

## **COMM 366-201 (3289): Observing and Measuring Communication Behavior**

**Loyola University Chicago, Fall 2017 (Tuesday & Thursday 11:30-12:45, CLC 201)**

(Office hours: Tuesday 1:00-4:00, Thursday 1:00-2:00, Lewis Tower #904, 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 approaches 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 have 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. (2017). *Introducing communication research: Paths of inquiry* (3rd ed.). Thousand Oaks: Sage.

### **Prerequisites**

COMM 100 and COMM 272 Intercultural, COMM 273 Interpersonal, COMM 277 Organizational Communication, or COMM 281 Communication, language, and Gender

### **Assignments**

All written work for this class should be properly sourced and cited using APA 6th edition guidelines. See [www.apastyle.org](http://www.apastyle.org) or other online/offline sources for APA style examples and help.

### **Individual Assignments (35%)**

Assignments include, but are not limited to: What is Research in Communication? Blog Posts, Cybersecurity Quiz/Data Review, Article Critique, Article Section Review, Research Gathering and Article Evaluation, Content Analysis Article Review, 3 Discussion Comments on Fashion & the Cities, and Reflection.

### **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. 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. Each class will be worth **2 to 3** participation points: **1 point for attending class on time and staying the duration, 1 point for contributing meaningfully to the discussion, and 1 point for completing all in-class activities or group work.** Participation is always valued and is expected. In-class activities cannot be made up except for instructor approval.

**Quizzes – Individual (10%) and Group (5%)** Quizzes cannot be made up except for instructor approval.

### **Group Projects**

Fashion/Identity/Advertising Korea/USA Survey, Video, and Paper (40%)

Working with a team, you will design a survey around a communication topic related to fashion/identity/advertising/consumerism and social justice issues 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 on the Fashion and the Cities Facebook page. Your group will express your findings/analyses in a video that will be posted for feedback. Dr. Yoo’s class will also post a video for your feedback. You will also present your results 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 (unless noted).*

**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. Remember, integrity is one of the most important traits for success. You control your own honor and integrity. The policy: <http://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/School%20of%20Communication%20Statement%20on%20Academic%20Integrity.pdf>

**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
<b>A range</b>	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>B range</b>	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.
<b>C range</b>	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.
<b>D range</b>	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:

35% Individual Assignments	100-93% = A	76-73% = C
10% Individual Quizzes	92-90% = A-	72-70% = C-
5% Group Quizzes	89-87% = B+	69-67% = D+
10% Participation, including in-class activities and other exercises	86-83% = B	66-63% = D
40% Group S. Korea/USA Survey, Paper, and Video Project	82-80% = B-	62-60% = D-
100%	79-77% = C+	59% ≥ = F

**COMM 366 Observing and Measuring Communication Behavior – Fall 2017 Tentative Schedule**

<b>Wk</b>	<b>Date</b>	<b>Readings/Assignments DUE</b>	<b>Topics/In-Class Activities</b>
1	Aug 29	What is research in communications?	Introduction survey, schedule, expectations, grading; let's get started! Q&Q <u>Introduce Assignment: What is Research in Communication? Blog Posts</u>
	Aug 31	<b>Due: What is Research in Communication? Blog Posts</b> Ch 1 Getting started: Possibilities and decisions <b>Due: Post Cybersecurity Score</b>	Ideas and reading communication research IC – Research assumptions <u>Introduce Assignment: Pew Research Center – Cybersecurity, take quiz, download 3 data set files (Questionnaire, Excel, SPSS)</u>
2	Sept 5	Ch 2 First decisions: What, why, how? <b>Quiz Ch 1 &amp; 2</b>	IC – Continue/finish Cybersecurity data set; Ch 2; review Worldviews I and II; culture lecture <u>Introduce Assignment: Article Critique</u>
	Sept 7	Ch 3 Ethics: What are my responsibilities as a researcher? <b>Due: Article Section Review Assignment</b>	IC – Ch 3 Ethics activity in pairs; search demo; search and review articles in class <u>Introduce Assignment: Article Section Review</u>
3	Sept 12	<b>Due: Article Critique Assignment</b> Ch 4 You could look it up: Reading, recording, and reviewing research	Review journal articles for methods, theory, and RG/Hs; review search demo <u>Introduce Assignment: Research Gathering and Article Review</u>
	Sept 14	Ch 5 Measurement: Research using numbers <b>Quiz Ch 5</b> Ch 6 Summarizing research results: Data reduction and descriptive statistics	IC – Reliability, validity, IV, DV, levels of measurement; SPSS demo, run descriptive statistics, use Pew Study data
4	Sept 19	<b>Due: Research Gathering and Article Review Assignment</b> Ch 8 Sampling: Who, what, and how many?	Discuss sampling
	Sept 21	Ch 12 Content analysis: Understanding text and image in numbers	Content analysis <u>Introduce Assignment: Content Analysis Article</u>
5	Sept 26	Ch 10 Experiments: Researching cause and effect Posted Ch 8 Kimchi and Korea	Discuss experiments; South Korea and culture <u>Introduce Assignment: Facebook Comments</u>
	Sept 28	Ch 9 Surveys: Putting numbers on opinions <b>Quiz Ch 9 and 10</b>	IC – Survey research, sampling, questionnaire construction
6	Oct 3	<b>Due: Content Analysis Article Assignment</b>	<u>Introduce Assignment: Survey Project</u> IC – Work on ideas for group assignment
	Oct 5	<b>Fashion/Identity/Consumerism/Advertising South Korea and USA Survey Project</b> <b>Due: Article and Explanation #1</b>	IC – Work on ideas for group assignment <u>Introduce Assignment: Article and Explanation 1, 2</u>
7	Oct 10	<b>Fall Break – No Class</b>	
	Oct 12	Ch 14 Writing and presenting the research <b>Due: Article and Explanation #2</b>	Review final paper outline requirements
8	Oct 17	<b>Due: Fashion/Identity/etc. Topic/Rationale Idea and Annotated Source List Ideas</b>	IC – Discuss research project
	Oct 19		IC – Work in class
9	Oct 24	<b>Due: Fashion/Identity Assignment Literature Review/Background and RQ(s)</b>	IC – Work on questionnaire construction;
	Oct 26	<b>Due: Draft of Survey Instrument (5 copies)</b>	IC – Review drafts, get feedback
10	Oct 31	<b>Due: 2<sup>nd</sup> Draft of Survey Instrument (5 copies)</b>	IC – Start to finalize questionnaire/coding details; collect data from Korea & USA
	Nov 2	Final survey, collect data S. Korea & US <b>Due: Code Book, set up SPSS, input data</b>	IC – Collect data from Korea & USA Set up SPSS files
11	Nov 7	<b>Data collection, input data</b>	Collect data
	Nov 9	<b>Finish data collection, input data</b>	Collect data
12	Nov 14	<b>Input into SPSS, process data</b> Ch 7 Generalizing from research results: Inferential statistics	Work with SPSS, input completed surveys
	Nov 16	<b>Initial results due, work on video</b>	Work in class – video

13	Nov 21	<b>Due: Comments on Korean videos</b>	Work in class – video
	Nov 23	<b>Happy Thanksgiving – No Class</b>	
14	Nov 28	<b>Due: Post results video (2 - 4 minutes) on Facebook for Korean students' comments</b>	Work in class to finish paper
	Nov 30	<u>Introduce Assignment: Reflection</u>	Work in class to finish paper
15	Dec 5		Work in class to finish paper
	Dec 7		Work in class to finish paper
16	Dec 12	<b>9:00 – 11:00 Due: Fashion/Identity Paper and Presentation (10-15 min), hand in papers Due: Reflection assignment Due on Sakai by 5:00 pm. Assess final number of discussion comments 5:00 pm.</b>	