

Advanced Seminar in Communication Research Methods: Survey Research Design

CJT 765-001 Course Syllabus ~ Fall 2013

Course Website: <http://www.uky.edu/~drlane/cjt765>

“From surveys we can learn how large groups of people think and act. To trust generalizations made on the basis of surveys, however, the sample must be representative, the response rate sufficient, the questions unbiased, the data collection procedures uniform, and the data coding and analysis accurate. Researchers use the survey method to ask questions about the beliefs, attitudes, and behaviors of respondents for the purpose of describing both the characteristics of those respondents and the population(s) they were chosen to represent.” (Frey, Botan, & Kreps, 2000)

“The best research is driven by theory, validates a theory, further explains a theory, challenges an existing theory, or aids in the creation of theory. Theoretically driven research is built on the results of previous researchers, and it provides a foundation for subsequent researchers. It is highly unlikely that any theory could be formulated, tested, and verified in one research study. Rather, theory is developed and tested over time. What we come to know as ‘the theory’ to explain some phenomenon is the result of many research studies and the efforts of many researchers.” (Keyton, 2001, pp. 8-9)

GENERAL COURSE INFORMATION

CJT 765-001 Class meets: 3:30 p.m. - 6:00 p.m. Wednesday EGJ 223

INSTRUCTOR CONTACT INFORMATION

Derek R. Lane, Ph.D.

Email: Derek.Lane@uky.edu

Office: 859.257.9538

Office Hours: Wednesdays 2:00 p.m. – 3:00 p.m. (And by appointment)

Office Location: 310H LCLI Little Library Building

Communication Department Office: 859.257.3622

COURSE DESCRIPTION

CJT 765 *Survey Research Design* investigates the methods and design of surveys in social science research. The focus of this advanced graduate seminar is an examination and critical analysis of the types of errors, sampling, non-response, data collection, and design of social science surveys—especially as they apply to the study of communication. **Prerequisite is CJT 665 or the equivalent and graduate standing in communication or consent of instructor.**

The primary purpose of this course is to extend students' understanding of survey research design in the communication discipline and other social sciences. Specifically, this course is designed to: (1) enable students to understand the logic of survey research and assess the potential strengths and weaknesses of survey methods for answering questions in the social sciences—especially in the field of communication; (2) prepare students to critically assess the quality of actual survey research; (3) prepare students to conduct or supervise quality research using survey methods—including the ability to (a) choose an appropriate method of data collection; (b) create adequate questions and organize those questions optimally into a questionnaire or interview protocol; (c) conduct an appropriate sampling procedure; (d) organize and administer the data collection (e.g., interview, online survey, etc) process; (e) select an appropriate data analysis procedure; and (f) adequately report method (procedures), results, and discussion (interpretations of findings, limitations, future research); (4) involve students in **major survey research projects which incorporate current communication theory and are informed by existing research**; and (5) enhance students' understanding of published communication research that employs survey research.

REQUIRED COURSE MATERIALS

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Bradburn, N., Sudman, S., & Wansink, B. (2004). *Asking questions: The definitive guide to questionnaire design-for market research, political polls, and social and health questionnaires* (Rev. ed.). San Francisco, CA: Wiley.
- DeVellis, R.F. (2012). *Scale development: Theory and applications* (3rd ed.). Thousand Oaks, CA: Sage.
- Dillman, D.A., Smyth, J.D., Christian, L.M. (2009). *Internet, mail, and mixed-mode surveys: The tailored design method* (3rd ed.). San Francisco, CA: Wiley.
- Fowler, F.J. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.
- Henry, G.T. (1990). *Practical sampling* (4th ed.). Thousand Oaks, CA: Sage.

All students are expected to have an active email account and to check email regularly.

In addition to the required textbooks and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the course website (<http://www.uky.edu/~drlane/cjt765>).

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

“Rape, partner violence, and stalking are serious issues on college campuses across the country. Our campus is no exception. Power-based personal violence will stop ONLY if we all do our part. Learn about Green Dots and get involved.” [www.greendotkentucky.com]

LEARNING OBJECTIVES*

1. Master the concepts, variables, and technical vocabulary of survey research methods, and be able to use that language appropriately
2. Recognize and develop a more complex understanding of the theories and principles of survey research design (e.g., psychometrics, sampling, error, etc.)
3. Improve critical thinking, overall judgment, reasoning, and logic in survey research issues by assessing the ethical choices of researchers in conducting research and presenting research results consistent with professional standards
4. **Plan, design, execute, interpret, and critically evaluate the conclusions of an original communication survey research project**
5. Clearly communicate and interpret the findings of original communication research to a lay audience
6. Become an intelligent consumer of research—able to read, understand, explain and critically evaluate communication and other empirical/behavioral/scientific research reported in scholarly journals.
7. Improve formal procedures for designing effective survey instruments in multiple contexts.
8. Understand ethical issues associated with survey research design.
9. Learn multiple strategies for implementing survey data collection (e.g., telephone, interview, online).
10. Develop skills in understanding, analyzing, and evaluating data collected using survey research.

**Objectives will be assessed using written assignments (term research project), course examinations (tentatively a midterm and a comprehensive final exam), and oral presentations (progress reports, and the oral presentation of an original communication research study).*

PEFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Prepare individual assignments
2. Read and respond to required course readings
3. Participate in class discussions, problem solving, and debates.
4. Complete a midterm examination.
5. Research, analyze, and synthesize small group communication theories and principles as they apply to various group contexts.
6. Write and present findings from a major, original research project.

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class combines a variety of instructional models, including, but not limited to: discussion, independent and group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciation for survey research design.

The method of instruction to be employed is based on the following assumptions:

The major function of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward small group communication theory and research.

Consistent with this rationale, you will be given considerable freedom to select what you will study, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

POLICIES AND PROCEDURES

GENERAL CLASS REQUIREMENTS

Students are expected to:

1. Be on time for all class and team meetings.
2. Interact productively in class discussions and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully deliver a major group project/presentation.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom community. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.

In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

REASONABLE ACCOMMODATION POLICY: Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible (**no later than the second class meeting**) so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

If you have a documented disability that requires academic accommodations, please see me as soon as possible (**no later than the second class meeting**) during scheduled office hours. In order to receive accommodations in this course, **you must provide me with a Letter of Accommodation from the Disability Resource Center** (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

ATTENDANCE POLICY: Attendance is required. Students are required to provide official written documentation for excused absences. Excuses for university-sponsored activities must be presented in advance of the absence and arrangements for work missed for such activities must be made prior to such absences. No excuses or documentation will be accepted more than two weeks after the absence. **Your final grade will be lowered 50 points (i.e., by 1/2 letter grade, or 5%) for each absence above one.** The University code for classroom behavior and academic misconduct will be enforced in this course.

- In order to receive credit for attendance you must attend for the ENTIRE class period. If you are going to miss a class for university reasons, it is your responsibility to speak with the professor PRIOR to the class session you will be missing.
- If you should have an unanticipated EMERGENCY and miss class, please contact your team members that day.
- Please arrive to class on time. Tardiness is unprofessional and is not fair to your instructor or to your classmates. If you are a tardy for class, it is YOUR responsibility to make sure the instructor has not marked you absent for that day.
- You will be allowed one unexcused absence during the semester. You cannot make up work missed for unexcused absences – you simply receive a zero. **For each subsequent unexcused absence over one, 50 points will be deducted from your final grade for each occurrence.** You are given these ‘free’ absences for special situations for which you have to miss class but would not otherwise receive an official excuse. Do not use these “freebies” for blowing off class and then come to the instructor later (after you have gone over the limit) when you have special circumstances and expect an excuse. The freebies allow for emergencies; please don’t abuse this option.

The *Student Right and Responsibilities Handbook* defines an excused absence as the following: 1. Illness of the student or serious illness of a member of the student’s immediate family. 2. The death of a member of the student’s immediate family. 3. Trips for members of student organizations sponsored by academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. 4. Major Religious holidays. If a student has excused absences in excess of one-fifth of the class contact hours, a student shall have the right to petition for a “W” and the faculty member may require the student to petition for a “W.”

For any officially excused absence, you are responsible for presenting official written documentation for the absence. For university-sponsored absences, this notification is to be given to the instructor prior to the absence; for other excused absences, this documentation must be presented within one week of the absence. If you miss class, please see a classmate regarding class discussions and assignments. Students with excused absences shall submit missed work within one week of returning from the absence. See sections 5.2.4.1 and 5.2.4.2 of the *Students Rights and Responsibilities Handbook* for further clarification.

MISSED OR LATE EXAMS OR ASSIGNMENTS: By definition, late assignments are below average. Missed or late assignments create major time and scheduling conflicts, and are unfair to those who are prepared. For these reasons, any late assignment will have 10 percent deducted from the score as a penalty for each day it is late (including weekends). An assignment is considered late when it is submitted after the stated deadline, and deductions will be taken beginning with the missed deadline. For example, if an assignment is due in class on Wednesday, deductions will begin immediately following the conclusion of class. The only exception to this policy will be documented and university accepted excuses (see Students Rights and Responsibilities Code). No make up work is available for in-class exercises or exams unless prior arrangements are approved by the instructor.

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities to improve on the silence.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by at least 10 percent. Please note that any assignment you turn in may be submitted to Turnitin (www.turnitin.com) for plagiarism comparison.

EMAIL & COMPUTER WORK: All assignments *must* be submitted in paper form. However, we may use electronic mail for on-line discussions and class updates. Please read your email regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier (http://www.uky.edu/Libraries/page.php?lweb_id=21<ab_id=1040).

POLICY ON INTELLECTUAL DISHONESTY/ACADEMIC INTEGRITY: Intellectual dishonesty is a fancy term for cheating. Unless otherwise explicitly stated by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Penalties for intellectual dishonesty are provided by the University Senate Rules (http://www.uky.edu/USC/New/rules_regulations/index.htm) *“If there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. If a student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves, the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.*

As you can see, these are extreme measures for academic offenses that we believe are serious. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities (www.uky.edu/StudentAffairs/Code/). As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at www.uky.edu/StudentAffairs/Code/part2.html.

If you suspect that someone else in the class is cheating or plagiarizing, please report it to me immediately. You may report such incidents anonymously at <http://comm.uky.edu/surveys/contactus/cheating.html>.

More information about plagiarism is available from the Ombud website. A link to a paper "Plagiarism: What is it?" can be accessed at <http://www.uky.edu/Ombud/Plagiarism.pdf>. Prentice Hall's Companion Website also provides a tutorial on "Understanding Plagiarism." It is available here: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064,00.html.

COURSE REQUIREMENTS

SOCIAL SCIENCE RESEARCH SKILL & WRITTEN WORK

Since this is an advanced graduate seminar, students must demonstrate sophistication in their understanding of communication theory and research by writing and presenting a major, original, research paper on some aspect of communication appropriate to survey research methods.

Students are expected to use current APA 6th edition style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. All of your work **MUST BE TYPED** (using no more than 12 point type with margins not exceeding 1 inch on the top, left, right and bottom) and double-spaced--unless otherwise indicated by the instructor.

READING

Your reading assignments are included in the daily syllabus. In addition to the textbooks, students will, from time to time, be required to read other material that will be assigned by the instructor.

GRADED ASSIGNMENTS (1000 Points for the Semester)

MIDTERM EXAM (30%): A midterm examination will be given. A study guide for the midterm exam will be posted on the course web page at least two weeks before the exam.

SCALE CRITIQUE AND DEVELOPMENT (SCALE CREATION) (20%): Each student will critique an existing scale (5%) and conduct research to refine the scale (15%).

Students are expected to choose an existing measurement scale that has been used in communication (or social science) research and is personally relevant to their doctoral education (several measures are described in Rubin, Palmgreen & Sypher (1994) and Perse, Rubin, Rubin, Graham, & Seibold (2009)) and be prepared with a 1-2 page summary and critique (enough copies for the nine students and the instructor) to be presented in 3-5 minutes on September 11, 2013. Presentations should **NOT** exceed 5 minutes and must be conversational (i.e., do not read from your written critique). The new scale creation paper is due on November 6, 2013.

FINAL SURVEY RESEARCH PROJECT & PRESENTATION (50%)

Each student will design, write and present the results of a sophisticated research project that applies communication theory, research, and conceptual areas to a survey research study. Specifics of the assignment(s) will be provided on .

The final survey research project/presentation will occur in phases throughout the semester:

- Initial Proposal (9-25-13)
- Literature Review (10-16-13)
- Progress Reports (2 X 25 points)
- Oral Presentation (12-11-13)
- Written Project (12-19-13)

Please note that **any assignment you turn in may be submitted to SafeAssign for plagiarism comparison.**

ADDITIONAL RECOMMENDED READINGS

Carmines, E.G., & Zeller, R.A. (1979). *Reliability and validity assessment*. Thousand Oaks, CA: Sage.

Fink, A.G. (2003). *The survey kit* (2nd. ed.). Thousand Oaks, CA: Sage.

Lee, E.S., & Forthofer, R.N. (2005). *Analyzing complex survey data*. Thousand Oaks, CA: Sage.

Netemeyer, R.G., Bearden, W.O., & Sharma, S. (2003). *Scaling procedures: Issues and applications*. Thousand Oaks, CA: Sage.

GRADING CRITERIA

There are no optional assignments. Course completion is accomplished when all necessary assignments have been finished. Failure to complete all assignments will result in an E grade for the course.

Your grade in this course is a function of the following:

		Points	%
Knowledge Acquisition Assessments			
• Midterm Exam (10-23-13)	300 points	300	30
Communication Scale Critique and Development		200	20
• Scale Critique (9-11-13)	50 points		
• Scale Development (11-06-13)	150 points		
Communication Survey Research Project			
• Initial Proposal (9-25-13)	25 points		
• Literature Review (10-16-13)	75 points		
• Progress Reports (2 X 25 points)	50 points		
• Oral Presentation (12-11-13)	50 points		
• Written Project (12-19-13)	300 points	<u>500</u>	<u>50</u>
TOTAL		1000	100%

The University of Kentucky College of Communications and Information Studies faculty do not use the “plus/minus” system. Based on student input, the university uses less-sensitive, but more traditional, “straight” letter grades. Final letter grades will be assigned based on the following point distribution:

Grade	Point Range	Quality Points (GPA)
A	900-1000	4.0
B	800 – 899	3.0
C	700 – 799	2.0
D	600 – 699	1.0
E	Below 600	0.0

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on **total number of points accumulated – not percentages**.

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with a solid foundation of the knowledge claims and tools for successful implementation of survey research and that will have the skills and confidence to engage in competent, independent, survey research. Unfortunately, we only have 15 class periods to make this happen. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. **Come to class having read and reflected on the week's readings.** I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help whenever and wherever needed.

HOW TO STUDY AND EARN AN "A" IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course and earn an "A."

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises.
- Participate in-class and make use of Blackboard
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your professor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, distinguish the nuances between the readings, or write what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - it *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. Lane outside of class as needed.

SYLLABUS REFERENCES

Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Keyton, J. (2001). *Communication research: Asking questions, finding answers*. Mountain View, CA: Mayfield.

TENTATIVE DAILY SCHEDULE

Following is a tentative, preliminary list of topics I hope to cover. However, the actual schedule may vary, depending on the needs of the class. You will be responsible for knowing from week to week what we are actually covering in class.

WEEK	DATE	TOPIC	CHAPTER	ASSIGNMENTS
#1	8/28/13	Introduction & Overview of Strengths and Shortcomings of Survey Research in Communication; Causal Inference.	Fowler 1-2 Dillman 1-2	Major Survey Research Project Discussed – IRB Submission
#2	9/04/13	Steps in the Survey Process; Methods of Data Collection (e.g., phone, face, mail, email, web-based)	Fowler 5 Lavrakas 1	
#3	9/11/13	Measurement Issues in Survey Research I: Latent variables, Measurement Reliability and Validity	DeVellis 1-4 Fowler 6	Scale Critique Due
#4	9/18/13	Measurement Issues in Survey Research II: General Question-Generation Guidelines; Scale Development Process	Dillman 4 Bradburn 1,12 DeVellis 5-8	<i>Research Seminar Brown Bag</i>
#5	9/25/13	Measurement Issues in Survey Research III: Practical Considerations in Asking Questions about Behaviors, Knowledge, and Demographics	Bradburn 2-4;7 Dillman 5	Initial Proposal Due (PR1)
#6	10/02/13	Measurement Issues in Survey Research IV: Practical Considerations in Asking Questions about Attitudes Beliefs	Bradburn 5-6	
#7	10/09/13	Developing a Questionnaire out of Questions: Organization, Format, Pilot (pre)testing	Dillman 6 Bradburn 8-11 Fowler 7	
#8	10/16/13	Survey Sampling I: Process and Methods of Sampling	Fowler 3 Henry 1-2 Dillman 3	Literature Review Due (PR2) <i>Research Seminar Brown Bag</i>
#9	10/23/13	(Midterm) Survey Sampling II: Practical Issues in Sampling Sample size, power, Administration of Sampling Procedures	Henry 3-7 Fowler 8	Midterm Examination (Oct. 21-25 is midterm week)
#10	10/30/13	Survey Sampling III: Practical Issues in Sampling: Non-response, Web-based Issues and Procedures	Fowler 4 Henry 131-133	
#11	11/06/13	Survey Administration: Structuring and Supervising Survey (Interviewing) Data Collection	Fowler 8 Dillman 7; 13	New Scale Creation Due
#12	11/13/13	Preparing and Analyzing Survey Data	Fowler 9 DeVellis 6	<i>Research Seminar Brown Bag</i>
#13	11/20/13 11/27/13	NCA – No Class Thanksgiving Academic Holiday – No Class		NCA Nov. 19- 24 Washington, DC November 27- December 1
#14	12/04/13	Preparing and Analyzing Survey Data Reporting Survey Procedures and Ethical Issues	Fowler 10-13 Henry 133-134	
#15	12/11/13	Research Presentations Due		Research Presentations Due
#16	12/19/13	Final Exam Period - 8:00 a.m. – 10:00 a.m.		Final Papers Due

ORDER OF REQUIRED TEXTBOOK READING

Fowler – Survey Research Methods (8/28 – 12/04)

Dillman – Internet, Mail, and Mixed Mode Surveys (8/28 – 11/06)

DeVellis – Scale Development (9/18 – 11/13)

Henry – Practical Sampling (10/16 – 10/30)

CJT 765: ADVANCED SEMINAR IN COMMUNICATION RESEARCH METHODS: SURVEY RESEARCH DESIGN

Original Communication Survey Research Project – Initial Proposal (worth 25 points)

Provide a one to two page *full-sentence outline* of your original communication survey research project. At a minimum, make sure you do the following:

- I. Identify your communication context – interpersonal, small group, organizational, mass media, intercultural, health, instructional, etc..**
- II. Identify a potential/tentative communication theory or theoretical framework to help guide your survey research project.**
- III. Identify your tentative research question/s or hypothesis/hypotheses – including whether each is one- or two-tailed, and positive or negative.**
- IV. List all latent variables (independent and dependent variables) you plan to include in your study – include tentative conceptual and operational definitions for each, and the level of measurement for each. Also identify which one of the latent variables will be the focus of your SCALE DEVELOPMENT project.**
- V. Identify your research participants and where you plan to recruit research participants. If you plan to use an existing dataset, please identify the sample and parameters of the dataset.**
- VI. Provide a list of key words you have used or will use during your library research.**

Your initial proposal is due September 25, 2013.