Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS
DEPARTMENT OF COMMUNICATION STUDIES

COM 702: Communication Research: Quantitative Methodologies

Instructor: Dr. William J. Brown
Office Hours: Tue. 10:00-noon and Wed. 2:30-5:30 p.m., and by appointment
Phone: 757-352-4216 (appointments can be set with Suzanne Morton)

COURSE DESCRIPTION

COM 702 is one of three doctoral level research courses offered by the School of Communication and the Arts at Regent University. Doctoral students in communication are required to take all three research courses. Those who intend on using quantitative methods in their doctoral dissertation are encouraged to take this course in the first semester of their program. COM 702 is also open to all doctoral students across the university and to masters’ degree students with an appropriate background with permission from the instructor. The course is designed to provide knowledge of social science research methods and statistical analysis. An online prerequisite tutorial in research methods is strongly recommended for all students who have not had at least one quantitative research methods course at the graduate level.

RATIONALE/COURSE OVERVIEW

COM 702 is a doctoral course specifically designed for doctoral students. However, it may be taken by masters’ degree students with permission from the instructor. This course enables students to develop their scholarly communication research and writing skills and to develop knowledge of analyzing quantitative data with a variety of statistical techniques. The course also provides opportunities for students to design and conduct original social scientific research.

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
CHRISTIAN PERSPECTIVE

Our philosophy on the integration of faith and learning is substantively informed by the ideas in two books we have found particularly influential in our own development as Christians and communication scholars.

Mark Noll’s *The Scandal of the Evangelical Mind* (1994) is an eloquent call for Christians to honor God more fully by practicing a “more responsible intellectual existence.” “The scandal of the evangelical mind,” he declared, “is that there is not much of an evangelical mind.” In my view, distinctly Christian higher education—particularly *graduate* education—is important in large part to help counteract this unfortunate tradition of anti-intellectualism in American evangelical Christianity. One need not—and should not—check one's brain at the proverbial door in order to exercise and grow in the faith. The Christian faith is eminently strong as a philosophical system and is profoundly “reasonable,” and we Christians—individually and communally—need to witness to this more faithfully in the ways we examine our lives, in the ways in which we think, and the ways in which we engage our culture.

George Marsden’s *The Outrageous Idea of Christian Scholarship* (1997) is a powerful exposition of the ways in which integrating faith and scholarship is beneficial not only for growing in and witnessing to religious faith, but also for enriching the academy and the world of ideas. Faith-based (particularly evangelical Christian) perspectives can augment academic study not only by suggesting particular and understudied subjects and novel ways of studying them, but also by correcting for the ideological and methodological biases that exist in secular academic culture. By working hard at cultivating our thinking and our scholarship from a distinctly Christian worldview, we will not only enrich our own faith and allow us to present it more compellingly to others, but we also will enrich the world of ideas.

The mission of the School of Communication and the arts is to provide Christian communication professionals and aspiring scholars with graduate level knowledge of communication from a biblical perspective. In this course we will read and discuss the activities of social scientists within the context of Christian thought and action. We will specifically discuss:

1. The biblical foundation for social science theory and research.
2. The application of social science research to fulfill the God-given responsibilities of Christians.
3. The application of social science research to fulfill the mission of the church.

PREREQUISITES

Students must have been admitted into the doctoral program or must have permission from the instructor.
DEPARTMENTAL PROGRAM OUTCOMES

1. Christian Worldview - Students will formulate their own Christian worldview as communication scholars working with social science methodologies.
2. Academics - Students will evaluate and critique their own research and writing skills and will learn how to competently conduct social scientific research.
3. Christian Community - Students will contribute to Christian community at Regent University through their interactions with other Regent University students, faculty and staff.
4. Mission Impact - Students will conduct research and writing projects that contribute to our knowledge of human communication.

COURSE OUTCOMES

Students who successfully complete this course (grade C or higher) will be able to:

1. Demonstrate knowledge of the characteristics of social science research.
2. Give a detailed report on a process of measurement.
3. Critique a research design from a published article (specified by the instructors).
4. Write a research proposal for a study that can be carried out.
5. Use one or more quantitative research instruments to collect data.
6. Outline procedures for computing descriptive statistics from a data set
7. Provide skills for using a statistical computer program to compute common statistical tests on a data set, including both parametric and non-parametric statistics
8. Outline procedures for conducting statistical tests in hypothetical deductive research
9. Conduct statistical analyses of quantitative data on a computer.
10. Demonstrate understanding of report writing and the publication process for social science research and the process for presenting research at academic conferences.

COURSE MATERIALS

There are three required textbooks and three recommended books and one required computer program (SPSS) for this course. Articles to read may also be posted on Blackboard.

Required Books

- **SPSS pc GRADPAK** version 17.0 or higher. (Note: Do not buy the "student version" which does not have all the modules you will need).
Recommended Books:


**COURSE REQUIREMENTS AND ASSIGNMENTS**

The class assignments will consist of reading assignments given to you by your professor-advisor, on-line discussion assignments, lab assignments and written work. These assignments are provided below and also will be posted later during the semester on Blackboard.

**Class Participation.** The key indicator of learning is question asking. Each student is expected to regularly engage in on-line discussions each week about the content material in the assigned reading. It is very important to read the assigned readings before class so you can ask relevant questions and provide answers to the weekly discussion questions.

**Labs.** Each student is to complete the 9 SPSS labs and one SAS lab tutorial. Labs will be graded on basis of 30 pts per lab.

**Research Paper.** Rationale: The central idea is for the student to demonstrate learning by conducting an actual quantitative research study. Assignment: Produce a detailed and methodologically complete quantitative study. See the APA Style manual for suggestions for research report content. The study should clearly proceed "logically" from statement of the problem through the review of literature and derivation of research questions and/or hypotheses to the specific sample and methods selected. Appendices should contain actual materials (questionnaire, coding sheets, training materials, transcripts, etc.) and your paper should provide appropriate figures and tables. Please note that while the emphasis on this assignment is upon methods, the quality of the review of literature and rationale for research questions and/or hypotheses is essential to being able to construct a quality methods section. Paper Length: The written research reports are not gauged by length but by thoroughness and inclusiveness. Maximum length of text (i.e., before references and appendices) is 20 pages. Style: The APA style manual (fifth edition) is to be rigorously followed and will be a basis of evaluation.

**Research Paper Requirements and Grading:** Each research paper should include an introduction and rationale for doing the study, a review of literature, specific research questions and/or hypotheses, a proposed methodology, including presentation of research instruments, appropriate statistical tests for analyzing the data and reporting the research results, and a discussion section. The format follows that of published quantitative studies in academic journals. Grading for this assignment will be determined as follows: 10% introduction and rationale, 20% review of literature, 10% research questions and/or hypotheses, 30% for methodology, including research
instrument(s) and statistical tests, 10% for discussion, and 20% quality of writing and following APA style manual (5th edition).

ATTENDANCE POLICY
Students are expected to enter their Blackboard discussion forums when assigned and take part in meaningful interactions with the instructor(s) and with other students in the course. On-campus students are expected to participate in on-campus discussion forums with professors and to come prepared to contribute to the forum.

ACADEMIC INTEGRITY
The instructor along with the Regent University community of teachers and scholars upholds the standard of academic integrity. The University will not accept academic dishonesty of any kind (e.g., lying, cheating, defrauding) or plagiarism (e.g., failure to acknowledge indebtedness to another for the source of salient points, presenting the concepts or writings of another as one’s own). In addition to receiving an F on the assignment in question, additional discipline as noted in the Regent University Catalog and student handbook may also be in order. It is the responsibility of students to understand how to properly cite and reference academic papers when referring to or utilizing the academic work of others.

INCOMPLETE GRADES POLICY
Students desiring an incomplete must submit their request to the course instructor and academic dean prior to the end of the term. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. Incompletes require the final approval of the school dean or his/her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar’s Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar’s Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

IN PROGRESS
In Progress grades will not be given in this course. IP grades are only given for independent studies, internships, practica, portfolios, theses and dissertations. An IP is also an appropriate grade for courses in which the completion of course requirements for
EVALUATION AND GRADING

A. Grades and Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class Assignments and Participation</td>
<td>100 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200 pts</td>
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<tr>
<td>Lab Assignments (10 x 30 pts each)</td>
<td>300 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 pts</td>
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<tr>
<td>Research Paper</td>
<td>200 pts</td>
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<tr>
<td><strong>Total points for course</strong></td>
<td>1000 pts</td>
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</tbody>
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B. Grading Scale

- 940 to 1000 points .................... A
- 900 to 939 points ..................... A-
- 870 to 899 points ..................... B+
- 830 to 869 points ..................... B
- 800 to 829 points ..................... B-
- 730 to 769 points ..................... C
- 770 to 799 points ..................... C+
- 700 to 729 points ..................... C-
- 699 points or less .................... F

UNIVERSITY POLICIES AND RESOURCES

Please review the following links for important information on University policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk
- Grading Policies (incompletes, extensions, IPs, etc.) (Regent website)
- Student Course Evaluations (links will be emailed to you at end of course)
- Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disabled students in their classes. [www.regent.edu/admin/stusrv/student_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)
Feedback. Because your education is of great importance to us, we always encourage feedback about the course and about our practices as your instructors. At the end of the semester, you will have an opportunity to provide formal and anonymous feedback about us and about this course. We earnestly hope, though, that you won’t wait until then to let us know if there are particular questions or concerns you have. We want to do as much as I can to help you to think more critically, more humanely, and more Christianly about matters of faith and communication.

Reservation of the right to modify. While we have sought to provide with this syllabus a comprehensive picture of what we’ll be doing this semester and how we’ll be doing it, this syllabus does not contractually define the complete nature or parameters of the course. We reserve the right to add to, cancel, or modify any statement, requirement, assignment, deadline, or other element of this course. In all cases, though, we will seek to do so in as timely and non-disruptive a manner as possible.

Last Updated: 10/25/2011

At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.

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