

J384 Mass Communication Theory (07985)

Dr. Tom Johnson

Fall 2021

TTH 3:30-5, DMC 3.206

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Office Hours: TTH 11-12:30, by appointment and when you least expect it.

Really, if you see my door at least partly open come on in. You will need to wear a mask if you are coming to my office hours. If these hours don't work for you please contact me to set up a Zoom meeting

Principles Going Forward

1. Nobody signed up for this.
 - a. This was the semester when life was going to return to normal, but though we are returning to class life is far from normal
 - b. The pandemic rages on and life is filled with uncertainty as vaccines are not required to return to campus and wearing masks cannot be required
2. The humane option is the best option.
 - We are going to prioritize supporting each other as humans
 - We are going to prioritize simple solutions that make sense for the most
 - We are going to prioritize sharing resources and communicating clearly
3. We will remain flexible and adjust to the situation.
 - Nobody knows where this is going and what we'll need to adapt
 - Everybody needs support and understanding in this unprecedented moment

Adapted from Brandon Bayne, UNC-Chapel Hill

REQUIRED READINGS

1. Weekly readings posted on Canvass.

CATALOGUE DESCRIPTION

Study of the processes and effects of mass communication. Three lecture hours a week for one semester. Required of all candidates for the Master of Arts degree

with a major in journalism and Ph.D. students. Prerequisite: Graduate standing and consent of the graduate adviser.

COURSE DESCRIPTION

Mass Communication Theory (J384) is the first of two basic graduate courses in mass communication theory. This class introduces the student to mass communication theory and research, and focuses on theories of audience and effects. The class is designed to introduce students to the wide range of mass communication theories that have developed over the last 120 or so years in order to help you understand how the media operate, how they affect individuals and society, how social forces shape the media and how individuals use and create meaning from the media. The purpose of the course is to help students develop their own perspectives on mass communication, its meaning and its significance. The practical objective of the class is to provide students with enough insight into the range of mass communication theories to be able to pose significant theoretical questions and to learn how to build the literature review sections for research papers and for their theses or dissertations.

Learning Objectives	Assessment Techniques
The ability to identify, describe, and critically evaluate the assumptions, theories, and empirical evidence supporting conclusions about media effects in the study of mass communications	Classroom exams Classroom discussions Article reviews Term paper
The ability to understand how the media operate, how the media affect individuals and society, how social forces shape the media and how individuals use and construct meaning from the media.	Classroom discussions Classroom exams Written assignments
Sufficient knowledge of a wide range of mass communication theories to be able to write the literature review portions of a research paper	Theory term paper
Sufficient knowledge of a variety of mass communication theories to pass the doctoral theory competency exam	Comprehensive exam-type questions practice Classroom exams
The ability to comprehend and critique mass communication research articles	Critiques of peer-reviewed journal articles using mass communication theories
The ability to initiate and execute students' own original research and build new mass communication theories	Theory term paper

The ability to apply mass communication theory and research to future career situations	Theory term paper Classroom discussion
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ASSIGNMENTS

This course will be a mixture of lecture, discussion and research. This course is a graduate seminar, not a lecture course. While I will be lecturing most class periods, the success of the class depends on you attending class, doing all the assigned readings and actively participating in class discussion. To encourage discussion, I have created a Facebook group for the class, UT Mass Communication Theory (J384) Rules! You are not required to join, but I send announcements through there as well as through the canvass e-mail and some things are posted that might be of help to you in better understanding mass communication theory. Everyone is expected to participate in discussion and discussion counts for as much as an exam grade.

Listed below are the major requirements for the class:

1. Research Article Extended Abstract Assignment: You will summarize and critique a research article from a recent (past five years) issue of an academic research journal that presents original research on mass communication (not an essay, critique, review, etc.) The extended abstract should relate to your term paper topic. The article should summarize the main points of the article, but also offer a critique of the strengths and the weaknesses of the theory portion of the article. These journals are good sources for articles that present original research on mass communication: *Journalism & Mass Communication Quarterly*, *Journal of Communication*, *Communication Research*, *Communication Theory*, *Journal of Broadcasting & Electronic Media*, *Journal of Computer-Mediated Communication*, *Newspaper Research Journal*, *Journalism Studies*, *Journalism Practice*, *Journalism & Mass Communication Educator*, *Mass Communication & Society*, *New Media & Society*, *Public Opinion Quarterly*, *International Journal of Communication*, *International Journal of Public Opinion Research* and *Social Media + Society*.

- a. On **September 23**, turn in a copy of the research journal article you propose to examine. The paper must be on an article that takes a hypothesis-testing approach (i.e., either tests an explicit hypothesis or hypotheses or addresses one or more explicit research questions).
- b. On **Oct. 3**, submit your research article extended abstract. In four to five page provide the following information: (1) a complete article reference that includes the author's full name; article title; journal name, number, volume and year of publication, and page numbers; (2) the author's statements of the

hypotheses tested or the research questions addressed. (3) the author's definitions of each of the key concepts mentioned in the hypotheses and research questions; if a key concept is not defined by the author then you define it as you think the author intended; (4) a summary of the study's results. (5) your own brief critique of the research, evaluating the quality and appropriateness of the theoretical framework, the strengths and weaknesses of the evidence presented and the importance of the findings; feel free to include suggestions for ways to advance study on this topic.

2. Term Paper: Each student will write a literature review portion of a research paper on a communication topic of your choice. At least one of the theories needs to be one we discuss in class. However, the other theory could also be from the class or also come from another discipline such as sociology or political science or it could be a mass communication theory that we do not discuss. The literature review should be between 12 and 15 pages, excluding references. The literature review may serve as the foundation of a conference paper or your thesis or dissertation. The paper should be in standard research report form with an introduction, a problem statement, a discussion of the theories and their linkages and discussion of literature on the "variables" that you would be investigating would you write the complete research paper. I would also like to see a list of research questions or hypotheses the paper would "test." The paper must be written in a scholarly style, present comprehensive reviews of the literature on the issues and the theories involved, as well as include citations and a bibliography. This cannot be the same literature review written for another class (I do compare notes with Dr. Chen and other professors; see the honor code below). A brief discussion of your topic is due **Sept 16**. A reference list of sources is due **Oct. 28**. The introduction and problem statement is due **Nov. 11**. A rough draft is due **Nov. 24 by 11:59 p.m.** and the final draft of the paper is due **Dec. 8 at 11:59**.

3. Exams: There will be a midterm and a second exam. They will involve definitions, multiple choice and short essay questions. The second exam is not comprehensive. However, it is important to be able to integrate ideas from different theories, so some major ideas discussed during the first half of the semester may appear on the second exam.

4. Participation leader: In the past, I haven't always had the robust discussion of the readings that I would like. Therefore, for each reading I will assign a discussion leader. As discussion leader, you don't need to submit a critique or analysis of the reading. You simply need to be well versed on the reading to be able to answer questions about the readings and to ask questions of me and to your fellow classmates. I would be sure that you understand the reading and have questions both for me and for discussion for the rest of the class. Each time you

are discussion leader you can earn up to 10 points based on my perception of how well you understand the reading and generate questions both to me and your classmates to help them better understand the readings as well as to be able to ask questions to generate discussion.

Grading:

Exam 1:	100 points
Exam 2:	100 points
Term Paper	150 points
Research Article Extended Abstract:	50 points
Participation:	100 points

ATTENDANCE:

Participation is vital to the success of the class and therefore attendance is vital. However, I will not be taking attendance You should contact me **in advance** if you are going to miss a class. All tests must be taken during their scheduled time unless you have made prior arrangements. The assignments are due at the beginning of class on their due date except the term paper which is due by the end of the day (11:59 p.m.) on the date indicated. Assignments will be reduced a half a letter grade for every day they are late. I will not accept any papers more than a week late.

Face Mask Policy

Face masks are strongly recommended but optional inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle. •For individuals who live with individuals who are immunocompromised, or who have a condition which places them at high risk for severe illness with COVID-19, masking and social distancing are strongly recommended but optional, regardless of vaccination status, Inside university buildings, except when alone in a private office or single-occupant cubicle. If you come to in-person office hours, you *must* properly wear a mask to come in and talk to me.

Religious Holy Days Observance Policy:

The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. A student who misses classes or other required activities, including

examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so arrangements can be made to complete an assignment within a reasonable time after the absence.

<http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>

Students with Disabilities:

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities.

<http://diversity.utexas.edu/disability/>

Policy on Scholastic Dishonesty:

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. **<http://deanofstudents.utexas.edu/conduct/>**

The Honor Code:

The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, fairness, and respect toward peers and community.

Mask Policy

The governor signed an executive order in March 2021 that states “no governmental entity... may require any person to wear a face covering or to mandate that another person wear a face covering.” I cannot require you to wear a mask. But I *can* plead with you to please wear a mask to class in order to protect your unvaccinated classmates as well as unvaccinated friends and family members.

TOPICS:

Listed below are the tentative topics to be discussed in the course. The order of discussion might change, especially to accommodate guest speakers.

<u>Date</u>	<u>Topics, Readings, Assignments Due</u>
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I. Introduction to Mass Communication Theory

Week 1: Introduction to the class

Aug. 26

Week 2:

Aug. 31, Sept. 2 **Mass Communication Theory**

Readings:

1. Baran, S. I., & Davis, S. (2014). Understanding and evaluating mass communication theory. In *Mass Communication Theory* pp. 3-19
2. Chafee, S.H., & Berger, C.R. (1987). What communication scientists do. In C.R. Berger, M.E. Roloff, & D. Roskos-Ewoldsen (Eds.). *Handbook of Communication science* (pp.99-122, 2nd edition). Thousand Oaks, CA: Sage.
3. Perloff, R.M. (2015). Mass communication research at the crossroads: Definitional issues and theoretical direction for mass and political communication scholarship in an age of online media. *Mass Communications & Society*

Recommended Readings:

1. Metzger, M.J. (2009). The study of media effects in the era of Internet communication. In R.L. Nabi & M.B. Oliver (Eds.), *The Sage handbook of media processes and effects* (pp. 561-576). Los Angeles: Sage.

II. Historical Development of the Mass Communication Field

Week 3

Sept. 7, 9

Mass Society Theory and Propaganda

Readings:

1. Baran, S. I., & Davis (2014). Four trends in media theory in *Mass Communication Theory*, pp. 20-28

A. Mass Society Theory

1. Cantril, H. (1940). The Invasion from Mars: Radio panics America. In S. Lowery and M. DeFleur, *Milestones in Mass Communication*, Longman Publishers.

Recommended

1. Parsons, P. P. (2021). The lost doctrine: Suggestion theory in early media effects research.

B. Propaganda Theory

1. Lazarsfeld, P.F., Berleson, B., & Gaudet, H. (1948). The People's Choice: The media in a political campaign. In *Milestones in Mass Communication Research*

2. Hovland, C.I. Lumsdaine, A.A. and Sheffield, F.D. (1949). Experiments with Film: Persuading the American soldier in World War II in *Milestones in Mass Communication Research*

Recommended

1. Bennett, W.L., & Iyengar, S. (2008). A new era of minimal effects? The changing foundations of political communication. *Journal of Communication*, 58, 707-731

2. Holbert, R. L. Garrett, R. K. Gleason, L. S. (2010). A new era of minimal effects? A Response to Bennett and Iyengar. *Journal of Communication* 60, 15–34.

Week 4

Sept.14, 16

Limited Effects

Readings:

1. Joseph Klapper, (1960). *The Effects of Mass Communication*

2. Katz. E., & Lazarsfeld, P.F. (1955). Personal Influence: The Two Step Flow of Communication. In *Milestones in Mass Communication Research*

3. Stroud, N. J. (2017).

Due: Submit topic for term paper, Sept. 16

Week 5

Sept. 21, 23

Middle Range Theories: Two-Step Flow/ Opinion Leadership and Selective Exposure

1. Katz. E., & Lazarsfeld, P.F. (1955). Personal Influence: The Two Step Flow of Communication. In

Milestones in Mass Communication Research

2. Stroud, N. J. (2011). Selective exposure in theory and practice. In Stroud, *Niche News*

Submit article for extended abstract, Sept. 23

Week 6
Sept. 28, 30

Diffusion of Innovations/Technology Adoption Model, Return to Powerful Effects

Readings

1. Rogers, E. M., Singhal, A., & Quinlan, M. M. (2009). Diffusion of innovations. In D. W. Stacks & M. B. Salwen (Eds.), *An integrated approach to communication theory and research* (2nd ed., pp. 418–434). New York, NY: Taylor & Francis.
2. Atkin, D., Hunt, D. S., Lin, C. A. (2015). Diffusion theory in the new media environment: Toward an integrated technology adoption model. *Mass Communication & Society*.

Recommended Reading

1. Schäfer, M. S., & Taddicken, M. (2015). Opinion leadership|mediatized opinion leaders: New patterns of opinion leadership in new media environments?. *International Journal of Communication*, 9, 22.
2. Zak, S., & Hasprova, M. (2020). The role of influencers in the consumer decision-making process. In *SHS web of conferences* (Vol. 74, p. 03014). EDP Science

III. Media and Audiences

Week 7
Oct. 5,7

Uses and Gratifications

Readings:

1. Katz, E. Blumler, J.G., & Gurevitch, M. (1974). Utilization of Mass Communication by the Individual. In J. G. Blumler and E. Katz (Eds.), *The Uses of Mass Communications: Current Perspectives and Gratifications Research*, Sage Publishers.
2. Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. *Mass communication & society*, 3(1), 3-37.
3. Sundar, S. S., & Limperos, A. M. (2013). Uses and Grats

2.0: New Gratifications for New Media, *Journal of Broadcasting and Electronic Media*

Due: Submit extended abstract Oct. 3

Week 8

Oct. 12, 14

Agenda Setting

Readings:

- 1 McCombs, M. E., Shaw, D. L., & Weaver, D. H. (2014). Deutschmann Scholars Essay (DSA) New directions in agenda-setting theory and research. Guo, L., (2015). A theoretical explication of the network agenda setting model: Current status and future directions. In Guo, L., & McCombs, M.E. *The power of information networks: New directions for agenda setting*.

Week 9

Oct. 19,21

Midterm, Oct. 21

Week 10

Oct. 26, 28

Framing

Readings:

1. Entman, R. E. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43, 51-58.
2. Reese, S.D. (2007). The framing project: A bridging model for media research revisited. *Journal of Communication*, 77, 148-154.
3. Meraz, S., & Papacharissi, Z. (2016) Networked framing and gatekeeping. In *The SAGE handbook of digital journalism*.

References for paper due Oct. 28

IV. Knowledge Gaps and Belief Gaps

Week 11

Nov. 2,4

Knowledge Gap Readings

1. Tichenor, P.J. Donohue, G.A. and Olien C. E. (1970). Mass media flow and differential growth in knowledge. *Public Opinion Quarterly*, 34, 159-170.
2. Lind, F., & Boomgaarden, H. G. (2019). What we do and

don't know: a meta-analysis of the knowledge gap hypothesis. *Annals of the International Communication Association*, 43(3), 210-224.

IV. Contemporary Mass Communication Theory

Week 12

Nov. 9,11

Hostile Media Effects and Motivated Reasoning

Readings:

1. Vallone, R. P., Ross, L., & Lepper, M. R. (1985). The hostile media phenomenon: Biased perception and perceptions of media bias in coverage of the Beirut massacre. *Journal of Personality and Social Psychology*, 49, 577–585.
2. Feldman, L. (2017). The hostile media effect. In *The Oxford Handbook of Political Communication*
3. Kunda, Z. (1990). The case for motivated reasoning. *Psychological bulletin*, 108(3), 480.
4. Bolsen, T., & Palm, R. (2019). [Motivated reasoning and political decision making](#). In *Oxford Research Encyclopedia of Politics*. Oxford University Press.

Due: Introduction and Problem statement for term paper, Nov. 11

Week 13

Nov. 16, 18

Theories of Media Production

Gatekeeping and Hierarchy of Effects Models

Readings:

1. White, D.M. (1950). The “gatekeeper”: A case study in the selection of news. *Journalism Quarterly*, 27(4), 383-390.
2. Breed, W. (1955). Social control in the newsroom: A functional analysis. *Social Forces*, 33(4), 326-335.
5. Shoemaker, P.J., Johnson, P., & Riccio, J. R. (2017). The gatekeeping of political messages. In *The Oxford Handbook of Political Communication*
6. Meraz, S., & Papacharissi, Z. (2016) Networked framing and gatekeeping. In *The SAGE handbook of digital journalism*

Week 14
Nov. 23

Spiral of Silence
Readings

1. Noelle-Neumann, E. (1974). The spiral of silence: A Theory of public opinion. *Journal of Communication*, 24, 43-51
2. Hayes, A. F. and Matthes, J. (2017). Self-censorship, the spiral of silence and contemporary political communication. *The Oxford Handbook of Political Communication*

Recommended

1. Lang, K. & Engel Lang, G. (2012). What is this thing we call public opinion? Reflections on Spiral of Silence. *International Journal of Public Opinion Research*.

Rough Draft of paper due Nov. 24 at 11:59 p.m.

Week 15
Nov. 26

Third Person Effect
Readings

1. Davidson, W.P. (1983). The third-person effect in communication. *Public Opinion Quarterly*, 47, 1-15.
2. Tsay-Vogel, M. (2020). Third-Person Effect. *The International Encyclopedia of Media Psychology*, 1-8.

Week 15
Dec. 2

Second Exam, Dec. 2

Final draft of term paper due Dec. 12, 4:30 p.m.

Term paper

The main assignment for this course is to write the literature review portion of a research project on a topic that you could more fully explore after the semester ends. The literature review must examine at least two theories. At least one of the theories needs to be one that we discuss in class. However, the other theory could come from another discipline such as sociology or political science, a communication theory we didn't talk about in class or another theory we did talk about in class. The literature review should be between 12 and 15 pages, excluding references. The literature review may serve as the foundation of a conference paper or your thesis or dissertation. The paper should be in standard research report form with an introduction, a problem statement, a discussion of the theories and their linkages and discussion of literature on the "variables" that you would be investigating would you write the complete research paper. I would also like to see a list of research questions or hypotheses the paper would "test." The paper must be written in a scholarly style, present comprehensive reviews of the literature on the issues and the theories involved, as well as include citations and a bibliography. The paper will be submitted in stages. A discussion of each of the stages is below.

Guidelines for Term Paper Topic

Ideas for paper topics may come from a variety of sources such as lectures, the assigned course readings, or from the current events you encounter through mass media. You are going to spend a lot of time with this topic, so it is important to choose one that suits your interests.

You must choose a narrow, specific topic. For instance use of mobile devices is too broad. However, examining how Korean students use cell and smart phones for political information is more specific.

Your discussion of your topic needs to include two things:

1. Describe the issue you will investigate in the paper using the two theories. For instance, you might want to investigate whether social network sources, blogs or traditional media are more successful in influencing your attitudes on an issue like gay marriage
2. Name the two (or more theories) that you will use (e.g. framing and gatekeeping). Tell me why you think that these theories are relevant to your study and how they are related.

Your description of the topic should be typed and should be at least one good size paragraph long.

Term paper topic due: Sept. 16. The Topic will be worth 5 points

References

References are a list of source you believe you will use in the paper. You must have a minimum of 20 sources. Why require a reference list at such an early date? First, this will enable you to see if there are already studies on the topic to guide you in writing the literature review. Second, by doing a literature search I believe it will help you organize your literature review. One mistake is that people only think the relevant research is the one directly on their topic. So, for instance, if you are looking at motivations for Korean students to use a smart phone for political information you need to go well beyond that specific topic. For instance, you need to have a discussion about prevalence of smart phones in South Korea, studies that look at Korean use of similar media and how it differs from other countries like the United States. You need to know what is known about general motivations for using smart phones and any studies looking at using smart phones for political use. If you are looking at predictors, you need sections on those predictors and smart phone use.

The reference list is due Oct. 28 and will be worth 10 points

Introduction and Problem Statement

Think of an introduction as like a lead for a news story. A good introduction should make clear to the reader what the topic is about and good ones do it in an interesting way. One of the biggest problems I see in writing introductions is people weight it down with statistics about the medium they are studying without giving an idea of what the paper will be about. The problem statement spells out specifically what the paper will address and how it will address it. For instance, in a paper I wrote recently that combined credibility and selective exposure theory, I wrote: "This study employs a survey of politically interested Internet users during the 2008 presidential campaign to test the relative influence of credibility and reliance on selective exposure to online political sources. This study tests whether credibility of, and reliance on, political blogs, websites, broadcast television sites, and online newspapers predict selective exposure to online political sources after controlling for political and demographic factors."

A good introduction and problem statement also needs to give a justification for why the study is important. For instance, in the study mentioned above I discussed how it is important to study the factors that predict selective exposure because it

can lead to more polarized and fragmented political views. I also noted one of the contributions of the study was being one of the first test whether or not credibility of a medium is synonymous with reliance or whether they are distinct concepts

The introduction and problem statement is due Nov. 7 and is worth 10 points

Rough Draft of your Literature Review, Hypotheses and Research Questions

People often struggle in writing literature reviews; I think they are the hardest and most time-consuming part of a research paper. You should do a thorough up-to-date review of the research, looking at journal articles, books, book chapters and conference papers for research in the area. If you are looking at new technologies, trade journals and media articles can be helpful too. Texas has a lot of good databases on its library research. Many people like to use one of the broad databases like Academic Search Complete, but for most papers I prefer more specialized databases like [Communication & Mass Media Complete](#). If you are new to research, the database portion of the UT library website also has tips for researching. This is not supposed to be a [dissertation-length](#) review but I would like you to summarize clearly and cogently the major articles in the area. You can use our textbook as a guide to bring in important research, but you should not use it as a listed source.

In writing your literature review I would certainly use the best studies that you are looking for as guides. There are no hard and fast rules for writing a literature review, but I usually go from general to specific. For instance, if there is important background material (such as Koreans and smart phone use statistics) I might begin with that. Usually I begin with the theories and discuss them and then examine the linkages between the theories. I look for research on the topic and the theory and then I have sections on specific relationships. For instance, for the article on credibility and selective exposure of online sources, I first looked at media credibility, then Internet credibility. I then looked at selective exposure and then online selective exposure. I then looked at the research that combined the two theories. Then I looked at specific relationships: reliance and credibility, reliance and selective exposure, political measures and selective exposure and credibility and political measures and selective exposure and credibility.

The other problem I see in literature reviews is the researcher organizes it study by study rather than trying to synthesize the literature. Writing it study by study makes it difficult for the reader to understand the literature and I believe hurts the flow of the literature review.

Hypotheses and research questions:

A hypothesis is a proposed explanation for a phenomenon while a research question poses a question to address the problem. Normally you use a hypothesis when you have literature to back your explanation. Research questions are more appropriate when the literature offers conflicting views on the expected relationship or when there simply isn't enough literature on the subject to allow you to make a definitive statement. Hypotheses and research questions are written in terms of the relationship expected between the independent and dependent variables. For interested in the study discussed above, one of the hypotheses was: Heavy reliance on a) political blogs and b) political websites will lead individuals to purposely connect to online political sources that SHARE their point of view on political issues, after controlling for political and demographic factors. One of the research questions was: Do perceptions of credibility of a) political blogs, b) political Websites, c) broadcast news websites, and d) newspaper websites influence whether individuals purposely connect to online political sources that SHARE their point of view on political issues after controlling for political and demographic factors?

I often suggest that people write the hypotheses and research questions *before* they write the literature review because hypotheses and research questions should flow naturally and logically from your literature review. Also the hypotheses and research questions spell out the relationships you are going to test and these relationships should be discussed in the literature review.

The rough draft of your literature review, hypotheses and research questions will be due Nov. 27 and worth 25 points

Final Draft

One of the major factors I will be looking at in the final paper is how well you were able to address the concerns raised in the rough draft. I will focus mainly on the literature review (including the introduction and problem statement) and to a much lesser extent on the research questions/hypotheses. I will be asking questions such as: Do I get a clear idea from the introduction what the paper is about? Does the problem statement clearly set out what the study is about and how it will be done? Does the introduction and problem statement give a sense of what makes the study important? I will look at the completeness of the literature review: Does it seem to have a comprehensive look at the literature as well as discuss the relationships that tested in the hypotheses/research questions? Is the literature review organized in a logical fashion? Does it involve a cogent discussion of the literature? That is, does it do a nice job synthesizing the literature rather than discuss it study by study? Do the research

questions/hypotheses spell out what are the variables tested and the relationships between the variables?

The final paper is due at 4:30 on Dec 12. It is worth 100 points

