

716 Syllabus

MEJO 716 RESEARCH METHODS AND APPLICATIONS SYLLABUS

Fall 2017

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Knowledge of the logic, conduct and ethics of research is essential and empowering. Communication professionals have more research tools at their disposal than ever before, and they are under more pressure than ever to measure and evaluate the impact of communication products and services. This introduction to research methods and applications will help communication professionals make better and more informed decisions about why, how, when, and where to use research and what methods of research are appropriate given the compelling research challenge and resource opportunities and constraints (time and money). Through readings, discussions, activities, and papers, we will explore the premises, values, and limitations of research and the scientific method, critique qualitative and quantitative methods, and introduce ways to understand and critically interpret research results. This course provides both a broad overview of relevant research methods and practical experience in conducting research.

By the end of the course, you should be able to:

- identify the strengths and weaknesses of various approaches to research
- evaluate research studies in your areas of interest
- articulate a research problem and questions
- explain why particular research methods would answer the questions posed
- write a basic research proposal
- carry out a pilot study

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, including:

- *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;*
- *Contribute to knowledge appropriate to the communications professions in which they work.*

Contacting me and turning in assignments

If you have questions or need help with the course assignments, please email me at the address listed above. If I don't respond to you within 48 hours during, please assume that I didn't receive your email, and email me again. I would also be happy to set up an appointment to speak with you by phone, in person, or via online chat.

You will use the Assignments tool/area on the Sakai site to turn in the major papers and most of the assignments for the class. (I might sometimes ask you to email me class exercise materials.....but I'll let you know if I want you to do this.) Anything you turn in should be in .doc or .docx format so that I can use the review/comment functions. If you email something to me, please put J716, your last name and what you're sending to me in the subject line. So something like this:

J716Johnston _research topic

Important UNC policies and procedures:

The Honor Code: Students must adhere to the letter and spirit of the [university honor system](#). Academic dishonesty will not be tolerated – this includes plagiarism, cheating or any false means of obtaining a grade – and may result in failure of the course, and suspension or expulsion from the university.

Title IX : Title IX makes it clear that violence and harassment based on sex and gender 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, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here

<http://campusconversation.web.unc.edu/resources/>

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/>

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.

Copyright: Copyright in course materials created by faculty for the MATC program belong to the faculty member or University. For more specifics, please see the University's Copyright Policy here: <http://policy.sites.unc.edu/files/2013/05/Copyright.pdf>

MATC students should be aware of these copyright restrictions. Students may not engage in the unauthorized copying, distributing, altering or translating of such copyrighted materials, software, music or other media without the express permission of the University or faculty member, as applicable.

More information about copyright law and the University's Copyright Policy may be found on the home page of the University's Copyright Committee: <http://www.lib.unc.edu/copyright/>

Required Textbooks

- Wimmer, R. D, & Dominick, J. R. (2014). *Mass media research: An introduction* (10th ed.). Belmont, CA: Thomson Wadsworth. (Referred to as W & D in schedule)
- Brennen, B. S. (2013). *Qualitative research methods for media studies*. New York, NY: Routledge.

Other Required Readings

- Additional readings listed on the course schedule are either available through a link or provided for you as a PDF on the Sakai site. Please let Rachel Lillis or me know if you have problems accessing this content.
- You will need access to an APA (American Psychological Association) style guide for your papers. Abbreviated guides are available online. Here is one <http://owl.english.purdue.edu/owl/resource/560/01/>
- The Park Library page for our class is: <http://guides.lib.unc.edu/matc716>

Grades

Final graduate course grades are H, P, L, F. I will be using two types of grading in this course depending upon the type of assignment or requirement. Sometimes your work will be graded Pass/Fail. Failure to turn in any of this work will result in a L in the course. Other assignments or work will be graded H, P, L, F. Late papers and late assignments are not accepted. If you do not turn in either one of the major papers for the course (Paper 1 or 2) you will receive a F in the course. If you are trying to understand what graduate grades mean, here's a general description.

- H means a truly outstanding performance in the class and on assignments. You can't translate the H as the undergraduate grade of an A. H is reserved for the exceptional work being done by the student or students in the class on that particular assignment.
- P is a good, solid performance overall in the class and on assignments. It is the most typical grade received by good work at the graduate level.
- L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, is not participating in the class at the level expected of graduate students, or has not handed in all papers or participated in all assignments.
- F is failing. It is given rarely in the circumstance that a student has not handed in H, P, L graded assignments.

In the next section, I've indicated how the different course requirements will be graded and weighted in this course. Your grade, overall, is determined by: active participation in class, grades on assignments, and your work in relation to others.

Course Requirements - Overview

Assessment	Graded	Weight %
1. IRB certification.	Pass/Fail (completed or not)	5
2. Critique of either quantitative or qualitative digital communication/media research article in an academic journal	Pass/Fail	10
3. Forums	H, P, L, F	20
4. Paper 1: Introduction, Literature Review and Research	H, P, L, F	25

Questions/Hypotheses

5.	Paper 2: Final Research Proposal	H, P, L, F	30
6.	Voicethread Report of Pilot Study	H, P, L, F	10

Course Requirements – Assessment Specifications

Before I give you specific requirements for these assignments, let me first give you my overall requirement for your participation in the course. Active participation is a given...an expectation...in any graduate level course. Participation to me means that you turn in all of the assignments, you keep up with the readings, you ask questions if you don't understand something, you stay in communication with me throughout the semester, you participate in the Forum assignments, and you respond to your classmates' comments (you may do this anytime, but be sure to do this when required). Please feel free to go beyond what readings you have assigned here for information about a topic. That's what graduate students do. Of course you'll be doing that for your individual papers, but get into the habit of looking at other sources when you have questions about or want to make connections with the material you've been assigned to read. And if you find a good source, please share it with us all. One caution here: there's lots of material online about many of these topics, but they aren't always accurate or credible. Read with a critical eye...and please feel free to ask me (or post in the Forums) about your sources.

Below I've provided some details about specific course requirements.

1. IRB certification.

You will need to complete the Institutional Review Board's certification process. This means you will do the CITI Online Course (CITI = Collaborative IRB Training Initiative) on the web [here](#). You will need to first Register/Create an Account, then indicate the University of North Carolina at Chapel Hill as your affiliation. The registration will take you through several screens. When you choose which one you want to complete, be sure to select the Social and Behavioral Research: Basic Course. Send me an email when you've completed the training. One caution here: This certification may take some time, so I recommend you try to do this in stages.

2. Critique of either quantitative or qualitative digital communication/media research article published in academic, scholarly journal

You will find a published quantitative or a published qualitative digital communication/media research article in an academic journal (*such as Journalism & Mass Communication Quarterly*). You are welcome to use an article that you plan to use in your literature review and final paper. Please do not critique any of this course's required reading articles for this assignment. In one 4-page paper, you will critique the article using the information and guidelines provided in the document "Critiquing_Research_Academic_Journals" in the Assignments and Paper Guidelines folder under the Resources tool on the Sakai site.

I view this assignment as an indication of my success (or failure!) in explaining what should be included in any methods or procedures section in a quantitative or qualitative scholarly article...and how to critique those methods. You can't really fail this assignment; I may ask that you redo or rewrite parts of the assignment if they aren't on target.

3. Forums

Below, I've detailed how the Forums will work and my expectations of your contributions. One caution here: in the past Sakai would sometimes eat your posts. I think the newest version will save a draft if something 'crashes'. But, I recommend that you write your post (particularly if it's lengthy) in some word document and then copy/paste from word into Sakai.

You'll notice on the Course Schedule that I schedule the weeks to go from Saturday to Friday. That is, the week begins on a Saturday and the Forum will end for that week 7 days later at 5 p.m. on Friday. Because you will have lots of reading to do in this course, you should use Saturday and Sunday to read, think, highlight and formulate your responses or thoughts about the forum prompts or questions. Although you are welcome look at all of the Forum assignments for the entire semester and to plan ahead, you will only get credit for posts that occur from 6 a.m. on Monday morning of the week we're covering to 5 p.m. on Friday of that week. A few of the assignments are due on Mondays. All of this is detailed in the Course Schedule. And as I said, although you can't post in the Forum until the Monday morning of the week we're covering, you are welcome to read and plan ahead.

I expect your participation to be **insightful, comprehensive, and regular**. Lack of participation in a graduate level class is simply not acceptable. Remember, the online discussion is analogous to class time. So a 3-credit course will require about 2.5 hours of online discussion time each week (reading the comments, posting comments, responding to comments.) You are always welcome to add your personal experiences and use them to provide an understanding of the material we are reading in class. During the semester, you will also participate in class exercises designed to introduce and practice basic research design skills. You may, for example, be assigned to design, participate, or otherwise take a role in

conducting rudimentary online focus groups, experiments and surveys. I expect you to participate in these exercises and hand in any materials associated with the exercises.

My goal is to facilitate your discussions of the material and your understanding of course content. Because I want to respect the asynchronous design of the course, I may not be in the Forum when you are...and you may have your own schedule for responding and posting that is different from my schedule. And all of that is fine. If you ever have a specific question about something you don't understand about the readings or assignment and you would like it specifically answered by me...and I don't do that in the Forum, please email me.

Please remember to read my Instructor Comments (available by Saturday morning of the week we're covering) as well as all of the required readings (or view required links) before you post in the Forum. Please also pay attention to the schedule I've listed for posting. As you will see from the Course Schedule, sometimes you will have one post due (by 5 p.m. Friday of that week), but during most weeks of the semester, you will have either two original posts or one post and a reply due. These are set up so that one post is due by 5 p.m. on Tuesday of the week we're covering and the final post is due by 5 p.m. on Friday. Again, you are welcome to look ahead and plan your posts. The only thing you can't plan is when I require a response to a classmate's post.

Follow directions on the individual Forums, but you'll see that I require fairly substantive posts. A substantive post is one that answers the questions posed and does what the prompt asks. When you respond to the forum prompts, be sure to **substantiate your answers** by making explicit connections to expert sources (i.e. the texts, readings, other credible sources you find in the course of your study). It is important for you to read and react to the course materials. You are welcome to also respond to any comments made by your classmates, even when that's not part of the Forum assignment for that week.

4. Paper 1: Introduction, Literature Review and Research Questions/Hypotheses

You will submit an 10-12 page introduction to, literature review of and research questions/hypotheses for the area you would like to study (and plan to present in your research proposal). You should review at least 10 pieces of scholarly literature. At the end of the paper, be sure to include a reference list in APA style. You will include a revised version of this work in your final paper for the class: a research proposal. See information and guidelines provided in the document, Intro_Lit_Review_guidelines in the Assignment and Paper Guidelines folder under the Resources tool of the Sakai site.

5. Paper 2: Final Research Proposal

The proposal will include a title page, a revision of Paper 1 and a discussion of the research methods you plan to use. The methods section will explain, in detail, how you plan to study the problem you've proposed and how you will answer your research questions/test your hypotheses. The methods section should include what you think the limitations are to this method or study, how you plan to operationalize variables and definitions of terms or concepts. Include citations in the methods section that will help you use your methods. Include a reference list in APA style. The Research Proposal should be about 15-18 pages. See information and guidelines provided in the document, Final Proposal and Pilot Study guidelines in the Assignment and Paper Guidelines folder under the Resources tool of the Sakai site.

6. Report of Pilot Study

Since research is easier said (and proposed) than done, each of you will try out your proposed study in some small, pilot version. We will talk more specifically about what this will mean for your individual project. I just want you to try to carry out some part of the study you've proposed. And since this is for class purposes only, you do not need to get IRB approval if you want to talk to human subjects. Provide a description of your pilot study, any findings, any coding or survey forms, and anything you learned that might change the way you would do your proposed study. You will provide a Voicethread presentation where you will report on the findings from your pilot study. See information and guidelines provided in the document, Final Proposal and Pilot Study guidelines in the Assignment and Paper Guidelines folder under the Resources tool of the Sakai site.

NOTE: Ideally you will write your proposal, and then carry out your pilot study. You do not need to rewrite your proposal because of what you found in the pilot study.

Course Schedule

MEJO 716: Research Methods and Applications

Fall 2017 Course Schedule

- Each week will cover one week of the semester. All times mentioned for this course and on this course schedule are in Eastern Standard Time (EST). (Most weeks begin on 6 a.m. Saturday and end at 5 p.m. the following Friday.)

Weeks/Topics	Readings (Textbooks, Sakai site or links)	What's due this week:
I. Overview: An introduction to the research process and fundamentals of methods		
Week 1 (8/22 – 8/25) <i>Introduction and Overview</i> Start VoiceThread Introduction	<ul style="list-style-type: none"> Instructor Comments W & D, Chapter 1 W & D, Chapter 5 (pp. 116-127. Stop at heading: "FIELD OBSERVATION") Brennen, Chapters 1 & 2 Davis, D. K. (2011). <i>History of research methods</i>. In S. Zhou & W. D. Sloan (Eds), <i>Research methods in communication</i> (2nd ed.) (pp. 21-38). Northport, AL: Vision Press. (Under Resources/Week by Week: Week http://journalistsresource.org/skills/research/interpreting-academic-studies-primer-media (A primer for journalists trying to include academic studies and evidence in their news stories.) 	By 5 p.m., Fri, 8/25 <i>Post in Forums</i>
Week 2 (8/26 – 9/1) <i>Applications of Research</i> Finish and upload your 2-minute introduction of yourself on VoiceThread	<ul style="list-style-type: none"> Instructor Comments W & D, Chapters 13, 14, 15, 16 Neff, J. (2007, September 24). R-E-S-P-E-C-T: Why market research just doesn't get it. <i>Advertising Age</i>, 78(38), 4-29. Retrieved May 20, 2011 from Communication and Mass Media Complete database. Permalink: https://auth.lib.unc.edu/ezproxy_auth.php?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=26709638&site=ehost-live&scope=site Poynter, R. (2014, April 24). Why Has Social Media Analytics Met With Limited Success In Market Research? http://www.greenbookblog.org/2014/04/25/why-has-social-media-analytics-met-with-limited-success-in-market-research/ 	By 9 a.m., Mon, 8/28 <i>VoiceThread introduction</i> ~~~~~ By 5 p.m., Fri, 9/1 <i>Post in Forums</i>
Week 3 (9/2 – 9/8) <i>Ethics, the IRB and critiquing research</i>	<ul style="list-style-type: none"> Instructor Comments W & D, Chapter 3 Felten, E. W. (2014, June 30). Facebook's emotional manipulation study: When ethical worlds collide. http://www.huffingtonpost.com/edward-w-felten/facebooks-emotional-manip_b_5545567.html 	By 5 p.m., Tues., 9/6 <i>Post in Forums</i> ~~~~~ By 5 p.m. Fri., 9/8 -Reply to classmate's post (Forums) -Submit your tentative research topic (Assignments Tool)

<p>Week 4 (9/9 – 9/15) <i>Fundamental Elements in Quantitative and Qualitative Research</i></p>	<ul style="list-style-type: none"> • Instructor Comments • W & D, Chapter 2 • W & D, Chapter 4 • W&D, Chapter 5, pp.151-157, “Writing the qualitative research report” • Refresh your memory of the following material from Week 1: W& D, Chapter 5, pp.116-127 (stop at “Field Observation”) and Brennen, Chapter 2 <p>Skim the following:</p> <ul style="list-style-type: none"> • Critiquing_Research_Academic_Journals (Under Resources/Week by Week: Assignment & Paper Guidelines. • Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2004). <i>Reading and understanding research</i> (2nd edition): Chapter 7: “Reading reports of quantitative research – critically” AND Chapter 8: “Reading reports of qualitative research 	<p>By 5 p.m. Tues., 9/12 <i>Post 1 or Post 2 due</i></p> <p>~~~~~</p> <p>By 5 p.m., Fri, 9/15 <i>Post 1 or Post 2 due – whichever one you didn’t post on Tuesday</i></p>
<p>Week 5 (9/16 – 9/22) <i>Defining your study</i></p> <p>Do some searching for scholarly articles for your literature review and set up an appointment with Stephanie Brown</p>	<ul style="list-style-type: none"> • Instructor Comments • Reread: W & D, Chapter 1 (reread this chapter, particularly the material on picking a topic and literature reviews) and Brennen, Chapter 2 • There is a folder under Resources/Week by Week labeled: <i>additional material for your first paper and for literature reviews</i>. You may want to read it for this week as well as use it as a resource for your first paper. • Literature Reviews: An Overview for Graduate Students (this is a nine-minute YouTube video from NC State University. Different discipline, but I think it has some good advice about how to approach an academic lit review.) https://www.youtube.com/watch?v=t2d7y_r65HU • You might also want to familiarize yourself with the following: 716 Guidelines for Introduction and Literature Review (Found in Assignment and Paper Guidelines folder in Resources/Week by Week) 	<p>By 5 p.m., Friday, 9/22</p> <p><i>-IRB certification (email me when you’ve completed this.)</i></p> <p><i>-Report on your meeting with Stephanie Brown and update me on your topic (via email)</i></p>

II. Quantitative Methods

Week 6
(9/23 – 9/29)
Content Analysis

- Instructor Comments
 - W & D, Chapter 6
 - Riffe, D., Lacy, S., & Fico, F. (2014). *Analyzing media messages: Using quantitative content analysis in research* (3rd Ed.). NY: Routledge. Please read Chapters 5 (Sampling) and 9 (Computers). An online copy of the book is available through UNC libraries via this link: <http://library.unc.edu/research/combinedresults/?Ntt=Analyzing+media+messages&Ntk=Keyword>
- Look for the 2014 edition, and it will read: Full text available via the UNC-Chapel Hill Library: online access. When you click that link you will be taken to the UNC library onyen sign in. Once you've done that, you will see the E-book options: click Read online. (The download option might not be available immediately.)
- Skim all three of the following scholarly articles.*
- Houston, J. B., Pfefferbaum, B., & Rosenholtz, C. E. (2012). Disaster news: Framing and frame changing in coverage of major U.S. natural disasters, 2000-2010. *Journalism & Mass Communication Quarterly*, 89, 606-623.
 - Li, N., Anderson, A. A., Brossard, D., & Scheufele, D. (2014). Channeling science information seekers' attention? A content analysis of top-ranked vs. lower-ranked sites in Google. *Journal of Computer-Mediated Communication*, 19, 562-575.
 - Magee, S., & Fisher, H. (2014). Talking to ourselves: A content analysis of NPR's use of journalists as sources. *Journal of Radio & Audio Media*, 21(1), 51-65.
- OPTIONAL Reading and Resource: I've provided a copy of a recent scholarly article in *Journalism & Mass Communication Quarterly* on *Issues and Best Practices in Content Analysis*. It's in the folder with the other pdfs of the readings for this week.

Forums

By 5 p.m., Tues., 9/26

Post 1 in Forums

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By 5 p.m., Fri, 9/29

*Reply to classmate's post in Forums*

Week 7  
(9/30 – 10/6)  
*Survey Research*

- Instructor Comments
- W & D, Chapters 7 & 8
- Fulgoni, G. (2014, June). Uses and misuses of online-survey panels in digital research. *Journal of Advertising Research*, 54(2), 133-137.
- Sparrow, N. (2007, June). Quality issues in online research. *Journal of Advertising Research*, 47(2), 179-182.
- [Knight report on how people use smartphones for news](#)

By 9 a.m., Mon, 10/2

*Paper 1: Intro, lit review, RQs/Hs*

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		<p>By 5 p.m., Tues., 10/3</p> <p><i>Post in Forums</i></p> <p>~~~~~</p> <p>By 5 p.m. Fri.,10/6 <i>Reply to classmate's post (Forums)</i></p>
<p>Week 8 (10/7 – 10/13) <i>Experiments</i></p>	<ul style="list-style-type: none"> • Instructor Comments • W & D, Chapter 9 	<p><i>Forums</i></p> <p>By 5 p.m. Tues. 10/10</p> <p><i>Post 1 or Post 2 due</i></p> <p>~~~~~</p> <p>By 5 p.m., Fri, 10/13 <i>Post 1 or Post 2 due – whichever one you didn't post on Tuesday</i></p>
<p>Week 9 (10/14 – 10/20) <i>Reworking your literature review and planning your final paper/pilot study</i></p>	<ul style="list-style-type: none"> • Fall Break Week <p><i>UNC Fall Break is Thursday and Friday of this week</i></p>	<p>(If needed)</p> <p>Individual conversations re: rewriting your literature review and developing your final proposal and pilot study.</p>
<p>Week 10 (10/21 – 10/27) <i>Quantitative Data Analysis</i></p>	<ul style="list-style-type: none"> • Instructor Comments • W & D, Chapters 10, 11, & 12 <p>The chapters in W&D are statistics chapters. You don't have any questions on this material and no posts or key insights required on these chapters. But these chapters, as well as the additional material you'll find in my comments, will give you good information on the types of statistics you might use in media research. Please let me know if you have any questions about any of the material.</p>	<p><i>Forums</i></p> <p>By 5 p.m., Tues,10/24</p> <p><i>-Post 1</i></p> <p>~~~~~</p> <p>By 5 p.m. Fri.,10/27</p>

-Reply to classmate's post

III. Qualitative Methods

Week 11
(10/ 28 – 11/3)
Focus Groups

- Instructor Comments
 - W&D, Chapter 5: p. 136 (begin at Focus Groups) to 142 (end at Intensive Interviews)
 - Brennen, Chapter 4
- Articles about using focus groups:
- Goodreau, W. (2014). Are focus groups an endangered species? Researchaccess.<http://researchaccess.com/2014/05/endanged-focus-groups/>
 - McNamara, D. (2009). Online focus groups: Can they work for you? Research, Inc. <http://www.researchincorporated.com/online-focus-groups-can-they-work-for-you>
 - Vega, T. (2011, May 29). Focus groups that look like play groups. New York Times, http://www.nytimes.com/2011/05/30/business/media/30focus.html?pagewanted=all&_r=0

Forums

By 5 p.m., Tues,10/31

-Post 1

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By 5 p.m. Fri.,11/3

-Reply to classmate's post

Week 12

- Instructor Comments

*Forums*

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| <p>(11/4 – 11/10)</p> <p><i>Field observations, Ethnography, and In-depth Interviews</i></p> | <ul style="list-style-type: none"> <li>W &amp; D, Chapter 5 p. 127 (begin at “Field Observation”) to p. 136 (stop at “Focus Groups”)</li> <li>W &amp; D, Chapter 5 (“Intensive Interviews”, pp. 142-143)</li> <li>Brennen, Chapters 3, 6 &amp; 7</li> <li>Conducting commercial ethnography (2010, Feb. 1). Housecalls, Inc. <a href="http://www.greenbook.org/marketing-research.cfm/conducting-commercial-ethnography">http://www.greenbook.org/marketing-research.cfm/conducting-commercial-ethnography</a></li> </ul> <p><i>Using ethnographies online:</i></p> <ul style="list-style-type: none"> <li>Garcia, A. C., Standlee, A. I., Bechkoff, J., &amp; Cui, Y. (2009). Ethnographic approaches to the Internet and computer-mediated communication. <i>Journal of Contemporary Ethnography</i>, 38, 52-84.</li> <li>Kozinets, R. V. (2002). The field behind the screen: Using netnography for marketing research in online communities. <i>Journal of Marketing Research</i>, 39, 61-72.</li> <li>Kozinets, R. V. (2006, September). Click to connect: Netnography and tribal advertising. <i>Journal of Advertising Research</i>, 279-288.</li> </ul> | <p>By 5 p.m. Tues. 11/7</p> <p><i>Post 1 or Post 2 due</i></p> <p>~~~~~</p> <p>By 5 p.m., Fri, 11/10 <i>Post 1 or Post 2 due – whichever one you didn’t post on Tuesday</i></p> |
| <p>Week 13</p> <p>(11/11 – 11/17)</p> <p><i>Qualitative Data Analysis</i></p>                | <ul style="list-style-type: none"> <li>Instructor Comments</li> <li>W&amp;D, Chapter 5 (“Data Analysis in Qualitative Research” pp. 122-127).</li> <li>Brennen, Chapter 8</li> <li>Dick, Bob (2005) Grounded theory: a thumbnail sketch. [On line] Available at <a href="http://www.aral.com.au/resources/grounded.html">http://www.aral.com.au/resources/grounded.html</a></li> </ul> <p>(Optional Readings/Resources)</p> <ul style="list-style-type: none"> <li>Hirschman, E. C., &amp; Thompson, C. J. (1997). Why media matter: Toward a richer understanding of consumers’ relationships with advertising and mass media. <i>Journal of Advertising</i>, 26:20. (This is an oldie but goodie in terms of the rich discussion of the application of Grounded Theory techniques.)</li> <li>Brennen, Chapter 5 (on historical methods)</li> </ul>                                                                                                                                                                                                                                                                                                            | <p><i>Forums</i></p> <p>By 5 pm, Tues, 11/14</p> <p><i>-Post 1</i></p> <p>~~~~~</p> <p>By 5 p.m. Fri.,11/17</p> <p><i>-Reply to classmate’s post</i></p>                        |
| <p>Week 14</p> <p>(11/18 – 11/24)</p> <p><i>Critiquing scholarly research (review)</i></p>   | <ul style="list-style-type: none"> <li>Thanksgiving Break Week</li> </ul> <p><i>UNC Thanksgiving Break is Wednesday, Thursday, and Friday of this week.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>9 a.m. Mon, 11/20</p> <p><i>Critique of quantitative or qualitative scholarly research article</i></p>                                                                       |
| <p>Week 15 &amp; 16</p> <p>(11/25 – 12/ 6)</p>                                               | <ul style="list-style-type: none"> <li>Individual time and consultations on final research project and pilot study.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>5 p.m., Fri., 12/1</p> <p><i>Forums</i></p>                                                                                                                                  |

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|---------------------------------------------|-------------------------------------------------------------------------------------|-------------------|
| <i>Research proposals and pilot studies</i> |                                                                                     |                   |
|                                             | Final papers and projects in course                                                 | Due               |
|                                             | <ul style="list-style-type: none"><li>• Paper 2: Research Proposal</li></ul>        | 9 a.m. Fri, 12/8  |
|                                             | <ul style="list-style-type: none"><li>• VoiceThread report of pilot study</li></ul> | 9 a.m. Mon, 12/11 |