

CCPA 2375 • COMMUNICATION RESEARCH AND METRICS • JULY A TERM 2019

SMU MEADOWS SCHOOL OF THE ARTS • DIVISION OF CORPORATE COMMUNICATION AND PUBLIC AFFAIRS

JULY 8-12, 15-19, AND 22 • 1 - 5 PM EACH DAY • ULEE TBD

PROFESSOR

Sandra Duhé, Ph.D., MBA, APR, Fellow PRSA

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Office hours: By appointment during July A Term – I'm happy to help you succeed.

RATIONALE /AIM

CCPA 2375 introduces students to the concepts, methodologies, and statistical tools used to conduct professional research. Students get hands-on experience in gathering, analyzing, and interpreting data by conducting research projects in individual and team settings. Knowledge gained in this course provides a fundamental grasp of applied research methods that gives a competitive advantage to CCPA majors, interns, and future professionals.

REQUIRED PRE-WORK

Note that several assignments must be completed before class begins. See Day 1: Monday on the Schedule.

LEARNING OUTCOMES

The terms “research” and “statistics” strike fear in the hearts of many students. The primary goal of this course is to get you comfortable and confident with these topics. As such, you should be prepared to dedicate ample time outside of class time for completing assignments and expanding your understanding of new, and potentially challenging, concepts. By the end of this course, you should be able to:

- Identify the qualities of credible research
- Identify research limitations and how they affect the ability to generalize findings
- Identify and use a variety of credible sources for secondary research
- Apply ethical principles in research involving human participants and reporting of findings
- Apply research findings to communication strategy
- Analyze and interpret descriptive and inferential statistics
- Design, conduct, interpret, and report qualitative and quantitative research

UNIVERSITY CURRICULUM “TAGS”

Successful completion of CCPA 2375 will provide you with University Curriculum credit for Information Literacy and Quantitative Reasoning. Related Student Learning Outcomes are provided for your reference:

Information Literacy

- Students will be able to select and use the appropriate research methods and search tools for needed information
- Students will be able to evaluate sources for quality of information for a given information need

Quantitative Reasoning

- Students will be able to collect, organize and analyze data from a variety of sources
- Students will be able to test hypotheses and make recommendations or predictions based on results
- Students will be able to communicate and represent quantitative information or results numerically, symbolically, aurally, visually, verbally, or in writing

REQUIREMENTS, EXPECTATIONS, AND POLICIES

REQUIRED TEXTS. *Introduction to Research Methods: A Hands-On Approach* by Pajo and *Discovering Statistics Using SPSS* (4th Edition) by Field. Andy Field is a sharp UK statistician with an irreverent sense of humor, but his wacky examples help students understand statistics.

RECOMMENDED READING AND ONGOING RESEARCH. As you read and watch the news throughout the semester, keep an eye open for the concepts we'll cover. Feel free to bring and discuss a related article to class, and you could find yourself earning bonus points. Relating research concepts to the "real world" is key to understanding these ideas. From an academic standpoint, you'll need to gather scholarly journal articles on the topic you research as a team. It's never too soon to get started!

ATTENDANCE. I will take attendance at each class. Your ability to meet the learning outcomes of this course is highly dependent on your level of participation in class discussions. As such, you are expected to attend every class in this highly condensed format. Your final grade may be lowered up to one letter grade (e.g., B- to C-) for each unexcused absence. An excused absence is one supported by documentation (e.g., from SMU or a doctor's office). Please notify me as early as possible about University-sponsored events that require you to be absent from class. Regardless of the reason for your absence, you are responsible for all class work missed, and a missed class is *not* an excuse for missing a deadline.

PUNCTUALITY. I will start class on time and finish on time. Please notify me in advance if you must arrive late or depart early. Otherwise, I will mark you as an unexcused absence (see Attendance policy).

DEADLINES. To best prepare you for the realities of the workplace, I will not extend deadlines, and I will not accept late assignments. Assignments turned in late will receive a grade of 0 but can always be turned in early to avoid this penalty. If you have a documented emergency (not including computer/printer issues), talk to me, but realize that I will uphold my policy to be fair to students who meet the deadlines. I provide you with a detailed syllabus so that you can schedule your other responsibilities and activities around these deadlines.

PERSONAL ELECTRONIC DEVICES. We all have them, and we all need them, but please use common courtesy while we are in class and keep them in silent mode.

CONDUCT. Whether online or in the classroom, our discussions will be guided by mutual respect for others and their opinions. Effective communication practice is dependent on gathering, understanding, and learning from diverse points of view. Agreement is not essential, but civility is.

GRADING, ASSIGNMENTS, AND EXAMS. Your final course grade will be determined as follows:

Individual Research Projects (3)	20%
Team Research Project (Focus Group, Survey, and Final Report)	25%
SPSS Homework (3)	10%
Exam 1	20%
Exam 2	25%

Grading scale: 100-94 A; 93-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-64 D; 63-60 D-; 59 and below F.

Please note: July A Term final grades are not rounded, i.e., a 73.9 is a C-. Nothing below a C will count toward major or minor progression in Corporate Communication and Public Affairs or the major in Public Relations and Strategic Communication.

Individual Research Projects

This July A Term, you'll conduct three individual research projects worth 20% of your final grade.

Individual Research Project I: Personal Observation

DUE: July 8

In this project, you'll select a public place (e.g., park, coffee shop, sporting event, meeting) where you can blend into the crowd to observe and record the world around you. You are not a participant in the scene – only an unbiased observer. Stay in your chosen setting for 30 minutes. Take copious notes. In a two-page essay, describe what you observed. Write as though you're visiting this location for the first time. What, *specifically*, did you see, hear, smell, feel in that setting? What verbal and non-verbal behaviors did you witness? What social norms did people follow? What stood out to you? Take in all that surrounds you. Pay attention to the details you normally overlook. Write an interesting account of your experience and upload it as a Word or Pages document to Canvas.

Individual Research Project II: In-Depth Interview

DUE: July 9

In this project, you'll ask one person (who is NOT in this class) to take five pictures that illustrate how he/she defines a topic you assign. For example, you can ask someone to take pictures that show how he/she defines a concept like success or happiness (but do not use one of these ☺). Think creatively about a topic you'd like to explore. Schedule a one-hour interview for your interview subject to explain his/her pictures to you. Listen closely, and take detailed notes. Ask permission to record the interview if you prefer. Be objective throughout the process. Really listen. Ask probing, not leading, questions. Keep your opinions to yourself. Practice being truly neutral, uninvolved, and objective. Really strive to understand how *someone else* views an issue. Upload to Canvas a two-page essay (in Word or Pages, with all five photos placed on a third page) describing your experience and what you learned about conducting this type of research. You'll have some surprises!

Individual Research Project III: Secondary Research

DUE: July 11

For this project, select a *publicly traded* company you admire and/or would like to work for one day. No two students can research the same company, so email me with your choice as soon as you like but no later May 18. First come, first served. **Using only SMU library sources**, locate credible resources for secondary research and upload to Canvas a brief background on the organization you choose that describes its operating environment, in however many pages required, as follows. A bullet-point outline format is preferred.

- Company information (name, physical address, and annual revenue) – cite your source(s), e.g., something like “Mergent” is a sufficient citation for the first four sections of this assignment
- A list of relevant NAICS Codes that are used to classify the business – cite your source(s)
- A list of the company's major competitors (up to 10) – cite your source(s)
- A recent (provide the date) stock price for the company *plus* two of its competitors (from your list) – cite your source(s)
- A list of 10 recent (and numbered) articles, in APA reference style, about the company, which can come from any of the following categories: academic journals, trade publications, magazines, newspapers, industry profiles, market research reports, or product reviews. Provide the APA reference first, followed by a 4-5 sentence synopsis of each article. Do not create a separate References page for this assignment. And, do not trust so-called APA references provided or generated online – they are often wrong. Check every APA formatting detail yourself.
- A bullet-point summary of three major facts you learned about the company after completing this exercise. In other words, if your boss asked you research this company, what three things would be most important to tell him or her? Don't just summarize – be insightful and forward-thinking about

what you've learned could mean for this company's future. Avoid meaningless words like "amazing," "incredible," etc. – be informative and succinct with a business tone.

Each essay should be in 10, 11, or 12 font, double spaced, with 1" margins.

Grading Rubric for Individual Research Projects

A fixed grading scale allows you to earn a 0, 75, 90, or 100 on each project, which will be evaluated as follows:

Grade Earned	Following Instructions	Writing Style	Content
An essay will earn the grade of 0 if it is not turned in by the deadline OR <u>any</u> of the following occurs:	The essay is written without any regard for the instructions provided.	Multiple errors in grammar, punctuation, spelling, and/or word choice render the essay incomprehensible.	The content of the essay suggests the author is "winging it" without any regard for the assignment OR sources <i>other than class materials</i> are not properly referenced.
An essay will earn the grade of 75 if <u>any</u> of the following occurs:	The essay is missing required elements stated in the instructions or otherwise does not fully follow instructions provided.	Multiple errors in grammar, punctuation, spelling, and/or word choice render the essay below the quality expected of a sophomore at SMU.	The content of the essay suggests the author does not fully comprehend the assignment. Some content is correct but major points are missed.
An essay will earn the grade of 90 if <u>each</u> of the following occurs:	The essay meets the expectations of the instructions provided. All required elements are covered.	No more than one error in grammar, punctuation, spelling, and/or word choice render the essay at a quality expected of a sophomore at SMU. Writing style is basic but clear and adequate.	The content of the essay suggests the author has an accurate and thorough grasp of the assignment.
An essay will earn the grade of 100 if <u>each</u> of the following occurs:	The essay exceeds the expectations of the instructions provided. Required elements are not only covered, but also enhanced by additional content drawn from class discussions and well-informed insights.	No errors in grammar, punctuation, spelling, and/or word choice. Writing style is advanced yet highly readable, engaging, and more often observed in SMU students beyond their sophomore year.	The content of the essay suggests the author has an advanced and applied understanding of the assignment. That is, the author incorporates topics covered in class to enhance his/her points in an original way that exceeds expectations.

Team Research Project

Teamwork is a reality in the workplace. The team project is a major undertaking, and you're going to need each other to get the job done well. We will form teams on the first day of July A Term. You, as a team, will decide on a leader, who will be held ultimately accountable for keeping the team on track, resolving any disputes, and completing the project. Team leaders are expected to be the first point of contact for any team issues. If an issue cannot be resolved within the team, you may ask me for help. You will remain with the same team throughout the term. This will not under any circumstance be an individual assignment.

The team project is worth 25% of your final grade. 75% of that grade will come from my assessment of the quality of your team's work. The remaining 25% will come from peer evaluation (see attached form). Please note: A low peer evaluation score can significantly reduce the overall grade for the team project.

As a team, you will decide on a topic for your study and turn in a research proposal and focus group materials on July 10. I will provide you with detailed feedback to help you do your best. Once your proposal is approved, you will conduct the focus group, which will help you to design a survey instrument and a data management plan that are due (along with your focus group report) on July 16. The final research report is due July 22. On July 22, team leaders will each have approximately 10 minutes to present their team's findings. See attached guidelines for each step of this project beginning on pg. 10.

Please note: I will give your team extensive guidance for the proposal, focus group, survey design, and data management plan steps in this project. For these items, you will not receive a grade per se because I will help you make these portions of the project the best they can be. I will be forming impressions of the quality of your team's work and effort, however, so be sure items closely adhere to the instructions provided before turning them in. The less "fixing" I have to do, the better, but please know that I am happy to answer your team's questions before you turn something in. Note, too, that although you will not receive an absolute grade on these preliminary steps, a harsh penalty will be imparted if any steps of the process are turned in late, as described in project details beginning on pg. 10.

SPSS Homework (and software access)

You'll have three assignments (10% of your final grade) to give you hands-on experience using Statistical Package for the Social Sciences, or SPSS. The good news is that you will work with your team to complete these assignments. Each team will turn in **one stapled assignment** (all team members receive the same grade), and **you are allowed to work on homework only with your team**. A word of warning, however: Be sure **you** have a good grasp of the material, as learning statistics is a cumulative process. That is, you must understand each topic before moving on to the next. We'll review each homework assignment in class to help you understand these concepts. I'm always happy to answer any questions you have. A missed homework assignment earns a grade of 0 and forfeits your ability to re-do the assignment.

Homework "re-dos" are available if your team earns less than an 85 on an assignment. See dates on class schedule that indicate when re-dos are due. No late re-dos will be accepted. **A re-do is a new, one-page clean copy of only your corrected answers stapled to your original graded assignment.** The maximum grade earned on a re-do is an 85, which in some cases, may be much higher than your original grade. Re-dos give you another opportunity to grasp the material once you see where you went wrong. It's all part of the learning process!

Note: **SPSS is available free of charge.** Type "apps.smu" in the smu.edu homepage search box. If you have a Mac, you will need to first download the Citrix Workspace (formerly Citrix Receiver) app to your laptop to access SPSS.

Exams

Two closed-book exams will be given to test your mastery of the content we cover. The two exams will account for 45% of your grade and are scheduled for July 10 and 18. If you miss Exam 1, your performance on Exam 2 will count for 45% of your course grade. If, however, you miss Exam 1 because of a *pre-approved* University-excused absence, you may choose to take a different version of the exam *or* add the weight to Exam 2. Exams are “comprehensive” in that your understanding of basic concepts is the foundation for your ability to succeed with more advanced topics. Class time will be dedicated to a discussion of the format and topics covered for each exam. Other than a possible stand-alone calculator (I’ll let you know for sure), no cell phones or any other electronic device may be used during the exams – only you, your sharp mind, and something to write with!

SMU COURSE POLICIES

ACADEMIC HONESTY AND MISCONDUCT: You are bound by the Honor Code and the SMU Student Code of Conduct. For complete details, see <https://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode> and <http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/ConductCode>. Ignorance is never an excuse for academic dishonesty. If you have any questions, please ask me. Acts of academic dishonesty will result in a penalty ranging from failure of an assignment to failure of the class, at my discretion.

DISABILITY ACCOMMODATIONS: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

RELIGIOUS OBSERVANCE: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

EXCUSED ABSENCES FOR UNIVERSITY EXTRACURRICULAR ACTIVITIES: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

WEAPONS-FREE CAMPUS: In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: http://www.smu.edu/BusinessFinance/Police/Weapons_Policy.”

JULY A TERM COURSE SCHEDULE

DAY 1: MONDAY

**INTRODUCTION TO THE COURSE, THE RESEARCH PROCESS, ETHICS, AND CONTROL
RESEARCH PROPOSAL DEVELOPMENT**
PAJO CHAPTERS 1-4

DUE (see Canvas for details):

- ❖ Individual Research Project I
- ❖ CITI Completion Certificate
- ❖ APA Style Tutorial
- ❖ Company Research Tutorial
- ❖ The 1-1-1 Assignment

July 8

Lecture deck on Canvas

Team assignments, leader selections, and research proposal work session

Team meeting sign-ups for July 10

DAY 2: TUESDAY

**MEASUREMENT, SAMPLING, AND SURVEY DESIGN
SECONDARY DATA AND QUALITATIVE DESIGNS**
PAJO CHAPTERS 5-14

DUE:

- ❖ Individual Research Project II

July 9

Lecture decks on Canvas

Exam 1 review

SMU library orientation/prep for IRP III (time TBD)

DAY 3: WEDNESDAY

**EXAM 1
RESEARCH PROPOSAL REVIEWS**

DUE:

- ❖ Team Research Proposal

July 10

Exam 1 (1-3 pm)

Team meetings with Dr. Duhé re: research proposals (3:30-5 pm)

Teams conduct focus groups after approval (July 11-15)

DAY 4: THURSDAY

INTRO TO STATISTICS, DATA EXPLORATION, AND CORRELATION

FIELD CHAPTERS 1-5, 7¹

DUE:

- ❖ Individual Research Project III
- ❖ By end of class: Correlation section of DMP

July 11

Exam 1 results

Lecture decks and SPSS HW #1 on Canvas

HW and Data Management Plan work session

DAY 5: FRIDAY

T-TEST AND SCALE RELIABILITY

FIELD CHAPTERS 9 AND 17 (SECTION 17.9)

DUE:

- ❖ SPSS HW #1
- ❖ By end of class: T-Test and Scale Reliability sections of DMP

July 12

HW #1 review

Lecture decks and SPSS HW #2 on Canvas

HW and Data Management Plan work session

Team meeting sign-ups for July 16

DAY 6: MONDAY

REGRESSION

FIELD CHAPTER 8

DUE:

- ❖ SPSS HW #2
- ❖ By end of class: Regression section of DMP

July 15

HW #2 review

Lecture deck and SPSS HW #3 on Canvas

HW and Data Management Plan work session

¹ The Field text provides much more information than we will cover in this class. You may find it helpful to skim the Field chapters *before* class, and then go back *after* class and focus on those areas we specifically discuss. Students have found his detailed explanations to be very helpful in understanding statistical concepts, so be sure you give Andy the attention he deserves! 😊

DAY 7: TUESDAY

REPORT WRITING, SURVEY, AND DATA MANAGEMENT PLAN

DUE:

- ❖ SPSS HW #3
- ❖ SPSS HW #1 Re-do
- ❖ Focus Group Report, Draft Survey, and Data Management Plan

July 16

HW #3 review

Final report review

Qualtrics review (time TBD)

Team meetings with Dr. Duhé to finalize survey and DMP (3:30-5 pm)

Teams post surveys after approval

DAY 8: WEDNESDAY

EXAM 2 REVIEW

DUE:

- ❖ SPSS HW #2 Re-do

July 17

Class time reserved for exam review, Q&A

DAY 9: THURSDAY

EXAM 2

July 18

Surveys close at midnight

DAY 10: FRIDAY

DATA ANALYSIS/PRESENTATION/FINAL PAPER WORKING SESSION

DUE:

- ❖ Full survey dataset in class
- ❖ SPSS HW #3 Re-do

July 19

Complete analysis, final paper, and presentation

DAY 11: MONDAY

FINAL PRESENTATIONS

DUE:

- ❖ Final paper (hard copy and email to sduhe@smu.edu)
- ❖ Peer evaluations (hard copies, per instructions)

July 22

Team leader presentations

TEAM RESEARCH PROJECT GUIDELINES**STEP 1: Research Proposal and Focus Group Materials (Stapled hard copy in class)****Due: Wednesday, July 10**

The research proposal (3 – 5 pages, double spaced) consists of the following elements:

1) Research Topic: This is a brief summary of your area of interest. What area of communication is your team investigating? Why is it important and timely? Avoid being too narrow or too broad in your scope. Remember that you'll conduct a focus group and survey research on this topic, so be realistic about what you can accomplish and who you can access as research participants.

2) Research Questions: Provide 4-5 preliminary questions you would like to investigate in this research project. What do you, as a team, want to find out? You can refine them later as you further define your research. These should be open-ended (i.e., not yes/no) questions. NOTE: Research questions are not the same as focus group questions – be sure you understand the difference 😊

3) Literature Sources: Provide complete references for six sources (three of which must be scholarly journal articles) related to your research topic. Include a short paragraph summarizing each reference (i.e., if it's not relevant to your study, it shouldn't be on your reference list). If you're having difficulty finding relevant literature, you either need to rethink your topic or your literature search. Our head of information literacy, Megan Heuer, can help you. Magazines and newspapers provide current information about societal trends; scholarly journals provide theoretical-based information to complement your investigation. Keep in mind that you need to think broadly when searching scholarly journals. For example, if you're interested in studying how students manage college debt (about which you can find current news coverage), you'll likely need to look for journal articles related to how young people manage finances in general. You may not be able to find journal articles that address your research topic *specifically*, but you need to find three that are relevant and applicable. Use APA style for your reference list (for assistance, see a librarian, an APA style book, or this helpful resource: <http://www.apastyle.org>).

PLEASE NOTE: No research data can be collected from human participants until the project is approved by Dr. Duhé. The focus group cannot be held prior to approval.

Focus group materials (3 – 4 pages, double spaced) consist of the following elements:

1) Description of how focus group members will be selected: Briefly describe how you plan to contact your research participants. What will you do to get 10-12 people to actually attend? Where do you plan to conduct your focus group? How will you make arrangements to reserve the space? Consult lecture notes for additional guidance.

2) Description of any incentives provided: Will you offer food? Giveaway items? Any other incentive for participating?

3) Facilitator Script: See Canvas posts (under Modules) for some ideas. This is literally what your team member facilitating the focus group will say as a welcome and introduction to your one-hour meeting. Remember that your participants need to know what to expect, whether they will be recorded/video-taped, how you plan to use the information they provide, and how you will preserve confidentiality. Provide nametags and ask participants to write only their first name or a nickname. Describe the process and list the specific questions to be asked, as shown in the examples. You'll need 20-25 Qs as a start. Note, as well, that you need to conduct *message testing* with this group – what key messages, slogans, or taglines relevant to your team's call to action does this group like best, and why? Describe how you will present and test messages with this group.

4) Consent Form (on separate page): Replicate and adapt the sample posted on Canvas for your study. You need to get an initialed (some may not want to provide their full signature) copy of a consent form from each participant. Each person must know his/her participation is voluntary. NOTE: You need two copies per participant. One is for the participant to keep. The signed copy is for you to turn in.

5) Demographic Survey (on separate page): In addition to the consent form, what basic information (e.g., gender, age, employment) do you need to gather from each focus group participant for your research topic? This should be no longer than ½ page and separate from the consent form. Participants should not put their names on this form.

PLEASE NOTE: No research data can be collected from human participants until the project is approved by Dr. Duhé. The focus group cannot be held prior to approval.

Classmates are NOT research participants. That is, no one in this class may participate in ANY focus groups for this class.

Failure to meet the July 10 deadline will result in a 5-point reduction in the team project grade.

STEP 2: Focus Group Report, Survey Instrument, and Data Management Plan
(Separately stapled hard copies in class)
Due: Tuesday, July 16

The focus group report (4 – 6 pages, double-spaced) consists of the following elements:

1) Descriptive Information: Location, day, time, and duration of the focus group. What demographic information did you gather from your participants? A table is helpful in describing the group. Keep participants' identities anonymous (e.g., you can refer to people as Participants A, B, C, etc.).

2) Overview: What were the key findings of your focus group research? Write each question, followed by a summation of its responses, in addition to your overall impressions/reactions to each question. What overall themes emerged? Any surprises? Which key messages tested resonated best with this group, and why?

3) Limitations: What conditions limited your findings? For example, was someone so outspoken that others had a hard time sharing their thoughts? Did you have technical or note-taking issues? What would you do differently if you conducted another focus group on this topic?

4) Research Considerations: Most importantly, how will your focus group findings affect your survey research moving forward? Do you now have ideas that you didn't have before? Do you need to change your topic, respondents, or research questions in any way?

5) Research Questions/Hypotheses: Now that you've completed your focus group analysis, provide four finalized research questions and/or hypotheses (you must have a minimum of one hypothesis) you will investigate in your survey research. Be sure your survey questions will provide the data you need for your analysis described in the Data Management Plan.

****Your facilitator script and signed consent forms must be turned in with your focus group report.****

The survey instrument and data management plan (3 – 6 pages) consists of the following elements:

1) Population of Interest: Briefly describe the broader population of interest for your research.

2) Sample Selection: Since you cannot survey your population of interest, how will you gather a sample from the population to complete 50 surveys? How, specifically, will you select your sample and distribute your surveys?²

3) Survey Instrument: Attach a blank copy of your proposed survey (no more than 2 pages). Be certain to include introductory language that confirms informed consent (see lecture notes) *before* the first question is asked. Use filtering questions to make sure respondents meet whatever criteria you've set (e.g., be sure that no one who participated in your focus group is also completing your survey). And, remember to include demographic questions so you can later describe your sample. Keep it simple: Ask only what you need to answer/test your research questions/hypotheses and test your key messages. Keep open-ended questions to a minimum. Consult lecture notes for additional guidance when designing your survey.

The survey instrument and Data Management Plan need to be developed in unison. Be very mindful that the level of data you're gathering (e.g., nominal, such as gender, and scale, such as income) matches the level of data needed for your data analysis (e.g., gender is the grouping variable; income is the test variable).

Note: Each respondent can only participate in *either* the focus group or the survey – **NOT BOTH**.

Classmates are NOT research participants. That is, no one in this class may complete ANY surveys gathered for this class.

4) Data Management Plan: The most important part of this process will also be the most work. This is where you operationalize each variable by creating specific survey questions to gather the data you'll need. You'll be glad you went through this process when you're ready to analyze your data (trust me on this 😊).

For example, if you're looking to compare differences between genders (variable 1) on attitudes (variable 2) toward an SMU tuition increase, you need a question that asks respondents to report their gender AND (at least) one question that measures their attitude about the subject. The t-test you'll need to run requires you to have an interval-level variable for attitude and a nominal/grouping variable for gender. So, you need to make sure your survey questions provide these types of data for you. Think carefully about the assumptions and data needs associated with each test, and write your survey questions accordingly.

Create a table as shown below. **At a minimum, you must include one correlation, one t-test, one scale reliability test, and one multiple regression in your analysis.**

² As SMU students, you have free access to the survey software Qualtrics, and the Help Desk and/or I can assist with any technical questions you may have. Other services, like Survey Monkey, may limit your data collection and charge a fee and are not supported by the Help Desk.

Data Management Plan Template

RQ/Hypothesis	Relevant Survey Item(s)	Proposed Statistical Analysis
RQ ₁ or H ₁ : insert text here e.g., There will be a positive and significant relationship between Variable X and Variable Y.	Insert survey item here for Variable X Insert survey item here for Variable Y	e.g., Run Pearson's correlation coefficient to determine if a significant relationship exists between Variable X and Variable Y.
RQ ₂ or H ₂ : insert text here	Insert survey item here for testing (scale) variable Insert survey item here for grouping variable	e.g., Use t-test to investigate whether a significant difference exists between Group X and Group Y for testing variable.
RQ ₃ or H ₃ : insert text here	Insert survey items here for each element of your tested scale	e.g., Run a scale reliability analysis for these (insert number of) questions. If reliable, report Cronbach's alpha and the overall mean response. If not reliable, report Cronbach's alpha and mean responses for each question.
RQ ₄ or H ₄ : insert text here	DV: Insert survey item here for DV IVs: Insert survey items here for each IV	e.g., Run regression using (insert variable name) as the dependent variable and (insert variable names) as independent variables. Run correlation table to check for multicollinearity. Report and interpret R ² and F for the model. Report each IV as a significant or insignificant contributor to the DV. For significant IVs, report p level and interpret unstandardized beta coefficients.

Failure to meet the July 16 deadline will result in a 15-point reduction in the team project grade.

STEP 3: Final Research Report (Stapled or spiral bound hard copy and email to sduhe@smu.edu by 1 pm) and Peer Evaluations (Hard copies only, as directed on form)
Due: Monday, July 22

The final research report {20 – 25 numbered pages, including references and attachments (not title page), double spaced} should be organized in the following sections. For the report, use both major (bolded) and minor (italicized) subheads provided. **Follow the exact outline I've provided below, which is very similar to the format followed in the journal articles you're referencing. Write in the same style as a journal article.**

On the title page, include title, team leader, team members, CCPA 2375, and July A Term 2019. Staple (upper left corner) or spiral-bind the entire manuscript. Use **precise** APA reference style throughout. **Provide a source for every reference used, both in-text and in References. Omission of proper citations/references constitutes academic dishonesty.**

Abstract (5 points): The abstract follows the title page and stands alone on a page. This is a 100-word description of the purpose of your study and its major findings. Think of it as an executive summary written in layman's terms. This summary should entice someone to read more.

Introduction (10 points): Use these subheads to briefly describe the rationale and the importance (to both academic and professional audiences) of your study: *Purpose of the Study* and *Significance of the Research*.

Literature Review (20 points): Under *Review of Related Literature*, discuss information gathered from at least six sources (three of which must be scholarly journal articles) that relate to your research topic. What have others interested in similar areas found, wrote, or theorized about your area of research? Be sure to review the format of lit reviews in the journal articles you use. That is, the lit review is *not* a list of article titles and summaries but rather an integrated narrative of prior research, organized by topics, in APA style. Cite authors and years of publication (per APA Style), not article titles, in this section. You're providing background for the *Research Questions/Hypotheses* at the end of this section, in which you transition from the literature review to the focus of your study (i.e., your team's list of research questions and/or hypotheses from your Data Management Plan).

Method (20 points): In this section, use the subheads *Research Participants* and *Research Procedures* to explain how you selected and gathered responses from the participants in your study. Provide demographics to describe your research participants. Under *Survey Instrument*, discuss the variables in your research questions/hypotheses and the survey questions you used to measure each of those variables. Note: Do not include your Data Management Plan in the body of the paper. You should explain that a focus group was conducted prior to the survey, but you do not need to discuss the focus group results in detail again. Write this section of the paper so that someone who wanted to repeat your study could do so using the step-by-step explanations you provide.

Results (20 points): Here, you will repeat each research question/hypothesis (using RQ₁, H₁, etc.) from your DMP, explaining the statistical analysis you conducted and the results you obtained for each. In other words, walk the reader through your DMP for this section. Consult Field and/or class notes to make sure your reporting format is correct. After your statistical analysis, provide a straightforward answer to each research question and note whether or not each hypothesis was supported before moving on to the next research question/hypothesis. Stick to formal reporting formats for an audience who understands statistics, just like you did in your homework assignments. Period. You'll *discuss* your findings in the next section.

Discussion (10 points): I like to think of this section as one written for someone who knows absolutely nothing about statistical analysis. In this part of your paper, use layman's terms to discuss what your findings related to each H/RQ mean for communication professionals and scholars under *Significance of Findings*. Explain how your findings complement, contradict, or expand information from your literature sources. Under *Limitations of the Study*, discuss the drawbacks of your research in regard to your ability to generalize findings, whether you met parametric assumptions for your statistical tests, any threats to validity and reliability (e.g., researcher bias/error, multicollinearity in your multiple regression), etc. Be candid and thorough – there are flaws in *every* study. In *Suggestions for Future Research*, provide ideas for future research that should be conducted in your area of interest.

References (10 points): Follow APA style **precisely** to list all literature sources used in your paper. Be sure every source used in the paper is listed in References. No source should be listed in References if it was not used in the paper. Note: I have found that automatic APA reference "generators" or so-called APA references provided with articles are not at all reliable. Check every reference detail yourself, and preserve your points!

Attachments (5 points): Attach a blank copy of your survey and your Data Management Plan.

Hint: Make sure that your final research report flows smoothly from one section to the next. It's fine if different people write different sections, but the final product can end up choppy and ineffective without in-depth proofreading and editing. Edit closely – errors in word choice, grammar, and/or punctuation will result in lost points.

Peer Evaluations: See guidelines that follow.

Late reports will not be accepted and will receive a grade of 0. Save and print as needed to protect your hard work! Do not risk your grade by waiting just before class to print your report. 😊

STEP 4: Team Leader Presentations
Due: Monday, July 22

Team leaders will each have approximately 15 minutes (to be finalized based on number of teams) to present their team's findings to the class, using PowerPoint.

Your **PowerPoint presentation slides** will be organized as follows:

- **Cover slide** with team's project title, team leader name, and team members' names.
- A **Research Focus** slide of what your team investigated in brief bullet point format.
- **Description of your survey sample**, using descriptive statistics (e.g., mean age, % split b/w genders – means for scale data, percentages for nominal/ordinal data, in order from largest to smallest).
- **Findings from each survey question except those** already covered in your sample description. Use percentages for nominal/ordinal data and means for scale data. Where applicable, be sure to explain what the values of your scales indicate, e.g., 5 is strongly agree, 100 is most important, etc. The slide title should be the major takeaway from the data presented, e.g., College Students Get their News from Twitter. Report values from largest to smallest.
- **Address each RQ and H** in turn, using specific guidance below. Generally speaking, you will state the hypothesis or research question (H_1 : ____ or RQ_1 : ____), and then provide 1) which stat was run, 2) which survey questions were used, and 3) results of your statistical analysis. Ideally, each RQ or H should require one slide.
- **Provide the following details when reporting your statistical results *in layman's terms* so that an audience not familiar with statistics can understand your findings. Keep it brief and simple in your presentation slides, as follows.**
 - **Correlation Slide Contents:**
 - H or RQ fully stated as slide title (with subscript number, e.g., H_1)
 - Correlation Analysis
 - Data Sources
 - Using bullets, include the exact survey Qs wording here. Do not use variable names or survey Q numbers.
 - Results
 - Max 2 bullets – did you find a statistically significant relationship? If so, what's the effect size? Is it positive or inverse? And, what do your results tell us in layman's terms? Do not include recommendations here – they come at the end.

- Do not report coefficients, p values, or the type of correlation run.
- **T-Test Slide Contents:**
 - H or RQ fully stated as slide title (with subscript number, e.g., H_1)
 - T-Test Analysis
 - Data Sources
 - Using bullets, include the exact survey Q wording here. Do not use variable name or survey Q number.
 - Report the mean for each group studied.
 - Results
 - Max 2 bullets – did you find a statistically significant difference between the two groups? If so, in which direction? And, what do your results tell us in layman’s terms? Do not include recommendations here – they come at the end.
 - Do not report t, df, or p values, or the type of t-test run.
- **Scale Reliability Slide Contents:**
 - H or RQ fully stated as slide title (with subscript number, e.g., H_1)
 - Scale Reliability Analysis
 - Data Sources
 - Using bullets, provide the survey Q and then a summary term for each item in the scale (e.g., Please indicate your level of agreement with the following (Scale 1-5): Twitter, Facebook, Instagram, Snapchat). Do not use obscure variable names or survey Q numbers.
 - Results
 - Max 2 bullets – did these items collectively form a reliable scale? If so, what does your interpretation of the super variable mean (do not include the term “super variable” or any of its details) tell you about how respondents reacted overall – in layman’s terms – to the scale measure? If you don’t have a reliable scale, comment briefly as to why. Do not include recommendations here – they come at the end.
 - Do not report Cronbach’s alpha or any super variable stats.
- **Multiple Regression Slide Contents:**
 - H or RQ fully stated as slide title (with subscript number, e.g., H_1)
 - Multiple Regression Analysis
 - Data Sources
 - Outcome Variable: Insert exact survey Q wording here. Do not use variable name or survey Q number.
 - Predictor Variables: Insert a summary term for each IV (e.g., GPA, Year in School, and Scale Variable for Confidence). Do not use obscure variable names or survey Q numbers.
 - Results
 - Max 2 bullets – what percentage of the variance in your outcome variable is explained by the model? Which IVs are statistically significant predictors of your DV? If regression is not an appropriate fit for the model, your reporting is

limited to saying just that. Do not include recommendations here – they come at the end.

- Do not report beta, p, or F values. Do not use the terms IV and DV.

○ **Recommendations Slide Contents:**

- Use Recommendations as your slide title.
- Using bullets, provide four specific communication strategy recommendations based on your findings. A good approach is to provide one recommendation from each of the four models. Absolutely no stat language here – instead, what, exactly, needs to be done from a communication perspective based on your findings?
- Begin each bullet with a verb to inform the client *what to do*.
- Keep recommendations high level, e.g., Promote the benefits of... vs. Design a brochure and website to promote the benefits of... Stick to what your data tell you. Don't recommend brochures and websites unless you specifically tested their effectiveness in your study.
- This is the last slide in your deck – do not include an Any Questions? or Thank You slide.

Failure of the team leader (or his/her designee, in an emergency) to conduct this presentation on July 22 will result in a 10-point reduction in the team project grade.

PEER EVALUATION FORM

Each student is required to complete a copy of this form to **individually and confidentially** evaluate the contribution made by each of his/her fellow team members at the conclusion of the Team Project. That is, a student on a team of five members will turn in four separate team evaluation forms: one for each team member, excluding himself/herself. **Make hard copies of this one-page, one-sided form and complete by hand – do not recreate form or type responses. Do not staple forms together.**

The required number of team evaluation forms must be hand-delivered to Dr. Duhé in a sealed envelope (with only the student's name printed on front) in class on Monday, July 22. Neither early nor late submittals will be accepted. Failing to turn in evaluation forms on time, failing to turn in a form for every team member, or failing to provide written support for each rating will result in a letter-grade reduction of the student's peer evaluation grade on the Team Research Project. Students who would like to receive an overall synopsis of how their performance was perceived by their teammates should also include a self-addressed, stamped envelope inside their sealed envelope. To protect the identity of team members, Dr. Duhé will summarize/paraphrase team input without any reference to the source of the comments.

THESE EVALUATIONS ARE TO BE COMPLETED INDIVIDUALLY AND NOT DISCUSSED AS A TEAM OR WITH ANY OTHER STUDENT.

Name of team member completing form: _____

Name of team member being evaluated: _____

Rate the team member's performance in each of the following categories (each equally weighed), using the following scale and providing supporting comments for each rating:

5 - Excellent 4 - Very good 3 - Average 2 - Fair 1 - Poor

Rating for Preparedness: _____

Preparedness is the extent to which a team member "does his/her homework" in preparation for team meetings. A prepared team member arrives ready to work and doesn't use team meeting time to complete tasks that should have been completed beforehand.

Supporting Comments/Examples: _____

Rating for Quality of Individual Input: _____

Quality of individual input is indicated by a team member carrying his/her fair share of the workload and being an active, contributing participant in team discussions. Furthermore, work product produced by the team member reflects completed staff work of high quality (e.g., thorough, proofread, streamlined).

Supporting Comments/Examples: _____

Rating for Contribution to Teamwork: _____

Productive contribution to teamwork is indicated by the extent to which a team member assists the team in fulfilling its objectives and helping to create the best outcome possible. It does not mean, however, that the team member must always agree with the group. A team member can make beneficial contributions to the group by effectively playing the role of "devil's advocate" to test the validity and appropriateness of ideas.

Supporting Comments/Examples: _____

Rating for Reliability: _____

A reliable team member meets his/her commitments to the team on time, demonstrating an appreciation and respect for other members' time and commitments and the overall objectives of the team.

Supporting Comments/Examples: _____

Please place any additional comments on the back of this page.