

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 its assignments and design, we feel the lecture portion of Comm 3163 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 3163
Course Title Communication Industry Research Methods
Transcript Abbreviation Industry Rsrch
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.
[Previous Value](#) [Overview of major empirical methods in communication industry 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 2160.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0102
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

- Learn traditional and state-of-the-art methods and how they can be used to answer questions in communication industry
- Learn basic statistical techniques
- Understand the nature of deductive reasoning and its general applicability to understanding the worlds in which we live
- Learn the precise meaning of causality and the obstacles to identifying true cause and effect
- Learn how to recognize patterns in data
- Learn how to explain the patterns we observe
- Begin to understand when to employ one methodology rather than another
- Begin to see the fun and satisfaction that come with systematic thinking
- *Introduce students to common problems and questions in the communication industries*
- *Teach students about some of the ways that research can be applied to solving those problems and answering those questions*
- *Provide students with some of the skills necessary for conducting research in the communication industries*

Previous Value

Content Topic List

- Research in media industries--advertising, PR, television, radio, internet
 - Formative, summative, performance research
 - Pilot testing and program evaluation
 - Qualitative research
 - Focus groups
 - Surveys
 - Experiments and quasi-experiments
 - Data tabulation and presentation
 - Scaling and mapping
 - Data analysis
 - Reports and graphics
- No

Sought Concurrence

Attachments

- COMM 3163 Old Fall 2016 Syllabus version.docx: Current in-person syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM 3163 ASC TECH.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.)
- COMM 3163 Syllabus for DL conversion-1-23-21.docx: Proposed distance enhanced syllabus
(Syllabus. Owner: Butte,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	01/22/2021 10:59 AM	Submitted for Approval
Approved	Slater,Michael D	01/22/2021 11:08 AM	Unit Approval
Approved	Haddad,Deborah Moore	01/22/2021 03:42 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/22/2021 03:42 PM	ASCCAO Approval

COMM 3163

COMMUNICATION INDUSTRY METHODS

[DL CONVERSION SAMPLE]

Faculty Instructor:

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

Office hours: Wednesdays, 4:00-5:00pm EST [[Zoom Link](#)] [PW: 473884]

Graduate Student Instructors:

Rebecca Frazer [pronouns: she/her/hers] [frazer.39@osu.edu]

- Labs: Mondays, 12:10-2:00pm in CBEC 110
- Labs: Mondays, 4:20-6:10pm in Journalism Bldg 106
- Office hours: Tuesdays, 9:00-10:00am EST [[Zoom Link](#)] [PW: 152464]

Sophie Kjaervik [pronouns: she/her/hers] [kjaervik.1@osu.edu]

- Labs: Mondays, 12:10-2:00pm in Journalism Bldg 251
- Labs: Mondays, 2:15-4:05pm in Main Library 150A
- Office hours: Thursdays, 10:00-11:00am EST [[Zoom Link](#)] [PW: 058924]

Matthew Sweitzer [pronouns: he/him/his] [sweitzer.34@osu.edu]

- Labs: Mondays, 8:15-9:50am in Jennings Hall 155
- Labs: Mondays, 10:05-11:40am in Jennings Hall 155
- Office hours: Mondays, 12:00-1:00pm EST [[Zoom Link](#)] [PW: 787381]

Course description

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

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

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

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

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

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

In summary, this course will help to sharpen analytical skills, which will serve students intending to work in industry, attend law school, business school, or graduate school. **The lecture portion of the course is delivered online, while the lab is delivered in-person (on campus).**

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

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

Grading

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

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

Assignments

- **Checkpoints (2pts x 5).** Periodic “checkpoints” serve to assess your understanding of key course concepts. Each checkpoint consists of open-ended questions on Carmen. You will receive instructor feedback on these assignments. There are five checkpoints in total, and they are graded out of two points for thoroughness and completion (2 = satisfactory, 1 = needs improvement, 0 = incomplete).
- **Online Quizzes (10pts x 5).** Students have the opportunity to take six quizzes during the semester. Quizzes will assess your knowledge and understanding related to (1) lecture video material and (2) course readings. Quizzes are **not** cumulative.
 - Each quiz is worth 10 points and has 10 questions. The quizzes will rigorously test your knowledge about the topics covered in the previous two weekly modules. I have designed the quizzes to be difficult for two reasons. First, the difficulty will motivate you to keep up with the material each week and to study as you would for a standard, in-person exam. Second, all quizzes are open book and open notes.
 - **Your lowest quiz score will be dropped.** In other words, only your five highest quiz scores will count toward your final grade.
 - Students will only have one 30-minute attempt to complete each quiz. I do not allow group work on the quizzes and doing so constitutes academic misconduct. Please prepare well and do not wait until the last minute to start a quiz, as technological issues can occur (see technology policy below for more details). If students have questions about the quizzes generally, they should use the General Discussion Board available in Carmen.
 - On quiz weeks, Carmen will automatically open the quiz at 12:01am EST on Monday and close the quiz at 11:59pm EST on Sunday. The automated quiz system draws questions from a validated pool of questions, meaning that each student’s quiz will be slightly different. Missing a quiz earns you a zero for that week’s quiz. Lateness penalties apply to quizzes. This means that you can take quizzes after the deadline, but you will suffer a point penalty.
- **Lab Proposals (5pts x3).** You will write three research proposals focused on research methods taught in lecture and lab. **It should answer a question in communication industry and you are encouraged to be creative and to come up with your own topic.** Lab instructors will provide more details and guidelines about these proposals.
- **Lab Analyses (5pts x3).** You will complete three sets of statistical analyses that employ skills using Microsoft Excel and JASP. These programs and procedures will be modeled during lecture and lab. Lab instructors will provide more details and guidelines about these analyses.
- **Lab Participation (10pts).** A 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 1 TopHat activity for each weekly lab session. You will receive 1 point for completing each

activity during lab.

Late assignments

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

Grading scale

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

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

Credit hour and work expectation

This course is worth 4 credits. Direct instruction will take occur in both the lectures and the labs. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Faculty feedback and response time

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

Grading and feedback

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

E-mail

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

Discussion board

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

Virtual office hours

Virtual office hours will be held through Ohio State's conferencing platform, Carmen Zoom. Dr. Coronel's digital meeting room can be accessed during posted office hours at this link: [\[Zoom Link\]](#) [PW: 473884]. Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Zoom for the student to live chat with the professor in the virtual office hours room. A guide to accessing Zoom is available [online here \(Links to an external site.\)](#) and students can [access support for Carmen Zoom here \(Links to an external site.\)](#).

Common issues to avoid...

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

Course Technology

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

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

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

Student Services

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

Copyright Disclaimer

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

Diversity

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

Title IX

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

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you

may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

Illness Policies

Student illness or absence

If *you* are too ill to participate in this course due to 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.

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/>

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Course schedule (tentative)

PART I: Foundations

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 1 Aug 24 Aug 29	Introduction to Logical and Systematic Thinking <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 1: Principles of Research (pg. 3-11) ○ Ch. 2: Concepts of Research (pg. 13-35) ○ Ch. 3: Scholarly Research (pg. 41-72) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Theories and Hypotheses. (45 mins) ○ Why is this course important? (20 mins) • No Lab Monday (semester begins Tuesday) 	Checkpoint #1
Week 2 Aug 30 Sept 5	Introduction to Survey Design and the Importance of Clarifying Concepts and Using Valid Measures <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 5: Concept Explication (pg. 101-115) ○ Ch. 6: Reliability & Validity (pg. 123-145) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Concepts and Measures (35 mins) ○ Intro to Survey Questions (30 mins) • Monday Lab: Proposal Workshop 	Quiz #1

Week 3 Sept 6 Sept 12	Using Eye-Tracking and Facial Expression Analysis in Marketing and Consumer Research <ul style="list-style-type: none"> • <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Wedel & Pieters (2008) article from the Carmen course site (pg. 123-147) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Eye tracking and Facial Expression Methods (55 mins) • No Lab Monday (Labor Day) 	Lab Proposal #1
Week 4 Sept 13 Sept 19	Introduction to Statistical Analysis <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 14: Descriptive Statistics (pg. 359-379) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ From Survey to Data (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	Importance of Sampling and Generalizability to Communication Industry <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 8: Sampling (pg. 187-215) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Introduction to Sampling (25 mins) ○ Types of Sampling (20 mins) • Monday Lab: Review Day 	Quiz #2

PART II: Observational Studies and Quasi-Experiments

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 6	Designing Effective Survey Questions <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 7: Effective Measurement (pg. 153-179) 	Checkpoint #2

Sept 27 Oct 3	<ul style="list-style-type: none"> • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Survey Construction (35 mins) ○ Survey Recommendations (25 mins) • Monday Lab: Intro to JASP 	
Week 7 Oct 4 Oct 10	<p>Interpreting Survey Results</p> <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	<p>Statistical Analysis of Survey Data</p> <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) ○ Conducting a Correlation Test (14 mins) ○ Conducting a Paired T-Test (10 mins) • Monday Lab: Analysis Workshop 	Lab Analysis #2 Checkpoint #3
Week 9 Oct 18 Oct 24	<p>Conducting Surveys in the Modern World</p> <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 (30 mins) ○ The Many Names of Mobile Surveys (15 mins) ○ Starting an Experience Sampling Study (15 mins) • Monday Lab: Proposal Workshop 	Lab Proposal #2
Week 10 Oct 25 Oct 31	<p>Observational Studies and Quasi-experiments</p> <ul style="list-style-type: none"> • <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Orwin (2013) article from the Carmen course site (pg. 1-23) • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 16: Multivariate Statistics (pg. 427-433) 	Quiz #4

	<ul style="list-style-type: none"> • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Confounds and Study Designs (40 mins) • Monday Lab: Review Day 	
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PART III: Causation and Designing Experimental Studies

Modules [Start] [End]	Weekly Topics	Assignments (due Sundays @ 11:59pm)
Week 11 Nov 1 Nov 7	Designing Survey Experiments in a Marketing Context <ul style="list-style-type: none"> • <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Clow & James (2014) article from the Carmen course site (pg. 1-48) • No Textbook Readings • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Survey Experiments (50 mins) • Monday Lab: Review Day 	Checkpoint #4
Week 12 Nov 8 Nov 14	Causation, Random Assignment, and Experiments <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 9: Experiments (pg. 223-252) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Lab Experiments (18 mins) ○ Between vs. Within-Subjects Designs (14 mins) ○ Limitations to Lab Experiments (21 mins) 	Quiz #5
Week 13 Nov 15 Nov 21	Statistical Analysis of Experimental Data <ul style="list-style-type: none"> • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 16: Multivariate Inferential Statistics (pg. 433 - 439) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Selecting Analyses for Experiments (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) 	
Week 15 Nov 29 Dec 5	Field Experiments in Consumer Research and the Ethical Issues Associated with Field Experiments <ul style="list-style-type: none"> • <u>Article Readings</u> <ul style="list-style-type: none"> ○ Read the Prew & Lin (2019) article from the Carmen course site (pg. 1-11) • <u>Textbook Readings</u> <ul style="list-style-type: none"> ○ Ch. 4: Ethical Research (pg. 81-94) • <u>Lecture Videos</u> <ul style="list-style-type: none"> ○ Field Experiments for Communication Industry (50 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, and Review (40 mins) • Monday Lab: Review Day 	Quiz #6 Checkpoint #5

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

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

Communication 3163
Communication Industry Methods
The Ohio State University
Spring 2016 [Example of an old version of the course]

Course Instructor: Jason C. Coronel, Ph.D.

Email: coronel.4@osu.edu

Office phone: 614-242-9062

Office hours: Tuesday and Thursday 2:10 to 3:10 or by appointment

Office: 3127 Derby Hall

Course location: 209 W 18th Ave, Room 160

Course time: Tuesday and Thursday, 12:45-2:05 pm

Lab Section Instructors

Sarah Thomas thomas.3101@buckeyemail.osu.edu	Min Seon Jeong jeong.266@buckeyemail.osu.edu	Kate Luong luong.31@buckeyemail.osu.edu
Labs: 8:00-9:50 & 10:05-11:55	Labs: 12:10-2:00 & 2:15-4:05	Labs: 4:20-6:10 & 6:25-8:15
Mondays,	Mondays,	Mondays,
Journalism 342	Journalism 342	Journalism 342
Office: Derby Hall 3049	Office: Derby Hall 3001	Office: Derby Hall 3045F
Office Hours: Mondays: 12:00-2:00	Office Hours: Thursdays 10:00-12:00	Office Hours: Wednesdays: 12:00-2:00

Course Description

How do we know if a political campaign “caused” people to vote for a candidate? What’s the most effective way to determine hidden sexist or racist beliefs? Can subliminal advertising influence people’s buying behaviors and how can we find out? This course attempts to answer these and many other questions by providing a broad overview of the methods used in the social sciences, and their applications to industry. Students will gain an understanding of how to conduct research and hands-on experience with the research process.

Course Objectives

(1) To become familiar with classic and emerging methods in the social sciences and the application of these methods to industry research (2) To encourage students to begin to formulate research questions (3) To help students create rigorous research designs in order to answer those questions

Required Textbook

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

Course Format

The course is composed of two lecture sessions and a lab section weekly. *During lecture, I will discuss a large amount of information that go beyond the assigned readings (such information will also appear in the exams).* Thus, it is important that you attend each session and take good notes.

Course Requirements

(1) *Exam 1 (30 pts.), Exam 2 (30 pts.) and Exam 3 (40 pts.).* Exams will assess your knowledge of all aspects of the course (i.e., course readings, lectures).

READ CAREFULLY: Make-up exams will only be given when the student provides an appropriate justification for missing the scheduled test date. Make-up exams 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. The instructor also reserves the right to withhold the exam if a student arrives more than 15 minutes late on exam days (i.e., he/she will receive a zero on the exam). If the student arrives after the first person has completed/left the exam, the student will not be allowed to take that exam and will receive an automatic zero.

(2) *Research design proposal (50 pts.).* You will write a research design proposal (6 to 7 pages not including references) that employs at least one of the methods covered in the course. It should answer a question in communication science and you are encouraged to be creative and to come up with your own topic. I will provide more details and guidelines about the research design proposal at various points during the semester. **The paper will be due during final exam week on Thursday, April 26th at 2:00 PM.** You will lose a letter grade for everyday that it is late (one day late: B+ turns into a C+). Note that any time an assignment is submitted as “late” it counts as one day late. This means if an assignment is submitted ten minutes late or 23 hours and 59 minutes late, it still counts as one day. If the submission is late by more than two days, you will receive zero points.

(3) *Summary of research design proposal (10 pts.).* You will hand in a one-page summary of what you are planning to do for your research design proposal. You will lose a letter grade for everyday that it is late (one day late: B+ turns into a C+). If the submission is late by more than two days, you will receive zero points. This summary will be due on Monday, February 19 before midnight.

(4) *Research design presentation (10 pts.).* You will give a 10-minute presentation of your research design proposal in front of your lab section. Make-up presentations will be arranged for university-excused or unavoidable circumstances only (e.g., deaths, personal/family illness and emergencies) with written verification. If you miss your presentation due to an unexcused absence, you will receive zero points. Presentation dates will be randomly assigned to students before Spring Break.

(5) *Lab section attendance/participation (30 pts.)*. A participation grade will be assigned by your lab instructors at the end of the course based on your attendance and active participation in lab activities and discussions. Note that attendance will be taken each lab. Students will be allowed TWO absences for personal matters during the semester. For each unexcused absence after that, you will lose 5 points for every lab session you miss.

Policies and Procedures

Students are expected to act responsibly and abide by the following policies:

Laptops, cell-phones, and recording devices. All cell phones must be silenced during class. Students must refrain from reading the newspaper, texting, listening to headphones, e-mailing, or using the Internet during class unless it is part of the lecture. Students may be asked to leave class for such behaviors.

Laptops and other electronic devices are allowed in class. *However*, they must only be used for taking down notes. If a student is using an electronic device for something other than class-related activities and it is distracting to me, I will kick the student out of class.

Any form of audio or video recording is *not* allowed in class. Students are also not permitted to take pictures of the projection screen. The instructor does *not* give permission for the lecture sessions to be recorded (in either an audio or video format).

Slides on Carmen. PowerPoint slides will be posted on Carmen. However, you need contextual information provided during lecture in order to understand the content on the slides. Students, therefore, need to attend and take good notes during lectures.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

Graduating Seniors and Other Students. Graduating seniors (and other students) who “need” this course to graduate should work especially hard to ensure that they will pass this course. To be fair to all students in the class, there will *not* be opportunities for students to re-take exams or re-complete assignments in order to raise their grades. *It is the student’s responsibility* to ensure that he or she receives a passing final grade by working diligently and responsibly throughout the semester. *Exceptions will not be made.*

Grading Scheme. At the end of the course, dividing your total number of points by 200 will yield your final course grade percentage. Letter grades will be assigned using the following grading scheme. **I do not manually round up grades**

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)

Treating Every Member of the Class with Respect

Treatment of all students with respect regardless of race, gender or gender identification, sexual orientation, or other characteristics is a priority in this class. If issues arise with other students, or if you have concerns about the ways in which I may have expressed myself in these regards, please let me know. In this class, you will also have the chance to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed. Please let me and your TAs know during office hours or by email. We will do our best to address and refer to all students accordingly and support classmates in doing so as well.

Finally, we will discuss scientific studies that generated a great deal of attention from the mainstream media (e.g., New York Times). When we discuss a specific study, it is important to keep in mind that your opinions/arguments about the study should focus on the scientific merits of the study (e.g., Can the results be generalized? If not, why not?). In addition, if you disagree with another student's opinion about a study, you should direct your comments at the claims/arguments (**do not** attack the student's character etc.).

READ THIS SECTION ON ACADEMIC MISCONDUCT CAREFULLY (2 pages)

Academic misconduct. Academic misconduct will not be tolerated on any occasion. 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.”

You SHOULD review the “when to cite” and “what is plagiarism” documents that will be discussed in the first lab session.

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,

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.

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 in class. However, it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc.

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Tentative Lecture Schedule

Tuesday	Jan 9	Introduction to the course	Chapter 1 and 2; Research Methods in Practice
Thursday	Jan 11	Theory and hypotheses	Chapter 2; Research Methods in Practice
Tuesday	Jan 16	Concepts and Measurement	Chapter 4; Research Methods in Practice
Thursday	Jan 18	Causation	Chapter 11; Research Methods in Practice
Tuesday	Jan 23	Lab experiments	Chapter 14; Research Methods in Practice
Thursday	Jan 25	Field/Natural experiments	Bronzaft - The effect of elevated train noise on reading ability
Tuesday	Jan 30	Observational Studies	Chapter 12 and 15; Research Methods in Practice
Thursday	Feb 1	Sampling	Chapter 5; Research Methods in Practice
Tuesday	Feb 6	RS	
Thursday	Feb 8	Exam 1	
Tuesday	Feb 13	Surveys part 1	Chapter 7; Research Methods in Practice
Thursday	Feb 15	Surveys part 2	
Tuesday	Feb 20	Response time measures	Gladwell - Chapter 3
Thursday	Feb 22	Psychophysiological measures	Oxley et al. - Political Attitudes Vary with Physiological Traits
Tuesday	Feb 27	Qualitative Methods	Chapter 3; Research Methods in Practice
Thursday	Mar 1	Applied Topic: Health Comm	
Tuesday	Mar 6	Content Analysis	Dixon - Overrepresentation and underrepresentation of African Americans and Latinos as lawbreakers on television news
Thursday	Mar 8	Research ethics	Mandal - Ethics in Human Research see http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3593476/
Tuesday	Mar 13	Spring Break	
Thursday	Mar 15	Spring Break	
Tuesday	Mar 20	Replication	OSF - Estimating the reproducibility of psychological science
Thursday	Mar 22	RS 2	
Tuesday	Mar 27	Exam 2	
Thursday	Mar 29	Applied topic: Measurement of personality	
Tuesday	Apr 3	Applied topic: Subliminal advertising	
Thursday	Apr 5	Data Analysis Part 1	Chapter 8; Research Methods in Practice

Tuesday	Apr 10	Data Analysis Part 2	Chapter 9; Research Methods in Practice
Thursday	Apr 12	Issues in the public dissemination of research (misinformation)	Chapter 16; Research Methods in Practice
Tuesday	Apr 17	RS 3	
Thursday	Apr 19	Exam 3	
Thursday	Apr 26	Final paper due at 2:00 PM	

Tentative Lab Sections Schedule

Jan	15	MLK
Jan	22	Introductions
Jan	29	Lab Exercise
Feb	5	Lab Exercise
Feb	12	Lab Exercise
Feb	19	Lab Exercise
Feb	26	Lab Exercise
Mar	5	Lab Exercise
Mar	12	Spring Break
Mar	19	Lab Exercise
Mar	26	Presentations
Apr	2	Presentations
Apr	9	Presentations
Apr	16	Presentations
Apr	23	Presentations

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: COMM 3163

Instructor: Jason C. Coronel, Ph. D.

Summary: Communication Industry 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: 1/11/21
- 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