

COMM 3163

COMMUNICATION INDUSTRY METHODS

AUTUMN 2022

Faculty Instructor:

Jason C. Coronel, Ph.D. [pronouns: he/him/his] [coronel.4@osu.edu]

Office hours: Thursday, 3:00-4:00pm EST

Graduate Student Instructors:

Rachel Barry Wade [pronouns: she/her/hers] [wade.661@osu.edu]

- In-Person Labs (8/29 - 12/05): Mondays, 12:10 - 2:00pm in Derby Hall 3176
- In-Person Labs (8/29 - 12/05): Mondays, 2:15 – 4:05 pm in Derby Hall 3176
- Office hours: Mondays, 4:30-5:30 pm

Qin Li [pronouns: she/her/hers] [li.10439@osu.edu]

- In-Person Labs (8/29 - 12/05): Mondays, 8:00 - 9:50am in Derby Hall 3176
- In-Person Labs (8/29 - 12/05): Mondays, 10:05 - 11:55am in Derby Hall 3176
- Office hours: Fridays, 11:00-12:00pm

Charles Monge [pronouns: he/him/his] [monge.19@osu.edu]

- In-Person Labs (8/29 - 12/05): Mondays, 12:10 - 2:00pm in Journalism Bldg 224
- In-Person Labs (8/29 - 12/05): Mondays, 4:20 - 6:10pm in Derby Hall 3176
- Office hours: Fridays, 2:00-3:00pm

Course description

This course (1) introduces students to traditional and state-of-the-art methods in communication industry and (2) describes how these methods can be used to answer important questions in communication industry (e.g., Did the marketing campaign *cause* an increase in sales? How do we design surveys such that employees or consumers will tell us the *truth* when they fill out the surveys? If a product is well received by consumers in the United States, will it be well received in other countries? Furthermore, can we know the answer to this question *before* spending millions of dollars on advertisements in other countries?).

Below are examples of traditional and emerging methods that you will learn in the course:

- **Surveys:** You will learn how to effectively design survey questions such that individuals (e.g., employees, consumers) will understand them and provide truthful responses.

- **Experiments (lab, survey, and field) and Quasi-experiments (interrupted time series):** You will learn how to design experiments and quasi-experiments in order to answer causal questions (e.g., Did the marketing campaign cause an increase in sales?).
- **Eye-tracking technology:** You will learn how to use eye-tracking technology to answer questions about people's attention (e.g., Is advertisement A more likely to attract attention than advertisement B? What features on a social media site tend to attract attention?).
- **Facial expression analysis:** You will learn how to use facial expression analysis to answer questions about people's moment-by-moment emotional reactions (e.g., Did the advertisement elicit feelings of joy or confusion?).

In addition, you will learn to use simple and easy-to-understand statistical techniques. We live in an increasingly data-driven world. “Big data” and data analytics have drastically changed the landscape for businesses. Possessing a degree of statistical competence will allow you to better navigate this new information environment.

Finally, this course will also teach you how to think like a social scientist. Social scientists often use rigorous methods and logics for generating substantive conclusions (e.g., X caused Y.) It will benefit you to apply this rigorous and logical way of thinking to industry (not everyone in industry will have this training).

In summary, this course will help to sharpen analytical skills, which will serve students intending to work in industry, attend law school, business school, or graduate school. **The lecture portion of the course is delivered online (asynchronous), while the lab is delivered in-person (on campus).** Note that the current plan is to have the lab sections be in-person sessions. This plan, of course, can change given the ongoing pandemic.

Course learning goals and outcomes

Specific course goals include the following:

- to learn traditional and state-of-the-art methods and how they can be used to answer questions in communication industry
- to learn basic statistical techniques
- to understand the nature of deductive reasoning and its general applicability to understanding the worlds in which we live
- to learn the precise meaning of causality and the obstacles to identifying true cause and effect
- to learn how to recognize patterns in data
- to learn how to explain the patterns we observe
- to begin to understand when to employ one methodology rather than another
- to begin to see the fun and satisfaction that come with systematic thinking

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 on campus. Note that the current plan is to have the lab sections

be in-person sessions. This plan, of course, can change given the ongoing pandemic.

How this course works

- Each week, a new module will become available on the course's Carmen site. The module will contain 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.**
- Each Monday, you will participate in an in-person 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* (2nd Edition). New York: Routledge.
 - You can access the textbook online for **FREE** via the OSU library: [[Library Link](#)]
 - A hard copy is available for purchase from these sources: [[Publisher Link](#)] [[Amazon Rental](#)] [[Barnes & Noble](#)]
 - The 1st Edition is also acceptable for the course.
- **You will also read articles that show how specific methods can be used in industry.** These articles will be available on the course's Carmen site.
- 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](#)). The privacy policy for JASP is here: [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 x3).** You will write three research proposals focused on research methods taught in lecture and lab. **It should answer a question in communication industry and you are encouraged to be creative and to come up with your own topic.** Lab instructors will provide more details and guidelines about these proposals.
- **Lab Analyses (5pts x3).** 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 (10pts).** A weekly participation/attendance grade will be assigned by your lab instructors based on your active participation/attendance in the weekly lab activities. **Your four lowest scores will be dropped (you will get full credit for your four lowest grades).**

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

This course is worth 4 credits. Direct instruction will take occur in both the lectures and the labs. 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. Coronel 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. Coronel's digital meeting room can be accessed during posted office hours at this link: [[Zoom Link](#)] [PW: 473884]. 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.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odde.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
- **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
- If you do not have a computer, the university has resources that can help. There are multiple computer labs on campus, and you can find their [hours and locations here](#). Additionally, some students can qualify to receive a loaner iPad with accessories. You can check if you are eligible [here](#). Note that some work will require a computer, not a tablet.

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/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.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.

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

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 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

Please note that these policies may be updated to reflect changes in the epidemic, changes in our understanding of the disease, and changing University, local, state, and federal recommendations/mandates.

Vaccination and social distancing

Ohio State is requiring every student, faculty and staff member to be vaccinated against COVID-19 with an FDA approved vaccine. Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Attendance

Given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **students should not attend class if they are feeling sick.** It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, you will be given a reasonable opportunity to make up missed work. **You do not need to provide a physician's document of illness, but you should advise your lab instructor via email as soon as you are safely able to do so.**

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 (READ CAREFULLY)

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/>

University rules **require** that we report any **suspected** cases of academic misconduct to the Committee on Academic Misconduct (COAM). It is NOT our job to assess intent. **Any** written suspected of plagiarism will be **automatically** submitted to COAM.

Plagiarism as defined by the university’s code of conduct is, “the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas; submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement.”

The following are examples of work that is unacceptable, and would constitute plagiarism:

Work that has been submitted to other courses will count as plagiarism even if you were the originator of that work.

Original Text: Families high in conversation orientation are free to interact with one another as they share ideas, participate in decision making, and express concerns, whereas families low on this orientation interact less frequently with each other on a variety of topics, including personal thoughts, feelings, and private activities,” (Schrodt, Witt & Messerschmidt, 2008, p. 31).

Plagiarism (copying the original text WITHOUT quotes even if one puts a citation. This is plagiarism since it becomes unclear if the person is trying to pass this off as his or her own writing: Families high in conversation orientation are free to interact with one another as they share ideas, participate in decision making, and express concerns, whereas families low on this orientation interact less frequently with each other on a variety of topics, including personal thoughts, feelings, and private activities (Schrodt, Witt & Messerschmidt, 2008).

Plagiarism (copying the original text and changing a few words): Families that are low in conversation are not free to share ideas because they interact less frequently with each other on a variety of topics, including personal thoughts, feelings, and private activities (Schrodt, Witt & Messerschmidt, 2008).

Plagiarism (copying the original text and changing a few words): Families high in conversation orientation are free to talk with one another as they share ideas, participate in decision making, and express concerns, whereas families low on this orientation talk less frequently with each other on a variety of topics, including personal thoughts, feelings, and private activities (Schrodt, Witt & Messerschmidt, 2008).

Not Plagiarism: A high conversation orientation indicates that communication within families is open. New topics are discussed with ease. Conversely, families with lower conversation orientation communicate less frequently and less openly (Schrodt, Witt & Messerschmidt, 2008).

Not Plagiarism (use of quotations and citation): “Families high in conversation orientation are free to interact with one another as they share ideas, participate in decision making, and express concerns, whereas families low on this orientation interact less frequently with each other on a variety of topics, including personal thoughts, feelings, and private activities,” (Schrodt, Witt & Messerschmidt, 2008, p. 31).

Students should take the time and care to properly synthesize information from sources selected. Copying and pasting a sentence or phrase, and then changing words is NOT an appropriate way of synthesizing information. It is a way to commit academic misconduct.

If you have any further questions (e.g., if you are unsure if a section in your paper will be considered plagiarism), please do not hesitate to contact the professor or the lab instructors.

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Course schedule (tentative)

PART I: Foundations

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 1 Aug 23 Aug 28	Introduction to Logical and Systematic Thinking <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 1: Principles of Research (pg. 3-11) ○ Ch. 2: Concepts of Research (pg. 13-35) ○ Ch. 3: Scholarly Research (pg. 41-72) • <u>Lecture Videos</u> 	Checkpoint #1

	<ul style="list-style-type: none"> ○ Theories and Hypotheses. ● No Lab Monday 	
Week 2 Aug 29 Sept 4	Introduction to Survey Design and the Importance of Clarifying Concepts and Using Valid Measures <ul style="list-style-type: none"> ● <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 5: Concept Explication (pg. 101-115) ○ Ch. 6: Reliability & Validity (pg. 123-145) ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Concepts and Measures ○ Intro to Survey Questions ● First In-person Lab session 	Quiz #1
Week 3 Sept 5 Sept 11	Using Eye-Tracking and Facial Expression Analysis in Marketing and Consumer Research <ul style="list-style-type: none"> ● <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Wedel & Pieters (2008) article from the Carmen course site (pg. 123-147) ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Eye tracking and Facial Expression Methods ● No Lab Monday (Labor Day) 	Lab Proposal #1
Week 4 Sept 12 Sept 18	Introduction to Statistical Analysis <ul style="list-style-type: none"> ● <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 14: Descriptive Statistics (pg. 359-379) ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ From Survey to Data ○ Data Reduction ○ Descriptive Statistics ○ Calculating Descriptive Statistics ● Monday Lab: Analysis Workshop 	Lab Analysis #1
Week 5 Sept 19 Sept 25	Importance of Sampling and Generalizability to Communication Industry <ul style="list-style-type: none"> ● <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 8: Sampling (pg. 187-215) ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Introduction to Sampling ○ Types of Sampling ● Monday Lab: Review Day 	Quiz #2

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PART II: Observational Studies and Quasi-Experiments

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 6 Sept 26 Oct 2	Designing Effective Survey Questions <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 7: Effective Measurement (pg. 153-179) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Survey Construction ○ Survey Recommendations • Monday Lab: Intro to JASP 	Checkpoint #2
Week 7 Oct 3 Oct 9	Interpreting Survey Results <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 15: Inferential Statistics (pg. 387-417) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Correlations ○ NHST ○ Mean Differences ○ Effect Sizes • Monday Lab: Review Day 	Quiz #3
Week 8 Oct 10 Oct 16	Statistical Analysis of Survey Data <ul style="list-style-type: none"> • No Textbook Readings • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Introduction to JASP ○ Selecting Analyses for Surveys ○ Interpreting Survey Results ○ Conducting a Correlation Test ○ Conducting a Paired T-Test • Monday Lab: Analysis Workshop 	Lab Analysis #2 Checkpoint #3
Week 9 Oct 17 Oct 23	Conducting Surveys in the Modern World <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 10: Survey Research (pg. 261-279) 	Lab Proposal #2

	<ul style="list-style-type: none"> • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Real-World Surveys ○ The Many Names of Mobile Surveys ○ Starting an Experience Sampling Study • Monday Lab: Proposal Workshop 	
Week 10 Oct 24 Oct 30	Observational Studies and Quasi-experiments <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 16: Multivariate Statistics (pg. 427-433) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Confounds and Study Designs • Monday Lab: Review Day 	Quiz #4

PART III: Causation and Designing Experimental Studies

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 11 Oct 31 Nov 6	Designing Survey Experiments in a Marketing Context <ul style="list-style-type: none"> • <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Clow & James (2014) article from the Carmen course site (pg. 1-48) • No Textbook Readings • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Survey Experiments • Monday Lab: Review Day 	Checkpoint #4
Week 12 Nov 7 Nov 13	Causation, Random Assignment, and Experiments <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 9: Experiments (pg. 223-252) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Lab Experiments ○ Between vs. Within-Subjects Designs ○ Limitations to Lab Experiments • Monday Lab: Analysis Workshop 	Quiz #5

Week 13 Nov 14 Nov 20	Statistical Analysis of Experimental Data <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 16: Multivariate Inferential Statistics (pg. 433 - 439) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Selecting Analyses for Experiments ○ Interpreting Experimental Results ○ Conducting an Independent T-Test ○ Conducting an ANOVA • Monday Lab: Analysis Workshop 	Lab Analysis #3
Week 14 Nov 21 Nov 27	Thanksgiving Break. No labs and assignments.	
Week 15 Nov 28 Dec 4	Field Experiments in Consumer Research and the Ethical Issues Associated with Field Experiments <ul style="list-style-type: none"> • <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Prew & Lin (2019) article from the Carmen course site (pg. 1-11) • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 4: Ethical Research (pg. 81-94) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Field Experiments • Monday Lab: Proposal Workshop 	Lab Proposal #3
Week 16 Dec 5 Dec 11	Conclusions and Takeaways <ul style="list-style-type: none"> • No Textbook Readings • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Conclusions, Takeaways, and Review • Monday Lab: Review Day 	Quiz #6 Checkpoint #5

Tentative nature of this syllabus. This syllabus is an agreement between the instructor and the student. Events that transpire over the semester may require me to modify the syllabus. In the event I need to modify the syllabus, I will announce the modification via an email to the class and Carmen. However, it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc.

By staying enrolled in this class, the student agrees to abide by the policies described in the syllabus.