

**JOUR 802 (#16835):
Research II: Methods**

**Fall 2018: Thursdays: 4:30–7:00 p.m.
206 Stauffer-Flint Hall**

Instructor:
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Office hours:
-Tuesday: 12:00–1:00
-Thursdays: 1:00–2:00
-By appointment

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Greetings:

Welcome to our methods class! This course is designed to introduce you to mass communication research methods and enable you to develop the methodological framework for your own research project. We will discuss the main research methods used in our field and how they apply to various research questions.

Course description from the KU catalog:

“An introduction to methodological approaches to the study of media. Qualitative and quantitative methodologies are reviewed. The class emphasis is on learning appropriate research tools to scientifically learn about messages, media, and audiences. Each student devises a research project during the course.”

Learning Objectives:

By the end of this course, you should be able to:

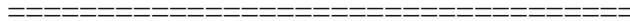
- Understand the relationship between research methods and research questions
- Understand data collection and analysis procedures
- Develop a research design and research instruments to answer research questions
- Conduct primary research using a specific research method
- Write the methods and preliminary results section of a research project

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Reading:

The textbook for our course is: *Communication research. Asking questions, finding answers* (3rd edition), by Joann Keyton.

In addition to our textbook, we will use peer-reviewed articles and from academic journals. Unless otherwise specified, these articles will be available online via the KU Library. I expect you to have read all assigned materials before class. This will help you better understand the week’s topic and will facilitate our discussions.



Attendance & Expectations:

You are expected to attend all class sessions. Some absences are excused, such as illnesses accompanied by a doctor’s note, family emergencies, athletic commitments, religious holidays and other similar reasons but please let me know in advance when possible so we can make arrangements to make up the missed class(es).

More than one unexcused absences will affect your final grade. Each additional absence will take away three points from your final grade. For instance, if you have three unexcused absences and your final calculated grade is 92, you will receive an 89 for the class. If you have four unexcused absences, I will deduct six points from your final calculated grade. If you have more than four unexcused absences, you are eligible to be dropped from the course.

Participation is a vital element of this course. An engaging conversation will enhance your understanding of certain concepts as well as create a healthy learning environment. Therefore, you are expected to come to class prepared to discuss the assigned readings.

During our discussions, please respect the ideas of your peers. You are encouraged to challenge someone’s particular reasoning as long as you stay courteous. You will not be judged on your personal opinions. However, I expect you to frame your arguments using the concepts we will have addressed and clearly articulate the steps of your reasoning.

You are allowed to bring laptops to class as long as you use them responsibly. However, I will ask you to close your laptops during our in-class exercises. If your laptops are distracting the class, that is, if your peers are paying more attention to your computer screen than to our class, I will ban laptop use in class for everyone. As for cell phones, please put them on silent mode. If you are

expecting an important call, please let me know at the beginning of class and sit next to the classroom door.

You are responsible for completing all assignments on time. Assignments are due by the start of the class session on the date indicated unless otherwise specified on our schedule. All assignments must be typed in size 12 font, double-spaced, and sent via email to erba.projects@gmail.com. You do not need to turn in a hard copy. If you are absent, you must email your assignment by 4:30 p.m. on the due date. I will mark down late assignments (after 4:40 p.m. on the due date) by half a grade. Extensions may be granted only as circumstances warrant. If you do not submit an assignment within 24 hours of its due date, you will automatically lose the points for that assignment.

Clear writing, free of spelling and grammatical errors is expected. The quality of your writing will affect your grade on written assignments: poor writing will result in poor grades.



Assignments:

You will complete the following assignments for your final grade (see Blackboard for guidelines):

MA Students:

- Ethics reflection: 10%
- Research presentation: 10%
- Research question: 15%
- Annotated bibliography: 20%
- Operationalization paper: 20%
- Final paper: 25%

Ph.D. Students:

- Ethics reflection: 5%
- Research presentation: 5 %
- Research question: 15%
- Annotated bibliography: 15%
- Operationalization paper: 15%
- Pilot study methods: 15 %
- Preliminary pilot study results: 10%
- IRB application: 5%
- Final paper: 15%

Note: MA students have the option to conduct a pilot study and submit an IRB application.



Grades:

To calculate your final grade, I will use the following scale:

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+ = 77-79%	F = 59% or below

I will only round grades up at the 0.8 level. Therefore, your grade must reach 0.8 for me to round it up. For example, if your final grade is 89.80, I will round it up to 90.00. On the other hand, if your grade is 89.79, it will stay as it is.



Academic Integrity:

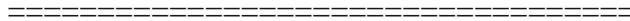
The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications. If you have any questions about what constitutes original work, plagiarism, fabrication or falsification, please consult the professor(s) of this course.

Original work: The expectation when you come to this class is that you come to learn, to be creative, to stretch your imagination, and expand your skills. Therefore, all the work you do in this class must be original. That means no ‘recycling’ of assignments or papers from other classes, in the JMC School or outside the JMC School. Don’t recycle research papers, news stories, marketing plans, etc. If you conducted a study or a research paper on any aspect of strategic communication for another class, you cannot modify it for this class. Any efforts to recycle material will be regarded as academic dishonesty.

Plagiarism: Plagiarism is stealing. You take someone else’s ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as

books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it were your own is plagiarism. There may be times when you want to incorporate another person’s ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due.

Fabrication and Falsification: Fabrication and falsification mean that you made it up. It refers to the unauthorized alteration or invention of any information or citation in an academic exercise.



Copying or Recording of Classroom Lectures:

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor in class and on Blackboard, are the instructor’s property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor will usually permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. This also applies to any lecture notes and other content prepared by the instructor on Blackboard.



Commercial Note-Taking:

Pursuant to the University of Kansas’ [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in this course. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a

student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

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Concealed Handguns:

Individuals who choose to carry concealed handguns are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#). Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an uncocked position
- Must have the safety on, and have no round in the chamber.

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Class schedule:

The schedule below may be modified and any potential changes will be announced in advance.

Week I: Th. Aug. 23: Introduction

Readings:

- Jordan, C. H., & Zanna, M. P. (1999). How to read a journal article in social psychology. In R. F. Baumeister (Ed.), *The self in social psychology*, (pp. 461-470). Philadelphia: Psychology Press.

Week II: Th. Aug. 30: Research process, ethics and the IRB

Readings:

- Chapter 2 & Chapter 5

Due:

- Bring one research article pertaining to your area of interest
- CITI certification
- Ethics reflection
- Think about your preliminary RQ (meet with instructor)

Week III: Th. Sept. 6: Overview of quantitative, qualitative and mixed-methods research

Readings:

- Chapter 3 & Chapter 4
 - Decrop, A. (1990). Triangulation in qualitative tourism research. *Tourism Management* 20(1), 157-161.
 - Ryan, T., & Xenos, S. (2011). Who uses Facebook? An investigation into the relationship between the Big Five, shyness, narcissism, loneliness, and Facebook usage. *Computers in Human Behavior*, 27, 1658–1664.
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Week IV: Th. Sept. 13: Measurement and sampling in quantitative and qualitative research

Readings:

- Chapter 6 & Chapter 14

Due:

- Bring one scale for a concept pertaining to your potential research question
 - Bring one qualitative research pertaining to your area of interest
 - Research question
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Week V: Th. Sept. 20: Surveys

Readings:

- Chapter 7 & Chapter 9
 - Reynolds-Tylus, T., & Quick, B. L. (2017). Examining differences in predictors of African American, Caucasian, and Latino young adults' intentions to register as an organ donor. *Journal of Broadcasting & Electronic Media*, 61(2), 368-392.
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Week VI: Th. Sept. 27: Experiments

Readings:

- Chapter 8
- Knobloch-Westerwick, S., & Lavis, S. (2017). Selecting serious or satirical, supporting or stirring news? Selective exposure to partisan versus mockery news online videos. *Journal of Communication*, 67(1), 54-81.
- Graf, J., Erba, J., & Harn, R. W. (2017). The role of civility and anonymity on perceptions of online comments. *Mass Communication and Society*, 20(4), 526-549.

Due:

- Annotated bibliography
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Week VII: Th. Oct. 4: In-depth interviews and focus groups

Readings:

- Chapter 15
- Bobkowski, P. S., & Smith, J. E. (2013). Social media divide: Characteristics of emerging adults who do not use social network websites. *Media Culture & Society*, 35(6), 771-781.

-Friesem, E. (2016). Question-based dialogue on media representations of social problems: Enhancing civic engagement by uncovering implicit knowledge accumulated from the media. *Journal of Communication Inquiry*, 40(1), 46-66.

Week VIII: Th. Oct. 11: Pilot study feedback session

Due:

-Pilot study methods section draft

Week IX: Th. Oct. 18: Quantitative and qualitative content analyses

Readings:

-Chapter 13

-Kruvand, M. (2012). The pill at fifty: How the New York Times covered the birth control pill, 1960-2010. *American Journalism*, 29(4), 34-67. (read pp. 38-59).

Due:

-Operationalization paper

-Pilot study methods section

Week X: Th. Oct. 25: Preliminary quantitative data analysis

Readings:

-Chapter 11 & Chapter 12

Week XI: Th. Nov. 1: Preliminary qualitative data analysis

Readings:

-Chapter 16

-Erba, J. (2018). Media representations of Latina/os and Latino students' stereotype threat behavior. *Howard Journal of Communications*, 29(1), 83-102.

Week XII: Th. Nov. 8: Grounded theory

Readings:

-Corbin, J. & Strauss A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13(1), 3-21.

-Bigman, C. A., Nagler, R. H., & Viswanath, K. (2016). Representation, exemplification, and risk: Resonance of tobacco graphic health warnings across diverse populations. *Health communication*, 31(8), 974-987.

Week XIII: Th. Nov. 15: Individual meetings

Due:

-Preliminary pilot study results

Week XIV: Th. Nov. 22: Thanksgiving

Week XV: Th. Nov. 29: Case studies, textual analysis and ethnographies

Readings:

- Stansberry, K., & Strauss, J. (2016). A cavalier approach to public relations: The unconventional image restoration of LeBron James. *Case Studies in Strategic Communication*, 5.
- Barnett, B. (2008). Framing rape: An examination of public relations strategies in the Duke University lacrosse case. *Culture & Critique*, 1, 179-202.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). Fieldnotes in ethnographic research. In *Writing ethnographic fieldnotes* (pp. 1-16). Chicago: The University of Chicago Press.

Due:

- IRB application
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Week XVI: Th. Dec. 6: Writing session

Readings:

- Chapter 17 & Chapter 18

Due:

- Bring your latest draft of your final paper
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Finals Week: Th. Dec. 13

Due:

- Final paper
- IRB approval letter