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QUANTITATIVE RESEARCH METHODS
COM 5023.001 (24760) – Spring 2010
Monday 5:30-8:15, MB 0.326
The University of Texas at San Antonio

Instructor: H. Paul LeBlanc III, PhD
Office: MB 2.248D
Phone: 458-7724

OFFICE HOURS:
Mondays, 4:00-5:15, or by appointment

COURSE OVERVIEW
This course facilitates understanding of the major approaches to quantitative empirical research in communication. In this graduate-level seminar, emphasis will be placed on design, measurement and analysis of quantitative data. Assignments will include evaluation of empirical research, application of statistical techniques, and use of data analysis software including SPSS, JMP 8, and Microsoft Excel. This course is required of all Communication Master's students.

LEARNING OBJECTIVES
Successful students, by the end of the semester, should:

• Understand fundamental elements of quantitative research design.
• Articulate research questions and select the most appropriate methods for answering these questions.
• Master quantitative data manipulation using computer applications.

Class time will be organized around discussing appropriate methods for given types of research questions and hypotheses, applying statistical methods, analyzing results, and making statistical inferences. The course will utilize Blackboard CE 8 to foster discussion, administer assignments and distribute course materials. A selection of articles and worksheets will be placed on Blackboard for course use. You will need a scientific calculator such as the Texas Instruments TI-30 or equivalent.

TEXTS

COURSE POLICIES
Cheating, plagiarism and collusion will not be tolerated. All work submitted must be the original work of the student. The penalty for plagiarism, cheating or collusion may include failing the assignment, failing the course, or expulsion from the University depending on the severity of the infraction.

Students are expected to attend class. Students who may miss an examination or assignment deadline due to an authorized University activity should make arrangements to complete the assignment in advance, including approval from the student's Dean.
Late assignments or examinations will not be accepted. Students are expected to take examinations and turn in assignments at the scheduled time.

Course requirements must be fulfilled in order to successfully pass the course. Incompletes will be given only in very limited cases and only when they meet the Policy for Incompletes on file in the Department of Communication office, as well as the University requirements for Incompletes.

The Americans with Disabilities Act and the Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require special accommodations, please contact a coordinator at the Office of Disability Services (MS 2.03.18, 210-458-4157) so that such accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.

Please see the University's Student Code of Conduct, the Information Guide, or the Handbook of Operating Procedures for information regarding these policies.

Graded Assignments

Several graded assignments, four quizzes and two exams will be utilized to assess student learning, including:

- **Descriptions** (5% each)
  Students will be expected to complete several short assignments involving the framing of research topics that can be appropriately investigated using quantitative methods.

- **Calculations** (5% each)
  Students will be expected to complete several short assignments involving mathematical calculations utilizing data provided by the instructor. Assignments will involve the use of computer software, as well as interpretation of statistical results.

- **Quizzes** (5% each)
  Students will be assessed on their knowledge and skills regarding material covered in class four times during the semester. Each quiz will cover material from a previous or current unit.

- **Midterm Exam** (15%)
  Approximately midway through the course, students will be evaluated on knowledge of course material through examination. It will cover material from Unit I - introduction to statistical techniques, and Unit II - descriptive statistics. The midterm exam will be short answer and essay in nature.

- **Final exam** (15%)
  During the final exam period, students will be evaluated on knowledge of course material through examination. It will cover material from the first half of the semester, but will focus on Unit III - inferential statistics, and Unit IV - nonparametric statistics. The final exam will be short answer and essay in nature.

All written assignments must conform to the requirements of the Publication Manual of the American Psychological Association (5th ed.). Assignments will be assessed based on compliance with these requirements as well as ability to follow instructions as specified in class and through Blackboard.
**Grading Policies**

- **Descriptions** (50 pts. each)  
  900 - 1000: A
- **Calculations** (50 pts. each)  
  800 - 899: B
- **Quizzes** (50 pts. each)  
  700 - 799: C
- **Midterm examination** (150 pts.)  
  600 - 699: D
- **Final examination** (150 pts.)  
  BELOW 600: F

Grades are earned and will be calculated on a cumulative scale. Grades can be calculated by dividing the raw score of the assignment by the total points possible for the assignment. Grades are calculated using a 1000-point scale. For example, if the total number of points that can be achieved on an assignment is 50, then that assignment is worth 5% of the final grade. The final exam is worth 150 points. Therefore, a raw score of 128 on the final exam is 12.8% of the final grade. Extra credit will not be assigned for any student due to poor performance or missed assignment. **Grades are not rounded.** You may obtain your current grade for assignments in Blackboard for this course.

**Grading Rationale**

A Exceptionally well-prepared completion of assignment indicating effort, individualized style, and impact expected of effective communication.

B Unusually well-prepared completion of assignment indicating original application of course materials and individual imagination distinctly superior to average effort.

C Satisfactory completion of assignment indicating effort normally expected of the majority of students (basic preparation, correct procedure, and disciplined technique.)

D Unsatisfactory completion of assignment indicating technical irregularity, misperceived objectives or methods, unorganized effort, or failure to follow directions.

F Failure to complete assignments during the scheduled time through lack of evident effort.

All students will be expected to follow the instructions as they are presented, meet the grading criteria, and turn in each assignment by the due date in order to earn a "B." As per University regulations, neither the instructor nor the office staff will report grades by telephone, fax or email.

This course is designed to meet the University of Texas at San Antonio’s Quality Enhancement Plan (QEP) which includes four goals for students: (a) enhance quantitative literacy, (b) understand the role of numbers in professional and personal lives, (c) Know how to reason and think using numbers, and (d) use data to make better decisions.
# LIST OF IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>January 15</td>
<td>Final date for adding the course.</td>
</tr>
<tr>
<td>January 18</td>
<td>MLK Jr. Holiday. No class.</td>
</tr>
<tr>
<td>January 19</td>
<td>Assignment 1 due.</td>
</tr>
<tr>
<td>January 26</td>
<td>Assignment 2 due.</td>
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<tr>
<td>January 27</td>
<td>Final date for dropping the course without a “W”.</td>
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<tr>
<td>February 2</td>
<td>Assignment 3 due.</td>
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<tr>
<td>February 9</td>
<td>Assignment 4 due.</td>
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<td>February 16</td>
<td>Assignment 5 due.</td>
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<tr>
<td>February 19</td>
<td>Midterm grades due.</td>
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<td>March 1</td>
<td>Midterm Exam.</td>
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<tr>
<td>March 9</td>
<td>Assignment 6 due.</td>
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<tr>
<td>March 15-19</td>
<td>Spring Break.</td>
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<td>March 22</td>
<td>Final date for dropping course.</td>
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<tr>
<td>March 23</td>
<td>Assignment 7 due.</td>
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<td>March 30</td>
<td>Assignment 8 due.</td>
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<td>April 6</td>
<td>Assignment 9 due.</td>
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<tr>
<td>April 13</td>
<td>Assignment 10 due.</td>
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<tr>
<td>April 26</td>
<td>Last Day of Class. Final date for withdrawing from all classes.</td>
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<tr>
<td>May 3</td>
<td>Final Exam 5:00pm - 7:30.</td>
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<tr>
<td>May 11</td>
<td>Final grades due.</td>
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Dates for class assignments and exams will not be altered. We will meet during the Final Examination period. Unless otherwise indicated, assignments are due as assigned before Midnight.
SCHEDULE OF ASSIGNMENTS AND ACTIVITIES

Week One: Overview of Course. Introduction to Statistical Analysis, Chapters 1 & 2.

Week Two: Martin Luther King, Jr. Holiday. No class.
• Assignment 1: Research Topics.

Week Three: Central Tendency, Chapter 3.
• Assignment 2: Univariate Descriptive Statistics.

Week Four: Looking at Variability and Dispersion, Chapter 4.
• Assignment 3: Associational Hypotheses.

Week Five: Correlations, Chapter 5.
• Assignment 4: Pearson Product-moment Correlation.

Week Six: Ensuring Reliability and Validity, Chapter 6.
• Assignment 5: Comparative Hypotheses.

Week Seven: Unit I and II (Midterm) Review.

Week Eight: Midterm Exam.

Week Nine: Comparison of Two Means, Chapter 7.
• Assignment 6: Independent Samples t.

Week Ten: Comparison of More That Two Means, Chapter 8.
• Assignment 7: One-Way ANOVA.

Week Eleven: Factorial Analysis of Variance, Chapter 9.
• Assignment 8: Factorial ANOVA.

Week Twelve: Nonparametric tests for Nominal Variables, Chapter 10.
• Assignment 9: Chi-Square.

Week Thirteen: Nonparametric tests for Rank-order Dependent Variables, Chapter 11.
• Assignment 10: Non-parametric tests.

Week Fourteen: Advanced Techniques.

Week Fifteen: Unit III and IV (Final) Review.

Week Sixteen: Final Exam.
• Final Exams. (See List of Important Dates for information regarding your exam).
GRADE MONITORING FORM

Name: ____________________________________  Banner ID: ___________________

GRADING SCALE:

90.0 - 100:  A
80.0 - 89.9:  B
70.0 - 79.9:  C
60.0 - 69.9:  D
BELOW 60:  F

ASSIGNMENTS:

Assignment 1:  Total:_______ Possible: 50
Assignment 2:  Total:_______ Possible: 50
Assignment 3:  Total:_______ Possible: 50
Assignment 4:  Total:_______ Possible: 50
Assignment 5:  Total:_______ Possible: 50
Assignment 6:  Total:_______ Possible: 50
Assignment 7:  Total:_______ Possible: 50
Assignment 8:  Total:_______ Possible: 50
Assignment 9:  Total:_______ Possible: 50
Assignment 10: Total:_______ Possible: 50

QUIZZES:

Quiz 1:  Total:_______ Possible: 50
Quiz 2:  Total:_______ Possible: 50
Quiz 3:  Total:_______ Possible: 50
Quiz 4:  Total:_______ Possible: 50

EXAMINATIONS:

Midterm:  Total:_______ Possible: 150
Final:  Total:_______ Possible: 150

FINAL GRADE:  Total:_______ Possible: 1000  Percent:____ Grade:
Assignment 1
Research Topics

Objective: To frame a research topic as an investigation testable through statistical analysis.

Directions: Develop two topic descriptions for topics you might be interested in researching. Each description should be no more than a paragraph long, but should specify the domain of study, the phenomena of interest, and the purpose of the study.

For each topic, specify five research questions and five hypotheses. Each of the five hypotheses should reflect the one of the research questions, but be reformulated into a testable statement. Additionally, each research question could have one variable to be measured, but each hypothesis should have at least two but no more than three variables to be measured. Keep in mind there are two basic types of hypotheses: associational and comparative.

Treat each topic separately by giving the topic a title followed by the paragraph description, the five research questions, and the five hypotheses. Each topic with its description, research questions and hypotheses are worth 25 points.

Submit your homework electronically as per in class and Blackboard instructions.

This assignment (and subsequent written assignments) should be written in formal style according to the American Psychological Association (APA) style manual (5th ed.). Include in the header your last name on the top right (as you would a running head. Submit the assignment via Blackboard Assignments Link in this format (LastnameF1.doc). Please use Microsoft Word, or save in RFT format. (50 points)

Evaluation of the Research Topics assignment will be based on the following criteria:

I. Topic One
   A. Description: Domain, Phenomena, Purpose (10 pts.)
   B. Five Research Questions (5 pts.)
   C. Five Hypotheses (10 pts.)
II. Topic Two
   A. Description: Domain, Phenomena, Purpose (10 pts.)
   B. Five Research Questions (5 pts.)
   C. Five Hypotheses (10 pts.)
Assignment 2
Univariate Descriptive Statistics

Objective: To conduct basic computation of quantitative data.

Directions: Using the Classroom Interaction Rules Survey and the Excel data file (HPLMA.XLS) available on Blackboard, calculate the following measures:

1) Mean, Standard Deviation, Minimum, and Maximum for the age variable.
2) Mean and Standard Deviation for each of the compliance (c) variables on each rule, and the Mean and Standard Deviation for each of the importance (i) variables on each rule.
3) The Grand Mean and Grand Standard Deviation for all of the compliance (c) variables, and the Grand Mean and Grand Standard Deviation for all of the importance (i) variables.
4) Mean and Standard Deviation for each of the compliance (c) variables on each rule for each gender separately, and the Mean and Standard Deviation for each of the importance (i) variables on each rule for each gender separately.
5) The Grand Mean and Grand Standard Deviation for all of the compliance (c) variables for each gender separately, and the Grand Mean and grand Standard Deviation for all of the importance (i) variables for each gender separately.
6) The frequencies and percentages for the gender variable.

* Note: Use the second "results" Worksheet in the Excel file (HPLMA.XLS) to record your responses to the above items. Round all means, standard deviations, and percentages to two (2) decimal places. Frequencies, minimum and maximum figures should be given in whole numbers.

Submit your homework electronically as per in class and Blackboard instructions.

Evaluation of the Univariate Descriptive Stats assignment will be based on the following criteria:

I. Mean, SD, Min, Max for age (5 pts.)
II. Mean and SD
   A. For each compliance rule (5 pts.)
   B. For each importance rule (5 pts.)
III. Grand Mean and Grand SD
   A. For all compliance rules (5 pts.)
   B. For all importance rules (5 pts.)
IV. Mean and SD by gender
   A. For each compliance rule (5 pts.)
   B. For each importance rule (5 pts.)
V. Grand Mean and Grand SD by gender
   A. For all compliance rules (5 pts.)
   B. For all importance rules (5 pts.)
VI. Frequencies and Percentages by gender (5 pts.)
Assignment 3
Associational Hypotheses

Objective: To distinguish associational type hypotheses in the research literature.

Directions: Find five examples of hypotheses which associate continuous variables in the research literature. For each of the hypotheses found, list the relevant findings as published in their corresponding articles.

1) Type the hypothesis as stated in the article. Give the hypothesis number and page number of the hypothesis (in parentheses following the hypothesis).

2) Type the major finding associated with each hypothesis. Type the finding in two forms: Paraphrase and direct quote, according to APA citation style. The direct quote should contain the statistics in proper format (see below).

3) Give the full bibliographic reference for the hypothesis.

Note: The major findings for each hypothesis should be specified in the Results section of an empirical article. It is possible to locate more than one hypothesis of the type required for this assignment in a single article. You do not need necessarily to find five articles. However, for each hypothesis found, complete numbers 1 - 3 above before going to the next hypothesis.

Simple association of continuous variables can be accomplished with a Pearson’s product-moment correlation test. Predicted association (causal) of continuous variables can be accomplished with a linear regression or multiple regression depending on the number of dependent variables. The statistical format of the Pearson correlation is \( r = .43, \) \( N = 213, p < .05. \) A regression should report \( R^2, \) Adj. \( R^2, R^2\Delta, \) or \( \beta \) (depending on the type), as well as other statistics including a report of significance in the form: \( p < .05. \)

Submit your homework electronically as per in class and Blackboard instructions.

Evaluation of the Associational Hypotheses assignment will be based on the following criteria:

I. Hypotheses (3 pts. for each)
II. Major findings
   A. Paraphrase (1 pt. for each)
   B. Direct quote (2 pts. for each)
   C. APA citation and statistical format style (5 pts.)
III. References
   A. Typed reference for each hypothesis (2 pts. for each)
   B. APA reference style (5 pts.)
Assignment 4  
Pearson Product-moment Correlation

Objective: To compute a correlation coefficient using Pearson’s Product-Moment test.

Directions: Your instructor will provide you with an SPSS or JMP 8 data file. Examine the data file to determine which variables are measured continuously. You will conduct a series of statistical tests in SPSS or JMP 8 and report the findings in a Word document to be submitted electronically.

1) Find a variable which is measured on a continuous scale.
2) Find another continuous variable which may be treated as a dependent.
3) Suggest a research question to be tested for the variables selected in 1 and 2 above.
4) Choose and run the appropriate test for the research question.
5) Report the findings in paragraph form, in a Word document.

Note: This assignment will have to be accomplished in a computer lab on campus.

Evaluation of the Pearson Correlation assignment will be based on the following criteria:

I. Appropriately selected independent variable (5 pts.)
II. Appropriately selected dependent variable (5 pts.)
III. Appropriately devised Research Question or Hypothesis (10 pts.)
IV. Appropriately selected statistical tests
   A. Tests with appropriate variables (10 pts.)
   B. Appropriate options selected (5 pts.)
V. Output format
   A. Statement of findings (10 pts.)
   B. Correct APA style (5 pts.)
Assignment 5
Comparative Hypotheses

Objective: To distinguish comparative type hypotheses in the research literature.

Directions: Find five examples of directional hypotheses comparing groups or conditions in the research literature. For each of the hypotheses found, list the relevant findings as published in their corresponding articles.

1) Type the hypothesis as stated in the article. Give the hypothesis number and page number of the hypothesis (in parentheses following the hypothesis).

2) Type the major finding associated with each hypothesis. Type the finding in two forms: Paraphrase and direct quote, according to APA citation style. The direct quote should contain the statistics in proper format (see below).

3) Give the full bibliographic reference for the hypothesis.

Note: The major findings for each hypothesis should be specified in the Results section of an empirical article. It is possible to locate more than one hypothesis of the type required for this assignment in a single article. You do not need necessarily to find five articles. However, for each hypothesis found, complete numbers 1 - 3 above before going to the next hypothesis.

Comparison of means between two groups or two conditions can be accomplished with a Student's t, with an ANOVA, or with a Chi-Square test. Comparison of means or variances between more than two groups could be accomplished with some variant of the ANOVA. The statistical format of t-test results are usually reported in this form: \( t(234) = 4.32, p = .014 \). ANOVA is a little more complicated depending on whether it is simple oneway, factorial, or multivariate. What you will look for, however, is something like: \( F(2,368) = 5.53, p = .023 \). Comparison of frequencies between two or more groups or conditions is typically accomplished with a Chi-Square test. The statistical format of the Chi-Square test results are usually reported in this form: \( \chi^2(3, N = 48) = 23.14, p < .05 \).

Submit your homework electronically as per in class and Blackboard instructions.

Evaluation of the Comparative Hypotheses assignment will be based on the following criteria:

I. Hypotheses (3 pts. for each)
II. Major findings
   A. Paraphrase (1 pt. for each)
   B. Direct quote (2 pts. for each)
   C. APA citation and statistical format style (5 pts.)
III. References
   A. Typed reference for each hypothesis (2 pts. for each)
   B. APA reference style (5 pts.)
Assignment 6
Independent Samples $t$

Objective: To compute a comparison of means from independent samples using Student’s $t$.

Directions: Your instructor will provide you with an SPSS or JMP 8 data file. Examine the data file to determine which variables indicate an independent grouping variable. You will conduct a series of statistical tests in SPSS or JMP 8 and report the findings in a Word document to be submitted electronically.

1) Find an independent grouping variable. Select two classes (or values) to be compared for the test.

2) Find a dependent variable which is measured on a continuous scale.

3) Suggest a research question to be tested for the variables selected in 1 and 2 above.

4) Choose and run the appropriate test for the research question.

5) Report the findings in paragraph and tabular form, in a Word document.

Note: This assignment will have to be accomplished in a computer lab on campus.

Evaluation of the Independent Samples $t$ assignment will be based on the following criteria:

I. Appropriately selected independent variable (5 pts.)
II. Appropriately selected dependent variable (5 pts.)
III. Appropriately devised Research Question or Hypothesis (10 pts.)
IV. Appropriately selected statistical tests
   A. Tests with appropriate variables (10 pts.)
   B. Appropriate options selected (5 pts.)
V. Output format
   A. Statement of findings (10 pts.)
   B. Correct APA style (5 pts.)
Assignment 7
One-way ANOVA

Objective: To compute a comparison of means from more than two independent samples using a One-way ANOVA.

Directions: Your instructor will provide you with an SPSS or JMP 8 data file. Examine the data file to determine which variables indicate an independent grouping variable. You will conduct a series of statistical tests in SPSS or JMP 8 and report the findings in a Word document to be submitted electronically.

1) Find an independent grouping variable. Select at least three classes (or values) to be compared for the test.

2) Find a dependent variable which is measured on a continuous scale.

3) Suggest a research question to be tested for the variables selected in 1 and 2 above.

4) Choose and run the appropriate test for the research question.

5) Report the findings in paragraph and tabular form, in a Word document.

Note: This assignment will have to be accomplished in a computer lab on campus.

Evaluation of the One-way ANOVA assignment will be based on the following criteria:

I. Appropriately selected independent variable (5 pts.)
II. Appropriately selected dependent variable (5 pts.)
III. Appropriately devised Research Question or Hypothesis (10 pts.)
IV. Appropriately selected statistical tests
   A. Tests with appropriate variables (10 pts.)
   B. Appropriate options selected (5 pts.)
V. Output format
   A. Statement of findings (10 pts.)
   B. Correct APA style (5 pts.)
Assignment 8  
Factorial ANOVA

**Objective:** To compute a comparison of means from independent samples with more than one grouping variable using a Factorial ANOVA.

**Directions:** Your instructor will provide you with an SPSS or JMP 8 data file. Examine the data file to determine which variables indicate independent grouping variables. You will conduct a series of statistical tests in SPSS or JMP 8 and report the findings in a Word document to be submitted electronically.

1) Find two independent grouping variables. Select at least two classes (or values) to be compared for the test for each of the independent variables.

2) Find a dependent variable which is measured on a continuous scale.

3) Suggest a research question to be tested for the variables selected in 1 and 2 above.

4) Choose and run the appropriate test for the research question.

5) Report the findings in paragraph and tabular form, in a Word document.

6) Note which effect, Main or Interaction, has the greatest influence, if any, on the dependent variable.

**Note:** This assignment will have to be accomplished in a computer lab on campus.

Evaluation of the Factorial ANOVA assignment will be based on the following criteria:

I. Appropriately selected independent variables (5 pts.)
II. Appropriately selected dependent variable (5 pts.)
III. Appropriately devised Research Question or Hypothesis (10 pts.)
IV. Appropriately selected statistical tests
   A. Tests with appropriate variables (10 pts.)
   B. Appropriate options selected (5 pts.)
V. Output format
   A. Statement of findings (10 pts.)
   B. Correct APA style (5 pts.)
Objective: To compute a comparison of frequencies from independent samples using a Chi-Square test.

Directions: Your instructor will provide you with an SPSS or JMP 8 data file. Examine the data file to determine which variables indicate independent grouping variables. You will conduct a series of statistical tests in SPSS or JMP 8 and report the findings in a Word document to be submitted electronically.

1) Find an independent grouping (nominal level) variable.

2) Find a dependent variable which is measured nominally.

3) Suggest a research question to be tested for the variables selected in 1 and 2 above.

4) Choose and run the appropriate test for the research question. Be sure to select a measure of effect size and the appropriate options for contingency table output.

5) Report the findings in paragraph and tabular form, in a Word document, following APA rules.

Note: This assignment will have to be accomplished in a computer lab on campus.

Evaluation of the Chi-Square assignment will be based on the following criteria:

I. Appropriately selected independent variable (5 pts.)
II. Appropriately selected dependent variable (5 pts.)
III. Appropriately devised Research Question or Hypothesis (10 pts.)
IV. Appropriately selected statistical tests
   A. Tests with appropriate variables (10 pts.)
   B. Appropriate options selected (5 pts.)
V. Output format
   A. Statement of findings (10 pts.)
   B. Correct APA style (5 pts.)
Assignment 10
Ordinal Non-parametric Tests

Objective: To compute a comparison of ranks from independent samples using an Ordinal-level data appropriate non-parametric test.

Directions: Your instructor will provide you with an SPSS or JMP 8 data file. Examine the data file to determine which variables indicate independent grouping variables. You will conduct a series of statistical tests in SPSS or JMP 8 and report the findings in a Word document to be submitted electronically.

1) Find an independent grouping (nominal level) variable.

2) Find a dependent variable which is measured ordinally.

3) Suggest a research question to be tested for the variables selected in 1 and 2 above.

4) Choose and run the appropriate test for the research question. Be sure to select a measure of effect size and the appropriate options for contingency table output.

5) Report the findings in paragraph and tabular form, in a Word document, following APA rules.

Note: This assignment will have to be accomplished in a computer lab on campus.

Evaluation of the Ordinal Non-Par Tests assignment will be based on the following criteria:

I. Appropriately selected independent variable (5 pts.)
II. Appropriately selected dependent variable (5 pts.)
III. Appropriately devised Research Question or Hypothesis (10 pts.)
IV. Appropriately selected statistical tests
   A. Tests with appropriate variables (10 pts.)
   B. Appropriate options selected (5 pts.)
V. Output format
   A. Statement of findings (10 pts.)
   B. Correct APA style (5 pts.)
# LIST OF COMMUNICATION RESEARCH JOURNALS

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<td>Quarterly Journal of Speech</td>
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<td>Research on Language and Social Interaction</td>
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<td>Southern (Speech) Communication Journal</td>
<td>PN 4071.S65</td>
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<tr>
<td>Western Journal of (Speech) Communication</td>
<td>PN 4071.W45</td>
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## Related Journals

- American Sociological Review
- Child Development
- Developmental Psychology
- Family Relations
- Family Process
- Journal of Adolescence
- Journal of Applied Social Psychology
- Journal of Early Adolescence
- Journal of Family Issues
- Journal of Marriage and the Family
- Journal of Personality and Social Psychology
- Journal of Social Issues
- Journal of Social and Personal Relationships
- Journal of Youth and Adolescence
- Research in Sociology of Education and Socialization
- Small Group Research
- Social Psychology Quarterly

## Abstracts (Reference)

- Communication Abstracts                           | P 87.C59733            |
- Psychological Abstracts                            | BF 1.P65               |
- Sociological Abstracts                             | HM 1.S67               |
REFERENCES


