

# COMM 3160

## COMMUNICATION RESEARCH METHODS

### SPRING 2022

#### Faculty Instructor:

**James Alex Bonus, Ph.D.** [pronouns: he/him/his] [[bonus.1@osu.edu](mailto:bonus.1@osu.edu)]

Office hours: Tuesdays, 9:00am – 10:00am EST [[Zoom Link](#)] [PW: 695612]

#### Graduate Student Instructors:

**Morgan Ross** [pronouns: he/him/his] [[ross.1655@osu.edu](mailto:ross.1655@osu.edu)]

- In-Person Labs
  - Mondays, 8:00-9:50am in Journalism 342
  - Mondays, 10:05-11:55am in Journalism 342
- Office hours: Thursdays, 2:00-3:00pm EST [[Zoom Link](#)] [PW: 6060842]

**Matt Erxleben** [pronouns: he/him/his] [[erxleben.2@osu.edu](mailto:erxleben.2@osu.edu)]

- In-Person Labs
  - Mondays, 12:10-2:00pm in Journalism 342
  - Mondays, 2:15-4:05pm in Journalism 342
- Office hours: Wednesdays, 1:00-2:00pm EST [[Zoom Link](#)] [PW: 048406]

## Course description

This course provides a broad overview of quantitative research methods as they apply to communication research. Students will gain an understanding of how to conduct research, as well as hands-on experience with data collection and data analysis. **The lecture portion of the course (3 credits) is delivered asynchronously online, while the lab is delivered in-person (1 credit).**

## Course learning goals and outcomes

At the conclusion of this course, students will be able to ...

1. ...describe research methods used by social scientists.
2. ...propose and evaluate research designs.
3. ...identify appropriate statistical procedures for different research scenarios.
4. ...analyze and interpret quantitative research data using Microsoft Excel and JASP.
5. ...create and administer simple online surveys/experiments using Qualtrics.

## Mode of delivery

This lecture component of the course is asynchronous and is delivered online. The lab component of the course is delivered in-person, with meetings occurring once per week on Mondays.

## How this course works

- Each week, a new module will become available on the course Carmen site that contains all of the online requirements associated with that week. Each module will include a series of lecture videos pertaining to key course concepts, as well as instructions for completing the weekly readings and activities due that week.
- Lecture videos are posted to YouTube, and links to each required video are posted to the associated weekly module on Carmen. Closed captioning is available for these videos.
- Each Monday, you will participate in a live (i.e., synchronous) lab session taught by a graduate student instructor (see above for contact information). The lab session will review key course concepts, provide an overview of all course assignments, and offer help conducting data analyses using Microsoft Excel and JASP.
- All assignments and quizzes are due 11:59pm on Sundays.

## Course materials

- **The textbook associated with the course is:** Boyle, M. & Schmierbach, M. (2019). *Applied Communication Research Methods: Getting Started as a Researcher* (2<sup>nd</sup> Edition). New York: Routledge. [\[Publisher Link\]](#) [\[Amazon Rental\]](#) [\[Barnes & Noble\]](#)
  - You can access the textbook online for **FREE** via the OSU library: [\[Library Link\]](#)
  - The 1<sup>st</sup> Edition is also acceptable for the course.
- Access to a computer/laptop, a high-speed Internet connection, current web browser with video-related plugins, speakers/headphones, Microsoft Excel (available via [this external URL](#)), JASP (available via [this external URL](#)), Qualtrics (available [via this external URL](#)), and TopHat (available via [this external URL](#)). These software programs are all **FREE** to OSU students.
  - Students with accessibility needs should speak directly to me about using JASP. Depending on your needs, we might need to identify an alternative program for you to use or alternative assignments for you to complete.

## Grading

This class has 100 possible points, which are distributed as follows:

Checkpoints (x5)	10 points
Online Quizzes (x5)	50 points
Lab Proposals (x3)	15 points
Lab Analyses (x3)	15 points
Lab Participation	10 points

## Assignments

- **Checkpoints (2pts x 5).** Periodic “checkpoints” serve to assess your understanding of key course concepts. Each checkpoint consists of open-ended questions on Carmen. You will receive instructor feedback on these assignments. There are five checkpoints in total, and they are graded out of two points for thoroughness and completion (2 = satisfactory, 1 = needs improvement, 0 = incomplete).
- **Online Quizzes (10pts x 5).** Students have the opportunity to take six quizzes during the semester. Quizzes will assess your knowledge and understanding related to (1) lecture video material and (2) course readings. Quizzes are **not** cumulative.
  - Each quiz is worth 10 points and has 10 questions. The quizzes will rigorously test your knowledge about the topics covered in the previous two weekly modules. I have designed the quizzes to be difficult for two reasons. First, the difficulty will motivate you to keep up with the material each week and to study as you would for a standard, in-person exam. Second, all quizzes are open book and open notes.
  - **Your lowest quiz score will be dropped.** In other words, only your five highest quiz scores will count toward your final grade.
  - Students will only have one 30-minute attempt to complete each quiz. I do not allow group work on the quizzes and doing so constitutes academic misconduct. Please prepare well and do not wait until the last minute to start a quiz, as technological issues can occur (see technology policy below for more details). If students have questions about the quizzes generally, they should use the General Discussion Board available in Carmen.
  - On quiz weeks, Carmen will automatically open the quiz at 12:01am EST on Monday and close the quiz at 11:59pm EST on Sunday. The automated quiz system draws questions from a validated pool of questions, meaning that each student’s quiz will be slightly different. Missing a quiz earns you a zero for that week’s quiz. Lateness penalties apply to quizzes. This means that you can take quizzes after the deadline, but you will suffer a point penalty.
- **Lab Proposals (5pts x 3).** You will write three research proposals focused on research methods taught in lecture and lab. You are encouraged to be creative with these proposals. Lab instructors will provide more details and guidelines about these proposals.
- **Lab Analyses (5pts x 3).** You will complete three sets of statistical analyses that employ skills using Microsoft Excel and JASP. These programs and procedures will be modeled during lecture and lab. Lab instructors will provide more details and guidelines about these analyses.
- **Lab Participation (1pt x 10).** A participation grade will be assigned by your lab instructors at the end of the course based on your active participation in the weekly lab activities. There will be one TopHat activity for each weekly lab session. You will receive 1 point for completing each activity during lab. Prior to your first lab meeting, you should create a TopHat account. For assistance using Tophat, visit [this link](#).

## Late assignments

All deadlines are in Eastern Standard Time (EST). Students may submit all assessments late with a penalty. Penalties for late work increase cumulatively. Submitting work one second after the deadline yields a -2% point penalty for the submission. For each additional hour after the deadline, you lose an additional -2% off the submission.

## Grading scale

Please note that Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. The official grading scale is as follows:

93 – 100:	A
90 – 92.9:	A-
87 – 89.9:	B+
83 – 86.9:	B
80 – 82.9:	B-
77 – 79.9:	C+
73 – 76.9:	C
70 – 72.9:	C-
67 – 69.9:	D+
60 – 66.9:	D
Below 60:	E

## Credit hour and work expectation

The lecture component corresponds to a 3-credit-hour course, while the lab component represents a 1-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-14 days**.

### E-mail

Prof. Bonus will reply to e-mails within **24 hours on school days**.

### Discussion board

We will check messages in the discussion boards every **48 hours on school days**.

## Virtual office hours

Virtual office hours will be held through Ohio State's conferencing platform, Carmen Zoom. Dr. Bonus's digital meeting room can be accessed during posted office hours at this link: <https://osu.zoom.us/my/profbonus>. Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor in the virtual office hours room. A guide to accessing Zoom is available [online here \(Links to an external site.\)](#) and students can [access support for Carmen Zoom here \(Links to an external site.\)](#).

## Common issues to avoid...

- **Carmen mail/messenger + submission comments.** These are unreliable forms of communication, and the instructors will not check them regularly.
- **Weekend + evening emails.** Under most circumstances, we will respond to messages of this sort on the next business day.
- **Sending emails NOT from your OSU email.** Messages to our OSU accounts from non-OSU email services are regularly marked as spam and since their OSU cannot confirm their delivery, you may not use them as evidence of communication attempts.
- **Unprofessional emails.** Please ensure that your email messages are professional and informative by including your course info in the subject line, a salutation, adequate yet concise body text, closing, and your full name.
- **Emails that require immediate attention.** We aim to answer emails with 24 hours of receipt on business days. Be proactive and plan ahead.

# Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit [my.osu.edu](https://my.osu.edu).
  - Help guides on the use of Carmen can be found at <https://resourcecenter.odce.osu.edu/carmen>
  - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
    - [Carmen accessibility](#)
- **Carmen Zoom:**

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen Zoom](#) help guide
- **Turnitin:**
  - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

### Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products [free of charge](#). To install, please visit [https://osuitsm.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

# University Policies

## Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu>.

## Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <https://contactbuckeyelink.osu.edu/>

## Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Additional Disclaimer

This syllabus represents a contract “in the works.” Events that transpire over the semester may require modifications to the course. In the event of a change, I will announce the change and update the syllabus on Carmen. Ultimately it is your responsibility to keep up with any such modifications and to be aware of current policies, deadlines, etc. I reserve the right to modify course policies throughout the semester.

## Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)



## Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

## COVID-19 and Illness Policies

### University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](https://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

### Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.



## Academic integrity policy

### Policies for this online course

- **Written assignments:** All written assignments, communications, and posts should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in – but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

### Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## PART I: Foundations of Research Methods

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
<b>Week 1</b> Jan 10 Jan 16	<b>Introduction to Research Methods</b> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 2: Concepts of Research (pg. 13-35)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Theories and Hypotheses (14 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<a href="#">introduction</a>)</li> </ul>	Checkpoint #1
<b>Week 2</b> Jan 17 Jan 23	<b>Concepts and Measurement</b> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 5: Concept Explication (pg. 101-115)</li> <li>○ Ch. 6: Reliability &amp; Validity (pg. 123-145)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Concepts and Measures (18 mins)</li> <li>○ Intro to Survey Questions (10 mins)</li> </ul> </li> <li>• <b>No Lab on Monday (MLK Day)</b></li> </ul>	Quiz #1
<b>Week 3</b> Jan 24 Jan 30	<b>Special Topic: Psychophysiological Measures</b> <ul style="list-style-type: none"> <li>• No Textbook Readings</li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Psychophysiological Measures (11 mins)</li> <li>○ Finding a Validated Measure (21 minutes)</li> </ul> </li> <li>• Monday In-Person Lab (<a href="#">proposal workshop</a>)</li> </ul>	Lab Proposal #1
<b>Week 4</b> Jan 31 Feb 6	<b>Introduction to Data Analysis</b> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 14: Descriptive Statistics (pg. 359-379)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ From Survey to Data (17 mins)</li> <li>○ Data Reduction (14 mins)</li> <li>○ Descriptive Statistics (17 mins)</li> <li>○ Calculating Descriptive Statistics (25 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<a href="#">analysis workshop</a>)</li> </ul>	Lab Analysis #1

<b>Week 5</b> Feb 7 Feb 13	<b>Sampling and Generalizability</b> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 8: Sampling (pg. 187-215)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Introduction to Sampling (13 mins)</li> <li>○ Types of Sampling (13 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<b>review day</b>)</li> </ul>	Quiz #2
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## PART II: Designing Correlational Studies

<b>Modules</b> [Start] [End]	<b>Weekly Topics</b>	<b>Assignments</b> (due Sundays @ 11:59pm)
<b>Week 6</b> Feb 14 Feb 20	<b>Surveys and Self-Reports</b> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 7: Effective Measurement (pg. 153-179)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Survey Construction (15 mins)</li> <li>○ Survey Recommendations (16 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<b>introduction to JASP</b>)</li> </ul>	Checkpoint #2
<b>Week 7</b> Feb 21 Feb 27	<b>Interpreting Survey Results</b> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 15: Inferential Statistics (pg. 387-417)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Correlations (11 mins)</li> <li>○ NHST (19 mins)</li> <li>○ Mean Differences (17 mins)</li> <li>○ Effect Sizes (16 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<b>review day</b>)</li> </ul>	Quiz #3
<b>Week 8</b> Feb 28 March 6	<b>Data Analysis for Surveys</b> <ul style="list-style-type: none"> <li>• No Textbook Readings</li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Introduction to JASP (4 mins)</li> <li>○ Selecting Analyses for Surveys (16 mins)</li> <li>○ Interpreting Survey Results (18 mins)</li> <li>○ Conducting a Correlation Test (14 mins)</li> </ul> </li> </ul>	Lab Analysis #2 Checkpoint #3

	<ul style="list-style-type: none"> <li>○ Conducting a Paired T-Test (10 mins)</li> <li>● Monday In-Person Lab (<a href="#">analysis workshop</a>)</li> </ul>	
<b>Week 9</b> March 7 March 13	<b>Special Topic: Real-World Surveys</b> <ul style="list-style-type: none"> <li>● <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 10: Survey Research (pg. 261-279)</li> </ul> </li> <li>● <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Real-World Surveys (20 mins)</li> <li>○ The Many Names of Mobile Surveys (3 mins)</li> <li>○ Starting an Experience Sampling Study (3 mins)</li> </ul> </li> <li>● Monday In-Person Lab (<a href="#">proposal workshop</a>)</li> </ul>	Lab Proposal #2
March 14 March 20	<b>SPRING BREAK</b> <ul style="list-style-type: none"> <li>● No assignments! Have a safe and relaxing break!</li> </ul>	NONE
<b>Week 10</b> March 21 March 27	<b>Confounds and Controls</b> <ul style="list-style-type: none"> <li>● <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 16: Multivariate Statistics (pg. 427-433)</li> </ul> </li> <li>● <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Confounds and Study Designs (26 mins)</li> </ul> </li> <li>● Monday In-Person Lab (<a href="#">review day</a>)</li> </ul>	Quiz #4

### PART III: Designing Experimental Studies

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
<b>Week 11</b> March 28 April 3	<b>Designing Survey Experiments</b> <ul style="list-style-type: none"> <li>● <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 9: Experiments (pg. 223-240 only)</li> </ul> </li> <li>● <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Survey Experiments (16 mins)</li> </ul> </li> <li>● Monday In-Person Lab (<a href="#">review day &amp; intro to Qualtrics</a>)</li> </ul>	Checkpoint #4

<p><b>Week 12</b> April 4 April 10</p>	<p><b>Laboratory Experiments &amp; Causality</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 9: Experiments (pg. 240-252 only)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Lab Experiments (18 mins)</li> <li>○ Between vs. Within-Subjects Designs (14 mins)</li> <li>○ Limitations to Lab Experiments (21 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<a href="#">review day</a>)</li> </ul>	<p>Quiz #5</p>
<p><b>Week 13</b> April 11 April 17</p>	<p><b>Data Analysis for Experiments</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 16: Multivariate Statistics (pg. 433 -439)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Selecting Analyses for Experiments (9 mins)</li> <li>○ Interpreting Experimental Results (21 mins)</li> <li>○ Conducting an Independent T-Test (9 mins)</li> <li>○ Conducting an ANOVA (16 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<a href="#">analysis workshop</a>)</li> </ul>	<p>Lab Analysis #3</p>
<p><b>Week 14</b> April 18 April 24</p>	<p><b>Special Topic: Natural &amp; Field Experiments</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 4: Ethical Research (pg. 81-94)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Natural &amp; Field Experiments (15 mins)</li> </ul> </li> <li>• Monday In-Person Lab (<a href="#">proposal workshop</a>)</li> </ul>	<p>Lab Proposal #3</p>
<p><b>Week 15</b> April 25</p>	<p><b>Conclusions and Takeaways</b></p> <ul style="list-style-type: none"> <li>• No Textbook Readings</li> <li>• No Lecture Videos</li> <li>• <b>No Lab on Monday</b></li> </ul>	<p>Quiz #6 Checkpoint #5</p>