Instructor: Bobby Tokunaga  
Office: George Hall 316  
Office Hours: Tu/Th 1:30–2:30 p.m. and by appointment  
Phone: (808) 956-3323  
E-mail: robert.tokunaga@hawaii.edu (preferred)

COURSE DESCRIPTION

This course begins with a review of important concepts in research methods. The introduction of the course emphasizes experimental and survey designs in social scientific research. The course then introduces students to various data analytic techniques and statistical inference. We begin this section with an overview of data cleaning procedures and cover statistical tests, such as chi-square, \( t \) tests, ANOVA, multiple regression, and exploratory factor analysis. Students taking this course should be able to independently conduct a research project: writing a coherent literature review, collecting and analyzing data, and discussing the results.

STUDENT LEARNING OUTCOMES

After completing this course, you should be able to:

- explain the various considerations that must be made when executing experiments or surveys;
- explain the central limit theorem;
- discuss the relationship between sampling distribution and standard error;
- clean data using accepted procedures;
- demonstrate and understand measurement validity and reliability;
- use SPSS and interpret the results;
- present results in written and oral form.

COURSE TEXT


*You are also expected to have SPSS loaded on to your laptop.*

COURSE WEBSITE

You are expected to be familiar with Laulima (http://laulima.hawaii.edu/) for access to the course website. The website will provide you with the latest announcements and readings. You must log in using your University of Hawai’i username and password.
RESEARCHING RELATIONAL COMMUNICATION
COURSE POLICIES

Format: This graduate-level course is designated as a discussion-based lecture. The instructor will largely lead the class discussions, but you will still be expected to contribute your thoughts. You are expected to read the assigned book chapters and journal articles carefully. You should not attend class if you neglected to read because it will waste your time and the time of your fellow classmates. You should be prepared to make thoughtful contributions to the discussion and feel free to ask questions.

Attendance: Attendance is mandatory for this graduate-level course. Please contact me if some unforeseen situation arises in which you are unable to attend class. If there is a mitigating circumstance that causes you to miss class, you are responsible for all information. You are also expected to be prompt; please do not arrive later than 3:00 p.m.

Late Work Policy: Absolutely NO late work will be accepted unless you have some documented circumstance that prohibited you from submitting the work on time. You should notify the instructor immediately when such circumstances arise and either an alternative assignment or extension will be given. If you are participating in a university-affiliated activity, you must make arrangements with the instructor prior to your absence.

Academic Integrity: Any student caught plagiarizing an assignment will be immediately reported to the Chair of Graduate Studies and Chairperson of the Communicology Department, and will receive a failing grade on the assignment. Plagiarism includes the lack of acknowledgement for another person’s original thoughts or writings, copying another’s work verbatim without the use of quotation marks and citation of the source, the use of a person or agency in the business of selling term papers, and the submission of a paper written for another class without the permission of both instructors.

University of Hawai‘i’s Student Conduct Code covers these and other infractions in greater depth. You are expected to be familiar with the Student Conduct Code, which can be found at http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

E–mail Use: You are responsible for checking your e-mail account frequently and consistently to remain current with University communications. You are expected to monitor and manage your e-mail storage quota to ensure that their mailboxes are not saturated, and you are able to receive new messages. Please check your e-mail every day to keep up to date on important correspondence related to this course.

Grade Appeals Policy: Any grade in the class is able to be appealed if you believe there is a compelling reason why you should have received a higher grade. You are responsible for preparing a type-written argument, which may be e–mailed, detailing why you feel a higher grade is deserved. To appeal a grade received on an assignment, you are asked to provide all of the necessary documentation with the written argument (e.g., paper with instructor’s comments, etc.). All appeals must be submitted within one week of receiving the grade.

The instructor will review grade appeals and determine whether any points should be granted. If no amicable solution can be met after the first grade appeal, you may file a secondary grade appeal. For such appeals, an independent graduate faculty member will regrade the assignment, using the assignment rubric, and issue a grade. The second grade, whether it is higher or lower than the original, will be recorded and is not able to be appealed.
RESEARCHING RELATIONAL COMMUNICATION
ASSIGNMENTS

Data Assignments (200 points; 40% of your grade): You will have to complete assignments by hand and on SPSS periodically during the semester. The assignments will be out-of-class practice for procedures conducted in class. The assignments are constructed to help you understand (a) when a statistical procedure is appropriate, (b) how to conduct the statistical test [by hand and using statistical software], (c) how to interpret the results, and (d) how to present the results in written form. You are expected to show all work and make your work presentable. Please append the output whenever you run a test through SPSS. Assignment sheets with further instructions will be given on the associated week.

Exams (150 points; 30% of your grade): You will have two exams for this class. One exam will be administered in class on Week 10 and the other will be a take home. The exams will consist mainly of short-answer and calculation questions. The exams will cover materials in lecture and in the readings.

Statistical Procedure Presentation (25 points; 5% of your grade): You will be assigned a statistical procedure on which you will make one presentation. For the presentation, you will find a published article that addresses a communication problem, explain the main hypotheses/research questions of the article, explain the variables of the hypotheses/research questions, and discuss the appropriateness of the test used. At the end, present and interpret the results for the class. You will only have 10 minutes for this presentation, so please select materials appropriately.

Research Study (200 points; 40% of your grade): The most substantive project of this class is the final paper and presentation. You will be responsible for completing a full research paper, which must be submitted to an appropriate journal outlet. You are responsible for obtaining IRB approval, data collection, analyzing the data, and presenting the results in conventional form. The final paper should include an abstract, the introduction, review of literature, theory explanation and application, arguments leading up to the hypothesis and/or research questions, hypotheses and/or research questions, methods, results, and discussion. Your discussion section should include a narrative of your results, how your results fit in with the larger body of research on the topic examined, limitations of your research, and future directions for your research. You must also include a copy of the letter to the editor of the journal to which you are submitting your manuscript and a separate title page with all appropriate information.

Your final paper will be approximately 22 to 25 pages in length (not including references, tables, figures, and end notes). You must organize your paper using the writing style prescribed by the APA 5th or 6th edition. Further instructions about what is expected in each section will be provided to you in a separate document on Laulima. Different parts of the paper are due at different time periods. You are expected to turn in the final paper, responding to the instructor’s feedback on earlier “drafts.” The following deadlines must be met; failure to meet these deadlines will result in significant point penalties:

1. **February 11**: Submit the latest draft of the research prospective. The prospective must include all components, including an introduction, theory explanation, review of relevant literature, and hypotheses and/or research questions. A title page and abstract of no more than 150 words should accompany the manuscript. Please respond to earlier comments on drafts to ensure that the literature is completed before data are obtained. (10%)

2. **March 4**: Submit your results section. Please schedule a meeting with the instructor to create an analysis plan before undertaking the statistical tests. You may then analyze the data and write up the results in the conventional format. (5%)
3. **April 1**: Submit your Discussion section. You should include a narrative of your results. Do not include any statistics in your Discussion section. Explain whether the results are consistent with theory and discuss results inconsistent with your hypotheses. Be sure to provide a plausible explanation why your results were not consistent with what you expected. The Discussion section should also include theoretical and practical implications of your research. The final sections of your Discussion should be dedicated to an overview of the limitations of your design and future directions of research in light of your results. (10%)

4. **April 22**: Submit the first draft of the completed paper. The paper should include all relevant sections, including an abstract and a title page. Please make sure that all references are in APA 6th edition style. (25%)

5. **April 29**: Submit the editor’s letter. An example letter will be provided to you. (5%)

6. **May 6**: Submit the final draft of the completed paper. Please make sure your paper is blinded and ready for review. You should proofread your manuscript very carefully, be sure the headers are in appropriate APA form, and references are complete and formatted. (25%)

7. **May 13**: You must prepare a 15-minute presentation, which includes a visual aid, for your classmates and the instructor. Begin the presentation with an introduction to your topic area and briefly explain what inspired you to address this research area. You should then summarize your research project, focusing mainly on your hypotheses/research questions and the results. A 3-4 minute question-and-answer period, on which you will also be evaluated, will follow the presentation. Questions will be raised by your classmates and the instructor. (20%)

8. **May 31**: Submit your manuscript to Manuscript Central.
   * This is not a graded part of your project but it is nonetheless mandatory. I expect you to send me the decision letter and the reviews from the manuscript once you receive them.

**Submission Procedures**: All papers must be submitted in the “Assignments” tab on Laulima by the start of the respective class. Please name the file as the capitalized last name of all group members and nothing else. If you are using Windows Office 2000 or a more recent version, please save the MS Word document as a .doc extension as opposed to the default .docx extension (e.g., Tokunaga.doc, not TokunagaPaper1.docx). Do not submit the document in any other format (e.g., .pages, .pdf, etc.). Absolutely no late papers will be accepted. You should expect to receive instructor feedback through the track changes and comments functions on MS Word. The instructor will upload papers to Laulima once they have been reviewed.

**Participation (25 points; 5% of your grade)**: The discussion-based format relies on your preparation to respond thoughtfully to the discussions and questions raised in class. A rich discussion can only emerge if you carefully read and understand the articles. Your participation grade in this course reflects the quantity and quality of your contribution to the discussion. Speaking frequently but with very little substance will not earn you maximum points. The instructor reserves the right to include quizzes each week if he finds that students are not reading each week. The grades for these quizzes will take the place of the participation grade.
The following is a tentative schedule for each class period. Readings will be added to this list when necessary. You are responsible for making the changes on this syllabus.

**January 14**  
(Week 1)  
**Review of Major Concepts in Research Methods**

**January 21**  
(Week 2)  
**Review of Basic Statistics**  
Read Reinard Chapter 9 (pp. 344-373), Chapter 10, and Chapter 12 (pp. 456-465)

**January 28**  
(Week 3)  
**Selecting the Correct Statistical Test for Research Questions and Hypotheses**  
Read Reinard Chapter 11 (pp. 518-519)

**February 4**  
(Week 4)  
**Screening Your Data**  
Read Tabachnick & Fidell Chapter 4

**February 11**  
(Week 5)  
**Chi-Square Test**  
Read Reinard Chapter 14 (pp. 536-545)

**February 18**  
(Week 6)  
**One-Sample, Independent Samples, and Dependent-Samples t Test**  
Read Reinard Chapter 13

**February 25**  
(Week 7)  
**One-Way Analysis of Variance (ANOVA)**  
Read Reinard Chapter 14 (pp. 519-528)

**March 4**  
(Week 8)  
**Two-Way Analysis of Variance [Between-Group Design] (ANOVA)**  
Read Reinard Chapter 14 (pp. 528-535)

**March 11**  
(Week 9)  
**Two-Way Analysis of Variance [Within-Group and Mixed Design](ANOVA)**

**March 17**  
(Week 10)  
**Midterm Exam**  
* Midterm will include only up to between-group ANOVA design

**April 1**  
(Week 11)  
**Pearson’s Product-Moment and Spearman Rank Correlations**  
Read Reinard Chapter 12 (pp. 472-483)

**April 8**  
(Week 12)  
**Simple Linear and Multiple Regression**  
Read Williams Chapter 12

**April 15**  
(Week 13)  
**Curvilinear Relationships, Mediation, and, Moderation**  
Read Schroeder, Sjoquist, & Stephan (pp. 53-65)

**April 22**  
(Week 14)  
**Repeated-Measures/Longitudinal Data**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 29</td>
<td>Exploratory and Confirmatory Factor Analysis</td>
<td>Read Park, Dailey, &amp; Lemus (2002)</td>
</tr>
<tr>
<td>May 6</td>
<td>Conceptual Understanding of Meta-Analysis</td>
<td>Read Reinard Chapter 15</td>
</tr>
<tr>
<td>May 13</td>
<td>Individual Paper Presentations</td>
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# RESEARCHING RELATIONAL COMMUNICATION

## POINT BREAKDOWN

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>A+</td>
<td>97.0% – 100%</td>
<td>485 – 500</td>
</tr>
<tr>
<td>A</td>
<td>93.0% – 96.9%</td>
<td>465 – 484</td>
</tr>
<tr>
<td>A-</td>
<td>90.0% – 92.9%</td>
<td>450 – 464</td>
</tr>
<tr>
<td>B+</td>
<td>87.0% – 89.9%</td>
<td>435 – 449</td>
</tr>
<tr>
<td>B</td>
<td>83.0% – 86.9%</td>
<td>415 – 434</td>
</tr>
<tr>
<td>B-</td>
<td>80.0% – 82.9%</td>
<td>400 – 414</td>
</tr>
<tr>
<td>C+</td>
<td>77.0% – 79.9%</td>
<td>385 – 399</td>
</tr>
<tr>
<td>C</td>
<td>73.0% – 76.9%</td>
<td>365 – 384</td>
</tr>
<tr>
<td>C-</td>
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</tr>
<tr>
<td>D+</td>
<td>67.0% – 69.9%</td>
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<tr>
<td>D</td>
<td>63.0% – 66.9%</td>
<td>315 – 334</td>
</tr>
<tr>
<td>D-</td>
<td>60.0% – 62.9%</td>
<td>300 – 314</td>
</tr>
<tr>
<td>F</td>
<td>0.00% – 59.9%</td>
<td>Below 299</td>
</tr>
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## What a Grade Means

<table>
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<tr>
<th>GRADE</th>
<th>Percent Range</th>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional work; Far exceeds minimum requirements for the assignment; Demonstrated mastery over subject area; Very few technical issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>97.0% – 100%</td>
<td>485 – 500</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>93.0% – 96.9%</td>
<td>465 – 484</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90.0% – 92.9%</td>
<td>450 – 464</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Average work; Meets the minimum requirements for the assignment; Demonstrated superficial knowledge in subject area; Technical issues apparent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.0% – 89.9%</td>
<td>435 – 449</td>
<td></td>
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<tr>
<td>B</td>
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<tr>
<td>B-</td>
<td>80.0% – 82.9%</td>
<td>400 – 414</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Below average work; Does not meet minimum requirements; Does not appear to understand assignment; Did not seek help when necessary</td>
<td></td>
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</tr>
<tr>
<td>C+</td>
<td>77.0% – 79.9%</td>
<td>385 – 399</td>
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<td>70.0% – 72.9%</td>
<td>350 – 364</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor quality work; Appeared to submit work haphazardly; Did not put in appropriate effort; No support in assignment; Many technical issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67.0% – 69.9%</td>
<td>335 – 349</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63.0% – 66.9%</td>
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<tr>
<td>D-</td>
<td>60.0% – 62.9%</td>
<td>300 – 314</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failed to meet the basic standards of the class; The student did not leave the class learning any of the outcomes specified in the syllabus; Did not put forth the effort expected in a graduate course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00% – 59.9%</td>
<td>Below 299</td>
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