

Quantitative Inquiry in Communication

COMM 2110

Autumn Quarter 2022 – Mon/Wed 12:00-1:50 PM
Sturm Hall 492

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WELCOME TO COMM 2110

I am *so* excited to have you in class. Beyond the course goals seen below, my hope is that this course draws you into intellectual engagement about how we can be critical and ethical consumers of statistics and research, how we can ask particular kinds of questions, and what kind of support will help us make specific kinds of claims. Although it may not appear as real-world applicable as some other courses, I hope you quickly see how research is *all around us*, and many things in our work and personal lives are based on findings from other's research. SO, this has a huge impact in our daily lives. Ultimately, I hope this course provides more than mere head knowledge, but *actually impacts your life for the better*.

To achieve that purpose, this course will utilize readings and videos, discussions, mini-lectures, labs and activities to help you engage with critical questions and challenges in qualitative inquiry, helping you understand key theoretical concepts and apply these in various contexts.

Here's what I hope you'll learn (Course Goals)

Ultimately, this course aims to equip you with knowledge and skills that allow you to critically assess and consume research, design research, and perform basic statistical tests. In line with this overarching aim, the following goals are central to this course.

1. Understand and distinguish types of research, including how research questions, claims, and data sources align
2. Critically evaluate claims based on quantitative statistical research
3. Evaluate and assess research design, including sampling, data, and instrumentation
4. Choose the appropriate statistical tests based on a given research question
5. Interpret the results of statistical analysis

REQUIRED READING AND RESOURCES

There is no required textbook for this course. However, before each class you will have assigned readings, videos, or other resources to help you prepare for our content together. All resources will be posted to Canvas.

COVID Requirements

In line with University policy, we will continue to adhere to COVID recommendations based on our current Alert Level. We will discuss current COVID requirements, if any, on the first day of class. Any changes throughout the quarter will also be discussed. As with everything, *please do not hesitate to reach out with any question or concerns*.

MUTUAL COMMITMENTS

My commitments to you

- *Passionate and Prepared Teaching* – Teaching and mentoring students is my greatest passion, and I believe the classroom is a sacred space for growth, learning, and relationship. You can *always* expect me to be prepared and passionate.
- *Committed to your Learning* – I do not see my role as teacher as simply giving out information; rather, we partner together to create a rich learning environment. I am committed to challenging you to think through difficult questions, take ownership of your learning, and grow as people.
- *Inclusive* – Education can only be successful when everyone is included. I commit to creating an open, dialogic space where all voices are invited and welcomed, and I have worked to create a course structure that represents our students and allows flexibility. I know I may miss the mark at times, and I sincerely invite your feedback or suggestions if there are other ways we can work together to make our time together more inclusive.
- *Authenticity and Availability* – Relationships are the bedrock of great learning, and I believe a critical part of great relationships is to be open and authentic with you all. This also means being available to you outside of class, through office hours, “Friday Hangouts,” coffee and meals together. Please don’t hesitate to ever reach out, either about the course or to talk about life, ideas, or any other topics of interest.
- *Accommodating and Flexible* – In my commitment to your individual learning, you can always expect me to accommodate when possible. If you cannot make my assigned office hours, let me know and I will make another time work. Additionally, I get that life happens. If something major is going on in your life, let me know so we can discuss if assignment dates need to be adjusted or other ways I can support you.
- *Prompt Feedback* – Timely feedback is essential for good student learning. As such, you can always expect me to get you feedback in a timely manner. Except for unforeseen circumstances, all feedback will be received within a week. If you need feedback more quickly, please talk to me ahead of time.

Commitments I Ask of You

- *Take ownership of learning* – Learning is not something done “to you,” but a collaborative and constructive process. Take ownership of your learning in this course and throughout your college experience. Great learning can only occur when *you* commit.
- *Offer your Perspective* – An essential part of this course is the collaborative nature of class discussion. Speak up and participate. Take risks and test big ideas. And offer your experiences, as you *all* have unique experiences. I know people have varying comfort levels with this, so reach out if you’re concerned about this and we can work together.
- *Engage in Inclusive and Respectful Dialogue* – If we are to encourage everyone to offer their perspective, this requires that we develop an open, inclusive, and respectful space for dialogue. Dialogue and debate are essential when wrestling with ideas, but we must also do so in a way that honors the *people* in the room. Criticize ideas, but not *people*.
- *Come prepared* – Great discussion can only happen when students are prepared, having done all readings and assignments thoroughly. In the same way I hope you hold me accountable to coming prepared to class, I ask you to consider the negative impact lack of preparation will have on your ability to learn well, in this class and beyond.

HOW WILL WE ASSESS OUR PROGRESS?

In any course, it is important for us to assess the quality of our learning as we go. All activities and assignments are meant to support your learning and to assess the quality and progress of your learning toward our learning outcomes. The following is an outline of how we'll accomplish this.

“Design a Study” Reports – two-part assignment

The purpose of research is to try to answer a question of importance in a thoughtful and rigorous way. In this two-part assignment, you will go through this process as you apply course content to *Design* the basics of your own research study. Across the two reports, you'll identify a topic important to you, consider what you already know about the topic, craft research questions, consider different ways to approach those questions, and move towards effectively research design that will support the claims you hope to make. Each report will come with a guide of questions to answer, and you can fill this out as we move through content in the first half of the quarter.

More details and instructions will be discussed in class and available on Canvas.

Midterm Exam

A critical part of higher-order thinking is mastery and application of concepts and ideas. As such, exams are meant to assess your understanding of key concepts and give you opportunity to use these concepts to analyze more complex challenges and ideas.

Exams will draw from the course readings and material, as well as the discussions, lectures, and activities in class. Generally, exams consist of multiple choice, short-answer, and essay-based questions, all of which give you an opportunity to showcase your knowledge and apply course concepts.

Exam format will be discussed in class, and a study guide will be distributed at least 1 week before the Exam.

Statistical Test Write-Ups (Labs)

A critical part of quantitative research is appropriately applying statistical tests and reporting the results of those tests accurately. For each statistical test we do, and in conjunction with our in-class lab, you will write a report that summarizes use of this statistical test and its reporting. There will be four different “write-ups” for different statistical tests that we will do.

More details and instructions will be discussed in class and available on Canvas.

Minute Theses and In-Class Activities

Research on learning and retention suggests that short, minute write-ups at the end of class are extremely helpful in locking in concepts and making connections to previous knowledge alongside in-class applied activities. Additionally, both provide me a space to seek on-going feedback on how class is going and assess if we are using our time effectively to support your learning.

These will be given in-class randomly throughout the semester and are graded for completion. At the end of the semester, your total will be divided by the number given for your grade.

GRADE BREAKDOWN

“Design a Study” Reports -----	300 pts
Report 1 -----	125 pts
Report 2 -----	175 pts
Midterm Exam -----	225 pts
3 Statistical Test Write-Ups (125 pts each) -----	375 pts
Minute Theses and In-Class Activities -----	100 pts
Total Points Possible: 1000 pts.	

Grade Concerns and Discussion

This course utilizes the 24/7 rule in addressing student concerns over grades. When given a grade (for a paper, exam, etc) the student should wait 24 hours before contacting the professor. This 24-hour period gives time to process, calm down, and jot notes about *specifically* why they are concerned with their grade. Then, they may contact the professor to discuss grades. The 7 designates that no grades shall be discussed *after* 7 days from when the grade was assessed. As the semester progresses forward, it is simply too challenging to remember back beyond 7 days to accurately assess if grades should be adjusted. Instructor always retains the right to add or subtract points if they feel appropriate in the situation.

Assignment Due Dates

Whenever designated on the syllabus, assignments are to be turned in by *midnight* of the day assigned.

COURSE SCHEDULE

Date	Topic(s)	Class Prep	Assignments
Module 1 – Understanding Research			
M 9/12	Introductions; Creating a Great Learning Environment; What is Research?	***Almost every week, you will have things to do on Canvas. Please check it before each class	
W 9/14	Research as Argument – Questions, Claims, and Warranting Data	Canvas	
M 9/19	Paradigms and Philosophy – Oh My!	Canvas	
W 9/21	Rules of the Game: Aligning RQ's, Paradigms, and Research Claims	Canvas	
Module 2 – Designing and Warranting Quantitative Research			
M 9/26	Research Design and Claim-Making	Canvas	
W 9/28	Research Design and Claim-Making 2; Research Ethics	Canvas	
M 10/3	Measurement and Scale Construction	Canvas	Design Report 1
W 10/5	Experimental Research	Canvas	
M 10/10	Survey Research	Canvas	
W 10/12	Midterm Exam	none	Midterm Exam
Module 3 – Performing and Interpreting Statistical Research			
M 10/17	Descriptive Statistics	Canvas	
W 10/19	Descriptive Statistics Lab; SPSS	LAB	
M 10/24	Hypothesis Testing and Inferential Statistics	Canvas	
W 10/26	Chi Square	Canvas	Design Report 2
M 10/31	Chi Square	LAB	
W 11/2	<i>t</i> -test	Canvas	Write-Up 1
M 11/7	<i>t</i> -test	LAB	
W 11/9	Correlation and Regression	Canvas	Write-Up 2
M 11/14	Correlation and Regression	LAB	
W 11/16	No Class – Cris @ conference		
M 11/21	FINAL EXAM WEEK!		Write-Up 3

University Policies

Students with Disabilities

This course provides accommodation for all students with documented disabilities. If you would like to explore an accommodation, please reach out to the Disability Services Program (DSP) at their website: <http://www.du.edu/disability/dsp>

Academic Misconduct:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism and may be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. *See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.*

University Honor Code

All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, faculty, staff, and administrators as members of the University community. Visit [The Office of Student Rights & Responsibilities](#) for more information

Our institutional values are defined as:

Integrity: acting in an honest and ethical manner

Respect: honoring differences in people, ideas, and opinions

Responsibility: accepting ownership for one's own conduct.

Religious Accommodation Policy

This course provides religious accommodation for all students. For full details, including request process, visit the [Religious and Spiritual Life web page](#).

Mental Health and Wellness

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. You can seek confidential mental health services available on campus in the [Health & Counseling Center \(HCC\)](#) and [My Student Support System \(My SSP\)](#). Another helpful campus office is [Student Outreach & Support \(SOS\)](#), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about yourself and/or one of your peers you can send a SOS referral.

TITLE IX

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. [The Center for Advocacy, Prevention and Empowerment \(CAPE\)](#) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

DU Writing Center

The Writing Center provides writing support for undergraduate and graduate students at all levels, on all kinds of projects, and at any stage of the process: from generating ideas to learning new editing strategies. Consultants take a collaborative approach, working with you to help you develop your writing in light of your specific goals and assignments. To make an appointment for a free, 45-minute consultation, call 303-871-7456 or go to MyWeb > Student > Writing Center. Visit our website (www.du.edu/writing/writingcenter/) for hours and additional information.

Student Athletes

If you are a student athlete, you should inform me of any class days to be missed due to DU sponsored varsity athletic events in which you are participating. Please provide me with an absence policy form by the end of the first week of class. You will need to make up any missed lectures, assignments, and/or exams.

FERPA and Privacy

The University of Denver is committed to the safeguarding and accurate maintenance of student records. The Family Educational Rights and Privacy Act (FERPA) of 1974 provides students with a number of rights regarding their educational records. The University of Denver will not release student records without the written consent of the student. For more information, please see the Notification to Students of Educational Records and Student Information Rights and Policies or contact the Office of the Registrar at 303.871.4300 or registrar@du.edu.

COURSE POLICIES

Though I do not love the idea of policies, they are helpful to articulate what we know is most helpful in creating a rich, dynamic learning environment and the best overall learning experience. Policies here are meant to be clear and fair for all; please read these policies carefully so that you know the expectations I have.

Attendance

I believe it is important to treat you as the adults that you are, so I do not take attendance. That said, attendance is important not only in your own learning, but in contributing your perspective to the learning experience of others. Additionally, some in-class activities are graded, so missing those will impact your grade negatively.

Due to the ongoing threat of COVID 19, please do not attend class if...

1. You are feeling sick
2. You've been exposed to someone who may have COVID-19

In the above instances, please reach out to me so we can make sure you get course materials effectively.

Absences

Attendance is not required. However, if you know in advance you will miss class or have an emergency, please reach out to me. I can help you make sure you know the material expected of you, and we can arrange a make-up activity if the day you missed was an activity day.

Late Assignments

I take late assignments seriously, and I also know that life happens. As such, all assignments are due on the date listed on the syllabus unless there is a life or medical emergency (documentation typically required). Please let me know in advance if possible. Late work that is simply late will be assessed 15% off if late. After 3 days of being late, the assignment will only receive half credit. After 7 days, the work will not be accepted. *Additionally, I know that technical problems can occur, but please make efforts to submit early. If technical problems arise (i.e. cannot upload), please email copy and try to upload again next day.*