2015

COMM 329-01 Audience Survey and Research

Thomas Wagner
wagnert@xavier.edu

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Audience Survey and Research
COMM 329
Xavier University
Spring 2015

Professor: Dr. Thomas Wagner
E-Mail: WagnerT@xavier.edu
Phone: 745-1046
Office: Schott 314
Office Hours: MWF 10:00-11:45, and by appointment (please contact me and I will make time to meet with you)

Required Texts:

Objectives:
1. Gain a basic understanding of the methods used to test hypotheses and answer research questions in communication research.
2. Develop proficiency in evaluating research questions and methods.
3. Select and evaluate appropriate methodology for a variety of research questions.
4. Critically evaluate industry and academic research.
5. Understand why and how statistics are used to answer research questions and analyze data.
6. Understand the function and development of focus groups, surveys, and communication audits.

Dr. Wagner’s Teaching Philosophy: We are all here to learn. I am honored to be your professor! At Xavier, we believe in the education of the whole person. This experience is all about your learning. I am thankful to be part of your life and education.

I am here to help fulfill Xavier’s mission and challenge you with high standards. Any grade above a C is reserved for work that is above and beyond the basic expectations and requirements of assignments.

One of my highest priorities in the classroom is to facilitate an environment where everyone has the opportunity to learn. I am committed to creating an excellent and supportive learning experience. I teach with the belief that you are here to be fully engaged in the educational process, challenged, responsible, and have fun. I trust that you will respect classmates, come to class prepared (complete reading assignments before class begins), and try to make this a positive and fun experience. I will strongly encourage this environment and grade you accordingly.

Graded Assignments

Written Work: Writing quality is essential. The majority of the weight in grading will be placed on the clarity, focus, mechanics, and the elaboration/development of writing. All written work must be typed, 11-point font, left justified, one-inch margins, and double-spaced unless otherwise noted. Make use of the Writing Center and a good writing reference. Use APA 6th ed. style guidelines for all written work. Article Summaries and the Construct Measure assignment must be uploaded to Canvas in MS Word format prior to the start of class on the date due and a hard copy turned in in class.

Article Reviews: You will complete two reviews on peer reviewed research articles. The assignment can be completed by yourself or with a partner. Your review should be approximately 1200 words if individually completed or 1700 words if completed with a partner. The articles must review a communication topic in your major and may be related to your construct/measure assignment topic. No two students should review the same article. A 7-minute presentation is required. A guideline page of what should be included in this review will be provided. You must turn in a hard copy of the article with your review.

Construct/Measure Research Project: Groups of three to five students will complete this project in three parts. First, you will select a communication related construct in the content area of your choice and provide a brief review of previous research (7 references minimum, approximately 6 pages). Next, define your construct and create an instrument (survey) to measure it. Students will fill out each other’s measure in class. Finally, you will analyze your data, revise your measure, and write up your results and discussion sections. A final presentation is required for this assignment. In total, this assignment will be at least 3000+ words. This assignment must be emailed to the instructor before the start of class on the date due.
Class Participation: To maintain consistent, active learning and to add to the overall knowledge base of the class, every time reading assignment is due, all students will have the opportunity to share and contribute to the class. Participation will be assessed in three ways:

1. **Quizzes**
   Will be announced in the class prior. The aggregate of quiz grades will account towards a third of your participation grade.

2. **Discussion Questions**
   To maintain consistent, active learning and to ensure that we can learn from each other, each student has a greater responsibility to come to class prepared to learn and contribute to the ideas discussed. You are expected to participate meaningfully and enthusiastically to class discussions. There will be approximately one discussion question assignment due per week announced in the class prior. There will be approximately 4-7 questions per assignment with one-paragraph answers to each question (1 ½ pages total). These assignments are due at the start of class and can not be turned in late because they are part of that day’s participation. The quality of your work on these assignments, in aggregate, will account towards a third of your participation grade. Your participation grade will reflect the extent to which you answered all the questions completely, correctly, and with insight.

3. **Participation**
   Your participation grade will be improved 😊 by the extent to which you:
   - Bring examples, ideas, writing, video clips, etc… to class that are related to that day’s topic.
   - Ask good questions. Think through what we are learning and bring new ideas or challenges to class.
   - Engage the class with meaningful and insightful contributions.
   - Demonstrate knowledge of the material through discussion.
   - Connect/integrate humor with the concepts and theories.
   - Bring in great examples of the concepts in action.

   Your participation grade will be reduced 😞 by the extent to which you:
   - Create a distracting learning environment (no cell phone use, no laptops, no reading other materials, no side conversations, crunch foods, etc…)
   - Behave disrespectfully to others in class
   - Show up late and/or leave early
   - Miss Class

Readings: To do well in this course, you must keep pace with the assigned readings. Chapters and articles on the schedule must be read for that day. Students who do the readings when assigned get more from the lectures, participate more effectively, and usually do better on exams and quizzes. You should be prepared to ask and answer questions, provide thoughtful commentary, and engage in meaningful discussions of assigned readings by the due dates listed on the class calendar.

Exams: There will be three objective tests given. Test questions will be multiple choice, fill-in, and short answer/mini essay analysis. A make-up test will be given only in the case of an extreme emergency. The final exam MUST be taken during the designated period: plan accordingly.

Grading: You are responsible for keeping all graded paperwork in the event of an inconsistency between my records and yours. Your final course grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3) (20% each)</td>
<td>60 %</td>
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<tr>
<td>Quizzes/Discussion Questions/Participation</td>
<td>5 %</td>
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<tr>
<td>Article Reviews (2) (7.5% each)</td>
<td>15 %</td>
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<tr>
<td>Construct/Measure Research Project</td>
<td>20 %</td>
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</tbody>
</table>

**Grading Scale:** The evaluation of your work is reflective of the following scale:

- **A**  93-100
- **B**  80-82
- **D+** 67-69
- **A-** 90-92
- **C+** 77-79
- **D**  63-66
- **B+** 87-89
- **C**  73-76
- **D-** 60-62
- **B**  83-86
- **C-** 70-72
- **F**  59 and below
A = Excellent execution, effort well beyond requirements of the assignment
B = Good execution, effort beyond requirements of the assignment
C = Average execution, effort meets requirements of the assignment
D = Poor execution, effort below requirements of the assignment
F = Very poor execution, effort well below requirements of the assignment

Course Policies

Professionalism: Please make every effort to respect your fellow classmates’ right to learn and help create an excellent learning environment. One of my highest priorities in the classroom is to facilitate an environment where everyone has the opportunity to learn. I find it more difficult to educate in an environment where people are holding separate conversations, eating crunchy foods, text messaging, etc… For the sake of everyone’s learning, I will have to ask you to leave if you engage in these activities. In short, please show respect for everyone’s learning.

Attendance Policy: We need you in class! Your questions, contributions to discussions, and participation in-group activities are crucial to everyone’s learning. Active attendance is expected. Active attendance includes being attentive, contributing to an effective learning environment. According to Xavier University’s Undergraduate Academic Policies and Regulations, “in order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly.” I will not differentiate between excused and unexcused absences. Missing class negatively impacts your participation grade. Missing 6 or more classes will lower your final course grade by a letter grade. If more than 5 classes are missed and you want an exception to this policy, you must consult with me and the Dean of the College of Arts and Sciences about your extreme circumstances and documentation for every absence (including the 5 initial classes missed). Make every effort to attend all classes.

Cheating and Plagiarism: University standards apply with regard to plagiarism and cheating. Please review the policy in your student handbook if you have any questions. Collusion is cheating (for example, telling other students the content of an exam they have not yet taken). It is unethical to use as your own, a writing prepared in whole or in part by someone else. Think twice before resorting to plagiarism or cheating because both are wrong and students are caught regularly in both of these dishonest activities. The value of your degree is dependent upon maintaining standards of academic honesty and integrity. Students who plagiarize any part of their work or cheat on an exam will fail the assignment/exam, may fail this course, and possibly expelled from the university.

Late Work: If you know you are going to miss any class in advance, you must turn the assignment in on time. You may always turn in an assignment early. Assignments are due at the start of class on the appropriate dates. Only in the case of an extreme emergency, for which documentation is required, will late work be accepted without a grade reduction. It is the student’s responsibility to contact the instructor promptly in these situations. For all other late work, there is a reduction of one letter grade (10%) for work less than 24 hours late, 20% for work 24-48 hours late, and 30% for work 49-72 hours late, after which no late work will be accepted.

Student Responsibility: It is the responsibility of every student to read, understand, and follow the course policies, student conduct, and procedures as explained in this syllabus, student handbook, and any additional materials and/or handouts provided during the semester. Not being aware of stated policies is not an acceptable excuse for failing to follow stated policies.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Text/Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Introduction to Course and Research</td>
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<td></td>
<td>8/26</td>
<td>Introduction to Research</td>
<td>Chapter 1</td>
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<td>Asking Good Research Questions</td>
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<td>8/28</td>
<td>Research in your Life</td>
<td>Article:</td>
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<td>Research Ethics</td>
<td>Chapter 2</td>
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<tr>
<td>2</td>
<td>8/31</td>
<td>Research Ethics</td>
<td>Chapter 2</td>
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<td>IRB and Confidentiality</td>
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<td>9/2</td>
<td>Literature Review</td>
<td>Chapter 6</td>
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<td>Finding and Reading Research</td>
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<td>9/4</td>
<td><em>Meet With Research Teams: Research Article Collection</em></td>
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<td>3</td>
<td>9/9</td>
<td>The Social Scientific Paradigm</td>
<td>Chapter 3</td>
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<td></td>
<td>9/11</td>
<td>Constructs: What are they?</td>
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<td>9/14</td>
<td>Threats to Validity</td>
<td>Article:</td>
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<td>9/16</td>
<td>Interpretative Paradigm</td>
<td>Chapter 4</td>
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<td>The Critical Paradigm</td>
<td>Chapter 5</td>
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<td>9/18</td>
<td>More on Writing Literature Reviews</td>
<td>Chapter 6</td>
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<td>5</td>
<td>9/21</td>
<td>Reviewing Research</td>
<td>Article</td>
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<td>Exam Review</td>
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<td>9/23</td>
<td><strong>Exam 1</strong></td>
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<td>9/25</td>
<td>Sampling, Operationalization, Levels of Measurement</td>
<td>Chapter 7</td>
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<td>6</td>
<td>9/28</td>
<td>Populations and Sampling</td>
<td>Chapter 7</td>
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<td>9/30</td>
<td>Evaluating Research: Warrants</td>
<td>Chapter 8</td>
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<td>10/2</td>
<td><em>Research Teams Meeting: Construct Explication and Survey Development</em></td>
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<td>7</td>
<td>10/5</td>
<td>Hypotheses and Research Questions</td>
<td>Chapter 9</td>
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<td>10/7</td>
<td>Survey Design</td>
<td>Chapter 15</td>
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<td>Measurement Theory, Methods, and Techniques</td>
<td>Notes</td>
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<tr>
<td>8</td>
<td>10/12</td>
<td>Survey Design</td>
<td>Chapter 15</td>
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<td>10/14</td>
<td>Experimental Design</td>
<td>Chapter 18</td>
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<tr>
<td></td>
<td>10/16</td>
<td>Experimental Design</td>
<td>Article</td>
</tr>
</tbody>
</table>
Week 9
10/19  Communication Audits              Article
10/21  Ethnography                      Chapter 10
10/23  Interviewing                    Chapter 11

Week 11
10/26  Interviewing                    Chapter 11
10/28  Exam Review                      
10/30  Exam 2                          

Week 12
11/2   Focus Groups                    Chapter 12
11/4   Qualitative Data Analysis      Chapter 13
11/6   Descriptive Statistics         Chapter 16

Week 13
11/9   Descriptive Statistics         Chapter 16
11/11  Inferential Statistics         Chapter 17
11/13  Inferential Statistics         Chapter 17

Week 14
11/16  Reading and Writing the Quantitative Research Report Class notes
11/18  Meet with Research Teams: Construct Measure Research Project (Data Collection)
11/20  Meet with Research Teams: Construct Measure Research Project (Data Analysis)

Week 15
11/23  Analyzing Data                  Research Data Due

Week 15
11/30  Meet with Research Teams: Finish Final Drafts and Develop Presentation

Week 16
12/2   Content Analysis                Chapter 14
12/4   Class Research Project Presentations Construct Measure Research Project Due

Week 16
12/7   Class Research Project Presentations
12/9   Rhetorical Criticism            Chapter 19
The Process of Critique               Chapter 20
12/11  Review for Final               

Week 17
FINAL EXAM     8:00 - 9:50     Friday December 18