

**MEJO 279: Advertising and Public Relations Research Methods  
Fall 2016**

**Class Time: 3:30pm to 4:45pm; Mondays and Wednesdays**

**Room: Carroll Hall 283**

Instructor: Joseph Cabosky, J.D., Ph.D.

Office Hours: 12:30 to 1:30pm and 5:00pm to 6:00pm on Mondays and Wednesdays, or by appointment

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Note: As 279 is a required course for MEJO students, a grade of at least a “C-“ is required to avoid needing to retake the course.

**Course Objectives:**

After the student has completed this course, she/he should be able to:

- Understand many different methods of quantitative and qualitative research options in the area of strategic communication (PR and Advertising);
- Understand the strengths and weaknesses of these research methods and when best to apply them to client problems;
- Explain when and how methods will answer certain client research problems and needs;
- Develop research initiatives and plans using these methods;
- Critically analyze data that results from these research methods with the goal of ultimately gaining actionable consumer, individual and/or group insights;
- Problem solve and develop actionable plans using the data obtained from one’s research process;
- Better understand the diversity of people, consumers, voters, and publics.

**Main Text:**

Jugenheimer, D.W., Bradley, S.D., Kelly, L.D., & Hudson, J.C. (2014). *Advertising and Public Relations Research, 2nd Edition*. Armonk, New York: M.E. Sharpe. (**Emphasis: Make sure you have the 2nd Edition of the book.**)

**Sakai**

Other than this syllabus, important information can be found on Sakai. The UNC Sakai service can be found at <http://sakai.unc.edu>. Updates will be frequent, so check back often for important course information. You are responsible for any course changes that may be made on Sakai, including changes to the syllabus or assignments.

**Class E-Mail**

Check your school email. You are responsible for any course communications I send through email.

**Extra Credit**

It's rare you will receive any extra credit opportunities in this course. In the rare event that they occur, they will be class wide, so don't ask for individual extra credit assignments.

### **Special Accommodations**

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

### **Seeking Help**

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

### **Honor Code**

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

### **Diversity**

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

### **Accreditation**

The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on:

- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

### **Research Participation Requirement**

Students in all sections of MEJO 279 are required to complete three hours of research over the course of the semester. There are two ways you can fulfill this requirement. The first way is to participate in **three hours** of academic research studies in the School of Media and Journalism. Participating in studies is a valuable way for you to receive first-hand experience with mass communication research. You will be able to sign up online to participate in these studies.

The second way to fulfill your research participation requirement is to **write three two-page summaries** and critiques of academic research articles. Each review counts for one hour of research participation, and you may combine participation in the studies with article reviews to fulfill the research requirement. To receive credit your summary must:

1. Summarize an article that was published in the **last two years** from journals like the *Journal of Advertising*, the *Journal of Public Relations Research*, *Public Relations Inquiry*, *PRaxis*, the *Journal of Consumer Marketing*, or the *Journal of Current Issues & Research in Advertising*.
2. **List, at the top of the page** of each summary: the author(s) of the article, the publication date, the article title, and the journal title.

Articles from these journals are available online through the UNC library Web site, and hard copies of many articles are available in the Park and Davis libraries. Article summaries are due by the start of class on **December 10th, 2016 at 4pm**.

If you are enrolled in another MEJO class that has a research requirement, it will also satisfy the research requirement for this course. If you have any questions about the subject pool participation, please contact me; or Professor Joe Bob Hester at [joe.bob.hester@unc.edu](mailto:joe.bob.hester@unc.edu).

## Grading and Assignments

This class is largely structured around one on-going group project. While all related to an ultimate final project, the assignments vary between individual requirements and group requirements in hopes of allowing proper group work but also promoting individual accountability and more individualized grades.

**In-depth grading rubrics and project requirements will be issued when each part of the overall assignment is assigned.** This helps students know exactly what they're being graded on for each specific assignment.

Groups will be composed by the second week of class, based on the surveys you take in the first week. At that time, your brand, company, organization, candidate, or project will be assigned to your group. Your group (and you individually) will be graded on your written output and group participation.

There are three phases of research assignments:

### Secondary Data

#### Qualitative Research

#### Quantitative Data

Summary of Assignments:

### **1) Secondary Data Projects – Individually Turned In (100 Points)**

This project will require your group to find appropriate secondary data to help guide you as you begin to analyze your organization's problem. You will use your discretion to select which secondary data is important and relevant to your problem. You will justify why you selected that data, and what insights you gained from your analysis of that data.

### **2) Focus Groups – Individually Turned In (100 Points)**

You will conduct a focus group with other members of your team and another group. One of you will act as a moderator while others will act as focus group members. You will continue to answer your client's problem by turning in an analysis of the focus group process.

### **3) Participant Observation/Ethnography – Individually Turned In (100 Points)**

This project will require you to take Field Notes around campus. You will then write up your field notes, as well as the analysis of your findings, and discuss when you would do ethnography for your specific client.

### **4) In-Depth Interviews – Individually Turned In (100 Points)**

The Interview Project will require you to interview another class member to get their thoughts on your product or problem. You will need to submit your interview questions, your findings from your interview, and your analysis on what could have been improved from a methodological perspective. Additionally, you will analyze your findings from the interview and describe what insights you gained from the process.

#### **5) Survey – Group Data and Individual Notes (170 Points)**

The Survey project will require your group to come up with a survey that will help answer your client's problem. The surveys will be given out to the class who will then take them. Your group will then analyze the data and submit the findings, describing the key insights gained from the process. Grades will be based on the group submitted report and the individual portion that accompanies that report.

#### **6) Final Project (300 Points)**

The final group project is a culmination of your previous assignments. Based on what you have learned from the semester, your final project will ask you to develop a new research plan. This can either be for your present client or a new client of your choosing. Select a (new) problem or issue your client faces, and develop a research plan that will be able to answer your problem or issue using each of the methods covered in the course, as appropriate for your circumstances.

A detailed grading rubric of final project expectations will be given out mid-semester and may be slightly tailored, depending on class interests. Final project grades will be based on the individual work assignment, as well as a section asking for peer-reviewed feedback.

#### **7) Participation, Attendance (70 Points)**

The 70 points will be based on in-class discussion, attendance and tardiness. You must participate and be prepared for class.

In class discussion points will be based on voluntary actions such as raising your hand and offering your thoughts or asking questions. You will also be graded on me asking you questions in class. I will call on you and ask you questions about the reading and about your thoughts beyond the reading. So, do the reading and be prepared to ask questions.

Negative participation, i.e., not paying attention, being late to class, distracting others, or not treating the course or others with respect will result in a loss of points.

Note: Unlike some courses, do not think participation points are a cushion or a pad to your grade. You will not get an "A" in the participation section just by doing nothing wrong, i.e. losing points for being late or unprepared. You have to *earn* an "A" in participation, just as you would by studying and prepping for the exams in other courses. Additionally, participation points may apply to completion-based assignments that may occur throughout the semester. Thus, if you do not turn in these small assignments along

the way, points will be deducted from your participation grade. (Grade values will normally be five points, but will be marked on the assignments.)

**Attendance:** I consider this a professional environment. In the professional world, there's no such thing as not attending a meeting or work day, just because. So, treat attendance as a requirement.

That said, I understand that life happens. Family issues, health issues, and other concerns may, and do, occur. So, everyone will get **THREE** absences with no penalty. They can be excused or unexcused. Use them wisely as anything beyond these absences, whether there is a good reason or not, will result in point deductions. So, again, don't use up your three excused absences just because...something may come up later in the semester when you really do need to miss class.

For every class beyond three absences, you will lose 12 points from your overall grade. (Note: If, for some reason you miss more than 9 classes, your point deductions will continue beyond the 70 points allotted in this grading category.)

Laptops: Laptops are for purposes of taking class notes or doing in class assignments only. If you are caught using a computer for other means, you may lose the privilege of using it for the rest of the semester.

Cell Phones: I reserve the right to answer your calls if your phone rings.

**If you are late**, i.e., more than 5 minutes late, it will count as ½ an absence. 15 minutes late and it will count as a whole absence. Class will start on time, so, even being a minute late will result in participation deductions, even if you are not 5 minutes late.

### **8) Research Participation Requirement (30 Points)**

See Above.

### **9) Reading Quizzes (30 Points)**

Three Pop-Quizzes will be given throughout the semester, based on the reading assigned for that day. This is to make sure you are keeping up with the reading. Beyond being good for you, this helps out all team members to make sure everyone is up to speed with the assignments.

**TOTAL: 1,000 Points**

Late Assignments: **10% deduction per day, based on the overall point value of that assignment. (i.e.: 10 points off per day on an assignment worth 100 points).**

Missing Work Days: **This class has many in class Work Days. It is required to be in class on these days as we will be conducting research in class. Therefore, if you miss class without informing me, you will automatically lose 10% from that assignment associated with that work day. If you know ahead of time that you will miss a Work**

**Day, notify me before the class occurs so we can arrange an alteration to your assignment.**

The Alpha Conversion of grades will be as follows:

93-100% A; 90-92.99% A-; 88-89.99% B+; 83-87.99% B; 80-82.99% B-; 78-79.99% C+; 73- 77.99% C; 70-72.99% C-; 68-69.99% D+; 60-67.99% D; Below a 60% F

**Note: I do not round up.**

## **Schedule**

August 24th - Course Introduction

Reading or Assignments Due: None

**Distribution of Introductory Survey**

### **SECONDARY AND ONLINE ZONE**

August 29th - The Research Process: Needs for Research; Research Definitions; Who Should Conduct Research

Reading or Assignments Due: Chapters 1, 2, 34

**Turn in Introductory Survey (10pt deduction on participation grade if not in by deadline)**

August 31<sup>st</sup> - Planning and Using Research; Designing Research; Applying Research;

Groups assigned -- Pick Your Client for the Semester;

Reading or Assignments Due: Chapters 3, 4, 35

Sept. 7th - Secondary and Syndicated Research: Intro; Syndicated; Other Useful Resources

Reading or Assignments Due: Chapters 5, 6, 8

September 12th - Secondary and Syndicated Cont'd: Online Resources

Reading or Assignments Due: Chapter 7

September 14th – Secondary Review – How to Pull Out Insights; How to Write Up Findings and Analysis

Reading or Assignments Due: Bring in Questions for Your First Assignment; In Class, We Will Go Through Some Examples From Your Findings, So Yours Might Be Used As An Example

### **QUALITATIVE ZONE**

September 19th - The Wonderful World of Qualitative Research: Use of Qualitative Research; How Qualitative Research Can Enhance Quantitative Research; Handling Qualitative Findings; Content Analysis

Reading or Assignments Due: Chapters 9, 11, 14, 15

September 21st - Focus Group Day 1: Focus Groups

Reading or Assignments Due: Chapter 10; Pick Your Focus Group Moderator by the End of Class; Start Coming Up With Your Focus Group Questions

**Submit Secondary Assignment**

**Send Focus Group Questions to Group Moderator by:**

**Preferred Date: 8pm, Friday September 23rd; Post on Sakai**

**Hard Deadline: 8pm, Sunday September 25<sup>th</sup>**

**September 26th - Focus Group Day 2 - In Class WORK DAY**

Reading or Assignments Due: Come Prepared With Your Focus Group Questions

September 28th – In-Depth Interviews Day 1 - Lecture

Reading or Assignments Due: Chapter 12; Start Coming Up With Interview Questions

**October 3rd – In-Depth Interviews Day 2 - In Class WORK DAY**

Reading or Assignments Due: Come Prepared With Your Interview Questions;

**Submit Focus Group Assignment**

October 5th – Participant Observation/Ethnography Day 1

Reading or Assignments Due: Chapter 13

**October 10th – Participant Observation/Ethnography Day 2 - In Class WORK DAY**

Reading or Assignments Due:

**QUANTITATIVE ZONE**

October 12th - The Wonderful World of Quantitative Research: Intro; Sampling;

Qualitative Debrief; Applications of Quantitative Research

Reading or Assignments Due: Chapters 17; 23

**Submit In-Depth Interview Assignment**

October 17th – Measuring Instruments; Variate Analysis

Reading or Assignments Due: Chapter 18; Pages 194-199 of Chapter 22

October 19th - Question Wording; Scaling Techniques; Interviewer Training

Reading or Assignments Due: Chapters 19, 20, 30

**Submit Participant Observation Assignment**

October 24th - Survey Research; Obtaining Accurate Responses

Reading or Assignments Due: Chapters 16, 21

**I'm here to help w/your survey design – so, it's helpful to set-up office hours with me this week to help build your survey and turn it into Qualtrics.**

**October 26th - WORK DAY** - Qualtrics Building Your Survey in Class

Reading or Assignments Due: **Come prepared with your Survey Questions**

October 31st- Statistics

Reading or Assignments Due: Chapters 32

November 2nd – Statistics Review; Microsoft Excel and Qualtrics Analysis

Reading or Assignments Due: **Group Surveys Due (Send me your Qualtrics Link)**

(Make Sure to Bring Your Own Computer)

November 7th - **WORK DAY**: In-class Group Survey Exercise; Analyzing Survey Data

Reading or Assignments Due: **Take Everyone Else's Surveys By Class Time**

November 9th: **WORK DAY**: In-class Group Survey Exercise; Analyzing Survey Data  
Reading or Assignments Due: Be Working on Your Group Analysis

November 14th - Experiments: Research and Approaches

Readings or Assignments Due: Chapters 24, 25

**Submit Survey Assignment (One Group Portion of your Survey and Survey Data; Individual Analysis Separate)**

November 16th – Applying Research to Your Careers; Q&A; Research Ethics

Reading or Assignments Due: Chapters 28, 37

November 21st – Content Analysis Lecture

Reading or Assignments Due: None

November 28th – In-class Crash Day; Applying Research; Problem-Solving

Reading or Assignments Due: Chapter 36

November 30th – FINAL REVIEW

Reading or Assignments Due: Bring Questions from Your Final

December 5th – Class Optional: Open Office Hours in the Class Room

Reading or Assignments Due: None

December 7th – Class Optional: Open Office Hours in the Class Room

Reading or Assignments Due: None

**December 10<sup>th</sup> – 4:00pm – FINAL PAPER DUE**