



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## COMM 5023-101: Introduction to Quantitative Research Methods

### Course Description:

This course introduces students to the study of communication from a social scientific perspective. The course will cover fundamental concepts of quantitative research, research design, as well as data collection and analysis. Prior knowledge of statistics is not required, but some statistics will be covered in the course.

### Class Dates, Location and Hours:

Dates: March 23 – 29, 2020

Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: February 23, 2020

### Site Director:

Email: [apwashington@ou.edu](mailto:apwashington@ou.edu). Phone: 703-418-4800.

### Professor Contact Information:

Course Professor: Elena Bessarabova, PhD

Mailing Address: Department of Communication  
University of Oklahoma  
Norman, OK 73019

Telephone Number: (240) 478-8198 (cell)

Fax Number: (405) 325-7625

E-mail Address: [ebess@ou.edu](mailto:ebess@ou.edu)

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Instructional Materials:

Materials posted on the OU Canvas system: Readings will be uploaded to Canvas prior to class. Access canvas at <https://canavs.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

### Course Objectives:

The main goals of this course are to enable you to understand and critically assess communication and social science research. More specifically, by the end of this course it is expected that you:

- Will understand the core processes involved in social scientific research.
- Will understand the decision-making process that occurs at each step in the research process, and the advantages, compromises, and drawback associated with such decisions.

- Will be able to design and test basic research questions and hypotheses using appropriate statistical procedures.
- Will be able to appreciate and assess critically a social science project.

**Assignments, Grading and Due Dates:**

Day	Topic	Readings due	Assignments due
Mon	Ways of Knowing, Scientific Method, & Theory Development Problems & Hypotheses	Kerlinger & Lee, 2000 (Ch1) Kerlinger & Lee, 2000 (Ch2)	In-class activities
Tue	Constructs, Variables, & Definitions	Kerlinger & Lee, 2000 (Ch3)	In-class activities
Wed	Design of Research: General Considerations	Kerlinger & Lee, 2000 (Ch17-19)	In-class activities
Th	Experimental & Quasi-Experimental Designs	Kerlinger & Lee, 2000 (Ch20, 22)	In-class activities
Fri	Sampling and Introduction to Measurement	Babbie, 2013;	In-class activities
Sat	Intro to Statistics	Field, 2018	In-class activities
Sun	Final exam	N/A	Final exam (one page, front-to-back crib sheet allowed)

**In-class activities (40% of course grade):**

Students are expected to have read the textbook chapters and articles prior to the beginning of the course. Students should take detailed notes of the material in each chapter and bring to class questions they may have about the various concepts explained.

Students are also expected to attend all classes and come to class prepared. A series of exercises/activities and discussion questions will be completed during every class meeting and will count towards students' final grade.

**Research article critique (30% of course grade):**

This assignment asks you to compare two **quantitative** research studies published in a communication or communication-related journal **in the past five years**. The instructor will give examples during class of articles that can work for the purpose of this critique. Your comparison of the articles should first describe the two studies, and then compare their strengths and weaknesses, based on the criteria discussed throughout the course.

The paper should be between 10 and 12 pages (excluding the cover page and references) and follow APA 6<sup>th</sup> edition in respect to formatting, writing, and citations.

The paper should be submitted electronically on Canvas under the Research critiques assignment no later than the date specified. Late assignments may incur a grade deduction, at the instructor's discretion. The instructor will return feedback electronically via Canvas.

Papers will be graded based on their content, structure, and writing. Further details about how to write a successful research critique will be discussed in class.

**Final Examination (30% of course grade):**

The final examination will take place during the last class session. Exam questions will be drawn from the required texts from the course, lectures, class discussions, and exercises/activities. Students are allowed to have a one-page (8.5" x 11") front-to-back crib sheet for the exam.

**Grading:**

This is a letter-graded course: A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%), or F (<60%).

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of Grade</b>
Attendance and participation	All class sessions	40%
Final exam	March, 29	30%
Research critique	April, 19	30%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

Elena Bessarabova, Ph.D.

### Education

- 2010 – Ph. D. in Communication from the University of Maryland at College Park
- 2004 – M. A. in Organizational Communication from the University of Texas at Austin
- 1998 – B. A. with Honors in Linguistics and Education from Kuban State University (Krasnodar, Russia)

### Current Positions

- Associate Professor, University of Oklahoma, Norman, OK
- Advanced Programs professor since 2010

### Frequently Taught Advanced Programs Courses

- COMM 6433 Seminar in Intercultural Communication
- COMM 5253 Cross-Cultural Communication: Theory and Research
- COMM 5393 Risk Assessment and Communication

### Major Areas of Teaching and Research Interest

My research program is within the areas of social influence and intercultural research. Within social influence, I am interested in the effects of discrepancy, emotion and resistance on risk perception and message-processing. In the realm of intercultural communication, I am interested in cross-cultural differences in information integration regarding risk. I also study credibility assessment, in particular, how culture informs the differences in verbal and nonverbal cues that might be associated with deception.

### Representative Publications and Presentations

- **Bessarabova, E.**, Miller, C. H., & Russell, J. (2017). A further exploration of the effects of restoration postscripts on reactance. *Western Journal of Communication*, 81, 362-384. doi:10.1080/10570314.2016.1254815
- **Bessarabova, E.**, Piercy, C., King, S., Vincent, C., Dunbar, N. E., Burgoon, J. K., Miller, C. H., Jensen, M., Elkins, A., Wilson, D., Wilson, S. N., & Lee, Y.-H. (2016). Mitigating bias blind spot via a serious video game. *Computers in Human Behavior*, 62, 452-466. doi:10.1016/j.chb.2016.03.089
- **Bessarabova, E.**, Turner, M. M., Fink, E. L., & Blustein, N. B. (2015). “You ain’t guiltin’ me into nothin’”: Extending the theory of reactance to guilt appeals. *Zeitschrift für Psychologie: New Directions in Reactance Theory*, 223. Retrieved from <http://www.hogrefe.com/periodicals/zeitschrift-fuer-psychologie/>
- **Bessarabova, E.** (2014). In-group favoritism and deception: A comparison of Russian and American cultures. *International Journal of Intercultural Relations*, 39, 9-21. doi:10.1016/j.ijintrel.2013.09.001
- **Bessarabova, E.**, Fink, E. L., & Turner, M. (2013). Reactance, restoration, and cognitive structures: Comparative statics. *Human Communication Research*, 39, 339-364. doi: 10.1111/hcre.12007
- Jensen, M. L., **Bessarabova, E.**, Adame, B., Burgoon, J. K., & Slowik, S. (2011). The influence of dominance, question type, and guilty verdict on linguistic features associated with deception: An examination of criminal interviews. *Journal of Language and Social Psychology*, 30, 357-375. doi: 10.1177/0261927X11416201
- Orehek, E., **Bessarabova, E.**, Chen, X., & Kruglanski, A. W. (2011). Positive affect as informational feedback in goal pursuit. *Motivation and Emotion*, 35, 44-51.

### Major Professional Affiliations

- International Communication Association
- National Communication Association