JOUR 863: Data Analysis (Spring 2019)
An eight-week online course

(1/21/2019 version)

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Office hours: I may schedule online office hours if students request them. Otherwise, please e-mail me any time and I will respond as soon as possible (in 24 hours). If you prefer to talk on the phone or via Skype, please e-mail and let me know. You are welcome to leave a message on my voice mail, too. However, for some reason my telephone usually does not show a voice message alert until a few days later. Therefore, it is best to reach me via e-mail first.

Course Description

"This course gives students a framework for basic statistics to explore relationships, solve problems, and answer questions. They gain an understanding of how to apply descriptive and predictive statistics to interpret and communicate results of data meaningfully. Prerequisite: Successful completion of JOUR 862."

This course emphasizes the analysis of quantitative data in the context of marketing communication. You will learn about qualitative data analysis as well. We will learn about various analytic approaches, data management tips, and how to report findings. We also use Excel to analyze both quantitative data. Throughout this 8-week session, students engage in a variety of data analysis and write-up activities. This course will also cover conduct basic qualitative research to complement what you have learned in the previous courses. The final project will be an analysis of data shared by me, collect by yourself, or supplied by your employer (with its permission). Online sessions include readings, Podcasts, YouTube videos, discussions, and instructions about computer software.

Course Objectives

By the end of the course, you will be able to:

1. Become familiar with statistical approaches commonly used in marketing research
2. Understand and apply specific data management techniques
3. Apply one or more analytic approaches to data analysis
4. Manage qualitative and quantitative data files effectively to ensure ease of use and participant confidentiality
5. Use the basic and intermediate functions of a computer software program for analyzing quantitative and qualitative data
6. Incorporate visuals into the write-up of a final project

Expectations and Roles

For any course to work, instructors and students must have a shared understanding of goals, expectations, and roles.

Here's what you can expect from me:
- To provide essential resources, including an online structure that promotes learning and builds community
- To provide timely feedback on ideas and assignments
- To help troubleshoot problems and/or point you to appropriate resources
- To fine-tune the course based on students' feedback.

Here's what I expect of you:
- To set realistic learning goals for this 8-week course and to pursue those goals throughout this session
- To complete all the required work, to actively participate in online discussions, and to post comments in a timely manner. Most importantly, don't miss deadlines
- To keep an open mind and to share resources and ideas that help others learn about communication and technology in a rapidly changing society
- To communicate questions or concerns you have for me in an honest and timely manner

Textbook

An open-access e-book, *Social Science Research: Principles, Methods, and Practices*, by Anol Bhattacherjee (2012), will be posted on Blackboard. This is more a reference book than a textbook. If you are not clear about a concept, please read the appropriate section.

Statistics Software Packages

I will teach both SPSS (available to you for free as a KU student; more information TBA) and Excel. Learning/using SPSS is optional but recommended.

Assignments and Evaluations

You will be graded on completion of three types of assignments: discussions, written assignments, and a final project. This is a graduate class, and therefore expectations are high. In most cases, you will be able to resubmit unsatisfactory work for reconsideration. This will not be an option for online discussions (on the course Blackboard site) or with the final project you turn in on the last day of class, however.

Please see Blackboard for a detailed list of readings, assignments and deadlines. Please pay attention to the weekly email message(s) I send and to homework assignments posted on Blackboard. I will stick to the Blackboard schedule as much as possible, but I reserve the right to

make changes to fit the needs of the class. I will announce any changes via Blackboard announcement and/or e-mail.

Discussions (10 points each week, 80 points in total)

As explained earlier, all discussions will take place on Discussion Board on Blackboard. I will provide topics and readings on Blackboard, but feel free to suggest readings for various topics and discussions suited to the topics covered that week. Most of the discussion questions may not require you to cite additional resources, but you are certainly welcome to expand your discussions or contributions to others' discussion by including carefully researched materials from academic resources and credible, high-quality trade publications.

In this course, I will not designate roles (discussion leaders, devil's advocates, synthesizer, and reporter) for Discussions Board because discussion questions are tailored to individual-based learning projects and research questions. But you are highly encouraged to provide thoughtful, substantive comments on at least a classmate's post, in addition to your own discussion post. More details (if necessary) will be shared on Discussion Board.

Starting the second week, deadline for discussions are generally due at 11:59 PM on Wednesday (for your first post) and 11:59 PM on Saturday (for your responses to at least one classmate's post). (During the first week, one post before midnight Saturday, January 26, 2019, will earn you 10 points. But you are welcome to post twice.) Again, see Discussion Board for more details as occasionally there might be some slight variations in terms of deadlines. Both posts will be graded on a pass/no-pass basis. But I reserve the right to award extra points to truly exceptional postings.

Be respectful of each other's differences: Please be respectful of and be kind to each other. Berating others' thoughts or comments will not be tolerated and may result in a lower grade. Below is the language I borrowed from Professor Doug Ward's Information Insight Syllabus:

As with all live and online discussion, please be considerate of others. Don't berate others' thoughts or comments. We come from many different backgrounds and hold many different views. That diversity enriches discussions and helps us extend our understanding of the world. By all means, challenge other's assumptions, opinions and interpretations, but do so in a collegial manner. Great ideas often evolve from disagreement, but no one is served by put-downs and snarky commentary. We all have different levels of knowledge depending on the topic, so be helpful.

Also, keep in mind that written comments can come across in unintended ways. Again, be considerate.

This policy from a site called The Conversation is an excellent guide to interacting online: https://theconversation.com/us/community-standards

We want our conversations to be free-flowing, and we don't anticipate any problems. We reserve the right to take down comments that use vulgar language, that are hurtful or show disrespect to others, or that veer wildly off-topic.

Assignments: More details will be shared in our weekly modules; I might devote one more week (week 7) to qualitative data analysis
- Week 1: Quiz on types of data and scale (100 points)
- Week 2: Data management assignment (100 points)
- Week 3-5: Statistics assignments (100 points each, 300 points in total)
- Week 6: Qualitative data assignment (100 points)
- Weeks 7: Data reporting assignment (100 points)
- Week 8: Final project (200 points)
- Professionalism (discussion board discussions, communication with professor and others, etc.) (20 points)

Total: 1,000 points

Late Work: Each individual assignment has a deadline. You are responsible for completing assignments by their deadlines. Late assignments, unless barring significant intervening circumstances, will be deducted 10% of your grade each day the assignments are late. If you know you will be late, please email me and let me know in advance if possible.

Grading scale

A = 90% - 100% (A- = 90-92%)
B = 80% - 89.9% (B+ = 88.1 – 89.9%; B- = 80 – 82%)
C = 70% - 79.9% (C+ = 78.1 – 79.9%; C- = 70 – 72%)
D = 60% - 69.9% (D+ = 68.1 – 69.9%; D- = 60 – 62%)
F = 59.9% and below

Required Materials

We will use a variety of YouTube videos, Podcasts, readings, and online instructions throughout the course. All the PDFs readings will be posted as an attachment on Blackboard. If, for some reason, you cannot access the readings, please e-mail me as soon as you can. Don't wait until the last minute.

Academic Policies

Academic Misconduct: We will strictly follow the code of Academic Misconduct detailed in the Code of Student Rights and Responsibilities. University policies covering academic misconduct are spelled out in the current Student Handbook.

Policy on Plagiarism and Fabrication/Falsification: 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 questions about what constitutes plagiarism, fabrication or falsification, please consult the teachers of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism: Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.

Here's some clarification:

- 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 was 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. "Recycling" past reports/assignments from previous classes/students and presenting them as your own falls into the category of plagiarism.

- If you cut and paste something then add a source, that is not enough. You'd need to rewrite it *in your own words* unless you treat it as a direct quote (by adding quotation marks). Otherwise, it is still plagiarism.

- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

  We will discuss these issues further in class. If you have any questions, please contact the professor. Violation of these rules will be reported to the Associate Dean for Graduate Studies and the Graduate Advising Office.

Academic accommodations

The Office of Disability Resources, 22 Strong Hall, 785-864-2620 (v/tty), coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodation in KU classes and have not contacted the Office of Disability Resources, please do so as soon as possible. Please also contact your instructors privately about your work in this course.