

Term Information

Effective Term Autumn 2021
[Previous Value](#) [Spring 2019](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting to offer the lecture component of this course online, 100% at a distance. The required lab component would still be in-person so our request is for a distanced enhanced offering.

What is the rationale for the proposed change(s)?

Having the lecture component 100% at a distance will offer increased flexibility for the instructor as well as our students. Not all courses in Communication are suitable for online delivery and our program assumes we offer in-person courses for developing communication expertise, skill development, group interactions, and lab experience. However we have found that having some online courses help students to complete their degrees in a timely manner. Given it's assignments and design, we feel the lecture portion of Comm 3160 is well suited for online instruction.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3160
Course Title Communication Research Methods
Transcript Abbreviation Comm Rsrch
Course Description This course provides an overview of quantitative research methods as they apply to communication research. Students will gain an understanding of how to conduct research, as well as hands-on experience with data collection and data analysis.
[Previous Value](#) [Overview of major empirical methods in communication research.](#)
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered Greater or equal to 50% at a distance
[Previous Value](#) [No](#)
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory, Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Stat 1350, 1450, or equiv.
Exclusions	Not open to students with credit for 2160H or 2163.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0199
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Increase student's knowledge and understanding of concepts and processes of basic research methods in communication• Provide student with first-hand experiences in research design, data collection, basic data analysis and interpretation• Enhance student's ability to be a critical consumer of media research reports
Content Topic List	<ul style="list-style-type: none">• Research Applications• Sampling and Hypothesis Testing• Quantitative Methods and Experimental Design--Survey, Content Analysis• Data Analysis
Sought Concurrence	No

COURSE CHANGE REQUEST
3160 - Status: PENDING

Last Updated: Haddad,Deborah Moore
01/14/2021

Attachments

- COMM 3160 In-Person Syllabus.docx: Current syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 3160 Syllabus AU21 DL.docx: Proposed distance enhanced syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 3160 ASC Tech Review.docx: ASC Technical Checklist
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Comm Curriculum Map UPDATED 2020.docx: Communication Curriculum Map
(Other Supporting Documentation. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	01/14/2021 01:56 PM	Submitted for Approval
Approved	Slater,Michael D	01/14/2021 02:23 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/14/2021 04:31 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/14/2021 04:31 PM	ASCCAO Approval

COMM 3160

COMMUNICATION RESEARCH METHODS

AUTUMN 2021

Faculty Instructor:

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

Office hours: Tuesdays, 10:00-11:00am EST [[Zoom Link](#)] [PW: 695612]

Graduate Student Instructors:

Joe Francemone [pronouns: he/him/his] [francemone.1@osu.edu]

- In-Person Labs
 - Mondays, 8:00-9:50am in Mendenhall Lab 100
 - Mondays, 10:05-11:55am in Drinko Hall 130
- Office hours: Mondays, 12:00-2:00pm EST [[Zoom Link](#)] [PW: 180684]

Yue Li [pronouns: she/her/hers] [li.7232@osu.edu]

- In-Person Labs
 - Mondays, 12:10-2:00pm in Pfahl Hall 140
 - Mondays, 2:15-4:05pm in Fontana Lab 2040
- Office hours: Mondays, 10:00-11:00am EST [[Zoom Link](#)] [PW: 101213]

Course description

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

Course learning goals and outcomes

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

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

How this course works

- Each week, a new module will become available on the course Carmen site that contains all of the online requirements associated with that week. Each module will include a series of lecture videos pertaining to key course concepts, as well as instructions for completing the weekly readings and activities due that week.
- Lecture videos are posted to YouTube, and links to each required video are posted to the associated weekly module on Carmen. Closed captioning is available for these videos.
- Each Monday, you will participate in a live (i.e., synchronous) lab session taught by a graduate student instructor. 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

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

Grading

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

Checkpoints (x5)	5 points
IRB Certification	5 points
Online Quizzes (x5)	50 points
Lab Proposals (x3)	15 points
Lab Analyses (x3)	15 points
Lab Participation	10 points

Assignments

- **Checkpoints (1pt 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 (1 = satisfactory, .5 = needs improvement, 0 = incomplete).
- **IRB Certification (5 pts).** By the end of the course, you are required to complete human subjects IRB training. This training certifies you to conduct research at OSU. It consists of 16 modules that take 10-30 minutes each. Each module has an associated quiz. You must pass these quizzes with an average score of 80% in order to earn your certification. You can re-take the quizzes as many times as needed in order to pass. Handing in your certification to your lab instructor will earn you 5 points. More details are available [via this external link](#).
- **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. You are encouraged to be creative with these proposals. 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 (1pt x10).** A participation grade will be assigned by your lab instructors at the end of the course based on your active participation in the weekly lab activities. There will be one TopHat activity for each weekly lab session. You will receive 1 point for completing each activity during lab. Prior to your first lab meeting, you should create a TopHat account. For assistance using Tophat, visit [this link](#).

Late assignments

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

Grading scale

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

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

Credit hour and work expectation

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

Faculty feedback and response time

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

Grading and feedback

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

E-mail

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

Discussion board

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

Virtual office hours

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

Common issues to avoid...

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

Course Technology

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

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.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

University Policies

Student Academic Services

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

Student Services

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

Copyright Disclaimer

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

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

University COVID policies

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

Health and safety requirements

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

Student illness or absence

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

Instructor illness or absence

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

Academic integrity policy

Policies for this online course

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

Academic Misconduct

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

Requesting accommodations

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

PART I: Foundations of Research Methods

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 1 Aug 24 Aug 29	Introduction to Research Methods <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> <ul style="list-style-type: none"> ○ Theories and Hypotheses (14 mins) • No Lab Monday (semester begins Tuesday) 	Checkpoint #1
Week 2 Aug 30 Sept 5	Concepts and Measurement <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 (18 mins) ○ Intro to Survey Questions (10 mins) • Monday Lab: Proposal Workshop 	Quiz #1
Week 3 Sept 6 Sept 12	Special Topic: Psychophysiological Measures <ul style="list-style-type: none"> • No Textbook Readings • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Physiological Measures (11 mins) ○ Finding a Validated Measure (15 mins) • No Lab Monday (Labor Day) 	Lab Proposal #1
Week 4 Sept 13 Sept 19	Introduction to Data 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 (17 mins) ○ Data Reduction (14 mins) ○ Descriptive Statistics (17 mins) ○ Calculating Descriptive Statistics (25 mins) • Monday Lab: Analysis Workshop 	Lab Analysis #1

Week 5 Sept 20 Sept 26	Sampling and Generalizability <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 (13 mins) ○ Types of Sampling (13 mins) • Monday Lab: Review Day 	Quiz #2
-------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

PART II: Designing Correlational Studies

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 6 Sept 27 Oct 3	Surveys and Self-Reports <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 (15 mins) ○ Survey Recommendations (16 mins) • Monday Lab: Intro to JASP 	Checkpoint #2
Week 7 Oct 4 Oct 10	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 (11 mins) ○ NHST (19 mins) ○ Mean Differences (17 mins) ○ Effect Sizes (16 mins) • Monday Lab: Review Day 	Quiz #3
Week 8 Oct 11 Oct 17	Data Analysis for Surveys <ul style="list-style-type: none"> • No Textbook Readings • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Introduction to JASP (4 mins) ○ Selecting Analyses for Surveys (16 mins) ○ Interpreting Survey Results (18 mins) 	Lab Analysis #2 Checkpoint #3

	<ul style="list-style-type: none"> ○ Conducting a Correlation Test (14 mins) ○ Conducting a Paired T-Test (10 mins) ● Monday Lab: Analysis Workshop 	
Week 9 Oct 18 Oct 24	Special Topic: Real-World Surveys <ul style="list-style-type: none"> ● <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 10: Survey Research (pg. 261-279) ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Real-World Surveys (20 mins) ○ The Many Names of Mobile Surveys (3 mins) ○ Starting an Experience Sampling Study (3 mins) ● Monday Lab: Proposal Workshop 	Lab Proposal #2
Week 10 Oct 25 Oct 31	Confounds and Controls <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 (26 mins) ● Monday Lab: Review Day 	Quiz #4

PART III: Designing Experimental Studies

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 11 Nov 1 Nov 7	Designing Survey Experiments <ul style="list-style-type: none"> ● No Textbook Readings ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Survey Experiments (16 mins) ● Monday Lab: Review Day 	Checkpoint #4
Week 12 Nov 8 Nov 14	Laboratory Experiments & Causality <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 (18 mins) ○ Between vs. Within-Subjects Designs (14 mins) 	Quiz #5

	<ul style="list-style-type: none"> ○ Limitations to Lab Experiments (21 mins) ● Monday Lab: IRB Certification Workshop 	
Week 13 Nov 15 Nov 21	Data Analysis for Experiments <ul style="list-style-type: none"> ● <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 16: Multivariate Statistics (pg. 433 -439) ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Selecting Analyses for Experiments (9 mins) ○ Interpreting Experimental Results (21 mins) ○ Conducting an Independent T-Test (9 mins) ○ Conducting an ANOVA (16 mins) ● Monday Lab: Analysis Workshop 	Lab Analysis #3
Week 14 Nov 22 Nov 28	Thanksgiving Break <ul style="list-style-type: none"> ● No Textbook Readings ● No Lecture Videos ● No Lab Monday (Thanksgiving Break) 	IRB Certification
Week 15 Nov 29 Dec 5	Special Topic: Natural & Field Experiments <ul style="list-style-type: none"> ● <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"> ○ Natural & Field Experiments (15 mins) ● Monday Lab: Proposal Workshop 	Lab Proposal #3
Week 16 Dec 6 Dec 8	Conclusions and Takeaways <ul style="list-style-type: none"> ● No Textbook Readings ● <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Conclusions & Takeaways (10 mins) ● Monday Lab: Review Day 	Quiz #6 Checkpoint #5

COMM 3160
Communication Research Methods
Spring 2020, 4 credits
Wednesday/Friday 11:10 am – 12:30 pm, Journalism 360

Course Instructor:

Alex Bonus, Ph.D.
Pronouns: he/him/his
3045C Derby Hall
bonus.1@osu.edu
jamesalexbonus@gmail.com
Office hours: Wednesday 3:00 pm – 4:00 pm
or by appointment

Lab Section Instructors:

Jennie McAndrew
Monday 8:00 am – 9:50 am
Monday 10:05 am – 11:55 am
mcandrew.28@osu.edu
Journalism 342
Office: 3086 Derby Hall
Office Hours: T/Th 11 – 12

Jacky Anderson
Monday 12:10 pm – 2:00 pm
Monday 2:15 pm – 4:05 pm
anderson.3449@osu.edu
Journalism 342
Office: 3056 Derby Hall
Office Hours: Mon 11 – 12, Wed 2 – 3

Course Overview

In describing the current sociopolitical climate in the United States, a journalist recently wrote:

We're not living through a crisis about what is true, we're living through a crisis about how we know whether something is true. We're not disagreeing about facts, we're disagreeing about epistemology.

The “establishment” version of epistemology is: “We use evidence to arrive at the truth, vetted by independent verification (but trust us when we tell you that it's all been independently verified by people who were properly skeptical and not the bosom buddies of the people they were supposed to be fact-checking).

The “alternative facts” epistemological method goes like this: “The ‘independent’ experts who were supposed to be verifying the ‘evidence-based’ truth were actually in bed with the people they were supposed to be fact-checking.

In the end, it's all a matter of faith, then: you either have faith that ‘their’ experts are being truthful, or you have faith that we are. Ask your gut, what version feels more truthful?

The first half of this course examines the methods used by social scientists to derive truth. The second half examines how these methods sometimes go awry, thus sowing the seeds for “alternative”

truths. This course pushes students to become more critical consumers of social scientific research by imparting the skills needed to navigate what some have called a “post-truth” society.

At the conclusion of this course, students will:

1. ...understand the common research methods used by communication researchers.
2. ...understand how research methods are used to test communication theory.
3. ...understand how the limitations of research methods shape knowledge production.
4. ...design an empirical study testing some aspect of communication theory.
5. ...appreciate how scientific research shapes public knowledge and policy.

Course Materials

Textbook: Remler, D. K. & Van Ryzin, G. G. (2013). *Research Methods in Practice* (2nd ed.). Thousand Oaks, CA: Sage Publishing.

Film: *Post-Truth Times: We the Media* (2017), directed by Héctor Carré. Available to watch at <https://osu.kanopy.com/video/post-truth-times-we-media>

Additional required readings are posted on Carmen (<https://carmen.osu.edu>).

Grade Distribution

This class has 100 possible points. Points are distributed as follows:

Movie Reflection	10 points
Research Proposal Part I	10 points
Research Proposal Part II	20 points
Online Practice Quizzes (x4)	10 points
Exam 1	25 points
Exam 2	25 points

Letter Grade Distribution

You must attempt each assignment and quiz/exam in order to receive a grade. Your final grade will be determined based on the combined score of quizzes and assignments. The grading distribution (by percentage) is as follows:

≥ 92.5	A	72.5 – 76.4	C
89.5 – 92.4	A-	69.5 – 72.4	C-
86.5 – 89.4	B+	66.5 – 69.4	D+
82.5 – 86.4	B	59.5 – 66.4	D
79.5 – 82.4	B-	≤ 59.4	F
76.5 – 79.4	C+		

Overview of Assignments

Research Proposal Part I (Project Outline): After we have reviewed basic social science research methods, you are required to design a study that aims to answer a question in communication science using one of the research methods described in class. Part I of this assignment requires you to write a short 1-page single-spaced summary of your proposed project, including a relevant

communication theory that you intend to test, a proposed method for testing that theory, and explicit hypotheses about what you expect to find. More details will be provided in lab.

Research Proposal Part II (Final Paper): In Part II of this assignment, you will revise your initial proposal based on instructor feedback and expand it into a longer 5-page double-spaced paper. You will also critically reflect on issues discussed in the second half of the course in an effort to make your research design more ethical, more applicable to a broader population, and more replicable. More details will be provided in lab.

Online Practice Quizzes: Periodically throughout the semester, you are required to complete online quizzes. These quizzes are available on Carmen, and they serve to review key material up to that point in the semester. Each quiz will be worth 2.5 points and will consist of 10 multiple choice questions. You have two opportunities to complete each quiz, and you should complete the first attempt without referencing your notes. After submitting the quiz, you will be able to see which questions you answered incorrectly. You should then use your notes to figure out why you got those questions wrong. You can then correct your answers and resubmit. Only your highest score (out of 2.5 points) will be counted. Research shows that this process of testing yourself, re-learning the material, and correcting your responses is a more effective study technique than simply reviewing your notes because it forces you to recognize gaps in your knowledge and work to address those gaps. As such, these quizzes serve as periodic checks of your knowledge and as reviews for exams.

Exam 1: Halfway through the course, your knowledge of basic research methods will be assessed using a combination of multiple choice and true/false questions. A study guide will be provided indicating what information you can expect to see on the exam.

Exam 2: During the final week of the course, your knowledge of issues that plague social science research methods (and the implications of these issues for your understanding of “truth”) will be assessed using a combination of multiple choice and true/false questions. This second exam is *NOT* cumulative. It will only cover material discussed during the second half of the course. A study guide will be provided indicating what information you can expect to see on the exam.

Movie Reflection: After we have reviewed issues with social science research methods, you are required to watch a documentary about the obstacles contemporary journalists face in seeking and reporting “truth.” You will consider how these obstacles echo those faced by social scientists. You will then write a short 1-page (single-spaced) response paper where you consider the implications of these issues for your own interpretation and experience of “truth.”

Extra Credit

Participate in a research study! Conducting scientific research is crucial to the mission and purpose of the School of Communication at The Ohio State University. You can earn 1 point of extra credit for each 0.5 hours of research participation (up to 3 hours, or 3 points total) that you complete in School of Communication research studies. Be sure to read the detailed instructions on the SONA site. Importantly, missing your research appointment or quickly clicking through surveys and giving researchers fake data will not earn participation credit. You must sign up for studies at: <https://osucomm.sona-systems.com>

Mental Health: Please Take Care of Yourself!

As a student you might 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 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

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 Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

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.

Policy on Children in Class

The university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student, staff, and faculty parents. I understand that unforeseen disruptions in childcare sometimes put parents in the position of having to miss class to stay at home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in childcare is perfectly acceptable. I ask that students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases where children come to class, I ask that parents sit close to the door so that if their child needs special attention and/or is disrupting the learning of other students, the parent can easily step outside with their child until the child's needs have been met. More generally, while I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for school-parenting balance.

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 via email immediately so that we can privately discuss options. You can also register with Student Life Disability Services to establish reasonable accommodations. After registration, you should 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.

Academic Integrity

All work must be the original work of the student and not turned in to any other course prior to this one. Cheating is unacceptable and will result in a formal report to the School of Communication and the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>

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.

Additional Disclaimer

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

METHODS OF DISCOVERING TRUTH (Week 1 – Week 7)

WEEK 1 (Jan 6 - Jan 10) Epistemology and the Social Sciences		
Assignments: <ul style="list-style-type: none"> • Boyd, D. (2018). You think you want media literacy ... Do you? Retrieved from: https://points.datasociety.net/you-think-you-want-media-literacy-do-you-7cad6af18ec2 • Chapter 1: Research in the Real World, <i>Research Methods in Practice</i> • Chapter 2: Theories, Models, and Research Questions, <i>Research Methods in Practice</i> 		
<u>Monday (Lab)</u> NO LAB	<u>Wednesday (Lecture)</u> Ways of Knowing	<u>Friday (Lecture)</u> Theories and Hypotheses

WEEK 2 (Jan 13 - Jan 17) Quantitative Measurement in the Social Sciences		
Assignments: <ul style="list-style-type: none"> • Chapter 4: Measurement, <i>Research Methods in Practice</i> • Chapter 5: Sampling, <i>Research Methods in Practice</i> • Jordan, C. H. & Zanna, M. P. (1999). How to read a journal article in social psychology. <i>The Self in Social Psychology</i>. Philadelphia: Psychology Press. 		
<u>Monday (Lab)</u> Discuss Research Proposal I	<u>Wednesday (Lecture)</u> Concepts and Measurement	<u>Friday (Lecture)</u> Sampling

WEEK 3 (Jan 20 - Jan 24) Understanding Survey Methods		
Assignments: <ul style="list-style-type: none"> • Chapter 7: Surveys and Other Primary Data, <i>Research Methods in Practice</i> • <i>Scientific Methods in Media Effects Research</i>, p. 25-35 only • Goodboy, A. K., & Bolkan, S. (2011). Attachment and the use of negative relational maintenance behaviors in romantic relationships. <i>Communication Research Reports</i>, 28(4), 327-336. 		
<u>Monday (Lab)</u> NO LAB (MLK Day!)	<u>Wednesday (Lecture)</u> Survey Methods	<u>Friday (Lecture)</u> Interpreting Survey Data

WEEK 4 (Jan 27 – Jan 31) Establishing Causation		
Assignments: <ul style="list-style-type: none"> • Online Quiz 1 due Sunday 1/26 @ 11:59 pm • Chapter 11: Causation, <i>Research Methods in Practice</i> • Chapter 12: Observational Studies, <i>Research Methods in Practice</i> • <i>Scientific Methods in Media Effects Research</i>, p. 35-39 only 		
<u>Monday (Lab)</u> Review Quiz 1 Results	<u>Wednesday (Lecture)</u> Establishing Causation Part I	<u>Friday (Lecture)</u> Establishing Causation Part II

WEEK 5 (Feb 3 - Feb 7)

Understanding Experimental Methods

Assignments:

- Chapter 14: Randomized Experiments, *Research Methods in Practice*
- Bushman, B., & Anderson, C. A. (2009). Comfortably numb: Desensitizing effects of violent media on helping others. *Psychological Science*, 20(3), 273-277.

<u>Monday (Lab)</u> Research Proposal Workshop	<u>Wednesday (Lecture)</u> Experimental Methods Part I	<u>Friday (Lecture)</u> Experimental Methods Part II
----------------------------------------------------------	------------------------------------------------------------------	----------------------------------------------------------------

WEEK 6 (Feb 10 - Feb 14)

Additional Quantitative Methods in Communication Science

Assignments:

- Chapter 15: Natural & Quasi-Experiments, *Research Methods in Practice*
- *Scientific Methods in Media Effects Research*, [p. 20-25 only](#)
- Signorielli, N., & Bienvenour, A. (2015). Sex in adolescent programming: A content analysis. *Communication Research Reports*, 32(4), 304-313.

<u>Monday (Lab)</u> Research Proposal Workshop	<u>Wednesday (Lecture)</u> Natural & Quasi-Experiments	<u>Friday (Lecture)</u> Content Analyses
----------------------------------------------------------	------------------------------------------------------------------	----------------------------------------------------

WEEK 7 (Feb 17 - Feb 21)

Exam 1

Assignments:

- **Online Quiz 2** due Sunday 2/16 @ 11:59 pm

<u>Monday (Lab)</u> Review Online Quiz 2 & Prepare for Exam 1	<u>Wednesday (Lecture)</u> Exam 1 Review	<u>Friday (Lecture)</u> EXAM 1
----------------------------------------------------------------------------	----------------------------------------------------	-------------------------------------------------

WEEK 8 (Feb 24 - Feb 28)

Circumventing Self-Report: Psychophysiological Measurement & Neuroimaging Methods

Assignments:

- **Research Proposal Part I** due Monday 2/24 @ 11:59 pm
- Alhabash, S., Almutairi, N., Lou, C., & Kim, W. (2018). Pathways to virality: Psychophysiological responses preceding likes, shares, comments, and status updates on Facebook. *Media Psychology*, advance online publication.
- Turner, B. O., Huskey, R., & Weber, R. (2018). Charting a future for fMRI in Communication Science. *Communication Methods and Measures*, advance online publication.

<u>Monday (Lab)</u> NO LAB (Work on Proposal)	<u>Wednesday (Lecture)</u> Psychophysiological Measures	<u>Friday (Lecture)</u> Neuroimaging Methods
-------------------------------------------------------------------	-------------------------------------------------------------------	--------------------------------------------------------

CONSTRUCTING ALTERNATIVE TRUTHS (Week 9 – Week 15)

WEEK 9 (March 2 - March 6)

Issues with Statistical Analyses (i.e., It's Probably True ... So, it Might Be False)

Assignments:

- Chapter 9: Making Sense of Inferential Statistics, *Research Methods in Practice*
- Haller, H. & Krauss, S. (2002). Misinterpretation of significance: A problem students share with their teachers. *Methods of Psychological Research Online*, 7(1), 1-20.

<u>Monday (Lab)</u> Review Exam 1 Results & Discuss Research Proposal II	<u>Wednesday (Lecture)</u> Issues with Null Hypothesis Significance Testing	<u>Friday (Lecture)</u> Statistical vs. Practical Significance
---------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

WEEK 10 (March 9 – March 13)

SPRING BREAK

Online Assignments:

- None. Have a safe and relaxing break!

Read for Lecture:

- None. Have a safe and relaxing break!

<u>Monday (Lab)</u> NO LAB	<u>Wednesday (Lecture)</u> NO LECTURE	<u>Friday (Lecture)</u> NO LECTURE
---------------------------------------------	--------------------------------------------------------	-----------------------------------------------------

WEEK 11 (March 16 – March 20)

SPRING BREAK PART II

Online Assignments:

- None. Have a safe and relaxing break!

Read for Lecture:

- None. Have a safe and relaxing break!

<u>Monday (Lab)</u> NO LAB	<u>Wednesday (Lecture)</u> NO LECTURE	<u>Friday (Lecture)</u> NO LECTURE
---------------------------------------------	--------------------------------------------------------	-----------------------------------------------------

WEEK 12 (March 23 - March 27)

Issues with Producing Research (i.e., “False-Positive” Psychology)

Assignments:

- Fielder, K. & Schwarz, N. (2016). Questionable research practices revisited. *Social Psychological and Personality Science*, 7(1), 45-52.
- Bhattacharjee, Y. (2013). The mind of a con man. Retrieved from:
<http://archive.nytimes.com/www.nytimes.com/2013/04/28/magazine/diederik-stapels-audacious-academic-fraud.html>

<u>Monday (Lab)</u> Research Proposal Workshop	<u>Wednesday (Lecture)</u> Questionable Research Practices	<u>Friday (Lecture)</u> Data Falsification & Retraction
----------------------------------------------------------	----------------------------------------------------------------------	-------------------------------------------------------------------

WEEK 13 (March 30 – April 3)

Issues with Disseminating Research (i.e., It's True Now ... But Will it Always Be?)

Assignments:

- **Online Quiz 3 due Sunday 3/29 @ 11:59 pm**
- Smith, R. (2006). Peer review: A flawed process at the heart of science and journals. *Journal of the Royal Society of Medicine*, 99, 178-182.
- Dominus, S. (2017). When the revolution came for Amy Cuddy. *The New York Times Magazine*. Retrieved from: <https://www.nytimes.com/2017/10/18/magazine/when-the-revolution-came-for-amy-cuddy.html>

<u>Monday (Lab)</u> Review Online Quiz 3 & Research Proposal Workshop	<u>Wednesday (Lecture)</u> Issues with Peer Review	<u>Friday (Lecture)</u> The Replication Crisis
------------------------------------------------------------------------------------	--------------------------------------------------------------	----------------------------------------------------------

WEEK 14 (April 6 - April 10)

Issues with Inclusion in Science (i.e., It Might Be True ... But for Whom?)

Assignments:

- Cheek, D. K. (1987). Social science: A vehicle of white supremacy? *International Journal for the Advancement of Counseling*, 10, 59-69.
- Newkirk (2016). A generation of bad blood: New research suggests strong link between the public revelation of the Tuskegee study and poor health outcomes for black men. Retrieved from: <https://www.theatlantic.com/politics/archive/2016/06/tuskegee-study-medical-distrust-research/487439/>

<u>Monday (Lab)</u> NO LAB (Work on Movie Reflection)	<u>Wednesday (Lecture)</u> Race and Gender Representation in Science	<u>Friday (Lecture)</u> Research Ethics
---------------------------------------------------------------------------	-----------------------------------------------------------------------------------	---------------------------------------------------

WEEK 15 (April 13 - April 17)

Issues with Comprehending Research (i.e., The Rise of Science Denialism)

Assignments:

- **Research Proposal Part II due Monday 4/13 @ 11:59 pm**
- Ashwanden (2015). Science isn't broken: It's just a hell of a lot harder than we give it credit for. Retrieved from <https://fivethirtyeight.com/features/science-isnt-broken/>
- Swire, B., Berinsky, A. J., Lewandowsky, S., & Ecker, U. K. H. (2017). Processing political misinformation: Comprehending the Trump phenomenon. *Royal Society Open Science*, 4, 1-21.

<u>Monday (Lab)</u> Research Proposal Workshop & Movie Reflection Discussion	<u>Wednesday (Lecture)</u> Correcting Misinformation	<u>Friday (Lecture)</u> Science Denialism
-------------------------------------------------------------------------------------------	----------------------------------------------------------------	-----------------------------------------------------

WEEK 16 (April 20 - April 24)

Exam 2

Assignments:

- **Online Quiz 4** due Sunday 4/19 @ 11:59 pm

<p><u>Monday (Lab)</u> Review Online Quiz 2 & Prepare for Exam 2</p>	<p><u>Wednesday (Lecture)</u> Exam 2 Review</p>	<p><u>Friday (Lecture)</u> EXAM 2</p>
-----------------------------------------------------------------------------------------	------------------------------------------------------------	---------------------------------------------------------

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: COMM 3160

Instructor: James Alex Bonus, Ph. D.

Summary: Communication Research Methods

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen JASP Qualtrics
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Asynchronous lectures, and synchronous lab sessions. Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			The link to JASP takes you to a page where the privacy policy can be found, but no direct link it present. Direct link is: https://jasp-stats.org/privacy/
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided as is a link to the JASP home page where support links are present.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.		X		It doesn't appear that JASP wouldn't meet the bar for accessibility as they have no policy and forum posts on their website indicate they only have accessibility for color blindness. Make sure the instructor works closely with any students that

				might have accessibility needs.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 1/8/21
- Reviewed by: Ian Anderson

Notes: As long as the instructor identifies any accessibility needs resulting from the requirement to use JASP, this should be good to go!

^aThe following statement about disability services (recommended 16 point font):
 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.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate