

COMM 7000-001: Content Analysis
 University of Utah, Spring 2019
 Friday 2:00-4:50, LNCO 2630

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 Course Website: Canvas

Overview

This course focuses on the theory and practice of content analysis, a method widely used in academic research and in various professions to measure quantitative patterns in textual/visual/aural material (e.g., news coverage, entertainment media, political and health campaigns, digital marketing materials). This is an applied course, wherein students learn to evaluate and undertake content analyses through examination of existing content analyses and participation in a study that uses content analysis as its primary method.

Readings

A single book is required for the course. It is sold at the campus store and by various online retailers, and a copy is available on reserve at the Marriott Library. Note that the 2nd edition is the one required.

Neuendorf, K. A. (2017). *The content analysis guidebook* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 978-1-4129-7947-4

There are several additional readings, all of which are available on Canvas. Specific reading assignments are listed on the Course Calendar below. Readings should be completed by the beginning of class on the day they are listed.

Assignments

Class Participation. The success of this course depends on the active participation of everyone involved. Active participation includes being in class (on time), regularly contributing to discussion in a manner that reflects a close reading of the assigned material, and treating your classmates with respect. Engaging in inappropriate or disrespectful behaviors during class will not be tolerated.

Evaluation Paper/Discussion Leadership. At one assigned time during the semester students will select a published content analysis that interests them and write a brief assessment of it. These papers, which should be 2-3 double-spaced pages long, should focus primarily on evaluating the strengths and weaknesses of the chosen study's content analytic method. Students turning in an

evaluation paper should be prepared to lead discussion of the article in class. (The rest of the students will have read the chosen study.) Evaluation papers should be turned in as a hard copy.

Project Contribution. Throughout the semester students will work in groups under the direction of the instructor to design and conduct a publishable content analysis. The initial goal of these projects will be to learn by doing, gaining practice in the nuts and bolts of the content analytic method. For those interested in seeing a project through to completion after the end of the semester, co-authorship on at least one research paper will be available.

Research Proposal. Students will plan a content analysis project on a topic of interest to them and write the front-end (i.e., introduction, literature review, method) for a paper that could result from undertaking the content analysis. The paper will be 12-16 double-spaced pages, plus references and appendices. The research proposal should be turned in as a hard copy.

Grading

Grades are determined on the basis of participation (20%), the evaluation paper/discussion leadership (20%), the project contribution (30%), and the research proposal (30%). The grading scale is as follows:

A 93 or above	B 83 – 86	C 73 – 76	D 63 – 66
A- 90 – 92	B- 80 – 82	C- 70 – 72	D- 60 – 62
B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	E 59 or below

Late assignments will be dealt with at the instructor's discretion and will receive dramatically reduced grades. You should notify the instructor of any problems as soon as they occur.

Student Conduct

All students will be strictly held to the standards of conduct and academic integrity set forth in the University's Code of Student Rights and Responsibilities. Students are advised to carefully review this code (available at <http://regulations.utah.edu/academics/6-400.php>). Please also note that audio or video recording during class is not allowed without the instructor's written consent.

Content Accommodation

The University of Utah recognizes that students' sincerely-held core beliefs might make it difficult for students to fulfill some requirements of some courses or majors. It is the student's obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs. If such accommodations are desired, students should carefully review the university policy (available at <http://regulations.utah.edu/academics/6-100.php>) and consult with the instructor.

Disability Accommodation

The University of Utah seeks to provide equal access to its programs, services, and activities for

people with disabilities. If you need accommodation in this class, reasonable prior notice must be given to the Center for Disability Services, 162 Olpin Union Bldg, 801-581-5020 (V/TDD), <http://disability.utah.edu>. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action (135 Park Building, 801-581-8365) or to the Office of the Dean of Students (270 Union Building, 801-581-7066). For support and confidential consultation, contact the Center for Student Wellness (426 SSB, 801-581-7776). To report to the police, call the Department of Public Safety at 801-585-2677. Please note that university policy dictates that professors are "mandated reporters," meaning that if you disclose instances of sexual misconduct to your professors they are required to report the instances to the university.

Course Calendar

(Please note that this schedule is tentative. Any changes will be announced in class or via email.)

Jan. 11 Course Introduction

Popular article using content analysis: <https://www.bloomberg.com/news/articles/2018-12-18/twitter-is-toxic-place-for-women-says-amnesty-international>

Jan. 18 Content Analysis in Context

Neuendorf's *Content Analysis Guidebook*, Chapters 1 & 9

Coe, K., & Scacco, J. M. (2017). Quantitative content analysis. In J. Matthes (Ed.) *The international encyclopedia of communication research methods* (pp. 346-356). Hoboken, NJ: Wiley-Blackwell.

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15, 1277-1288.

Jan. 25 Conducting and Publishing a Content Analysis

Neuendorf's *Content Analysis Guidebook*, Chapter 2

Coe, K., Bruce, R. J., & Ratcliff, C. L. (2017) Presidential communication about marginalized groups: Applying a new analytic framework in the context of the LGBT community. *Journal of Communication*, 67, 851-873.

Coe, K., Kenski, K., & Rains, S. A. (2014). Online and uncivil? Patterns and determinants of incivility in newspaper website comments. *Journal of Communication*, 64, 658-679.

Feb. 1 Unitizing and Sampling

Neuendorf's *Content Analysis Guidebook*, Chapters 3 & 4

Lacy, S., Riffe, D., Stoddard, S., Martin, H., & Chang, K. K. (2001). Sample size for newspaper content analysis in multi-year studies. *Journalism & Mass Communication Quarterly*, 78, 836-845.

Riffe, D., Aust, C. F., & Lacy, S. R. (1993). The effectiveness of random, consecutive day and constructed week sampling in newspaper content analysis. *Journalism Quarterly*, 70, 133-139.

Feb. 8 Data Management

Guest lecture with Rebekah Cummings, Digital Matters Librarian, Marriott Library, University of Utah; President, Utah Library Association

Feb. 15 Reliability and Validity

Neuendorf's *Content Analysis Guidebook*, Chapters 5 (except pp. 143-155) & 6

Matthes, J., & Kohring, M. (2008). The content analysis of media frames: Toward improving reliability and validity. *Journal of Communication*, 58, 258-279.

Potter, W. J., & Levine-Donnerstein, D. (1999). Rethinking validity and reliability in content analysis. *Journal of Applied Communication Research*, 27, 258-284.

Feb. 22 Content Analysis in a Changing Media Environment

Neuendorf's *Content Analysis Guidebook*, Chapters 5 (just pp. 143-155) & 7

Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political analysis*, 21, 267-297.

Michel, J. B., Shen, Y. K., Aiden, A. P., Veres, A., Gray, M. K., Pickett, J. P., et al. (2011). Quantitative analysis of culture using millions of digitized books. *Science*, 331, 176-182.

Muddiman, A., McGregor, S. C., & Stroud, N. J. (2018). (Re)claiming our expertise: Parsing large text corpora with manually validated and organic dictionaries. *Political Communication*, Online first.

Mar. 1 Content Analysis Beyond Words

Bucy, E. P., & Grabe, M. E. (2007). Taking television seriously: A sound and image bite analysis of presidential campaign coverage, 1992–2004. *Journal of Communication*, 57, 652-675.

Hehman, E., Graber, E. C., Hoffman, L. H., & Gaertner, S. L. (2012). Warmth and competence: A content analysis of photographs depicting American presidents. *Psychology of Popular Media Culture*, 1, 46-52.

Tiggemann, M., & Zaccardo, M. (2018). 'Strong is the new skinny': A content analysis of #fitspiration images on Instagram. *Journal of Health Psychology*, 23, 1003-1011.

Yoo, J. H., & Kim, J. (2012). Obesity in the new media: A content analysis of obesity videos on YouTube. *Health Communication*, 27, 86-97.

Mar. 8

Evans, H. K., Habib, J., Litzen, D., San Jose, B., & Ziegenbein, A. (2019). Awkward independents: What are third-party candidates doing on Twitter? *PS: Political Science & Politics*, 52, 1-6.

Discussion Leadership: Student-selected Articles TBA

Mar. 15**No Class: Spring Break****Mar. 22**

Pinto, M. B., & Yagnik, A. (2017). Fit for life: A content analysis of fitness tracker brands use of Facebook in social media marketing. *Journal of Brand Management*, 24, 49-67.

Discussion Leadership: Student-selected Articles TBA

Mar. 29**No Class: Prof. Coe traveling for research****Apr. 5**

Martins, N., Weaver, A. J., Yeshua-Katz, D., Lewis, N. H., Tyree, N. E., & Jensen, J. D. (2013). A content analysis of print news coverage of media violence and aggression research. *Journal of Communication*, 63, 1070-1087.

Discussion Leadership: Student-selected Articles TBA

Apr. 12

McGregor, S. C., Lawrence, R. G., & Cardona, A. (2017). Personalization, gender, and social media: Gubernatorial candidates' social media strategies. *Information, Communication & Society*, 20, 264-283.

Discussion Leadership: Student-selected Articles TBA

Apr. 19**Course Conclusion: Proposals and Presentations Due**

Please note that your continued enrollment in this course constitutes an agreement to abide by the policies and procedures explained in this syllabus.