE GOING TO BE ABSENT, LET ME KNOW. PROFESSORS ARE MUCH HAPPIER TO MAKE UP WORK WITH STUDENTS WHEN WE KNOW AHEAD OF TIME THAT YOU'LL BE GONE.
- * DON'T BE A STRANGER. THE MORE I KNOW ABOUT YOU AND HOW YOU LEARN, THE BETTER I CAN HELP YOU.
- * PLEASE DON'T BE AFRAID TO ASK QUESTIONS. CHANCES ARE OTHER COLLEAGUES MAY HAVE THE SAME QUESTION.



More about each assignment and the why:

Quizzes: These are designed to make sure that you've mastered the material you need to know in order to be successful on the research project... and in understanding good research.¹

Attendance and Class Engagement: Notice I didn't say class discussion -- attendance and engagement means you're participating in the activities we do in class, not just that you're coming to class. If you're sick, please don't come. If you know you're not going to be in class, just let me know. Your attendance is expected for the final presentations, and it's important to be here for group days. A B here means that you were here pretty much every day with some participation. An A means you were here pretty much every day with significant participation.

IRB (Institutional Review Board) Certification: This is a simple exercise to demonstrate that you understand your ethical responsibilities as a researcher, and cautions that you need to take when doing your own research. This is an "all or nothing" assignment -- either you earn the certification or you don't.

¹Those of you who've had me before know that I'm not a big quiz/test person. That said, in this class, it's really important that you know the basics. My goal is to set up the quizzes/tests in such a way that you have the time you need, and that it will be conducive for students who have accommodations. It may not be easy, given the vast amount of material we have to cover... but we'll work it out.

More about each assignment and the why (continued):

Data analysis homework: This is work that we'll do during our discussion of statistics. Some of that work will be completed in class; you may have some work to do outside of class. If you need to do work outside of class, there are at least three labs that have SPSS: Terrell 304, Terrell 415, and Arts & Sciences 351.

What I want to know is: (a) do you understand the different statistical tests that we use in this course, (b) do you know how to compute them using SPSS (a statistical program we'll use), and (c) do you know what the results mean? Can you explain the "so what" using appropriate language?¹

Research Project: Yes, you do have to do a research project in this class, and you'll do it in groups. But we'll do this in several parts. My goal is that you have a project of sufficient quality that it could be presented at a research conference on or off-campus. I believe that you can reach that standard, and I'll help you get there, even after this class is over.² Here's how the project will work - we'll do it in stages:

Stage 1 - You'll be in a group of 3-4 students. I anticipate that we'll have 5 groups for the class. You and the other members of your group will consider some kind of interesting question involving anything to do with mass communication. Of course, you'll want to narrow that down into something more specific. We'll talk about different types of projects you can do -- whether it's a replication and extension of a previous study, or a project you create yourself. Later in this syllabus and in our class discussions, I'll provide a variety of examples of projects. We'll discuss your project as a group, and you'll turn in a brief (1 page or so) outline/treatment of your project.

Stage 2 - You'll present a justification for your project, along with a sample of 8-10 potential sources for your project. Each source must be in the proper documentation format (APA or similar format) and need to be scholarly sources. I must be able to verify every source as legitimate.³ And yes, assume that I will go looking for every source to verify its existence. This will be an annotated bibliography -- I'll want a paragraph about each source that tells me (a) what were the researchers trying to find? (b) What approach did they use to answer their question(s)? (c) What were some of the interesting findings? and (d) How does this particular source fit in with some of the other research out there on that part of your topic?

Stage 3 - You'll turn in a paper describing: (a) the research questions you want to ask or the hypotheses you plan to test, (b) the approach you want to take (interview, survey, content analysis, etc.), (c) more specifics about how you plan to go about your project -- what will you use for your sample and why? How long are you giving yourselves to do the data and analysis? In other words, what I'm looking for is your plan as to how you are going to complete your project, and a timeline that your group will establish.⁴ You'll be able to work on stage 3 while I work on stage 2. Other future stages will work in much the same way. 10% of the course grade comes from stages 2 and 3.

Note: The research questions/hypotheses and the methodology will appear in the final paper. The timeline will not -- that's just for your group and for me as a way for me to know how you're progressing.

¹For example, if someone has a 2 point lead in a poll, and the error margin is plus or minus 4%, does that mean that person is in the lead? We would say that the lead is within the margin of error, and so it's not certain that the person with a 2-point lead would win the race.

²I should note here that such conference presentations look really good for future employers and graduate schools. They'll know you can take a wide array of information and assimilate that information into a coherent argument.

³Please note that some large language models such as ChatGPT have been known to create sources that don't exist. Should you turn in a paper that has sources that don't exist, I will blame you and your group, and not the computer. Always verify!

⁴I live in the real world. You won't be penalized if your project takes a little longer than expected. I want this part of the project to help guide your group in establishing a realistic timeline for its completion. And if things need to change, so be it.

More about each assignment and the why (continued):

Research Project (continued):

Stage 4 - This will be your completed literature review, where you take what you did in stage 2 and then put it together into a more cohesive part of your project. In this stage, what you'll do is to take your sources and group them around themes or ideas that will help you in posing and answering the questions that you' This part of your paper will be about 4-7 pages ¹ and have a minimum of 10-12 scholarly sources. This is the "final literature review" part of your grade.

Stage 5 - Writing up the results. Your group will put together a short description of your results. This could be anywhere from 2-5 pages.

Stage 6 - Discussion/Future Research - Here, you'll explain your results. Did you find your hypotheses to be supported? How are you answering your research questions? Were there any findings that surprised you? (Please note: sometimes NOT finding something can be quite interesting, particularly if you were expecting a sizable effect.)

Stage 7 - Conclusion and tying together the paper. This is where you put everything together. Your full paper will consist of:

- An introduction (you'll basically combine stage 1 and the part of stage 2 that deals with the justification of the project)
- The literature review (stage 4)
- The research questions/hypotheses (stage 3)²
- Your methodology (also in stage 3)
- Your results (stage 5)
- Discussion and future research (stage 6)

You'll turn in a rough draft (15% of the course grade). The final draft and presentation (stage 8) are 25% of the course grade.

Stage 8 - The presentation. Each group should prepare a 15 minute presentation on their project. In the presentation, you'll focus on explaining the project, how you went about doing your research, explaining your findings, and directions for future research. You won't spend a whole lot of time on the literature review during the presentation.

Also expect that at various points, I will ask about the contributions each of the group members are making toward the project. That said, ALL of the group members should be conversant with the project, because I may choose to ask any one of you about an aspect of your project. So it is your group's responsibility to communicate about what each person is doing with each other.

When all is said and written, I'm guessing most projects will be somewhere in about the 20 page range, give or take a couple of pages. And you'll contribute to a better understanding of mass communication.

¹Yes, I realize that is a pretty big range. The actual length will depend on the project and what kind of literature already exists on the topic.

²Yes, I know this seems a bit out of order. But I have to know what you're studying before I could tell you whether the lit review was sufficient. But in most journal articles, the lit review comes before the research questions.

GCSU Official Policies...

Religious Observance Policy

Georgia College values the religious diversity of our students. Major religious holidays that will be observed on class days are included on the academic calendar for each term.

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Observance is limited to the date(s) of the holiday; supplemental time (e.g., travel time to go home to observe the holiday with family) is not eligible for accommodation. Exercising one's rights under this policy is subject to the GC Honor Code.

Students who will miss class in observance of a religious holiday or event are required to notify each instructor in writing within the first week of class of the semester in which the observance occurs and to make up the coursework missed as a result of the absence. The Religious Observance Faculty Notification Form may be used to facilitate this notification. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Given the time limitations inherent in completing end-of-semester assignments and final exams, this policy does not apply during finals week. Students are expected to take final exams at the scheduled times and complete end-of-semester work by the deadlines set by each instructor.

Form: <https://www.gcsu.edu/sites/default/files/documents/2022-10/Religious%20Observance%20Policy%20Notification%20Form%202022-10-17.pdf>

Failure to follow the prescribed procedures voids all student rights under this policy. Students may appeal actions taken by an instructor under this policy through the [GC academic grievance process](#).

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. The Student Disability Resource Center can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GC programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact the Student Disability Resource Center located in Russell Library 109 at 478-445-5931.

Student Mental Health

In order to best meet the needs of students and their mental health, GCSU provides on-campus Counseling Services (478-445-5331). Additionally, the GCSU 24/7 Emotional Support Line (833-855-0085) is available for students to speak to a counselor for in-the-moment support for large or small concerns. Online counseling is available through the University System of Georgia (USG) at LiveHealth Online (<https://usg.startlivehealthonline.com>) by using the service key GCSUSTUDENT and selecting the "University System of Georgia LiveHealth Online StudentTeletherapy" tile.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Student Rating of Instruction Survey

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Student Use of Copyrighted Materials

As a student your ability to post or link to copyrighted material is governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Students are expected to adhere to the stipulations of the Georgia College Honor Code, which addresses plagiarism. Violations are subject to disciplinary action. Policy recognizes that exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law, including the right to make a fair use of copyrighted materials. The absence of a copyright notice or symbol on a work does not denote a lack of copyright. Failure to comply with this policy, including federal copyright laws, may result in restriction or loss of university network access and/or disciplinary action through the Office of Student Life. For questions involving copyright issues, please consult the GC Office of Legal Affairs. Refer to the USG Policy on the Use of Copyrighted Works at <https://www.usg.edu/copyright>.

Electronic Recording Policy

Electronic video and/or audio recording is not permitted during any class unless the student obtains permission from the instructor and every student present. If permission is granted, any distribution of the recording is prohibited. Violation of this policy is grounds for removal from the class and referral for disciplinary action. Students granted specific electronic recording accommodations from Disability Services do not require special permission; however, the instructor must be notified. Any distribution is prohibited.

Academic Grievances or Appeals

An academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student's detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of the University. Students shall have the right to file academic grievances or appeals according to the procedures approved by the University and outlined in the University Catalog.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.

Course Calendar

Please note that we may alter this calendar in order to spend more time on items that we think are necessary, or in case of emergencies. Updates will be announced in class, and a new copy of the syllabus will be uploaded to Georgia View with the syllabus updated date noted in the header and in Georgia View.

Assignments are listed on the day they are due. Reading assignments are listed on the day we'll discuss them. On Wednesday, January 10my, we'll discuss chapter 1 in the Treadwell and Davis textbook.

<i>Date/Day of class</i>	<i>Topics for day</i>	<i>What should you take away from the day?</i>	<i>Assignments</i>
Mon. 1/8 (1)	Introduction to Semester		
Wed. 1/10 (2)	Assumptions Behind Communication Research	You should become more aware of the assumptions we make when it comes to how we study communication.	Chapter 1 (Treadwell/Davis)
Fri. 1/12 (3)	Theory Day 1: <ul style="list-style-type: none"> • Hypodermic needle • Gatekeeping 	These are some of the first theories that were created when it comes to the study of mass communication. What I want you to take away: <ul style="list-style-type: none"> • How do the assumptions behind these theories influence how we view communication? • What's changed since these theories were created? 	Reading assignments are in Georgia View under "links"
Mon. 1/15	Martin Luther King, Jr. Day (NO CLASS)		
Wed. 1/17 (4)	<ul style="list-style-type: none"> • First decisions in research • Ethics in Research • Institutional Review Board 	<ul style="list-style-type: none"> • What are the key questions that need to be answered before starting with research? • How do we need to define terms? • What do we need to do to make sure we treat research subjects well? 	Chapters 2, 3
Fri. 1/19 (5)	Theory Day 2: <ul style="list-style-type: none"> • Cultivation • Agenda Setting 	Be able to explain cultivation theory and agenda setting. Think through how these approaches change as a result of different types of media and technology that we consume.	Reading assignments are in Georgia View under "links"
Mon. 1/22 (6)	Theory Day 3: <ul style="list-style-type: none"> • Framing • Medium Theory (McLuhan, Meyrowitz) 	<p>"The medium is the message" is the obvious takeaway. But also how McLuhan's original analysis has been updated and applies to today.</p> <p>As an FYI, we could spend an entire semester on this topic alone. Please don't assume that today is all you could ever learn about McLuhan. :)</p>	Reading assignment is in Georgia View under "links"

<i>Date/Day of Class</i>	<i>Topics for Day</i>	<i>What should you take away from the day?</i>	<i>Assignments</i>
Wed. 1/24 (7)	Theory Day 4: <ul style="list-style-type: none"> · Spiral of Silence · Knowledge Gap theory 	What are the implications of concealing one's views when people perceive themselves to be in the minority? And how does this impact how we conduct research?	Reading assignment is in Georgia View under "links."
Fri. 1/26 (8)	Theory Day 5: <ul style="list-style-type: none"> · Uses and Gratifications · Diffusion of Innovations 	Why do we use particular media? What do we get out of it? How do particular technologies get adopted by larger groups?	Reading assignments in Georgia View under "links"
Mon. 1/29 (9)	Theory Day 6: <ul style="list-style-type: none"> · Cognitive Dissonance · Elaboration Likelihood Model 	Why is cognitive dissonance still utilized in looking at persuasion? How do we process information, and how does that apply to mass media? To be honest, we'll spend more time on elaboration likelihood than on cognitive dissonance in class.	Reading assignments in Georgia View under "links"
Wed. 1/31 (10)	Catchup Day for Theories		IRB Assignment Due
Fri. 2/2 (11)	Research Basics: <ul style="list-style-type: none"> · Finding the gaps in the literature · Asking good research questions · Research groups created 	Pretty self-explanatory. How does your research answer questions that haven't been answered?	
Mon. 2/5 (12)	Review of Theories		In-class examination
Wed. 2/7 (13)	No class - Dr. D. sick	Please make sure you get rest so that you don't become sick!	
Fri. 2/9 (14)	Day 1: Measurement - Scales, Start Reliability and Validity	How do we create good scales that measure what we want to find? And what are the strengths/weaknesses of using scales in research? The two terms don't mean the same thing. By the end of class, you should know what they mean and why they matter.	Chapter 5
Mon. 2/12 (15)	Independent and Dependent Variables There will be some time to decide upon groups for the research project.	This is a crucial day to understand when it comes to social scientific research. Controlling one of a series of variables so that we can better understand how a particular effect happens	Chapter 10
Wed. 2/14 (16)	Day 1: Surveys - <ul style="list-style-type: none"> · When to use surveys · Open/closed ended questions · Writing good survey questions There will be some time in class to talk about the research project today and/or Friday.	Pretty self-explanatory -- when is it a good idea to use a survey, and when is it not?	Chapter 9

<i>Date/Day of class</i>	<i>Topics for day</i>	<i>What should you take away from the day?</i>	<i>Assignments</i>
Fri. 2/16 (17)	Day 2: Surveys - <ul style="list-style-type: none"> Problems and solutions for common issues Survey design (user experience) 	We'll discuss some of the problems with creating surveys - how to make them better,	Chapter 9
Mon. 2/19 (18)	Day 1: Sampling - Nonprobability and probability	What are some of the different ways in which we can sample a population? And what does that imply for what kinds of conclusions we're able to draw?	Chapter 6 Topic Proposals Due
Wed. 2/21 (19)	Day 2: Sampling- Probability, problems with sampling given internet/phone usage Research group time	How does internet sampling work? What are some of the problems with the way in which sampling is happening now? What does that mean for the kinds of conclusions we can draw?	Chapter 6
Fri. 2/23 (20)	Day 1: Experimental Design - Field experiments, start pre-test/post-test	How do we conduct field experiments? What does it mean to conduct a pilot study?	Chapter 10
Mon. 2/26 (21)	Day 2: Experimental Design: Pre-test/Post-test, other types of experimental design	We'll cover several kinds of experimental design with one and two group versions.	Chapter 10
Wed. 2/28 (22)	Day 3: Experimental Design: Internal validity, selection bias, external validity	How do we know we have a good research design? How do we measure validity, and how does internal validity differ from external validity? We'll also talk about how participants view what you're trying to find out.	Chapter 10
Fri. 3/1 (23)	Group Writing Day		Lit Review Pt. 1
Mon. 3/4 (24)	Day 1: Content analysis	How do we code with content analysis? How do we set up categories of analysis, and are there easier ways of doing content analysis? We'll also get into reliability checks as well.	Chapter 11
Wed. 3/6 (25)	Day 2: Content analysis	Learning by doing - you'll do a content analysis in class.	Chapter 11
Fri. 3/8 (26)	Interviews, Start Focus Groups	No, not Prof. Wilkins class... but rather, what are some things to keep in mind when it comes to conducting interviews for research?	Chapter 13
Mon. 3/11 (27)	<ul style="list-style-type: none"> Focus Groups Ethnography 	What are important things to keep in mind when it comes to running a good focus group?	Chapter 13
Wed. 3/13 (28)	Day 1: Statistics <ul style="list-style-type: none"> Mean, median, mode, standard deviation Sampling: Now that I have my sample, is it any good? 	Today really should be a review of basic stats. If not, my hope is that some of the very basic descriptive statistics will sink in. The discussion of samples is going to be very important, and circles back to what we talked about back at the beginning of October.	Chapter 7, Chapter 8
Fri. 3/15 (29)	Work on projects		
Mon. 3/18 - Fri. 3/22	SPRING BREAK (No class)		
Mon. 3/25 (30)	SPSS Introduction	A taste of what you can do in SPSS. We'll be using SPSS more prominently over the next few weeks (<i>and meeting in Terrell 415 from this point on...</i>)	Chapter 7

<i>Date/Day of Class</i>	<i>Topics for Day</i>	<i>What should you take away from the day?</i>	<i>Assignments</i>
Wed. 3/27 (31)	Research Day: We won't meet in class	We won't meet as a class, but you will be expected to attend 1 or more Research Day activities. Details forthcoming when we get the schedule.	Chapter 8, Data Analysis Homework #1
Fri. 3/29 (32)	Day 2: Statistics - <ul style="list-style-type: none"> • Z score • Chi Square 	Two of the basic statistical tests. You've probably done a few of these before. Now let's go about understanding the different assumptions behind each test and how to do them in SPSS	Chapter 8 Data Analysis Homework #1
Mon. 4/1 (33)	Day 3: Statistics - t-tests	You'll know what a t-test is and when to use it. You'll also know how to do a t-test and how to interpret the results.	Chapter 8
Wed. 4/3 (34)	Day 4: Statistics - ANOVA (Analysis of Variance)	You'll know what an analysis of variance test is and when to use it. You'll also know how to do an ANOVA test and interpret the results.	Chapter 8 Data Analysis Homework #2
Fri. 4/5 (35)	Day 5: Statistics - Correlation	You'll know how to do a correlation analysis and how to interpret the results you get. You'll also know when it's appropriate to do a correlation analysis.	Chapter 8
Mon. 4/8 (36)	Day 6: Statistics - Deciding between tests and Type 1 and Type 2 Errors	If you weren't sure before, today's a day to clinch knowing which test is appropriate for different kinds of variables. We'll go back and tie back to our discussion on independent and dependent variables. Also, what's the difference between Type 1 and Type 2 errors, and how do we as researchers control for them?	Chapter 8 Data Analysis Homework #3
Wed. 4/10 (37)	Statistics: Reviewing Stats		
Fri. 4/12 (38)	Putting the project all together		
Mon. 4/15 (39)	Work on projects		Project snapshot is due at 10:00 a.m.
Wed. 4/17 (40)	Work on presentations		
Fri. 4/19 (41)	Work on projects and presentations		
Mon. 4/22 (42)	Work on projects and presentations		
Wed. 4/24 (43)	Work on projects and presentations		Final Draft Due
Fri. 4/26 (44)	Work on projects		
Mon. 4/29 (45)	Work on projects		
Fri. 5/3 (10:30-12:45)	Presentations/Poster Sessions	You'll demonstrate your ability to synthesize information, conduct original research, interpreting your findings, and presenting those findings in a polished way to your audience.	Presentations/Poster Sessions during the final exam time