

Syllabus
Empirical Research Applied in Communication
COMS 301

Statistical thinking will one day be as necessary a qualification for efficient citizenship as the ability to read and write. --H.G. Wells

Course Professor: Jason S. Wrench, Ed. D.

Phone: (845) 658-8069 (Please leave your name, call back number, and how late I can call.)

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During the week – responses will occur generally in less than 24 hours, but on the weekend responses could take up to 48 hours. If you have not heard from me after 48 hours, please resend your e-mail because the e-mail was probably lost in cyberspace. Furthermore, **if you are asking a question, please type the word “question” in the subject line.** When you are turning in assignments, I often wait until all of the assignments are in to start grading. I don't want to mistake a question e-mail, for an e-mail containing an assignment.

Address:

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COURSE DESCRIPTION

Provides undergraduates with principles and basic skills necessary to criticize research literature; develops minimal proficiencies in structuring designs basic to descriptive and experimental studies, including data collection, analysis, and presentation techniques in communication research.

Required Texts:

- Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. C. (2008). *Quantitative research methods for communication: A hands-on approach*. New York: Oxford. (ISBN: 9780195337471)
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: APA. (ISBN: 978-1-4338-0562-2) -- Make sure that your copy is not a First Printing. The APA had problems with the first printing.
- Menager-Beeley, R. & Paulos, L. (2009). *Understanding plagiarism: A student guide to writing your own work*. Boston: Houghton Mifflin Harcourt. (e-book – located on my website)

There are also helpful files for current students on my website:

<http://www.jasonswrench.com/courses/coms301>

User Name: student

Password: newpaltz

Articles:

All articles assigned for are available on the Wrench, Thomas-Maddox, Richmond, & McCroskey (2008) CD-ROM that accompanies the textbook. Adobe-Acrobat is needed to read the articles: <http://www.adobe.com/products/acrobat/>

Course Materials:

You will need a calculator in this course. The math portions of the course are fairly straightforward. Your calculator does not need to be fancy, but you should have a square-root function on the calculator. You will also need your calculator for the three tests.

Important Websites:

Google Wave - <https://www.google.com/wave>

American Psychological Association's Style website - <http://www.apastyle.org>

National Communication Association – <http://www.natcom.org>

Eastern Communication Association – <http://www.ecasite.com>

International Communication Association – <http://www.icahdq.org/>

Interactive Statistical Calculation Page - <http://www.icahdq.org/>

Research Methods Knowledge Base - <http://trochim.human.cornell.edu/kb/>

James C. McCroskey, Ed. D. - <http://www.jamescmcroskey.com/>

Jason S. Wrench, Ed. D. - <http://www.JasonSWrench.com>

Ohio University Eastern - <http://www.eastern.ohiou.edu/>

Off Campus Library Information - <http://www.library.ohiou.edu/serv/offcampus.html>

- PDF Help Files

- List of Distance Resources

- Library Tour Podcast (in multiple languages)

GRADING

GRADE	PERCENTAGE
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

ASSIGNMENTS

- 3 Tests (45 % of final grade)

Test # 1	(10)	_____
Test # 2	(15)	_____
Test # 3	(20)	_____

- Papers (40% of final grade)

Annotated Bibliography	(05)	_____
Literature Review	(15)	_____
Rationale/Methods	(10)	_____
Data Analysis	(05)	_____

- Course Participation (10% of final grade) (10) _____

- Learning Activities (10 % of final grade) (10) _____

- Extra Credit (x) _____

TOTAL _____

- You should monitor your own grades. It is very helpful to know your standing in the course at any time during the semester. All grades in this course will be logged into Blackboard, so please make sure that you keep up with your grades. Occasionally, I make errors entering grades, so if you notice an irregularity in your grades please do not hesitate to e-mail me.

Course Procedures

What is a media-assisted course?

A media-assisted course is a distance learning tool that allows the student to gain college credit with minimum classroom instruction. The course contains links to various internet research tools, a Blackboard website containing extra readings, a course website with podcasted lectures, and a WAVE site for course discussions and interaction.

Although the media-assisted course is self-paced, I will give you a timetable that will help you complete the course within the ten-week quarter.

In order to comprehend the material in the textbook, it is recommended that you take notes on the student outline of the book provided on the CD-ROM. While this class does not have an oral lecture component, taking notes while reading does increase your understanding and recall of information in the course.

Learning Activities

Every week (Monday through Sunday), there will be **two or three** discussion questions posed on wave. You should answer the two questions yourself. As a warning posting both question answers on Sunday will only get you partial credit.

Getting Started with Google Wave

First and foremost, you need to go to get a Google Wave account today. To get a Google Wave account, go to www.google.com/wave. At the bottom of the screen you will see a link to “request an invitation.” Click on this link and fill out the information. For your reason, you can write that I am beta testing the software for Google with the class. You can also beta test if you want to, just click on the appropriate buttons. In about 24 hours, you will receive an e-mail saying that you have been accepted to wave. At that point, you will want to familiarize yourself with Wave watching the videos I’ve posted on the course website (also available at YouTube.com). You will then want to add me as a contact: DrJasonSWrench@googlewave.com. Once you’ve added me as a contact, open a wave with me and say hello. This way I can create an entire list of who is on Google Wave in the class. If you have any problems setting up WAVE, check out <http://www.google.com/support/wave/> for support and FAQs.

Course Participation

You should also keep up with other people's answers, because I may have a question or two on your midterm and final related to the discussion boards. You are also expected to comment on at least two of your classmates responses during the week using the 2 + 2 method (see the online discussion rubric for more information).

Furthermore, there is a **general discussion wave** posting each week to discuss the course content in the chapters and readings. Every week you should post at least **four times** to the discussion boards about that week's chapter(s) and supplemental reading content. Students who only post on one day will received a deducted participation credit for the week. **Students who perform poorly in this class are ones who do not actively participate.**

By substantially responding, you can either agree, disagree, or provide an example for what another student is saying on the Wave. Posts should be at least 100 words and clearly relate to what you are responding to on the Google Wave. **All posts must be completed by March 17th at 5:00 PM (Eastern Standard Time).** Please make sure you closely analyze the Online Discussion Rubric located at the end of the syllabus to see how you will be evaluated.

Paper/Homework Policy

Papers and projects will be collected through my e-mail address (wrench@ohio.edu). Please do not use the digital drop box for this course. All papers are due on Fridays by 5:00 PM unless otherwise noted on the syllabus.

All papers should be submitted in Microsoft WORD. For editing purposes, I must have MS WORD documents only. I will edit them using the MS WORD "Track Changes" function. If you do not know how to use track changes, check out the following website:

http://www.ocajournal.com/track_changes.pdf

If your paper or homework is late, it will automatically receive a reduction of one letter grade per day that it is late. After 3 days, a paper will no longer be accepted unless you have discussed why your paper was late with me prior to the end of three days or there has been a medical emergency that prevented this discussion. If you have a legitimate, documentable excuse for why your paper cannot be turned in during the class period when the paper is due, you need to contact me as soon as humanly possible.

BIG NOTE!!!! People who tend to do poorly in this class are people who do not keep up to date on homework assignments. The homework assignments have a tendency of building on each other to help you write your final paper. If you want to succeed in this class, you cannot miss any home work assignments or deadlines.

Testing

All three of the exams are open book and open note, however you should still be very prepared for the exam before you sit down to take the exam. For each exam, you will be given 2 hours to

complete the exam. You should be VERY prepared for the tests, so you don't waste time looking up information.

You must make arrangements with a library or a college to have your test proctored. OU Online will have a listing of testing sites in your area if you are having difficulties. Contact Pam Brown at brownp@ohio.edu or call her at 740-593-2583 for help. She will be sending you an e-mail with further details.

For Ohio University Eastern students, you must take the midterm exam in the Testing Office in Room 105 from 8:30 a.m.-6:00p.m. You must call to make an appointment. Testing times go very quickly. You must call in advance. 740-695-1720 extension 2517.

If you miss an exam or other assignment, you must provide documentation to explain the absence in order to be considered for permission to make up the assignment. If you do not provide documentation for a missed test or assignment, you **cannot** make up that test or assignment. If you know that you will be forced to miss a day, please tell your instructor as far in advance as possible. Makeup examinations will be individually scheduled between the instructor and the student on an as needed basis.

Extra Credit is not guaranteed in this course, but if opportunities arise they will be announced in class.

ACADEMIC INTEGRITY

Honesty and originality are expected in all the work you present in this class. Proper citation and documentation of others' work is required on all oral and written assignments. Plagiarism, cheating, or unethical behavior of any kind will not be tolerated. For more information, please see the Ohio University Student Handbook.

AMERICAN WITH DISABILITIES ACT

Any student, who, because of a disability, may require some special arrangements as prescribed by Ohio University in order to meet course requirements should contact me as soon as possible to make necessary accommodations. Accommodations will be made, but I must be aware of your needs in order to make proper accommodations.

INTELLECTUAL PROPERTY

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are copyrighted in the name of Jason S. Wrench on this date Spring 2010.

COURSE SCHEDULE

Please note the schedule given on the first day of class is a tentative schedule and changes can be made at the instructor's/course administrator's discretion. To keep on top of any possible changes in the course schedule, regular attendance in class is necessary.

READINGS

This class is not reading intensive, but articles that are assigned during class should be read before you come to class.

Audio/Visual Software

If you do not currently have software that supports a range of audio and visual file formats on your computer, I strongly recommend you download the **free** audio/visual viewer program created by VideoLAN (<http://www.videolan.org/>). VideoLAN is an open source media player that is highly portable for various audio and video formats (MPEG-1, MPEG-2, MPEG-4, DivX, mp3, ogg, ...) as well as DVDs and VCDs. This program can be downloaded for a variety of operating systems from PC, to MAC, to Linux (<http://www.videolan.org/vlc/>).

Portable Data Format (PDF) Readers

A Portable Document Format (PDF) lets you capture and view robust information — from almost any application, on any computer system — and share it with virtually anyone, anywhere as long as the person you are sharing the file with has an appropriate PDF reader program. Adobe created the PDF file format in 1993 as a way to help individuals share files across different computer operating systems. To create PDF files, one needs to purchase a program that allows PDF creation. However, to read PDF files simply requires a PDF reader program. Currently, there are two popular PDF reader programs actively available on the market: Adobe Acrobat Reader (<http://get.adobe.com/reader/>) and Foxit Reader (<http://www.foxitsoftware.com/downloads/index.php>). Looking for a free PDF reader that's really fast, check out Sumatra PDF viewer: <http://blog.kowalczyk.info/software/sumatrapdf/download.html/>. Need to create PDFs yourself, well OpenOffice has a PDF creation function built in to the program, or you can use PDF Creator: <http://en.pdfforge.org/download>

Open Source Software

I am strong proponent of open source software. If you are unfamiliar with open source software, according to OpenSource.org, “Open source is a development method for software that harnesses the power of distributed peer review and transparency of process. The promise of open source is better quality, higher reliability, more flexibility, lower cost, and an end to predatory vendor lock-in.” To find open source alternatives for the software you use, check out <http://www.osalt.com/>.

Term Project

The Goal of the Term Project is to enable you to use the skills that you learned through this course in a useful and concise manner. Since this project is fairly in-depth, your planning will be very important. The Term Project is broken down into four phases that are graded separately. Each phase is designed to build on the previous phase, so keeping up with the course work is of the utmost importance in this class. On blackboard under course documents you will find examples of each of the phases. Please follow the example because this is how you will be graded. You may work on this project in a group of 2 or 3 people.

Phase One: Annotated Bibliography

In consultation with me, you will start to develop a general area of interest (e.g., organizational justice, family communication patterns, intercultural facework, etc.). Once we have chosen a general area of interest, you will then find **three** quantitative articles related to your area of interest. These Annotations should be half a page to a full page in length (single spaced). They should explain the Hypotheses and Research questions in the study, the sample, and the basic results the researcher found. (Each group **member** will turn in a separate annotated bibliography)

Phase Two: Literature Review

The literature review section should include a general introduction to your proposed study and a survey of relevant literature. For this class, the quantitative projects will be brief empirical articles (approximately 10-15 double spaced pages or less excluding references) on your topic of interest. Within your literature review, you may end up needing to discuss two distinct concepts in order for you to have a concrete study. Again, I will work with you individually on determining the general outline of your literature reviews. (Each group will turn in only ONE literature review for the entire group).

This paper should be **error-free** in terms of grammar, spelling, and punctuation, and follow the **APA guidelines (6th edition)** for citing sources in text and in the references page. Writing must be well argued, critical, and demonstrate knowledge of the course content.

Phase Three: Rationale/Methods

After you have received your graded literature review, you will need to make necessary corrections and then write both the rationale and methods section of your proposed research project. You should have a series of hypotheses and research questions that can be answered based on your proposed method section. **You can propose to conduct a survey, content analysis, or experiment.** In your method section, you will use the letter "X" in place of any numbers that should exist. (Each group will turn in only ONE rationale/methods section for the entire group).

Furthermore, you will also need to turn a copy of the Research Project Worksheet (page 235 in the Wrench et al. book). A blank copy of this worksheet is located on the CD-ROM. An example of a completed worksheet can be seen on pages 239-240 in the Wrench et al. book.

Phase Four: Data Analysis

In this phase, you will revise your rationale and methods section and then provide an explanation for which statistical test you would implement for each hypothesis or research question (Chapters 16-20). Make sure you clearly label the independent variable and dependent variable. You should also label each variable as to whether it is nominal, ordinal, interval, or ratio. You should attempt to use at least one advanced statistical test in your data analysis (Chapter 21). (Each group will turn in only ONE data analysis for the entire group).

Jason's Policy on Groups:

If you opt to work in a group on your final project, you are expected to work with that group on all aspects of the project. A group may vote to dismiss a member who refuses to cooperate in planning and doing a group assignment. Lack of respect; sexist, racist, heterosexist, ageist, and other remarks; and lack of cooperation are all grounds for dismissing a group member. If you are dismissed, you will be forced to complete the rest of the project on your own. Groups cannot dismiss group members without first notifying me of the problem and attempting to correct the group member's behavior internally.

However, any dismissing of group members must be done prior to February 24th, 2010. If a group discovers after February 24th that they have a recalcitrant group member, they must unfortunately suffer through the predicament just as people must do in real-life situations. Unlike real-life situations though, dealing with problematic people in the classroom context has limited consequences. All group members will be expected to evaluate each of their peers in their group at the end of the course project.

Articles for Research Methods Book

Scale Development

McCroskey, J. C., Richmond, V. P., Johnson, A. D., & Smith, H. T. (2004). Organizational orientations theory and measurement: Development of measures and preliminary investigations. *Communication Quarterly*, 52, 1-14.

Thomas, C. E., Richmond, V. P., & McCroskey, J. C. (1994). The association between immediacy and socio-communicative style. *Communication Research Reports*, 11, 107-115.

Wrench, J. S., & Richmond, V. P. (2004). Understanding the psychometric properties of the Humor Assessment instrument through an analysis of the relationships between teacher humor assessment and instructional communication variables in the college classroom. *Communication Research Reports*, 21, 92-103.

Chi-Square

Brummans, B. H. J. M., & Miller, K. (2004). The effect of ambiguity on the implementation of a social change initiative. *Communication Research Reports*, 21, 1-10.

T-Tests

Weber, K., Fornash, B., Corrigan, M., & Neupauer, N. C. (2003). The effect of interest on recall: An experiment. *Communication Research Reports*, 20, 116-123.

One-way Analysis of Variance (ANOVA)

Boiarsky, G., Long, M., Thayer, G. (1999). Formal features in children's science television: Sound effects, visual pace, and topic shifts. *Communication Research Reports*, 16, 185-192.

Correlation

Cheseboro, J. (1999). The relationship between listening styles and conversational sensitivity. *Communication Research Reports*, 16, 233-238.

Punyanunt, N. M. (2000). The effects of humor on perceptions of compliance-gaining in the college classroom. *Communication Research Reports*, 176, 30-38.

Regression

Wrench, J. S., & Booth-Butterfield, M. (2003). Increasing patient satisfaction and compliance: An examination of physician humor orientation, compliance-gaining strategies, and perceived credibility. *Communication Quarterly*, 51, 482-503.

Rocca, K. A., & Vogl-Bauer, S. (1999). Trait verbal aggression, sports fan identification, and perceptions of appropriate sports fan communication. *Communication Research Reports*, 16, 239-248.

Simple Annotated Bibliographies

Wanzer, M. B., & Frymier, A. B. (1999). The relationship between student perceptions of instructor humor and students' reports of learning. *Communication Education, 48*, 48-62.

This study set out to examine the role of teacher humor orientation rather than specific humor behaviors. The relationship between perceived teacher humor orientation and learning was the primary focus of the study seeing how it was related to nonverbal immediacy and socio-communicative style. In addition, an examination of the effects between teacher and student humor orientations on learning.

This study examined a series of hypotheses and research questions:

- H1: There will be a significant positive correlation between student perceptions of teacher's humor orientation and student learning.
- RQ1: Will an interaction occur between student HO and teacher HO on learning?
- H2: There will be a significant positive correlation between student perceptions of teacher's humor orientation and nonverbal immediacy.
- H3: Teacher HO will be associated with sociocommunicative style such that competent-androgynous teachers will be perceived as having a higher HO.
- H4: There will be a significant positive relationship between instructors' sociocommunicative style and nonverbal immediacy.
- RQ2: Will nonverbal immediacy, teacher HO, or teacher sociocommunicative style be the best predictor of the variance in student learning?

The subjects in this project consisted of 314 students enrolled in one of two introductory courses at a mid-sized Midwestern university. The same make up was 124 males and 190 females of which 51 were first year students, 144 were sophomores, 74 were juniors, and 45 were seniors. Participants were asked to think of the instructor they had for the class immediately before their communication class. 219 male instructors and 94 female instructors from 37 departments in 5 of the 6 colleges/schools in the university were reported.

The results of this study are as follows:

- H1: Teacher HO was positively related to both affective and cognitive learning.
- RQ1: High HO students who perceive their teacher as high HO report a level of learning (both affective & cognitive) that is significantly higher than both low HO and high HO.
- H2: Teacher HO positively related to nonverbal immediacy.
- H3: Teacher HO was positively related to both assertiveness and responsiveness. Furthermore, competent-androgynous teachers were considered to have higher HO levels than the other three.
- H4: Teacher assertiveness and responsiveness positively related to teacher nonverbal immediacy.
- RQ2: Based on the squared on squared semi-partial correlations, responsiveness, nonverbal immediacy, and teacher HO accounted for (10%, 3%, & 2% respectively) leaving 28% of the variance shared in affective learning. Responsiveness, teacher HO, and nonverbal immediacy accounted for (4%, 3%, and 1% respectively) leaving 22% of the variance shared in cognitive learning.

Online Discussion Evaluation Rubric

Over the course of the semester, there are ten weeks for possible discussion. You will receive 2 points for each week you are actively engaged in the course. Each week, there will be two questions clearly posed for the class' discussion. Your responses should be clear and based on the information learned through the various course readings and learning experiences.

In addition to clearly responding to the two questions posed, you should also respond to at least two of your classmates ideas over the course of the week using the 2 + 2 method of feedback based on Allen and Allen's (2004) *Formula 2 + 2: The Simple Solution to Successful Coaching*.

Each time you respond to one of your peers you should provide them with **2 compliments** and **2 suggestions**.

Compliments can take the form of how and why you agree with what your peer wrote or personal examples depicting something your peer wrote.

Suggestions can take the form of how to improve one of your peer's ideas, the next possible step in one your peer's ideas, or suggestions for other resources the peer may be interested in viewing.

The goal of the online discussion is to foster an environment of collaborative feedback, so let's avoid criticizing each other because that just leads to negativity and hostility.

How to Receive ½ Credit for One Week's Discussion:

- Posted main topic information.
- Replied to one other student posting.
- No depth of presentation, no research base, opinion only.
- Information posted only one time or several posts at one time.
- Comments were barely related to main discussion question and/or other student posting.
- No constructive comments to help class discussion.
- All posts made within 24 hours of assignment due date

How to Receive 2/3 Credit for One Week's Discussion:

- Posted main topic information and one response on same day.
- Several posts, but all on same day.
- Time between posting indicated student had read and considered substantial number of student postings before responding.
- Replied to another student's posting and provided relevant responses and 2+2 feedback to the student.
- Enhanced quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion, cited current news events etc).

- Time between posting indicated student had read and considered substantial number of student postings before responding.
- Referenced other research, gave examples, and evoked follow-up responses from other students.

How to Receive Full Credit for One Week's Discussion:

- Demonstrated leadership in discussions.
- Posted regularly during the week.
- Replied to main topic. Substantially enhanced quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion, cited current news events etc.)
- Replied to several other student postings on a regular basis and provided relevant responses and 2+2 feedback to the student posting.
- Time between posting indicated student had read and considered substantial number of student postings before responding.
- Referenced other research, gave examples, and evoked follow-up responses from other students.

How to Lose Points for One Week's Discussion:

- Reply to a peer without using the 2+2 method.
- Attacking one of your peer's instead of offering 2+2 feedback
- Using sexist, heterosexist, ageist, racist, or other derogatory language.
- Other disruptive online behavior.

Tentative Schedule of Course Events

Date	Content to be Covered	Assignments Due
01/04/10	Read Chapters One, Two, & Three	
01/11/10	Read Chapters Four & Five	
01/18/10	Read Chapters Six, Seven & Eight	Annotated Bibliography
01/25/10	Read Chapters Nine & Ten	Test # 1 (Chapters 1-8)
02/02/10	Read Chapters Eleven & Twelve	Literature Review
02/09/10	Read Chapters Thirteen & Fourteen	
02/16/10	Read Chapters Fifteen & Sixteen	Rationale/Methods Section
02/23/10	Read Chapters Seventeen & Eighteen	Test # 2 (Chapters 9-15)
03/02/10	Read Chapters Nineteen & Twenty	
03/09/10	Read Chapters Twenty-one & Twenty-two	Data Analysis
03/16/10	Finals Week	Test # 3 (Chapters 16-22)

Test #1: You need to take the first test by Wednesday, January 27th.

Test #2: You need to take the second test y Wednesday, February 24th.

Test #3: You need to take the third test by Wednesday, March 17th.

ALL Assignments are due on Fridays by 5:00 PM unless otherwise noted on the syllabus.

The discussion board week runs Mondays through Sundays. Postings after Sundays for a given discussion board week are not counted as participation.

Podcast List

To help you understand the course contents, I have prepared a series of podcasts to help you understand various chapters. Notice I do not cover every chapter in the podcast list because some chapters contain highly visual information and need to be seen and not just heard. You can also access these from the course website: <http://www.JasonSWrench.com/courses/coms301>

Lecture 1 - Historical Foundations of Social Sciences & What is Communication? (Chapter 1)
<http://www.jasonswrench.com/courses/301/lesson1.mp3>

Lecture 2 - The Scientific Method (Chapter 2)
<http://www.jasonswrench.com/courses/301/lesson2.mp3>

Lecture 3 - Ethics for Researchers (Chapter 3)
<http://www.jasonswrench.com/courses/301/lesson3.mp3>

Lecture 4 – Variables (Chapter 6)
<http://www.jasonswrench.com/courses/301/lesson4.mp3>

Lecture 5 - Communication Variables (Chapter 7)
http://www.jasonswrench.com/research_methods/lesson_five.mp3

Lecture 6 - Measurement (Chapter 9)
http://www.jasonswrench.com/research_methods/lesson_six.mp3

Lecture 7 - Reliability & Validity (Chapter 10)
http://www.jasonswrench.com/research_methods/lesson_seven.mp3

Lecture 8 - Sampling (Chapter 14)
http://www.jasonswrench.com/research_methods/lesson_eight.mp3

Lecture 9 - Presenting Research (Chapter 22)
http://www.jasonswrench.com/research_methods/lesson_nine.mp3

COMS 301 Discussion Questions

Each week I will provide 2-3 prompts (seen below) to spur on our discussion of the course content. Please make sure you keep up with the waves.

Week 1:

- 1) What do you think of the theoretical debate that existed between James A. Winans and Everett Lee Hunt during the early 1900s?
- 2) How do you think the case of the problem with observing a phenomenon illustrated in the case of Clever Hans could impact communication research?
- 3) Do you think the three principles described in the Belmont Report relate to the social sciences?

Every week you will see this folder. Please ask questions in this folder if you think others may also need clarification from me. If your question is about your grade or more personal, please e-mail it to me instead. HOWEVER, if you e-mail me a question, please make sure you put "question" in the subject line.

Week 2:

- 1) Create a brainstorming map for the topic you are interested in investigating this semester. Also, comment on other people's brainstorming to help them as well.
- 2) Find one article related to your chosen research topic. List their hypotheses and what they found.

Week 3:

- 1a) Find a research article related to your topic.
- 1b) Determine if the variables are nominal, ordinal, interval, or ratio.
- 1c) Identify whether the researchers were examining relationships or differences in the study.
- 2) Fill out all of the measures in Chapter Seven and list your scores.
- 3) Examine the descriptive statistics discussed in the article you used in question one. What do these numbers tell us as readers?

Week 4:

- 1) Create a Likert scale to measure an individual's receptiveness to political advertisements.
- 2) Create a semantic differential scale to measure an individual's communication satisfaction with one's sibling.

Week 5:

- 1) Which method for translating mental measures into other languages do you think is the best? Why?
- 2) Create a codebook and coding form for a study examining the weight of models in print advertisements.

Week 6:

- 1) Create an experiment for your study topic. Make sure you clearly label the IVs and DVs and what type of design you use.
- 2) What is sampling error, and why is it important to researchers? Think about the study you are proposing, how can you minimize sampling error for your study?

Week 7:

- 1) Explain the importance of alternative and null hypotheses in significance testing. Also, list two alternative hypotheses and their corresponding null hypotheses related to your study.
- 2) Can you run a chi-square test in your study? If so, what would be? If not, why not?

Week 8:

- 1a) Can you run a t-test test in your study? If so, what would be? If not, why not?
- 1b) Also, find an article related to your topic that utilizes a t-test. Report what was found.
- 2a) Can you run a one-way ANOVA test in your study? If so, what would be? If not, why not?
- 2b) Also, find an article related to your topic that utilizes a one-way ANOVA. Report what was found.

Week 9:

- 1a) Can you run a correlation in your study? If so, what would be? If not, why not?
- 1b) Also, find an article related to your topic that utilizes a correlation. Report what was found.
- 2a) Can you run a linear regression in your study? If so, what would be? If not, why not?
- 2b) Also, find an article related to your topic that utilizes a linear regression. Report what was found.

Week 10:

- 1) How could you use one advanced statistical test in your study?
- 2) Take a real finding from one of the research articles you've examined; tell us the research question or hypothesis; tell us how it was tested and what was found; and explain what that finding means for the group (a mini discussion section if you will).

Winter Quarter 2009-2010 Calendar*

Monday, October 26	Winter Quarter preregistration begins--Web registration available 7:00 am - 7:00 pm every day except Sunday
Monday, December 21	Last day to pay fees for Winter Quarter to avoid the late payment charge. Reminder: Fees must be paid by due date even if you have not received a bill! Students who do not pay their fees by Monday, December 21 will not be cancelled but will be charged a \$100 late payment fee.
Sunday, January 3	Last day to cancel registration (remove all courses and fees) for Winter Quarter
Monday, January 4	Courses begin
Monday, January 18	Martin Luther King Day. (University offices officially closed; classes NOT in session)
Tuesday, January 19	<ul style="list-style-type: none"> ▶ Last day to register for Winter Quarter. ▶ Last day to add a winter Quarter class (instructors' permission required) ▶ Last day to change a grading option for Winter Quarter class (credit to audit, audit to credit, pass/fail to regular grade option or regular grade option to pass/fail). ▶ Last day to receive a partial refund of registration fees (80%) for complete withdrawal from the University ▶ Last day to apply for the pass/fail grading option through your academic dean's student services office or regional campus
Wednesday, January 20	Courses dropped will not remove fees for hours dropped; corrected registration that results in increased hours could increase tuition Courses dropped from this date through February 9 (last day to drop a class) will remain on student's academic record with WP/WF grade
Monday, February 8	Last day to drop a course from your Winter Quarter schedule (WP/WF grade assigned, no fee refund)
Tuesday, February 9	Spring Priority registration begins
Friday, February 12	Last day for removing incomplete grades incurred during last enrollment (if not removed, I grade will change to F)

Friday, March 12	Last day to withdraw from the University for Winter Quarter
Saturday, March 13	Last day of courses for Winter Quarter
March 15-19	Winter Quarter examinations period
By registering for classes, a student incurs a legal obligation to pay all fees. This obligation will be cancelled if the student officially cancels his/her registration BEFORE January 4, 2010 (the first day of classes)	
*NOTE: Dates are subject to change at the discretion of the Ohio University Board of Trustees	