

SYLLABUS

COMM 3163

Industry Research Methods
Summer 2022 (8-week term)
4 credit hours

In-person, Derby 3176, 9:50am – 11:25am

COURSE OVERVIEW

Instructor

Instructor: Kyla Brathwaite

Email address: brathwaite.13@osu.edu (preferred contact method)

Office hours: Tuesday and Thursday, 1:00pm-2:00pm (on Zoom) or by appointment

Zoom link virtual format and office hours:

<https://osu.zoom.us/j/93184384390?pwd=UVd4NEtCZXI3U0VNcmM3L1ZBdG1EUT09>

Prerequisites

Statistics 1350, 1450, or equivalent is required to enroll in this class. This course fulfills the research methods requirement for communication majors.

Course description

What is the best way to introduce a new product into the market? How can politicians, mass media, and corporations maximize their audience reach? Is a PR campaign working? Does advertising on one media modality provide greater return on investment compared to another?

This course provides an overview of the research tools used by communication industry professionals to answer these questions and more. By participating in this class, you will gain an understanding of how to conduct and evaluate scientifically rigorous research through hands-on application.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Be familiar with classic and emerging methods in the social sciences — and in communication specifically — and with the application of these methods in an industry setting.
- Be able to articulate a formal research hypothesis or question.
- Create a rigorous research design in order to investigate a hypothesis or question.
- Understand how to conduct, analyze, interpret, and convey results of a qualitative or quantitative study according to the scientific method.
- Complete a research proposal based on real-world examples of consultation requests from marketing and communication industry clients.

MODE OF DELIVERY

This course is in-person. We will be meeting in the classroom at the time and location listed on the first page of the syllabus. With the course being an 8-week course, meeting 4 days a week, this course will be fast-paced and will cover a wide variety of topics in a short span of time. That being said, it is for your benefit to make a concerted effort to attend class, and it is **my expectation that students will attend class in-person and participate for their grade.**

However, I recognize that sometimes LIFE happens and we aren't always able follow through on our commitments. With that in mind, I will make sure lecture materials are available online on CarmenCanvas.

** Course format accommodations will always be extended to those with medical-related requests from the Student Life Disability Services.*

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Croucher, S. M., & Cronn-Mills, D. (2019). Understanding communication research methods: A theoretical and practical approach (2nd ed.). New York, NY: Routledge.
 - Note: the OSU library has purchased unlimited access to the e-book for the 2nd edition which you can download here: <https://library.ohio->

state.edu/record=b8833614~S7 . The 1st edition may not contain all of the material covered in this course.

Recommended/optional

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>
 - Note: This is the industry standard for report formatting and will be the standard expected of all writing assignments in this course. This edition is very new and is unlikely to be updated for at least a few years, so it's a worthwhile investment.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
 - For technological assistance with Zoom, see <https://resourcecenter.odee.osu.edu/carmenzoom>.

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Research Proposal	30
Exams	30
Documentaries	12
Training certificates	10
Participation	10
Practices	8
Total	100

See course schedule below for due dates.

Grading scale

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
<60% : E

Note: Grades reflect mastery, not just effort. At the same time, grades do not reflect your worth as a person. If you are unhappy with your grade at any point, please reach out to me, and we can work together to find an approach to the course that will fit your learning style. In addition, throughout the semester I will provide opportunities for extra credit (at my discretion).

Criteria for grading assignments

A: All aspects of the work are outstanding and error-free (or close to it). Students reveal a deep understanding of the content of the course as well as an ability to work with concepts beyond the level of simply regurgitating facts and definitions. Overall, students demonstrate in their work an excellent ability to synthesize and apply course content.

B: All work is of high quality. Work is clear, well structured, and largely error-free. Work effectively responds to all required elements of the assignment. Overall, the work demonstrates a solid grasp of course content, and some ability for creative, integrative, or intellectually rigorous application of the material.

C: All work is of acceptable, average quality. Work is on topic, responds to the requirements of the assignment, and is not rife with errors. Work addresses the requirements of the assignment and includes some elements of good style and structure. Content demonstrates a basic understanding of most elements of the course. Overall, work demonstrates a reasonable grasp of all content, but limited ability for creative, integrative, or intellectually rigorous application of the material.

D: Some work is of unacceptable quality. Work addresses the topic in a broad sense, but misses some key points or contains an unacceptable level of errors. Work addresses the assignment at only the most basic level. Content reveals some key areas of the course material in which knowledge is lacking. Overall, work demonstrates a weak grasp of content and little ability for creative, integrative, or intellectually rigorous application of the material.

E: A majority of the work is of unacceptable quality. Work fails to meet the basic requirements of the assignment, lacks basic elements of professional presentation, or is otherwise unresponsive to instructions. Errors are probably frequent. Content reveals a widespread lack of knowledge. Overall, work demonstrates little grasp of the material.

Challenging a Grade

I am always willing to discuss your grades with you, but I will not do so during class time. To challenge a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you.

When we meet, you must present your concerns in writing and attach the graded assignment. Please note that a challenge may result in grades being raised or lowered.

Descriptions of major course assignments

All assignments must be submitted on Carmen. DO NOT email papers or assignments to me. All documents must be submitted for a plagiarism check provided by TurnItIn. The only exception to this rule is for the draft proposals; for that assignment, you will email your paper to both me and one other student which I will assign. You will then provide your feedback to the student who emailed you their paper, again copying me on the email to receive credit.

Exams (30%)

There will be three exams in this course: one at roughly **mid-term**, **one near the end of the semester**, and one **during finals**. **The first two exams are non-cumulative**; in other words, the second exam will only cover material taught after the first exam. The third exam will be cumulative, covering all material taught since the beginning of the course. Each exam will consist of roughly 40-45 multiple choice questions. I will provide a list

I will drop your lowest exam grade out of the three. In other words, I will calculate the exam portion of your final course grade using only the two highest scores. If you have taken the first two exams and you are satisfied with your grades on those tests, you are not required to take the final exam if you do not wish to do so.

All exams will take place in-person using Carmen on a device of your choice. The test will go live 5 minutes after the class begins and will end after 1 hour. Tests will be graded automatically, and answers will go live within a day after all students have completed the exam. Although it is not promised, I reserve the right to alter exam grade in students' favor if warranted.

Academic integrity is taken very seriously in this course, and this is especially so for exams. **You are expected to complete your exams alone, without the help of others (both Comm 3136 students and non-students), and without notes.**

Research Paper Proposal (30%)

At the beginning of the semester, you will be assigned one of eight research requests which are based on real-world quotes from clients in the marketing and communication industry. Your task is to craft a research design which addresses the problem posed in the quote. This design will be presented in a final paper approximately 8-10 pages in length.

A rubric is provided on CarmenCanvas. In general, your paper must include: a statement of the problem, a clear and reasoned explication of the chosen method or methods, a target sample and a sampling procedure, detailed instruments such as survey measures or an interview guide, in-depth arguments concerning internal validity, external validity, and reliability of your measures, and a statement concerning participant protections. Although you will not be required to consider a budget for your study, your paper should make a strong case for why your imagined client should fund your study.

Your paper must follow APA guidelines for both document formatting and citations. You will be required to cite at least three academic (peer-reviewed journal article, book, or other scientific source) sources in your final paper. Examples of useful citations include studies which addressed a similar problem to your proposal, or which used a measure of a construct that you would like to include in your design.

The grade for the final paper will be broken down into two parts: draft (10%) and the final paper (20%). For the draft, you will be required to send your manuscript in close to its final form to both myself and one other student (assigned) by noon. You will then have 36 hours to read a draft sent to you by another student and provide a (min.) 2-paragraph response to their paper, submitted to Carmen as well for credit. Responses should be constructive and use course content to identify both strengths and weaknesses of the design. I will also provide feedback to drafts which will err closer to the requirements of the rubric. Grades for the draft portion will be given as follows: 5% for sending a draft in (completion), and 5% for providing feedback (length and quality of comments). **If you do not provide a draft to be reviewed, you will also lose out on the points for feedback provided to others.**

Documentaries (12%)

In lieu of lecture, there will be three days for which you will be required to watch a video or series of short videos which either demonstrate a research method or expand on the topics discussed in a recent lecture. Videos will be embedded in the discussions on CarmenCanvas. After watching the video, you must participate in a discussion board related to the video. You are expected to ask one substantive question (2%) and one substantive response to another student's question (2%). Substantive questions and responses should promote the discussion of course concepts.

An example a substantive question about the focus group documentary is:

“I felt really uncomfortable with all of the long awkward pauses while watching this. What kinds of follow-up questions could the interviewer have asked to facilitate more conversation about this sensitive topic?”

A substantive response to this question would be:

“Maybe a more semi-structured approach could have helped him keep the conversation moving. I thought that he did a good job of keeping his opinions out of the interview though, which is an important component of structured interviews.”

Other students' questions and responses will be hidden until you provide a question or response (respectively), so it's ok if you end up providing something similar to what someone else posts.

Questions are due 11:59pm on the assigned documentary date. The response to a classmate is due the next day. All dates are listed on the schedule below. These assignments will require about the same amount of time to complete as watching a typical lecture, so don't wait until 11:30 pm to start the video!

Training certificates (10%)

You will complete two online training courses worth 5% each and will be graded by completion: the Collaborative Institutional Training Initiative's (CITI) Human Subjects Protections course, and the Google Analytics for Beginners course. These courses provide sought-after credentials from communication research industry professionals; the certificates you'll receive can also improve your résumé. PDF certificates can be uploaded to Carmen for credit.

Attendance and participation (10%)

I expect students to make a concerted effort to attend class, be an active participant, and engage enthusiastically with course material. As this is an 8 week course, it is fast paced and content filled. To measure attendance, at the beginning of each class session I will provide a brief 1-2 question quiz about the reading for the day. These quizzes will consist of a basic question (i.e. anyone who completed the reading should be able to answer) and sometimes include a practice exam question. Completion of the in class quiz is equivalent to an attendance point (even if you do not get the correct answer). While this isn't the only way I will be measuring participation and engagement with course materials, this is a simple way to keep up with who is attending class and for you all to get comfortable with the course content and potential exam questions. As there are 20 official lectures, each RQ will be .5 points each, for a total of 10 points towards your total grade.

With that in mind, I understand that LIFE happens and things come up that are unexpected. You all will have 3 FREEBEES, as in – you have up to three unexcused absences where you don't need to tell me the *why* or the *how* of the situation. Of course if you are under the weather, have a funeral, an athletic event or anything else outside of those freebees, or need additional time for assignments due to an unexpected life event, please let me know and we can work out a plan to get you back on track with course work.

Practices (8%)

Two practical assignments will help you get additional practice with constructing and operationalizing some of the methods taught in this course.

For the first practice, I will provide you with a prompt similar to one of the client requests for the study proposal. Your task will be to construct a 5-item survey instrument using at least three of the measurement types discussed in class. You may construct your instrument in a word processor and submit it through Carmen. I will grade this assignment based on three criteria: relevance to the prompt (1.5%), number of questions (1.5%), and variety of question types and scales (see pp. 209 of the textbook; 1.0%).

The second practice will ask you to devise a content coding scheme and conduct a short content analysis using images on a website. This task will require at least two but no more than three people to complete. You may collaborate with other students in the course, or ask a roommate, friend, relative, or coworker to help you code the content. Responses can be filled into the provided spreadsheet and uploaded to Carmen along with a brief (4-5 sentence) interpretation of the reliability coefficient and assessment of the devised coding scheme. I will grade this assignment based on three criteria: completion of the coding document (1.0%), interpretation of reliability metrics (i.e., “good”/“fair”/“poor”; 1.5%), and the assessment of the coding scheme (i.e., why was the reliability good/bad – what would have helped you and your partner code better?; 1.5%).

Late assignments

Unless otherwise stated, **all assignments are due at 11:59pm EST** on the date listed on CarmenCanvas. **A 1-hour grace period will be given for assignments to ease any technology or personal issues that may arise**, but I encourage you to *not* rely on this grace period.

Any assignment over 1 hour late will receive a 10% deduction every hour it's late. However, you are allowed one **“freebie”** over the course of the semester, such that you can turn in an assignment late with NO PENALTY. **In order to use your freebie, you need to email me within one day of the assignment due date that you're using your freebie (you do not need to tell me why) and share the day you will submit it** (you can have up to two additional business days to complete the assignment). Once you use up your freebie, you will receive a zero on any late assignment—no exceptions.

There is one exception to this policy: the proposal draft. Because this assignment requires that you send another student your paper, and their ability to complete the review would be hampered, late submissions will not be accepted for the draft.

Exam make-up policy

Students must always email in advance or make-up requests will not be considered.

Exams can only be made up in the event of a religious conflict, serious illness, death of friend/family member, or pre-approved university activity (e.g., athletic event)—the inability to attend the class in-person will *not* be considered a valid excused absence.

Student athletes, themselves, must provide advance notification of any absences.

Extra credit

C-REP

Students may participate in the Communication Research Experience Program (C-REP) to earn extra credit (up to 2%) for the course. C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research, so it is a particularly useful experience for this course. Participation may take the form of any combination of the following: completing research studies, completing alternative writing assignments, or a combination of both.

Studies fill up quickly, so DON'T wait until the end of the semester! You may sign up for studies by visiting <https://osucomm.sona-systems.com>. Additional information about C-REP can be found on the Carmen course page. Please direct any specific questions to the C-REP coordinator, Olivia Bullock, at bullock.181@osu.edu.

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
 - Please put COMM3163 in the subject line. I prioritize student emails.

OTHER COURSE POLICIES

Attendance and Participation

Attendance is expected at all class sessions and will be a part of your final grade. Attendance includes showing up to lectures and participating in course discussions.

Discussion and communication guidelines

Canvas

I will post class updates and/or additional materials as announcements on Carmen and/or to your OSU email. Please check Carmen and read your email regularly (at least 2-3 times per week) because you are responsible for this information just as you are responsible for information in class.

Professionalism

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, such as Microsoft Word, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student*

Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

All students, especially those who have difficulty writing, are encouraged to visit the *OSU Writing Center*. Their web address is <https://cstw.osu.edu/writing-center> and their phone number is 688-5865. The Writing Center offers two kinds of tutorials: 1) Scheduled, 50-minute tutorials in 4120A Smith Lab and 2) Drop-in, 20-minute tutorials at our satellite centers (First floor Thompson Library and 114 Smith-Steeb Residence Hall).

Copyright for instructional materials

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.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of

harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Tentative nature of this syllabus

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

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topic/readings	Assignments
1	June 6 th	Introduction to the course—no reading	
	June 7 th	Research and ethics (p. 3-17)	
	June 8 th	Documentary #1- Research Ethics - NO CLASS	Doc #1 discussion question (Doc #1 discussion response 06/11)
	June 9 th	NO CLASS	
2	June 13 th	Social scientific paradigm (p. 19-28)	Paper topic preference
	June 14 th	Interpretive and critical paradigm (p. 29-48)	
	June 15 th	Data and sampling (p. 51-64)	
	June 16 th	Measurement, validity, and reliability (no reading)	
3	June 20 th	Evaluating research (p. 65-75)	IRB- Human Subjects Protection CITI certification
	June 21 st	Hypotheses and research questions (p. 77-89)	
	June 22 nd	Ethnography (p. 93-106)	
	June 23 rd	Interviewing (p. 113-124)	Google Analytics Certificate
4	June 27 th	Focus group (p. 129-139)	
	June 28 th	Documentary #2- Focus Groups in Action IN CLASS REVIEW FOR EXAM	Doc #2 discussion question
	June 29 th	Discourse Analysis (p. 191-201)	Doc #2 discussion response
	June 30 th	EXAM 1 (in-person)	
5	July 4 th	NO CLASS—University holiday	
	July 5 th	Surveys (p. 205-219)	

Week	Dates	Topic/readings	Assignments
	July 6 th	Surveys, continued	Practice- Survey instrument
	July 7 th	Descriptive statistics (p. 227-240)	
6	July 11 th	Inferential statistics (p. 247-270)	
	July 12 th	Content analysis, qualitative (p. 161-159)	
	July 13 th	Content analysis, quantitative (p. 175-185)	Practice- Content analysis
	July 14 th	Social media (p. 147-159)	
7	July 18 th	Social networks analysis— Watch lecture on Carmen	
	July 19 th	Documentary #3- Both sides of the Big Data Debate – EXTRA CREDIT PROJECT FORUM	Doc #3 discussion question
	July 20 th	Psycho-physiological measures—Coronel, Poulsen, & Sweitzer (2019)	Doc #3 discussion response
	July 21 st	Working day—Kyla available virtually	Draft project proposal sent to reviewers (noon, 12:00pm)
8	July 25 th	IN CLASS EXAM REVIEW	Review comments due (11:59pm)
	July 26 th	EXAM 2 (in-person)	
	July 27 th	Reading: Rhetorical criticism (p. 291-301) and critical/cultural (p. 307-315) VIRTUAL WORKING DAY	
	July 28 th	IN CLASS EXAM REVIEW	Final project proposal papers
	August TBD	FINAL EXAM	