Content Analysis Methods (MMC6423: Section 16CC)

Time: T (12:50 – 3:50PM), Rm. WEIM 1078

Instructor:	Moon J. Lee, Ph.D.	Phone:	352-273-1699
E-mail:	mlee@jou.ufl.edu	Office Hours:	T/TH: 9:30 to 10:30 AM
Office:	3050 WEIM		And by appointment
Course Schedule:	See Project Calendar		

Course Description

The purpose of this course is to provide a multi-purpose method of quantitative content analysis that is commonly employed in mass communication research. This course provides a keen knowledge and practical experience with content analysis methods in mass communication and relevant disciplines.

Course Objectives**

This course will help you:

1. To understand the role and importance of quantitative content analysis methods in the mass communication field.
2. To obtain a keen knowledge of content analysis methods and to demonstrate the application of the methods in mass communication contexts.
3. To have an opportunity to learn the relationships among theory, research, and decision-making.
4. To understand key methodological issues, such as sampling, measurement, reliability, validity, etc.
5. To experience all stages of quantitative content analysis from protocol design, coding, data collection, data analysis, reporting findings, and providing theoretical/practical implications of the study.
6. To have an opportunity to produce a publishable research paper co-authored by participants in this class and to submit the paper to a national conference.

These objectives will be achieved by hands-on experience with a research project. **If you are a PhD student, you are expected to produce a high-quality research paper that is publishable and will be asked to submit the paper to a national conference before the end of the semester (if applicable).

The first half of the semester will be devoted to learning various aspects of content analysis methods while designing a research project and the second half will be spent on conducting the proposed research.

Course Requirements

Requirements include reading assigned materials, participating in class discussions, weekly reaction papers, one research project (i.e. a content analysis project), a final research paper and a final presentation.

- Reading Assigned Materials: There is one textbook (see below). Students are responsible for all assigned readings and material covered in class. You should read appropriate materials **BEFORE** the assigned class session so you can contribute to our discourse in a manner that can benefit everyone in class.

  Required Textbook:

  Neuendorf, K. A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: Sage Publications.

  Several used books are available on Amazon and I could also reserve a non-circulating copy at the Library West if needed.

  Recommended Book:

  Babbie Earl. (1999), The Basics of Social Research, Wadsworth.

- Class Participation (10%): You will be expected to participate in class discussions. Your input in class will be greatly valued.
- Weekly reaction papers (10%): You will be asked to critique the reading assignments each week. Additionally, smaller research tasks will be given to you when appropriate. These research tasks will include: (a) You will be asked to find a content analysis research paper of your interest, share it with us in advance, introduce it to the class (a short presentation), and moderate class discussion including your own critiques of the paper; (b) You will be asked to compute intercoder reliabilities using appropriate software, and share the results with the class.
- Introduce a content analysis article and moderate class discussion (10%): You will be asked to find a content analysis article, present it to the class, and moderate class discussion. A specific date for your presentation will be arranged during the first or second week of the class.
- A Research Project Proposal (20%): You will be asked to produce a research proposal and conduct a research project. If you are a MA student, your project will be done in a team. Expect to devote considerable out-of-class time to your research project.
- Final Research Paper (40%): Your final research paper counts for 40 percent of your grade.
- Final Presentation (10%): During the final week of the course, each team/student will make a formal presentation of research findings to the class.

Deadlines: Failure to meet deadlines will result in one letter grade lower, per day.

Research Project & Final Report (40 percent)

The guidelines for writing a final paper and the final group evaluation will be posted on our E-learning site. Please review them carefully. It is very crucial to seek extra help **BEFORE** the final paper is due!

Please note that there are minimum requirements for your final research paper.

1. It must be theoretical and methodologically sound. You must develop your hypotheses based on theories.

2. It must contain at least 15 references.

3. Writing should be clear and compliant with APA style. You are responsible for learning APA style.

4. Read the guidelines for submitting your paper to a conference (e.g. International Communication Association (ICA), National Communication Association (NCA), or AEJMC) and follow the formats accordingly.

5. The paper should not exceed 24 pages, excluding references and figures.

You are responsible to conduct an independent research project:

- You are responsible for gathering background information for the topic given or you chose.
- The procedure and structure of the research project will be chosen based on your group discussion and consent.
- Writing should be clear.
- For MA students: Everyone in your group is equally responsible for producing your final research paper. This means that the project will be graded as a group project, not based on individual contributions to the project.
- For Ph.D. students: You are expected to produce the quality expected in a conference paper. Also, you are recommended to submit your paper to the AEJMC or ICA convention. The deadline for this submission is normally April 1st for AEJMC and Nov. 1st for ICA each year.

Research Project Management Components

Memos (for group projects only): If you are doing a project as a team, your team will need to meet at least once each week, usually twice and sometimes more, depending on deadlines. At each meeting, the group needs to designate a coordinator who will note attendance and keep track of decisions made, tasks assigned, deadlines set and major problems or questions facing the group. I should receive at least one memo from each group each week, **preferably via an email message copied to all group members.** I'll save these (and you should, too) for assessing your individual and group performances.

Research plan: This is the outline of your research topic, research needs, background research, research questions (hypotheses), research methods and explanation of how you would gather data. The plan should also include a timeline for accomplishing these tasks. You should describe the research method (i.e. content analysis) that will be used in detail (sampling, measurement, coding book, etc.).

Final Research Paper: The final research paper is the summary of your semester's worth of work - this is the document you will present to me. Included will be summaries of components of the previous papers but the bulk of the report will be the results of your data-gathering, discussed in terms of the hypotheses or research questions you began with and briefly interpreted. Then you will revise your original assumptions based on the findings' implications and make some recommendations for future studies.

Final Paper will be written in sections:

a. Introduction (10%): You will need to find a topic that is appropriate for this class and can be conducted within a semester. The Introduction is to introduce your chosen topic, include a brief summary of background literature or theoretical frameworks, justify why this is an important topic to investigate, and the purpose of the study. Recommended Length: 2 – 3 pages.

b. Literature Review and hypotheses/research questions (10%): You should search existing literature of the chosen topic and discuss in detail. Also, you should introduce a theoretical approach and make its clear connection to 2 to 4 hypotheses or research questions proposed. Recommended Length: 5 – 6 pages.

c. Codebook (20%): Each group will design a detailed code book/coding guide outlining each variable and how it will be measured.

    d.   Method (20%): After data collection, the group will turn in the basic methods section, including how intercoder relatability is calculated for all main variables and how each of its Hs and RQs are tested. Recommended Length: 2 to 4 pages.

    e.   Findings (30%): You need to report your findings in detail, including the results of hypothesis testing and RQs. Recommended Length: 2 to 6 pages.

    f.   Discussion (10%): You need to write a brief summary of your major findings, theoretical and practical implications of findings, limitations, and conclusive statements. Recommended Length: 2 to 4 pages.

Final Presentation (10 Percent)

During the final week of the course, each group/individual will make a formal presentation of research findings and recommendations to the class.

- Appropriate visual aids such as tables and graphics are required for presenting your final report.
- The explanation and justification of the research procedure should be comprehensive.
- The explanation of main findings should be clear and precise.
- The limitations of the study and the suggestion for further studies should be included in the final paper and the presentation.
- You must include some suggestions for future studies based on your current findings.

Group Members/Self Evaluation

The forms for your peer and self evaluation will be distributed to you at the end of your final presentation and will otherwise be available on the Internet. Be aware that members in your group may not get the same grade. Rather, your grades on the group projects (including your final report) will be weighed by group/self-evaluations. For example, if your group scores a 92% on the campaign project, but your average score from the self/group evaluations is 80%, then the grade you receive for the group campaign project would be 74% (80% * 92%). If your average score is a 91%, you would get the group project grade of 92%. The purpose of this complicated procedure is to **reduce the likelihood that someone in the group will slack off and still receive the full benefit of the others' work.**

** You, based on a group decision, **may fire** one of the group members who does not carry a fair share of the work. The decision should be made carefully and you should consult with me before the final decision. Final approval of a firing will be up to me. The person, who is subject to it, will not receive any points for group projects. Group projects account for 60% of the final grade, meaning automatic failure.

Class Participation (10 percent)

Attendance and class participation counts for 10% of your grade. Students will be assigned topics from each chapter and called upon to discuss them in class. You may also be asked to be prepared to speak about additional readings assigned. Therefore, participation serves as another important component to the course.

Unexcused absences will be considered in class participation scores**. Four unexcused absences will be considered 0 out of 10 possible class participation points.**

Grading:

Grading Items	Date	Points
Class participation & Attendance		10
Weekly reaction papers	TBA	10
Research Proposal (Introduction, Background Research, Hypotheses (RQs) & Method)	October 9	20
Introduce a content analysis article and moderate class discussion	TBA	10
Final Research Paper	Nov. 27th	40
Final Presentation		10
Total Points		100

Academic Honesty

Students should maintain academic honesty in fulfilling all course requirements. **Plagiarism is not tolerated. If you use information from a publication, you must attribute a source to it.**

If you're not sure you understand what's acceptable and what isn't, check out these websites:

- http://www.indiana.edu/~wts/wts/plagiarism.html,
- http://www.sja.ucdavis.edu/sja/plagiarism.html

Class Etiquette

- Reading a newspaper or other unrelated materials during class is not permitted.
- Sleeping during class is considered as an unexcused absence.
- Do not use cell phones or audible pagers.
- Food, drinks and tobacco products are not allowed in the classroom.

Seeking Help

If you need individual assistance beyond the help you receive in class, you can see me during office hours or set up an appointment for another time. If you have any special concerns for your instructor to know in order to ensure your academic success in class, please inform me as soon as possible, so I can assist you accordingly. Please, see me if you have any problems! I consider my student's failure to learn as my own failure to teach effectively. We are going to work together to provide a high quality academic environment for your learning.

Special Assistance: Reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class of any accommodations needed for the course.

Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRC) in Peabody Hall 202 (Tel.352-392-1261).

This is a tentative schedule and is subject to change.

Course Calendar	
INTRODUCTION -- COURSE OVERVIEW	**Project Calendar**
Week 1: Aug. 20 - 24 1. Course Objectives and Requirements	Team formation and Topic selection 1) Review Syllabus 2) Team should meet to get organized (for MA students). Guidelines for Working in Groups (Memo 1)
Literature Review and Planning Phase	
Week 2: Aug. 27-31 Defining Content Analysis ** Required Reading: Chapter 1 & 9 Individual Article 1: Lee, M. J. & Gispanski, L. (2016) Portrayals of Eating and Drinking in Popular American TV Programs: Comparison between Scripted and Non-scripted Shows, Journal of Health Communication. 21 (5): 593-9. Doi:10.1080/10810730.2015.1128019	**First Assignment** 3) Topic discussion and background research **You should be talking about a research topic and conducting background research.** (Additional Guidelines: Part1).
Week 3: Sept. 3 - 7 An Integrative Model of Content Analysis ** Required Reading: Chapter 3 Content Analysis: A Flexible Methodology by White and Marsh (2006) Reaction Paper 1: Individual Article 2: Holt, L. F. & Major L. H. (2010), Frame and Blame: An analysis of how national and local newspapers framed the Jena Six controversy. J&MC. 87, Nov. 3/4, 582-597	4) Write an Introduction and conduct background research Seeking Feedback on Introduction Recommended
Week 4: Sept 10 - 14 Variable and Predictions ** Required Reading: Chapter 5 Benoit W. (Chapter 14) Content Analysis in Political Communication Reaction Paper 2: Individual Article 3: Foster, C., Tanner, A. H., Kim, S., & Kim, S. Y. (2014). National conversations about the costs of U.S. health care: A content analysis of media coverage, 1993-2010. Science Communication, 36(5), 519-543. doi:10.1177/1075547014536882 (Nouf)	

Research Design	
Week 5: Sept. 17-21 Conceptualization & Measurement Techniques ** Required Reading: Chapter 6 Manganello, J. & Blake, N. (2010). A study of quantitative analysis of health messages in U.S. media from 1985 to 2005. Health Communication. 25(5). 387-396 Reaction Paper 3: Individual Article 4: Smith, A. N., Fischer, E., & Yongjian, C. (2012). How does brand-related user-generated content differ across YouTube, Facebook, and Twitter?. *Journal of Interactive Marketing*, 26(2), 102-113. **Recommended Reading:** Quasi-Experimentation: Design and Analysis Issues (1963) by Thomas D. Cook, Donald T. Campbell -- Chapter 2: Validity (pp.37-91)	5) Develop a research plan 6) Groups should be developing a code book. Seeking Feedback on Literature Review, Hypotheses, and RQs Recommended
Week 6: Sept 24 - 28 Message Units and Sampling ** Required Reading: Chapter 4 Neuendorf, K. A. & Skalski P.D. (2010). Extending the utility of content analysis via the scientific method at the 2010 Social Science and Social Computing Workshop, University of Hawaii, Honolulu, Hi. No Reaction Paper: Individual Article 5: Dan Coogan (2012). Race and Crime in Sports Media: Content Analysis on the Michael Vick and Ben Roethlisberger Cases, Journal of Sports Media, Volume 7, Number 2, Fall 2012, pp. 129-151	7) Review of Code Book
Week 7: Oct. 1-5 Reliability/Intercoder Reliability ** Required Reading: Chapter 7 Krippendorff, K. (2004). Reliability in Content Analysis: Some Common Misconceptions and Recommendations. Human Communication Research, 30(3), 411-433. Reaction Paper 4: Individual Paper 6: Kim, H. & Stepchenkova, S. (2017). Understanding destination personality through visitors' experience: A cross-cultural perspective. Journal of Destination marketing & Management.6. 416-425 (Minsung Kim)	8) Sampling and Refining Code Book Seeking Feedback on Sampling Technique Recommended **For MA Students - Spence, P. R. (2004). On the reporting of reliability in Content Analysis. Journal of Modern Applied Statistical Methods, 3(1), 234-238
Week 8: Oct. 8-12 Results and Reporting ** Required Reading: Chapter 8 Lai, L.S. & To, W.M. (2015). Content Analysis of Social Media: A Grounded Theory and Approach. Journal of Electronic Commerce Research. 16(2). 138-151	9) **Oct. 9th: Research Proposal Due In Class** (Introduction, Literature Review, Hypotheses/Research Questions, and Proposed Method) ** Do not start data coding without obtaining approval.

Week 9: Oct. 15 - 19	10) Data Collection
Week 10: Oct. 22 - 26 Content Analysis in the Interactive Media Age **Guest Speaker** (Dr. Jasmine E. McNealy). Twitter Reactions to Hurricane Irma: Mining Social Media for Inferences Required Reading & Reaction Paper 7: Chapter 7 in the 2016 new edition - an electronic copy of the chapter is available on our E-learning site. Individual Paper 7: Simon, T., Goldberg, A., Aharonson-Daniel, L., Leykin, D., & Adini, B. (2014). Twitter in the cross fire: The use of social media in the Westgate mall terror attack in Kenya. *Plos One, 9*(8), e104136. doi:10.1371/journal.pone.0104136 (Fitri Amir)	11) Data Collection & Prep for Data Analysis **Groups should prepare for writing a detailed method section. Project Guidelines: Part 1
Week 11: Oct. 29 - Nov. 2 **Analysis of Data (SPSS analysis) Handout1** Individual Paper 8: Frith, K., Shaw, P., & Cheng, H. (2005). The Construction of Beauty: A Cross-Cultural Analysis of Women's Magazine Advertising. Journal of communication, 55(1), 56-70 (Amanda)	Project Guidelines: Part 2 **12) Data Analysis 1**
Data Analysis Phase	
Week 12: Nov. 5 - 9 **Analysis of Data (SPSS analysis) Handout2**	**13) Data Analysis 2** Seeking Feedback on Method Recommended
Week 13: Nov. 12 - 16 **Analysis of Data (SPSS analysis) Handout3**	**14) Writing Research Findings** Seeking Feedback on Intercoder Reliability Scores Recommend.
Week 14: Nov. 19 – 23 (Thanksgiving Break: Nov. 21 – 23) **Preparing for Final Group Research Papers**	15) **April 6th:** Draft of Research Findings and Discussion for Feedback 16) Prepare for presentation Project Guidelines: Part3 (For the Presentation)

Final Presentation & Reflection	
Week 15: Nov. 26 - 30 Final Presentations	17) **Nov. 27:** Final Presentations: 20 Minutes Formal Presentation Per individual/group **18)** Class Evaluations: Please bring a laptop or electronic device for class evaluations. Evaluation Sheet for the Presentation 19) **Nov. 27: Submit Final Research Paper (a hard copy) in class & Peer/Self Evaluation (Due on Nov. 27 before 12:00PM**) Peer/Self Evaluation Form (Submit a hard copy) 20) **You must email me four files (your final research paper, final SPSS data file, presentation, and your data file for intercoder reliability calculation) – Due on Nov. 27 before midnight)**
Week 16: Dec. 3 - 7 (No Class Meeting) Final Reflection	21) **Have a wonderful break!**