Welcome to SOCI 998: Content Analysis. Content analysis is a methodology that enjoys popularity across many disciplines for good reason. Content analysis is a versatile methodology that allows you to create your own data to study Social Media, News Media, Political Speeches, Public Opinion, Advertisements, Interviews, Video Games, and much more.

There are three primary objectives for this course. First, I want us to learn from and critique scholarly works that use content analysis. Second, I want us to learn proper content analysis protocol. Finally, I want us to use content analysis to answer some question that we find important, use the method to produce original research, and share our findings with others.

REQUIRED BOOKS

PARTICIPATION (25%)
Everyone is expected to contribute to class discussion about the readings. Grading participation is an inherently subjective task, so I have included my rubric below. Please note that I will assign participation grades for each day of class.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% - 50%</td>
<td>Lapses in Engagement (e.g., looking at any material not related to class, such as checking email/texts/time) Absent, arrived late, or left early Distracted me and/or student</td>
</tr>
<tr>
<td>70% (Max)</td>
<td>Attended class but silent/comment lacks substance</td>
</tr>
<tr>
<td>80% (Max)</td>
<td>Student comments on class prompt/discussion, but does not make use of assigned readings</td>
</tr>
<tr>
<td>85% (Max)</td>
<td>Comment directly and accurately engages with reading, but lacks depth. Comments on only 1-2 articles.</td>
</tr>
<tr>
<td>86-100%</td>
<td>Accurate comment about at least 3 assigned readings Exhibits critical thinking Comments compares class prompt/discussion with assignment readings</td>
</tr>
</tbody>
</table>
LEAD DAYS (20%)
You will be responsible for leading class twice this semester. On these days, you must organize and implement a lesson plan for the class. Be sure to ask some basic questions/provide brief summary to provide some context about the reading. Focus on setting up and asking good discussion questions. You will also provide your own review of the readings’ strengths/weaknesses and provide a synthetic takeaway of the readings, comparing them to each other as well as possibly prior readings. Please note that you must send your lesson plan (questions, possible activities, 1-page minimum) to me by Tuesday at Noon. Late submission will result in deduction from the overall lead day grade.

MINI-LITERATURE REVIEW (5%)
This 3-4 page assignment will include your condensed preliminary literature review and hypothesis/hypotheses. This should set up your coding. Be sure to include a full bibliography. This literature review must contain a minimum of 10 different scholarly sources.

METHODS SECTION (5%)
Along with the 3-5 page write-up, you must also include your Codebook and Codesheet.

INTERCODER RELIABILITY WRITE-UP (5%)
You will need to have someone (perhaps a classmate?) code a small subsample of your texts. You will then compare their coding with yours to determine the inter-coder reliability rate. The write-up should discuss the intercoder reliability rate on each variable and ideas for improvement. This should be one page. Be prepared to discuss in class.

RESULTS SECTION (5%)
You will be responsible for turning in a draft of your results (preliminary, if necessary). This should be written as closely as possible to the Final Draft. The results section must be 3-6 pages.

FINAL PAPER (20%)
The Final paper must be a work of original research using quantitative or qualitative analysis content analysis. The Final Paper should be 18-25 pages (not including Appendix). Be sure to address all prior feedback. All tables/figures must be in the Appendix.

PRESENTATION (15%)
As thoughtful research deserves to be shared with others, and public speaking only improves with practice, you will present your findings to the class. This presentation should be modeled like a conference presentation.

CLASSROOM POLICIES
Use of any electronic device for anything besides reading the assigned text/taking notes can result in a zero for the participation grade that day. Computers are permitted for doing the readings/taking notes, but I discourage their use. If I cannot tell you that you are looking at the readings, I will assume that you are not, and will grade accordingly.
**LATE POLICY**

Assignments and the Lead Day lesson plan paper will be docked 1 point for each late interval. The example to the right assumes that the assignment was due by Noon. Please note conducting the Lead Day and the Presentation have no grace period—if you miss your day, you will receive a zero for that assignment.

<table>
<thead>
<tr>
<th>Submitted Time</th>
<th>Cumulative Point Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:01 PM</td>
<td>1 Point</td>
</tr>
<tr>
<td>1:01 PM</td>
<td>2 Points</td>
</tr>
<tr>
<td>12:01 PM Next Day</td>
<td>24 Points</td>
</tr>
<tr>
<td>11:00 PM</td>
<td>34 Points</td>
</tr>
<tr>
<td>12:01 PM Next Day</td>
<td>48 Points</td>
</tr>
</tbody>
</table>

**GRADING KEY**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities should contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TT.

**What is Content Analysis, and What Can I Do With It?**

January 10
Stephanie Reich, Rebecca Black, and Tammie Foliaki (2018). Constructing Difference: Lego® Set Narratives Promote Stereotypic Gender Roles and Play. *Sex Roles* [https://doi.org/10.1007/s11199-017-0868-2](https://doi.org/10.1007/s11199-017-0868-2)

Lead Day: Brandon Bosch

**Come to Class With Some General Ideas about Your Paper***

**How Do I Code Texts Into Meaningful Data?**

January 17
Media Frame Elite Policy Discourse. *Political Communication*, 18, 183-212

Lead Day: 1 and 2
Guest Speaker: Dr. Kelsy Burke. Sociology. University of Nebraska-Lincoln.

**Coding for Bias in News Media**

January 24

Lead Day: 3 and 4
Guest Speaker: Dr. Charles Rowling. Political Science. University of Nebraska-Kearney.

January 29 (Monday) ***MINI-LITERATURE REVIEW DUE BY NOON***

**Producing Valid Data: Part I**

January 31
Lead Day: Brandon Bosch

**Coding Online Media**

February 7


Lead Day: 5 and 6

*An Image Might Be Worth A Thousand Words—But Can It Be Coded and Published?*

February 14


Lead Day: 7 and 8

*Producing Valid Data: Part 2*

February 21


Lead Day: 9 and 10

***Come to Class With Hardcopy of Codebook, Codesheet, and Materials to Be Coded by a classmate.

*Better Coding Through Technology*

February 28


Lead Day: 11, 12, and 13

March 2 (Friday) ***METHODS SECTION DUE On Canvas By Noon***

*Getting Published for Watching TV and Movies*

March 7


Lead Day: 1 and 2

*How Can I Code Online Media? 2.0*

March 14


Jae Eun Chung (2015). Antismoking Campaign Videos on YouTube and Audience Response:
Lead Day: 3 and 4

March 21  
SPRING VACATION

March 28 
*How Can I Study Bias in News Media? Part 2*

Lead Day: 5 and 6

April 1 (Monday)  
***Inter-Reliability Rates Due On Canvas By Noon***

April 4  
*Getting Published for Watching TV*

Lead Day: 7 and 8

April 11  
*Coding “Big Data”*

Sherry Emery, Glen Szycypka, Eulàlia Abril, Yoosang Kim, and Lisa Vera (2014). Are You


Lead Day: 9 and 10

April 13 (Friday) ***Results Section Due on Canvas By Noon***

*Linking Content Analysis With Effects*

April 18


Lead Day: 11, 12, and 13

*Presentations*

April 25

May 2 (Wed) ***Final Paper Due***