

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number COMM 291, Degree Plan(s) B.A. & B.S.
 State the requested change and reason. A memo may be attached if more space is necessary.

We would like to add COMM 291 to both B.A. and B.S. degrees. This course fills a gap in our current degree plans. Understanding survey methods and research (COMM 291) is important for conducting research and understanding quantitative literature in our field. This course provides students with necessary skills for conducting informed research in upper-level Communication courses and for comprehending research articles covered in other courses. Additional justification for this course is provided in the attached new course application. COMM 291 will be required in the communication core in both B.S. and B.A. degrees. The revised degree plan is attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³							
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost
Change to a Course									President
1.	Title (description unchanged)	A	A	A		I			I
2.	Description (not affecting content)	A	A	A		I			I
3.	Course term(s)	A	I	A		I			I
4.	Content (substantive change)	A	A	A		I			A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A
6.	Course number within the hundred	A	A	I		I			I
7.	Course number beyond the hundred	A	A	A		A			A
8.	Prerequisites	A	A	A		I			I
9.	Course fee(s)	A	--	A		--			A
10.	From U to G or G to U	A	A	A		A			A
11.	Cross list with another department: U or G level	A	A	A		A			A
12.	Department of record	A	A	A		A			A
13.	Open or close a course	A	A	A		A			A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

Approval Chart for Curriculum Changes

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 <i>Signature</i>	3-1-2018 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
 <i>Signature</i>	3-1-19 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
 <i>Signature</i>	3/9/19 <i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for a New Course v10.6

Instructions:

Sequence:

- o Consult with the Registrar's Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to Instructional

Design

Director, Berlin Fang

- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center Instructional Design team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to Teacher Education Council (if applicable)
- o Submit to UGEC/UUAC/Grad Council (as required)

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Syllabus Checklist v10.6

Course ID: COMM 291, Survey Research Methods

Developer: Nicolas T. Tatum

NOTE: It is not necessary to submit this checklist with the New Course Application. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course " Course number and title " Credit hours " Semester and year " Meeting time and place " Pre-requisite/co-requisite	Learning Objectives/Competencies " Specific competencies stated in measurable terms " Assignments or instruments that will be used to assess the competencies.
About the Instructor(s) " Name and title or rank " Office location " Phone number(s) " Email address " Office hours / contact expectations	Assessment/Grading Criteria " Complete and accurate details of factors and elements that will comprise the final grade. " Weight or point value of all graded elements " Grading scale with expectations for letter grades " Extra credit opportunities (optional)
Mission Statements " ACU mission statement " College mission statement " Departmental mission statement " Personal mission statement (optional)	University Policies " Special needs policy - ADA " Academic integrity policy (recommended) " Title IX policy (recommended)
Unique Christian Perspective " Description of how learning and Christian faith are integrated in the course	Course Policies " Expectations and consequences regarding: - o Attendance and Tardiness - o Participation - o Course specific academic integrity policy (optional)
Course Content " Catalog description " Intended audience " Outline of topics " Format of course/types of activities student should expect in the course	Course Calendar (Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.) " Exam dates " Assignments " Due dates and other deadlines - o Late assignment/exam policy " Schedule of readings and topics
Teaching/Learning Methods and Format Class Sessions " Description of the types of activities students should expect in the course	

Materials " Required and optional materials, including textbooks, etc.	" Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence "Students will be able to. . ." If the competencies are primarily cognitive, consider using Bloom's Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex . 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex . 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex . 3	Integrate terminology from literary history into writing	Research Paper

Schedule Type definitions

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre

	workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops,
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Abilene Christian University
Application for a New Course v10.6

Course ID Subject and Number	COMM 291
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Nicholas Tatum
2	Course Teacher	Nicholas Tatum
3	Course Title	Survey Research Methods
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	Arts and Sciences
6	Department	Communication and Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	45
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio

		☐ Thesis ☐ Dissertation
14	Instructor Workload	3 Hours
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25 Students
17	Catalog Description (50 words or less)	This course is designed to provide students with skills necessary to conceptualize, operationalize, analyze, and report basic survey research.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	N/A
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	N/A
21	Does this course have any special student costs?	☒ X No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	N/A
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Yearly / Every Spring
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	N/A
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the</i>	Spring 2020

	<i>coming fall.</i>	
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes This course is required in all degree plans for communication B.A. and B.S. (COMS, COMC, and COMA)
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☐ No ☒ Yes Explanation: Starting in Spring 2020, this course will be the required research tool for all Communication majors in both B.S. and B.A. degrees. Courses from other disciplines will no longer fulfill this requirement.
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes Spring 2019 (13 enrolled) <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will be the required research tool for all Communication majors in both B.S. and B.A. degrees (COMS, COMC, and COMA).
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	Justification State the justification for adding this course to the current curriculum. Represent the need.	Knowledge creation is one of our departmental learning goals. While the B.S. in Communication contains a required research tool, the available courses are outside of our discipline and are more broadly conceived research methods or statistics courses. Understanding survey methods is important for conducting research and understanding quantitative literature in our field. This course provides students with necessary skills for conducting informed research in upper-level Communication courses and for comprehending research articles covered in other courses.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	As a 200-level course, COMM 291 is geared toward lower-division communication majors/minors wanting to learn skills necessary for conducting and understanding basic survey research. While designed for communication majors/minors, the course is open to all students and may be particularly interesting for students pursuing careers in which survey construction/polling and/or message testing is a component.
2	State the overarching course goal(s) in performance terms.	Upon completion of the course, students should have a basic understanding of and develop skills in conceptualizing, operationalizing, analyzing, and reporting basic survey research.

2. Competencies and Measurements

Competency		Measurement
1	explain the role survey research plays in the advancement of knowledge about communication	Participation, Unit 1 Test, Project 1
2	understand the principles of survey development, item construction, and data collection	Participation, Unit 2 Test, Project 2
3	understand the role of data preparation and univariate statistics in survey data analysis	Participation, Unit 3 Test, Project 3
4	utilize basic statistical analyses to analyze survey data	Participation, Unit 4 Test, Project 4
5	apply basic survey research procedures to develop, collect, prepare, analyze, and report their own survey data	Participation, Projects 1, 2, 3, & 4

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

2. For **combined undergraduate/graduate** courses, make two lists:
- full publication information; label **Undergraduate**.
 - full publication information; label **Graduate**. Indicate number of pages required.
- Cronk, B. C. (2018). *How to use SPSS®: A step-by-step guide to analysis and interpretation* (10th ed.). Routledge.
 - Morgan, S., Reichert, T., & Harrison, T. R. (2016). *From numbers to words: Reporting statistical results for the social sciences*. Routledge.
 - Exerpts from Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. SAGE Publications. (Open Access)
 - Additional readings posted in Canvas as assigned/provided by the professor.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

✓	1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
✓	2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
N/A	3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
N/A	4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
N/A	5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
N/A	6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.

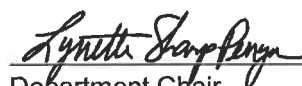
N/A	7	Justification — Attach all documents referred to in Section II-2
✓	8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
N/A	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name _____ COMM 291: Survey Research Methods _____

Primary Department



Department Chair
Dean of the College

9-30-2019

Date



9-30-2018

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

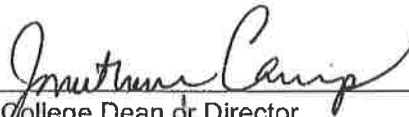
VI. Actions *Place all actions on one page.*

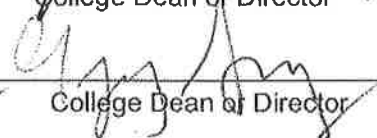
Course ID: COMM 291

Course Title: Survey Research Methods

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  2-1-19
College Dean or Director Date

Approved ☒ Denied ☐  2/7/19
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

COMM 291: SURVEY RESEARCH METHODS

Course number and title: COMM 291 - Survey Research Methods

Credit hours: 3 Hours

Semester and year: Spring 2019

Meeting time and place: Tuesday/Thursday, Time TBD, Location TBD (Computer Lab)

Prerequisites/co-requisites: none

Catalog description: This course is designed to provide students with skills necessary to conceptualize, operationalize, analyze, and report basic survey research.

Intended audience: As a 200-level course, COMM 291 is geared toward lower-level communication majors/minors wanting to learn skills necessary for conducting and understanding survey research at a basic level. This course fulfills the research requirement for the B.S. and B.A. in Communication. While designed for communication majors/minors, the course is open to all students and may be particularly interesting for students pursuing careers in which survey construction is a component.

About the Teacher

Professor's name, title, or rank: Nicholas T. Tatum, Instructor, M.A.

Areas of Research: Psychometrics, Quantitative Methods, Instructional Communication

Curriculum Vitae: tinyurl.com/Tatum-CV

Office location: Sherrod 207

Phone number(s): 325-674-2292

Email address: Nick.Tatum@acu.edu

Office hours/Contact expectations: Wednesday 1pm – 4:30pm, Friday 1pm – 4:30pm

Mission Statement

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College Mission: “The mission of the College of Arts and Sciences is to engage students with humanity’s greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.”

Department Mission: To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures

Unique Christian Perspective: Conversations about the intersections of Biblical truth and

various research epistemologies provide students with opportunities to make sense of their Christian faith in light of quantitative research.

Format of Class

COMM 291 is a fully face-to-face course that meets every Tuesday and Thursday. Class attendance is imperative because the statistical programs necessary to complete various portions of coursework are only available in the course's meeting location (i.e., computer lab).

Required Texts

- Morgan, S., Reichert, T., & Harrison, T. R. (2016). *From numbers to words: Reporting statistical results for the social sciences*. Routledge.
- Cronk, B. C. (2018). *How to use SPSS®: A step-by-step guide to analysis and interpretation* (10th ed.). Routledge.
- Exerpts from Lavrakas, P. J. (2008). *Encyclopedia of survey research methods*. SAGE Publications. (Open Access)
- Additional readings posted in Canvas as assigned/provided by the professor.

Additional Resources

- ACU Library's Communication LibGuide (Research):
<http://guides.acu.edu/communication>
- Sage Research Methods Online (Methods/Statistics):
<http://ezproxy.acu.edu:2048/login?url=http://methods.sagepub.com>
- Lynda.com (Methods/Statistics):
<http://www.lynda.com/portal/acu>

Learning Outcomes

Course goal: Upon completion of the course, students should have a basic understand of and develop skills in conceptualizing, operationalizing, analyzing, and reporting basic survey research. Specifically, upon completion of the course, students should be able to:

Competency		Measurement
1	explain the role survey research plays in the advancement of knowledge about communication	Participation, Unit 1 Test, Project 1
2	understand the principles of survey development, item construction, and data collection	Participation, Unit 2 Test, Project 2
3	understand the role of data preparation and univariate statistics in survey data analysis	Participation, Unit 3 Test, Project 3
4	utilize basic statistical analyses to analyze survey data	Participation, Unit 4 Test, Project 4
5	apply basic survey research procedures to develop, collect, prepare, analyze, and report their own survey data	Participation, Projects 1, 2, 3, & 4

Weekly Schedule / Course Content

Date		Content	Readings/Assignments
UNIT 1: Basics of Survey Research			
T	1/15	Variables / Intro to Survey Research	
Th	1/17	Levels of Measurement	Lavrakas, pp. 422-423
T	1/22	Project 1 Introduction and Brainstorming	
Th	1/24	Principles of Research: Part 1	
T	1/29	Principles of Research: Part 2	
Th	1/31	Types of Relationships	
T	2/5	Hypotheses / Research Questions	Lavrakas, pp. 732-733; 736-737
Th	2/7	Sampling / Sample Size	Lavrakas, pp. 683-684
T	2/12	Cross-Sectional / Longitudinal Design	*Participation Grade Updated

Th	2/14	UNIT 1 Test	
UNIT 2: Creating Surveys			
T	2/19	Scaling / Dimensionality Introduce Project 2	Project 1 Due by 11:59pm
Th	2/21	Finding Survey Instruments	Lavrakas, pp. 653-655
T	2/26	Scale Development / Item Writing	
Th	2/28	Consent, Stems, Ordering, & Fatigue	
T	3/5	Survey Platforms / Survey Construction	Lavrakas, pp. 483 *Participation Grade Updated
Th	3/7	UNIT 2 Test	
T	3/12	Spring Break NO CLASS	
Th	3/14		
UNIT 3: Data Preparation & Univariate Statistics			
T	3/19	Getting Started with SPSS Introduce Project 3	Project 2 Due by 11:59pm Morgan, Ch. 2 Cronk, Ch. 1
Th	3/21	Cleaning & Recoding Data	Cronk, Ch. 2
T	3/26	Entering & Modifying Data	Morgan, Ch 3 Cronk, Ch. 3
Th	3/28	Descriptive Statistics	Morgan, Ch. 4 Cronk, Ch. 9
T	4/2	Scale Composites	
Th	4/4	Reliability	
T	4/9	Graphs / Charts	Morgan, Ch. 8 (p. 92-98) Cronk, Ch. 4 *Participation Grade Updated
Th	4/11	UNIT 3 Test	
UNIT 4: Data Analysis			

T	4/16	Types of Tests Conducting and Reporting Correlation Introduce Project 4	Project 3 Due by 11:59pm Morgan, Ch. 5 Morgan, p. 103 Cronk Ch. 5
Th	4/18	Conducting and Reporting Regression	Morgan, Ch. 7 (p. 69-72)
T	4/23	Conducting and Reporting Multiple Regression	
Th	4/25	Conducting and Reporting T-Tests	Cronk Ch. 7 (p. 54-55)
T	4/30	Conducting and Reporting ANOVA	Cronk Ch. 7 (p. 63-66) *Participation Grade Updated
Th	5/2	UNIT 4 Test	
FINALS WEEK Wednesday, 5/8 Noon - 1:45 p.m.		Project 4 Presentations	

Assessment and Grading

Assessment Activities	Grades Possible	Weighting
Attendance/Participation	100	10%
Unit Tests	500 (4 Tests/125 points each)	50%
Projects	400 (4 Projects/100 points each)	40%
Total	1000	100%

ATTENDANCE/PARTICIPATION (10%; 100 points)

Throughout the semester, you will be given numerous opportunities to apply the concepts discussed in your reading and class through individual and group activities, discussions, and homework assignments. While some of these will be announced, others will not. Therefore, class attendance and participation are essential for this portion of your course grade.

UNIT TESTS (50%; 4 tests at 125 points each)

Your knowledge of course material will be tested through an exam each unit. These exams will cover both required readings and material presented/discussed during class; therefore, keeping up with readings and taking notes during class are both important to your success. More information about the format of these exams will be provided in class.

SURVEY RESEARCH PROJECTS (40%; 4 projects at 100 points each)

Over the course of the semester, you will complete four projects, each applying content that relates to one of the four units. The first three projects are written and take place over the course of the semester. The last project is an oral presentation that takes place during finals.

Project 1 (10%; 100 points)

- Conceptualize 4 variables
- Develop 2 hypotheses
- Discuss sampling design and procedures

Project 2 (10%; 100 points)

- Demographic selection
- Operationalize 4 variables
- Create survey for distribution (i.e., sequence, platform, basic consent)

Project 3 (10%; 100 points)

- Collect data
- Describe sample
- Report scale/item descriptive statistics and reliability
- Provide scale/item graphs and charts

Project 4 (10%; 100 points)

- Present verbal summary of projects 1 – 3
- Report statistical results of hypotheses testing

Final grade calculation:

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

University Policies

ADA compliance:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call 325-674-2667.

Academic integrity:

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Harassment policy:

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

Course Policies

Attendance:

Attendance in this course is required. If you are absent for 20% or more of the course (6 or more classes), you will automatically receive an "F." In addition to fulfilling this attendance requirement, most class meetings will include activities that fall into the "daily work" portion of your grade. Some of these will be announced and others will not. Understanding the elements and strategies discussed in class will be essential for success on your papers and presentations throughout the semester. Without consistent class attendance and participation, you will be at a severe disadvantage when working on these assignments.

Tardiness:

If you arrive within 10 minutes after class has begun, you will be counted tardy. Three tardies are equal to one absence. Arriving 10 minutes after class has begun constitutes an absence.

Participation:

You are expected to be active participants each class period, taking notes, participating in class discussions, and completing assigned tasks. If off-task behavior becomes a distraction to other students or the professor, you may be marked absent for the day despite being "physically" present.

Late Work:

Late work will not be accepted without an excused absence. When you know you will miss class for a "non-excused" reason, you should turn in assignments before they are due. If for some reason a situation should arise in which I allow you to turn in an assignment after the due date without an excused absence, your grade on that assignment will be reduced by at least 25%.

E-mail:

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to regularly check your official ACU e-mail address – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not the fault of your instructor. Email is the best and preferred way to reach me and I will be checking it frequently throughout the business day (i.e., Monday-Friday 9:00am-

5:00pm). Expect a response within 48 hours of sending an email.

Please send all email correspondence with the following information . . .

To: Nick.Tatum@acu.edu

Subject: Your Name – COMM 291 – Topic

Cell Phones/Laptops/Tablets:

Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away.

- Turn cell phones and electronic devices on vibrate or silent for the duration of class.
- At no time should you be using earphones during class time. These must be put away at all times.
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.
- ***During normal class time***, use technology with discernment, maintaining engagement in the learning environment.
- ***While another student is speaking***, no technology is permitted. If technology is used during another student's presentation, 5 points will be deducted from your final course grade.

February 28, 2018

Professor Nicholas T. Tatum
Sherrod 207
Tel: (325)899 2292
Email: nick.tatum@acu.edu

Re: Review of COMM291

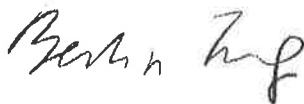
Dear Professor Tatum,

Thank you for submitting COMM291: Survey Methods and Research, and I have reviewed it based on the ACU Syllabus Guidelines and found it to be meeting all guideline requirements in an exceptional way. I have only two suggestions:

- **Email:** Instead of encouraging students to email you using ACU email, you might want to know that Canvas has an internal email (message) tool, which could keep all your correspondence together and sorted by course. You might want to take a look and see if you'd consider that.
- **Schedule:** You might want to add a statement near your schedule saying you reserve the right to change the schedule.

There is no need to bring your syllabus back for further review. However, please note that this letter is used during the review process as a reference. It is not meant to be final approval. Others in the review process may have recommendations too.

If you have any questions, please feel free to let me know. Please also let the instructional design team know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 15:39
TO: Nick Tatum
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for COMM 291 – Survey Methods and Research

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. Please let Laura Baker (bakerl@acu.edu), Communication and Sociology Department Liaison, know if additional resources are needed for the course. Thank you for letting us examine the course proposal.