

# COMM 3163

## COMMUNICATION INDUSTRY METHODS

### SPRING 2026

#### Faculty Instructor:

Jason C. Coronel, Ph.D. [[coronel.4@osu.edu](mailto:coronel.4@osu.edu)]

Office hours: Mondays, 11:00-12:00pm EST

#### Graduate Student Instructors:

Alita Boyse-Peacor [[boyse-peacor.1@osu.edu](mailto:boyse-peacor.1@osu.edu)]

- In-Person Labs: Mondays, 8:00AM-9:50AM in Derby Hall 3176
- In-Person Labs: Mondays, 10:05AM-11:55AM in Derby Hall 3176
- Office hours: Mondays, 3PM-4PM [Derby 3055] and by appointment

Sebastian “Sebs” Lubert [[lubert.5@osu.edu](mailto:lubert.5@osu.edu)]

- In-Person Labs: Mondays, 12:10-2:00 in Journalism Building 216
- In-Person Labs: Mondays, 2:15-4:05 in Derby Hall 3176
- Office Hours: Wednesdays 12:00-1:00 [Derby 3001] and by appointment

Jessica Ryu [[ryu.205@osu.edu](mailto:ryu.205@osu.edu)]

- In-Person Labs: Mondays, 12:10-2:00PM in Derby Hall 3176
- In-Person Labs: Mondays, 4:20PM-6:10PM in Derby Hall 3176
- Office hours: Mondays, 10:30AM-11:30AM (Derby 3086) and by appointment

## 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 logic 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.**

## 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.

## 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

- You will read a short **Industry Learning Brief** each week. These will be on Carmen. The Industry Learning Briefs run in parallel with course methods and are designed to help you see **why** research matters in real-world industry settings.
- **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.
  - 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 1<sup>st</sup> 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](#)), and Qualtrics (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 their lab instructors 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. 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. Students will be allowed three absences for personal matters during the semester. We do not accept documented excuses for making up missed labs. Instead, each student is allowed three no-questions-asked absences during the semester for personal or unforeseen circumstances.

If you anticipate circumstances that would cause you to miss more than three labs, you should strongly consider dropping and re-taking the course in a future semester. In rare cases, and in consultation with the professor and lab instructor, you may also consider requesting an Incomplete for the course.

## 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.

Make-ups for assignments will only be given when the student provides an appropriate justification (with documentation) for missing the scheduled assignment and/or lab. Make-ups will be arranged for university-excused or unavoidable circumstances only (e.g., deaths, personal/family illness and emergencies) with written verification. Appropriate justification depends on each case and will be decided by Dr. Coronel in consultation with the lab instructor.

## Grading scale

Please note that Carmen, 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**.

## 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 nonOSU 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 within 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 24/7.

- **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](http://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](http://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](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)
- 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.

## 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, Melissa Mayhan: [titleIX@osu.edu](mailto:titleIX@osu.edu) or 614247-5838.

## Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early



communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**. (Policy: **Religious Holidays, Holy Days and Observances**)

## Weather or other short-term closing

Should in-person lab classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. Your lab instructor will share any updates via CarmenCanvas.

## 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)

## 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.

## Use of AI Tools

Large language models are becoming standard tools in many industries. Therefore, learning how to use them responsibly is an important skill. However, in this course, it is critical that you develop the ability to think critically, read carefully, and solve problems on your own.

This matters because, in professional settings, you will be expected to explain and defend your reasoning in real time, such as meetings, presentations, interviews, or when colleagues question your decisions. You will not have access to AI in many of these instances, and relying on it in place of your own thinking will leave you unprepared.

For this reason, you may use AI for limited purposes such as grammar or style editing, or for clarifying your own writing after you have done the substantive thinking yourself.

Finally, you are fully responsible for everything you submit in this course. AI tools can generate incorrect or fabricated claims or references. If your work contains fabricated material, we are required by university policy to report the issue to the Committee on Academic Conduct.

## Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/> Call  
614-247-5838 or TTY 614-688-8605  
[civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any

human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers;  
3. Chair/director; and 4. Faculty member.

## 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 614-2923307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

## Course schedule

### PART I: Foundations

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
<b>Week 1</b> Jan 12 Jan 18	<b>Introduction to Logical and Systematic Thinking</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u> ○ Why Products Fail and Why We Need Research</li> <li>• <u>Textbook Readings</u> <ul style="list-style-type: none"> <li>○ Ch. 1: Principles of Research (pg. 3-11) ○ Ch. 2: Concepts of Research (pg. 13-35) ○ Ch. 3: Scholarly Research (pg. 41-72)</li> </ul> </li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>○ Theories and Hypotheses.</li> </ul> </li> <li>• <b>No Lab Monday</b></li> </ul>	Checkpoint #1
<b>Week 2</b> Jan 19	<b>Introduction to Survey Design and the Importance of Clarifying Concepts and Using Valid Measures</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> </ul>	Quiz #1

Jan 25	<ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> ○ Ch. 5: Concept Explication (pg. 101-115) ○ Ch. 6: Reliability &amp; Validity (pg. 123-145)</li> <li>• <u>Lecture Videos</u> ○ Concepts and Measures ○ Intro to Survey Questions</li> <li>• <b>No Lab Monday (MLK Day)</b></li> </ul>	
<b>Week 3</b> Jan 26 Feb 1	<b>Using Eye-Tracking and Facial Expression Analysis in Marketing and Consumer Research</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Article Readings</u> <ul style="list-style-type: none"> <li>○ Read the Wedel &amp; Pieters (2008) article from the Carmen course site (pg. 123-147)</li> </ul> </li> <li>• <u>Lecture Videos</u> ○ Eye tracking and Facial Expression Methods</li> <li>• <b>First Lab Session</b></li> </ul>	Lab Proposal #1
<b>Week 4</b> Feb 2 Feb 8	<b>Introduction to Statistical Analysis</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ○ Ch. 14: Descriptive Statistics (pg. 359-379)</li> <li>• <u>Lecture Videos</u> ○ From Survey to Data ○ Data Reduction ○ Descriptive Statistics <ul style="list-style-type: none"> <li>○ Calculating Descriptive Statistics</li> </ul> </li> <li>• Monday Lab: Analysis Workshop</li> </ul>	Lab Analysis #1
<b>Week 5</b> Feb 9 Feb 15	<b>Importance of Sampling and Generalizability to Communication Industry</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ○ Ch. 8: Sampling (pg. 187-215)</li> <li>• <u>Lecture Videos</u> ○ Introduction to Sampling ○ Types of Sampling</li> <li>• Monday Lab: Review Day</li> </ul>	Quiz #2

## PART II: Observational Studies and Quasi-Experiments

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
<b>Week 6</b> Feb 16 Feb 22	<b>Designing Effective Survey Questions</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ○ Ch. 7: Effective Measurement (pg. 153-179)</li> <li>• <u>Lecture Videos</u> ○ Survey Construction ○ Survey Recommendations</li> <li>• Monday Lab: Intro to JASP</li> </ul>	Checkpoint #2
<b>Week 7</b> Feb 23 Mar 1	<b>Interpreting Survey Results</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ○ Ch. 15: Inferential Statistics (pg. 387-417)</li> <li>• <u>Lecture Videos</u> ○ Correlations               <ul style="list-style-type: none"> <li>○ NHST</li> <li>○ Mean Differences ○ Effect Sizes</li> </ul> </li> <li>• Monday Lab: Review Day</li> </ul>	Quiz #3
<b>Week 8</b> Mar 2 Mar 8	<b>Statistical Analysis of Survey Data</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• No Textbook Readings</li> <li>• <u>Lecture Videos</u> ○ Introduction to JASP ○ Selecting Analyses for Surveys ○ Interpreting Survey Results ○ Conducting a Correlation Test ○ Conducting a Paired T-Test</li> <li>• Monday Lab: Analysis Workshop</li> </ul>	Lab Analysis #2 Checkpoint #3



<b>Week 9</b> Mar 9 Mar 15	<b>Conducting Surveys in the Modern World</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u> ○ What a Pivot Really Is</li> </ul>	Lab Proposal #2
	<ul style="list-style-type: none"> <li>• <u>Textbook Readings</u> ○ Ch. 10: Survey Research (pg. 261-279)</li> <li>• <u>Lecture Videos</u> ○ Real-World Surveys ○ The Many Names of Mobile Surveys ○ Starting an Experience Sampling Study</li> <li>• Monday Lab: Proposal Workshop</li> </ul>	
<b>Week 10</b> Mar 16 Mar 22	<b>Spring Break! No Classes and Assignments</b>	
<b>Week 11</b> Mar 23 Mar 29	<b>Observational Studies and Quasi-experiments</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ○ Ch. 16: Multivariate Statistics (pg. 427-433)</li> <li>• <u>Lecture Videos</u> ○ Confounds and Study Designs</li> <li>• Monday Lab: Review Day</li> </ul>	Quiz #4

### PART III: Causation and Designing Experimental Studies

Modules	Weekly Topics	Assignments
[Start]		(due Sundays
[End]		@ 11:59pm)

<b>Week 12</b> Mar 30 Apr 5	<b>Designing Survey Experiments in a Marketing Context</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Article Readings</u> <ul style="list-style-type: none"> <li>◦ Read the Clow &amp; James (2014) article from the Carmen course site (pg. 1-48)</li> </ul> </li> <li>• No Textbook Readings</li> <li>• <u>Lecture Videos</u> ◦ Survey Experiments</li> <li>• Monday Lab: Review Day</li> </ul>	Checkpoint #4
<b>Week 13</b> Apr 6 Apr 12	<b>Causation, Random Assignment, and Experiments</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ◦ Ch. 9: Experiments (pg. 223-252)</li> <li>• <u>Lecture Videos</u> <ul style="list-style-type: none"> <li>◦ Lab Experiments</li> <li>◦ Between vs. Within-Subjects Designs</li> <li>◦ Limitations to Lab Experiments</li> </ul> </li> <li>• Monday Lab: Analysis Workshop</li> </ul>	Quiz #5
<b>Week 14</b> Apr 13 Apr 19	<b>Statistical Analysis of Experimental Data</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Textbook Readings</u> ◦ Ch. 16: Multivariate Inferential Statistics (pg. 433-439)</li> <li>• <u>Lecture Videos</u> ◦ Selecting Analyses for Experiments ◦ Interpreting Experimental Results ◦ Conducting an Independent T-Test ◦ Conducting an ANOVA</li> <li>• Monday Lab: Analysis Workshop</li> </ul>	Lab Analysis #3

<b>Week 15</b> Apr 20 Apr 26	<b>Field Experiments in Consumer Research and the Ethical Issues Associated with Field Experiments</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• <u>Article Readings</u> <ul style="list-style-type: none"> <li>◦ Read the Prew &amp; Lin (2019) article from the Carmen course site (pg. 1-11)</li> </ul> </li> <li>• <u>Textbook Readings</u> ◦ Ch. 4: Ethical Research (pg. 81-94)</li> <li>• <u>Lecture Videos</u> ◦ Field Experiments</li> <li>• Monday Lab: Proposal Workshop</li> </ul>	Lab Proposal #3
<b>Week 16</b> Apr 27 May 3	<b>Conclusions and Takeaways</b> <ul style="list-style-type: none"> <li>• <u>Read Industry Learning Brief</u></li> <li>• No Textbook Readings</li> <li>• <u>Lecture Videos</u> ◦ Conclusions, Takeaways, and Review</li> <li>• Monday Lab: Review Day</li> </ul>	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 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.**