



Proposal #  
(Academic Affairs use only)

**AY20-423** Proposal #  
(College use only) **Revised based on LACC comments**

## REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
<b>MCOM</b>	<b>5103</b>	<b>Data Analysis in Comm</b>

Course Title: (full title of course if longer than 30 characters)

**Data Analysis in Communications**

For information regarding CIP codes contact your department chair or visit: [http://www.uco.edu/academic-affairs/ir/program\\_inventory.asp](http://www.uco.edu/academic-affairs/ir/program_inventory.asp)

**CIP Code: 09.900**

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

**Data Analysis in Communications is the applied study of the quantitative methods of research, monitoring, and tracking used by communicators and marketers to achieve their objectives. A key component of the course involves learning how to generate, interpret, and analyze statistical data.**

### Mass Communication

Department submitting the proposal

<b>Mark Zimmerman</b>	<b><a href="mailto:mzimmerman@uco.edu">mzimmerman@uco.edu</a></b>	<b>5174</b>
Person to contact with questions	email address	Ext. number

Approved by:

*Mary Carver* 9/11/20  
 Department Chairperson Date

**Rozilyn Miller** Digitally signed by Rozilyn Miller  
Date: 2020.09.14 12:21:06 -05'00'

College Curriculum Committee Chair Date

Dean Catherine Webster  
 Digitally signed by Dean Catherine Webster  
 Date: 2020.09.14 15:21:56 -05'00'

College Dean Date

Academic Affairs Curriculum or Or Graduate Council Date

(Please notify the department chair when proposal is forwarded to AA.)

Office of Academic Affairs Date

Effective term for this new course  
(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?  
 Yes  **No**
2. Is this proposal part of a larger submission package including a program change? **[New Program]**  
 **Yes**  No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)  
 If yes, send copy of proposal to the Education Curriculum Committee Chair,  
 Yes  **No** Dr. Darla Fent. CTE Approval (Stamp or initial) \_\_\_\_\_
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?  
 Yes  **No** If yes, when was the most recent offering? \_\_\_\_\_
5. Does this course affect majors or minors outside the department?  
 If yes, provide name(s) of department chair(s) contacted, dates, and results of  
 Yes  **No** discussion.

6. Prerequisite courses:  
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404  
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)  
**MCOM 5043 Foundations of Comm Research**

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?  
**None**

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.  
**None**

9. Will this course have enrollment restrictions?  
 **Yes**  No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May \_\_\_\_\_ May not \_\_\_\_\_

Major Code: \_\_\_\_\_

11. Which of the following student classification(s) may enroll in this course?  
 Check all that apply:

<b>Graduate</b>	<b>(2) 19 + hours</b>	<input checked="" type="checkbox"/>
<b>Graduate</b>	<b>(1) 0-18 hours</b>	<input checked="" type="checkbox"/>
Post Baccalaureate **		_____
Senior		_____
Junior		_____
Sophomore		_____
Freshman		_____

\* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs

  X  

Admission to Nursing Program

\_\_\_\_\_

Admission to Teacher Education

\_\_\_\_\_

Other \_\_\_\_\_

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

**Upon completion of the course, students will:**

1. **Apply the appropriate statistical tests (z-test, t-test, etc.) to data sets.**
2. **Design, draft, and implement a scientifically valid quantitative survey.**
3. **Generate quantitative reports using a variety of programs including Qualtrics and SPSS.**
4. **Analyze quantitative data.**
5. **Interpret social media metrics using relevant software/platform analytics.**
6. **Develop multiple interpretations of individual data sets.**
7. **Generate actionable audience insights based upon data analysis.**

Course Detail Information:

14. Contact Hours (per week)

  3   Lecture hours (in class)

\_\_\_\_\_ Lab hours (also studios)

\_\_\_\_\_ Other (outside activities)

15. Repeatable course.

  1   Number of times this course can be taken for credit.

16. Schedule type: (select one only)

\_\_\_\_\_ Activity P.E. (A)

\_\_\_\_\_ Lab only (B)

\_\_\_\_\_ Lecture/Lab (C)

  L   **Lecture only (L)**

\_\_\_\_\_ Recitation/Lab (R)

\_\_\_\_\_ Student Teaching (STU)

\_\_\_\_\_ Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

**MCOM 5893 Capstone Project**

18. What resources, technology or equipment must be acquired to teach this course?  
List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

**None**

19. The UCO Library has the required library resources available for this new course?  
If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

**Yes**  **No**

**Kaitlyn Palone; August 26, 2019; significant holdings in Communications are available in the library through current databases.**

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

**NA**

20. Names of current faculty qualified to teach this course.

**Mike Breslin, Dr. Desiree Hill, Dr. Sherri Johnson, Dr. Jill Lambeth, Dr. Samuel Lawrence, Dr. David Nelson, Dr. Chad Perry, Dr. Christy Vincent**

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

**None**

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

**This course will need to be developed online through CeCE. Otherwise, it will become part of faculty rotations, with fewer elective options offered in the undergraduate schedule.**

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

**Developing the course for online delivery is an additional cost. Existing course fees for online courses will provide the funding.**

24. Projected enrollment for two academic years following approval of new course:

Semester	2021-22	2022-23
Fall	N/A	N/A
Spring	7	7
Summer	N/A	N/A

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences  
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary

purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. 11-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

**Data Analysis in Communications is a core class in the M.A. program that requires students to generate, analyze, interpret, and apply quantitative research data. These skills are both highly sought after (and sometimes required) in the private sector, and they also are a necessary part of a graduate program in this discipline.**

- 27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

<b>Discipline Knowledge</b>	<u>    X    </u>
Leadership	<u>          </u>
<b>Research, Scholarly and Creative Activities</b>	<u>    X    </u>
Service Learning and Civic Engagement	<u>          </u>
Global and Cultural Competencies	<u>          </u>
Health and Wellness	<u>          </u>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

**5000 LEVEL COURSES**

<b>Course Level Characteristics</b>	<b>Please describe how this course meets this requirement.</b>
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	<b>Analytical thought and critical thinking are at the core of this class. Students will be required to analyze quantitative data and interpret those results in a way that allows them to draw sound conclusions and make actionable recommendations that are applicable to real-world situations.</b>
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable	<b>In this course, students will leverage the skills they have learned at the undergraduate and graduate levels, allowing them to advance further in the</b>

background of knowledge.	communications discipline.
<p>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:</p> <ul style="list-style-type: none"> <li>a. Students should be required to undertake original scholarly/creative activity.</li> <li>b. Students should assume greater responsibility for mastering the subject matter.</li> <li>c. Close working relationships should exist between instructors and students.</li> </ul>	<p><b>The majority of this course will involve hands-on, quantitative scholarly/research tasks. The students will be provided the instruction and information needed to successfully complete these tasks.</b></p>

## MCOM 5103 Data Analytics in Communications

### Syllabus

Department of Mass Communication  
College of Liberal Arts  
University of Central Oklahoma  
Fall 2021

CRN XXXXX Timing Online course

Instructor:	Mike Breslin	Office:	COM 207A
Office/cell:	405-974-5111 / 405-406-6933	Office Hours:	MWF 12-2 p.m.
E-mail:	<a href="mailto:mbreslin@uco.edu">mbreslin@uco.edu</a>		MW 2-3 p.m.
MCOM phone:	974-5303	Social media:	@mikebreslinpro
MCOM fax:	974-5125		

**This syllabus is subject to revisions throughout the semester. Schedule dates are most vulnerable to revisions based on class progress. ALL syllabus revisions will be announced in class. In the case of any major revisions, an updated syllabus will be distributed with the revision date noted above.**

### Course description

Data Analysis in Communications is the applied study of the quantitative methods of research, monitoring and tracking used by communicators and marketers to achieve their objectives. A key component of the course involves learning how to generate, interpret and analyze statistical data.

Prerequisite(s): MCOM 5043 Foundations of Communications Research.

### Student learning outcomes

As a result of this course, students will be able to:

- Apply the appropriate statistical tests (z-test, t-test, etc.) to data sets.
- Design, draft and implement a scientifically valid quantitative survey.
- Generate quantitative reports using a variety of programs including Qualtrics and SPSS.
- Analyze quantitative data.
- Understand and interpret social media metrics using relevant software/platform analytics.
- Develop multiple interpretations of individual data sets.
- Generate actionable audience insights based upon data analysis.

### Textbook/packets:

- TBD.
- Other course materials will be distributed electronically during the semester via D2L. As noted later in this document, it is *imperative* that students *thoroughly read* the information in the course materials as well as any other assigned readings.

### UCO VPN & virtual desktop

This course will require students to learn and use certain software programs like SPSS and Zoom. Students can access such programs via the UCO VPN and the Virtual Desktop.

### Course format

This entire course will take place online. Some of the class meetings will take place via the Zoom platform, while other “meetings” will involve students working independently using materials provided via D2L.

Attendance

Because of the limited numbers of course meetings, attendance is crucial. If a student misses more than one online meeting for any reason, he or she must consult with the professor ASAP to determine if they can still successfully complete the course.

Grading criteria and assignments overview

Item	Description	Impact on final grade
<b>Grading scale</b>	Letter scoring for the class is based on the following scale (numbers indicate final grade percentages in a range of 0-100):  90-100=A    80-89=B    70-79=C    60-69=D    59 and below=F	N/A
<b>Homework / discussions</b>	Five times during the semester, the instructor will post a data set in the D2L Discussion area. Students will be required to: <ul style="list-style-type: none"> <li>• Read the data and interpret it – that is, offer their opinions on what the data means and what the implications of the data set are for the parties involved.</li> <li>• Each student will also be required to comment on the interpretations provided by at least two (2) of their fellow students in each same discussion thread.</li> </ul>	25% of final grade
<b>Exams (2)</b>	Two exams will be administered during the course to test students mastery of the various statistical and quantitative concepts taught as well as their ability to apply the same. These two exams will be evenly weighted in the gradebook.	25% of final grade
<b>Social media metrics report</b>	Students will develop a report for a given client on their social media engagement levels on the major social platforms (Facebook, Twitter, etc.). Based on those engagement levels as well as those of key client competitors, students will make recommendations at the end of the report on how the client can improve engagement levels. Total report will be 5 to 7 pages in length.	25% of final grade
<b>Survey</b>	Each student will design, draft and execute a survey during the course. The topic of the survey will be determined in consultation with the professor. Once the survey is executed and data is collected, the student will then prepare a brief (7-10 pages) paper detailing the results of the survey, including a description of the statistical test(s)	25% of final grade



Item	Description	Impact on final grade
	<p>run on key data points, and the student's conclusions based on that data.</p> <p>Students will present their survey findings and conclusions during Zoom class meetings near the end of the semester. See the schedule for details.</p>	
<b>Submitting assignments</b>	<p>Due dates for assignments are noted on the schedule later in this syllabus. Unless otherwise noted in this syllabus, assignments are due in the appropriate D2L folder (or discussion board) by 11:59 p.m. the day it is due. Late submissions will <u>not</u> be accepted by the D2L system, and thus will receive a grade of 0 (zero) unless the student has <u>prior</u> permission to be late from the professor.</p> <p>If a student submits more than one version of an assignment to a D2L Assignments folder or discussion board, <b>the instructor will only look at the last version submitted</b> on the assumption that it is the most current one.</p>	As noted in middle column
<b>Grade appeals, final grades</b>	<p>Grade appeals/concerns should be communicated to the instructor ASAP, preferably within <b>one week</b> of the grade being posted. This applies to <u>all</u> grades (exams, assignments, etc.).</p> <p>Also, <b>final grades will NOT be "bumped up" at the end of the term.</b> In other words, a 79.99 = C, an 89.99 = B, and so forth.</p>	N/A

#### General requirements and notes

- Students are expected to display **solid writing skills** in this class.
  - Sloppy writing, misspelled words and poorly proofed work is not acceptable.
  - It is important that everyone understand how **typos** are defined in this class. They include, but are not limited to:
    - Misspellings
    - Grammatical errors
    - Missing words
    - Extraneous spaces in between words or lines of text
    - Blatant formatting errors
    - And so on.

Accordingly, thorough proofreading is required and expected before anything is submitted in this class. *This includes the discussion homework assignments.*
- Students are responsible for everything that is discussed in class. Accordingly, **note taking** is strongly encouraged and recording lectures is allowed.

- Students need to **check their UCO email regularly**. *"I didn't see the email" is not an acceptable excuse* for failing to meet class requirements.
- Students must set their **notification preferences in D2L** so that they receive daily email notices when the D2L content, grades, news and other sections are updated.
- **UCO subscribes to the Turnitin.com plagiarism prevention service**. Students, by taking this course, agree that all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to terms and conditions of use posted on the Turnitin.com website. Turnitin.com is just one of the various plagiarism prevention tools and methods that may be utilized by the instructor during the semester. The UCO Student Handbook describes the process for contesting allegations of plagiarism.

### Central 6

At the University of Central Oklahoma, we are guided by the mission of helping students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. This course experience will support the following aspects of the Central 6:

- **Discipline knowledge.**
- **Problem solving (research, scholarly and creative activities).** Obviously, research is what this course is all about.

The complete Central Six can be found at <http://www.uco.edu/central/tl/central6/index.asp>.

## Schedule

As noted earlier, the following class schedule, like the entire syllabus, is subject to change.

Readings for each week should be done prior to Monday of that week, with the exception of week 1. Those readings should be done ASAP during week 1.

Week no.	Class "meets" on... <sup>1</sup>	Material covered	Due dates & other dates	Required reading(s) for week <sup>2</sup>
1	XXXXX	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review the course packet, D2L site</li> <li>• Review the syllabus</li> <li>• Analyzing data sets, part 1</li> <li>• Review the first homework assignment</li> </ul>		<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course packet</li> <li>• TBD contingent on textbook selection</li> </ul>
2	XXXXX	<ul style="list-style-type: none"> <li>• Analyzing data sets, part 2</li> <li>• Review the second homework assignment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>First homework assignment due _____ (date)</b></li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
3	XXXXX	<ul style="list-style-type: none"> <li>• Analyzing data sets, part 3</li> <li>• Data and statistical tests, part 1</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Second homework assignment due _____ (date)</b></li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
4	XXXXX	<ul style="list-style-type: none"> <li>• Data and statistical tests, part 2</li> <li>• Review the third homework assignment</li> </ul>		<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
5	XXXXX	<ul style="list-style-type: none"> <li>• Data and statistical tests, part 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Third homework assignment due _____ (date)</b></li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
6	XXXXX	<ul style="list-style-type: none"> <li>• Social media metrics, part 1</li> <li>• Review the fourth homework assignment</li> </ul>		<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
7	XXXXX	<ul style="list-style-type: none"> <li>• Social media metrics, part 2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fourth homework assignment due _____ (date)</b></li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>

<sup>1</sup> Class sessions that require students to be online at the same time are in red.

<sup>2</sup> Some materials for the week may contain links to videos. *Students are required to watch those videos outside class when reading that material.*

Week no.	Class "meets" on... <sup>1</sup>	Material covered	Due dates & other dates	Required reading(s) for week <sup>2</sup>
8	xxxxx	<ul style="list-style-type: none"> <li>• Social media metrics, part 3</li> <li>• Review the fifth homework assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm exam due _____ (date)</li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
9	xxxxx	<ul style="list-style-type: none"> <li>• Survey design &amp; execution, part 1 <ul style="list-style-type: none"> <li>○ Questions</li> <li>○ Qualtrics functionality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fifth homework assignment due _____ (date)</li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
10	xxxxx	<ul style="list-style-type: none"> <li>• Survey design &amp; execution, part 2 <ul style="list-style-type: none"> <li>○ Sampling principles</li> <li>○ Qualtrics sampling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Social media metrics report due _____ (date)</li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
11	xxxxx	<ul style="list-style-type: none"> <li>• Survey design &amp; execution, part 3 <ul style="list-style-type: none"> <li>○ Distribution</li> <li>○ Handling survey problems once distributed</li> <li>○ SPSS</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
12	xxxxx	<ul style="list-style-type: none"> <li>• Survey analysis and reporting, part 1 <ul style="list-style-type: none"> <li>○ Analysis via Qualtrics</li> <li>○ SPSS</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> <li>•</li> </ul>
13	xxxxx	<ul style="list-style-type: none"> <li>• Survey analysis and reporting, part 2 <ul style="list-style-type: none"> <li>○ Analysis via Qualtrics</li> <li>○ SPSS</li> <li>○ Data and graphics</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
14	xxxxx	<ul style="list-style-type: none"> <li>• Going beyond the data</li> <li>• Challenging initial analytical decisions</li> <li>• Presenting via Zoom</li> </ul>		<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
15	xxxxx	<ul style="list-style-type: none"> <li>• Survey presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Survey report presentations, part 1 via Zoom class meeting</li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>
16	xxxxx	<ul style="list-style-type: none"> <li>• Survey presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Survey report presentations, part 2 via Zoom class meeting</li> </ul>	<ul style="list-style-type: none"> <li>• TBD contingent on textbook selection</li> </ul>

Week no.	Class "meets" on... <sup>1</sup>	Material covered	Due dates & other dates	Required reading(s) for week <sup>2</sup>
			<ul style="list-style-type: none"> <li>Final exam due _____ (date)</li> </ul>	
17	xxxxx	<ul style="list-style-type: none"> <li>Final exam week</li> </ul>	<ul style="list-style-type: none"> <li>Survey reports due _____ (date)</li> </ul>	<ul style="list-style-type: none"> <li>TBD contingent on textbook selection</li> </ul>