

Advertising & Public Relations Research

Course: MEJO 379.4/5 | Schedule: T/Th 12:30-1:45/ 3:30-4:45 p.m. | Location: Carroll Hall 033/283

[Grades](#) | [Research Assignments](#) | [Schedule](#)

Instructor: Adam Saffer, Ph.D.

🕒 M/W 2-3 | 5-6 (See "Sign-up" on Sakai)*

🏠 378 Carroll

📞 919-962-3372

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Teaching Assistant: Yan Qu

🕒 Send email request, after exams

🏠 332 Carroll Hall (Grad Student Lounge)

📄 *Questions about assignments, due dates, tests, etc*

✉️ yqu12@live.unc.edu

Course Description: The key to effective advertising and public relations is research. This course will teach you how to understand, evaluate and conduct communication research. It will provide you with an understanding of the relationship between theory, data collection, analysis, and the communication of these results to clients. The course will also teach you how to design and execute various methodologies used for assessment and evaluation in advertising and public relations. The class will work together to answer questions for a real-world client through research methods including literature review, survey, focus groups, interviews, content analysis and social media analytics. At the end of the class, you will have data-driven answers and provide insights to the client.

Course Design: Students will work with a client to conduct a number of research methods. Students will collect/produce data, learn how to analyze data and write-up research reports, and complete two exams. To efficiently cover the course material and effectively use the class time, some of the lectures will be online. Students are expected to read and watch the lectures before class. For the assignments, students will mostly work in teams to finish assignments but a few assignments are completed individually to demonstrate and improve their writing and analytical skills. The exams assess students' knowledge through essays, short answer, and multiple-choice questions. On the exams, students will be required to apply basic math skills including means, modes, percentages, percentage change, range, and other basic math.

Coursework/Client Work: This course uses clients to provide you with an opportunity to work with a real-world client. This is a valuable experience that provides you with professional experience you should discuss in interviews for internships and jobs. Your team will work directly with the client to address their communication needs. As part of your client work, you are expected to check-in with the client regularly and meet with me to discuss your team's progress.

Course Objectives: By the end of the semester, students will be able to:

- Become critical consumers social science research and be able to organize, execute, and evaluate a research program;
- Understand the principles and processes of social scientific inquiry;
- Differentiate between qualitative and quantitative research and the conditions in which they should be used;
- Understand quantitative and qualitative methods of design, measurement, reasoning, and analysis;
- Recognize the limitations in various methodologies and in specific research;
- Discuss ethical considerations of the research process;
- Understand how research helps organizations communicate with diverse publics.

Accrediting Council on Education in Journalism and Mass Communications Principles are a [series of competencies](#) students should demonstrate by the time of graduation. This course will build your abilities in these areas:

- 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; and
- Apply basic numerical and statistical concepts.

*Please note that regular office hours will start the second week of class (January 15, 2018). Office hours will end on Thursday, April 12, to accommodate the high demand of grading, doctoral committee work and final projects/presentations.

Email and Communication: I check email regularly between 7 a.m. and 10 p.m. Monday through Friday. I cannot guarantee an immediate response but will guarantee a response within 24 to 48 hours Monday through Friday. Please treat emails to the client or me as professional correspondence. All communication should include your name, your class/section, and a professionally worded message. On Wednesdays and Fridays, I will have limited availability due to research grants.

Textbooks/Readings:

Required:

Jugenheimer, D.W., Kelly, L.D., Hudson, J.C., & Bradley, S.D. (2014). *Advertising and public relations research* (2nd ed.). Armonk, New York: M.E. Sharpe. *Available on Amazon on \$56.91 | ISBN: 978-0765636065

Suggested:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association. *Available on Amazon on \$28.42 | ISBN: 978-1433805615

**Other readings will be posted to Sakai. Please check Sakai frequently.

Honor Code: All work submitted for this course must be your work. All sources used for information must be properly cited. Students should adhere to the University's Honor Code: honor.unc.edu. You can find a link to this site on Sakai. You will need to visit this website the first week of class and complete the [student module](#). My policy is to turn over any documents that appear to have content from other uncited sources than the author's to the University's Honor Committee.

Student Accommodations: If you require special accommodations to attend or participate in this course, please let me know as soon as possible. This includes physical needs as well as less apparent needs such as testing anxiety. If you need information about accommodations visit the Accessibility Services website at accessibility.unc.edu or the Learning Center website at <http://learningcenter.unc.edu/ldadhd-services/>.

Diversity: The University of North Carolina 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 status, sexual orientation, gender identity, or gender expression.

Harassment: We all have the right to our opinions. In the classroom, everyone should feel comfortable expressing his or her opinions. We do not need to agree but we do need to respect others' thoughts. The University does not tolerate harassment. Please support your classmates' and others' right to worship, act, look and think, in their own way. Harassment is a violation of the Honor Code, Title VII of the Civil Rights Act (1964), and Title IX. If you are harassed or feel threatened, please bring it to my attention at an appropriate time or contact the Dean of Students (dos@unc.edu, 919-966-4042).

Technology Policy: Please turn off your cell phone and all other communication devices/applications when you are in class. Your behavior can distract you and others. In your internships and future jobs, you are expected to put your phones away; the same goes for this class. You are expected to use your laptops to take notes, search the web for class related information, and participate in class activities. You are expected to have a useable and charged laptop or similar device at each class period to complete in-class assignments and quizzes. But, this technology use is a privilege; I may decide to take this privilege away.

Attendance/Absences: Attendance is expected, and you are responsible for all announcements and schedule changes made in class. There is no substitutes for attending class, participating, listening, and taking notes or the in-class quizzes. Attendance will be monitored. If you have more than four absences, your overall grade will be reduced a letter grade (or 10% of your total grade). As a professional courtesy, let me know when you will miss class. If you are absent, you cannot take the in-class reading quizzes. Excused absences will be recognized for NCAA or similar events. If you believe your absence should be excused for a relevant event or religious holiday, please send an email detailing the event. Absences as a result of family death or health issues will be addressed based on the circumstances. Should you miss a substantial amount of classes, you will be directed to the Registrar's Office for handling the compensation process.

Grade Scale: Your final grade will be calculated using the University’s grading scale: A, B, C, D, F with the plus or minus option for each letter grades A–D. I follow the University’s grading standards found [here](#).

- **A**–Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study. To achieve this grade, a student should not miss class; read and critically engage ALL of the assigned readings (textbook chapters and articles); complete assignments on time with the correct format, appropriate style, and with few grammatical errors; demonstrate their OUTSTANDING abilities; and stay informed on current events.
- **B**–Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the discipline under study. To achieve this grade, a student may miss two classes; read the assigned readings (textbook chapters and articles); complete assignments on time with proficient formatting, styling, and editing; and stay informed on current events.
- **C**–An acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development. To achieve this grade, a student may miss two or three classes; read some of the assigned readings; and simply complete assignments.
- **D**–A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised to pursue another discipline or try again later. To receive this grade, a student will miss more than four classes; occasionally read; and does not complete all assignments.
- **F**–For whatever reasons, an unacceptable performance. The F grade indicates the student’s performance has revealed little understanding of the course content.

A	=	93–100
A-	=	92.99–90.0
B+	=	89.99–87
B	=	86.99–83
B-	=	82.99–80
C+	=	79.99–77
C	=	76.99–73
C-	=	72.99–70
D+	=	69.99–67
D	=	66.99–60
F	=	59 & Below

****Grading scale values are absolute. There will be NO rounding up at the end of the semester.**

Grade Questions: If you have concerns about a grade, please inform me of this concern via email. I ask that you wait 24 hours after receiving your grade. Please outline your concerns and provide evidence to support your claim. You have two weeks after a grade has been posted on Sakai to request more feedback (this does not apply to grades posted during finals).

Formatting and Writing Expectations: On the assignment sheet, I will provide instructions for formatting your assignment. Follow these formatting requirements for all assignments that do not have formatting instructions. Documents not meeting these standards will not be accepted and are considered late until corrected.

Font	Size	Page Margins	Page Numbers	Name	Submissions	Lines
Times New Roman	12	1 inch all sides	All text pages	Header	Sakai	See Assignment Sheet

Late Work: Late assignments will receive a 10% deduction per day. If you must miss class when a written assignment is due, you must submit your assignment through Sakai on time. You are responsible for bringing the hard copy of the assignment, assignment sheet and support materials when requested. This policy is necessary so I can return graded assignments in a reasonable amount of time. I will not accept any assignment one week after the due date.

School Closure: If school closes before the official semester ends, then your grade will be based on the work completed.

Assignments and Grading Criteria: Some assignments will be completed individually while other are team assignments. You will work in teams on some assignments but all grades are based on your individual performance. That is, while there will be generally a grade for the entire group, there may be occasions when some group members deserve a higher/lower grade based on the quantity and quality of their contributions. I am happy to look at your papers one week in advance of their due date, answer questions about assignments, and even go over your notes in preparation for an exam.

Working in Teams: You will be assigned to a team of four to five students based your preference completed after the first day of class. Many of the class assignments require that you work together on outlining the problem/research question, collecting/producing the data, and writing/presenting the results. You will sign-up to be a coordinator/director of at least one research assignment. In other words, you will be the “lead” on the assignment and my point of contact if I see any issues. Your team will need to fill each of these positions: (1) team lead, (2) content analysis research director; (3) qualitative research director; (4) quantitative research director; and (5) final research report and presentation coordinator.

Your team will write a group contract outlining expectations for all team members. The contract is expected to include (a) ground rules and functions for dealing with assignments as a unit; (b) procedures for participating in projects and meeting deadlines; and (c) steps for contact the instructor when necessary to discipline a team member. Each group member will be evaluated throughout the semester. As an individual member of a team, you are expected to:

- Join a project team and fully participate.
- Attend all team meetings and all class meetings;
- Lead at least one research assignment;
- Keep updated on group work and maintain project documents;
- Non-contributing individuals: The evaluation of an individual's contribution comes from the instructor and his/her peers. During the course of the semester, if any one of these sources judges an individual's contribution as negligible or belligerent, that individual will be "fired" from the team using this procedure.
 - a) Have a team meeting to discuss the problem. Inform the instructor of the meeting as well as the results.
 - b) If the problem persists, set up a time to meet with the instructor.

** If a member of the team breaks the contract, then the team must send me a memo stating that they intend to request the person be removed from the team. We will meet with the offending team member. Unless s/he can prove serious extenuating circumstances for their actions/inactions, s/he will be removed from the group and complete all assignments individually.

** Note: In special circumstances, the process to remove a team member can and will be expedited. The other team members will assume his or her responsibilities on the project.

Peer/Instructor Evaluations. At the conclusion of each assignment, you will evaluate your team members' quantity and quality of their contributions to the assignment. I will do my own evaluation of your work for each assignment. Since this is a small class, I will know how much you are contributing to the team project. I reserve the right to base your grade on how much I feel you are contributing to the team and class experience, regardless of team grades.

Breakdown of Course Grades

Your final grade is based on:	%	Points
Participation & Professionalism	15%	150
Quizzes & Exams I–II (format and content TBA)	35%	350
Research Assignments (5 Total)	50%	500
Total (not including extra credit)	100%	1,000

Participation/Engagement (15% of total grade, 150 points)

You will have three opportunities to earn the 150 points available for participation.

1. **Class participation and professionalism.** You will receive 50 points if you actively participate in class, respond to my emails, engage your other classmates during in-class activities, complete the in-class activities, and act professionally with your peers and the client. Let me expand upon what I mean by active participation because my definition of participation is very broad.

First, I keep record of when you speak in class with the photo roster. This gives me a general idea of how often you responded to questions posed but more importantly it allows me to remember the quality of your response. Please

actively listen to the question posed and the points made by your peers, and give a thoughtful response that draws on the readings, lectures, or prior material covered in the course. I recognize that not everyone will be comfortable speaking up during class so I have created a [Google Doc](#) for you to ask questions or give your responses to discussion questions. Please remember to provide your name so I can record your participation.

Second, I consider your “presence” as participation. Presence is your behavior and demeanor while in class. Just coming to class is not enough to get all of the participation points. You need to be engaged (i.e. taking notes, paying attention, asking questions, participating in in-class activities). Please recognize that your nonverbal communication says a great deal about your presence. If you need more clarification, please ask.

2. **Peer evaluations.** You will receive 50 points if you complete the peer evaluations thoroughly and on time. I will send you a survey link at the end of each major research assignment for you to fill out your evaluation. If you do not adequately and accurately evaluate your peers, you will not receive these points.
3. **Research participation.** You will receive 50 points if you participate in a research study. **You must complete one of three options describe below by April 26, 2018, at 5 p.m. to fulfill this requirement.**

1) Participate in three hours of academic research studies in the School of Journalism and Mass Communication. You will be able to sign up online to participate in these studies.

2) 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 summarize an article that was published in the last two years in the *Journal of Advertising*, *Public Relations Review*, or *Journal of Public Relations Research*. 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.

3) If you would like to get your research participation completed early, I have some research projects that you can participate in. You will be expected to contribute for one hour to receive one research credit, two hours to receive two research credits, and three hours to receive three research credits. Should your work end at the half hour, you will receive a half credit. Please see me for details about this. *Unfortunately, this third option for research participation does not transfer to other classes or professors in the Mf-School.*

In-class Reading/Lecture Quizzes (10%, 100 points)

You will have an opportunity to earn up to 100 points (or 10% of your final grade) from in-class quizzes from the readings and lectures. You will need to bring your laptop or tablet to class to participate. We will be using the Poll Everywhere application. If you have not used Poll Everywhere before, please register by following these [instructions](#). If you have used Poll Everywhere, please make sure your UNC information is accurate and includes your PID by following these [instructions](#). Each class period with a lecture (in-class or online) will have some Poll Everywhere questions. I cannot efficiently record your grades if your Poll Everywhere account does not have your UNC identifying information. The number of questions and points for each lecture will vary. To do well, you need to actively read the material, watch the online lectures, and take thorough notes during class. Some questions will have a time limit. You must be present (in the classroom) to answer the questions. If you take the Poll Everywhere quiz outside of class, you will be reported to the [Honor Committee](#).

Exams (25%, 250 points)

There will be two in-class exams that may include scenario-based multiple-choice, true/false, short answer, and/or essay questions from the lectures, class readings, current events and other materials. A study guide will be provided to you one week prior to each exam. If your goal is to do well on exams, you must thoroughly read the assigned readings (and other materials), take notes on the assigned readings, and review the lecture notes. The first exam is worth 100 points and the second exam is worth 150 points. You will need to bring your laptops or a similar device to the exam periods.

(descriptions continued on next page)

Research Assignments (50% of total grade, 500 points)

The research assignments described below are designed to expose you to a range of widely used research methods while also teaching you how to present research findings in a professional manner. *The assignments are subject to change.*

SWOT Analysis (2.5% of total grade, 25 points, Individual Assignment)

This assignment will familiarize you with the client. Your SWOT analysis will include the client's history, mission, vision, and situation analysis. You should include research on the client's previous communication efforts, analysis of other peer/competitor organizations, target audience/public research, and review any other research about the client. This write-up will be approximately five to seven pages. More details will be provided.

Content Analysis or Social Media Analysis (2.5% of total grade, 25 points)

Your team will elect either do a content analysis or a social media analysis based on the client's research needs.

- The content analysis assignment introduces you to one of the most widely used methods in advertising and public relations. The advertisements/publications/media hits for the client and similar organizations will be used to complete a content analysis. Your group will go through the process of identifying content to code, developing a code book and code sheet, and analyzing the results. This write-up will be approximately five pages.
- The social media analysis assignment introduces you to social media metrics. You will be provided, depending on the availability from the client, with social media metrics and other online metrics to study how the clients' fans/followers/visitors are interacting with the social platforms. Your group will go through the process of identifying which metrics are most applicable to the client based on the problem. This write-up will be approximately five pages. More details will be provided.

Literature Review (10% of total grade, 100 points, Individual Assignment)

You will write a literature review and develop three research questions specific to your client's needs that will be used to guide your qualitative and quantitative research. To write the literature review, you will have to search library databases for your topic. This topic will reflect the research that you do on the client. For instance, the client may need to raise awareness, change the attitudes of a target market, expand their volunteer base, or change behaviors with their target public. You will summarize and synthesize at least ten peer-reviewed, scholarly journal articles, five to seven periodical (non-peer reviewed) publications, and four or more "other" sources that address your research topic(s). This write-up will be approximately seven to ten pages. More details will be provided.

Qualitative Results Write-up (10% of total grade, 100 points)

The goal of this assignment is to allow you to explore questions that were not answered with the survey. Individually you will make participant observations. As a group, you will conduct interviews with the target audience/public or facilitate a focus group. This write-up will be approximately five to seven pages. More details will be provided.

Quantitative Results Write-up (10% of total grade, 100 points)

This assignment reports the methods for data collection and the results from your group's survey. Your group will summarize your method for conducting the survey. Finally, you will report the results of your survey. This write-up will be approximately five to seven pages. More details will be provided.

Final Report (10% of total grade, 100 points)

You will take your previous write-ups and put them together in a final report as a group. The final report will be approximately 20 pages. Your group will submit a final report to the client. More details will be provided.

Presentation of Results (50% of total grade, 50 points)

Each group will give a presentation of their findings. These will be approximately ten-minute presentations for each group. More details will be provided.

Schedule (please note the syllabus and schedule are subject to change.)

DATE	DAY	LECTURE TOPIC & READINGS	ASSIGNMENTS DUE & OTHER ANNOUNCEMENTS
1/11	1	Overview Introductions Syllabus <i>Read:</i> Steel (1998) Chapter 3 & Chapter 4 <i>In-class Work:</i> Finding Teammates	Homework: Complete Survey to ID Teammates
1/16	2	Clients Present Research Needs/Problems <i>Lecture:</i> Research Basics, Processes & Ethics <i>Read:</i> Chapters 1, 2, 3, 4, 35, & 37	Receive SWOT Assignment Sheet Receive Literature Review Assignment Sheet
SECONDARY RESEARCH AND SOCIAL MEDIA ANALYSIS UNIT			
1/18	3	<i>Lecture:</i> Library Resources <i>Guest Lecture:</i> Stephanie the Park Librarian <i>Read:</i> Posted to Sakai and this website . <i>Video:</i> Finding Scholarly Articles	Groups Assigned Group Contracts Due By Friday at 5 p.m. Homework: Findings Sources for SWOT & Lit Review
1/23	4	<i>Lecture:</i> Secondary Research <i>Read:</i> Chapters 5–8, See Sakai <i>In-class Work:</i> Finding Secondary Research for Clients	
1/25	5	<i>Online Lecture:</i> Content Analysis <i>Read:</i> Chapter 11, See Sakai <i>In-class Work:</i> Building Codebooks & Codesheets <i>Optional Video:</i> Lies, damned lies and statistics	SWOT Analysis Due Before Class Receive Content Analysis Assignment Sheet Draft of Codebook & Codesheet Due by Friday at 5 p.m.
1/30	6	<i>Online Lecture:</i> Social/Digital Media Analytics <i>Read:</i> See Sakai for Kingsnorth (2016) and this article . <i>In-class Work:</i> What social data do we need?	Receive Social Media Analysis Assignment Sheet
2/1	7	Work Day: Content Analysis or Social Media Analysis <i>Read:</i> Time to Get Real About Social Media... <i>In-class Work:</i> Writing & Creating Graphs with Data	
QUALITATIVE RESEARCH UNIT			
2/6	8	<i>Lecture:</i> Introduction to Qualitative Research <i>Read:</i> Chapters 9, See Sakai <i>In-class Work:</i> Brainstorm Qual RQs & Hypotheses	Content or Social Media Analysis Due Before Class Receive Qualitative Write-up Assignment Sheet Homework: Complete Peer Eval
2/8	9	<i>Online Lecture:</i> Participant Observations <i>Read:</i> See Sakai; Chapter 13 <i>In-class Work:</i> Practice observations	Literature Review Due By Friday at 5 p.m.
2/13	10	<i>Online Lecture:</i> In-Depth Interviews <i>Read:</i> Chapter 12; See Sakai <i>In-class Work:</i> Draft interviews protocol	
2/15	11	<i>Online Lecture:</i> Focus Groups <i>Read:</i> Chapter 10; See Sakai & this video . <i>In-class Work:</i> Draft focus group protocol	Interview/Focus Group Protocols Due Friday at 5 p.m.
2/20	12	Work Day - Finalize Protocols	
2/22	13	No Class - Conduct Interview or Focus Groups	Team meetings with Prof. Saffer (see Sakai sign-up)
2/27	14	<i>Online Lecture:</i> Analyzing Qualitative Data <i>Read:</i> See Sakai <i>In-class Work:</i> Establishing Themes w/ Qual Data	Interview & Focus Group Transcripts Due
3/1	15	<i>Online Lecture:</i> Writing Qualitative Findings <i>Read:</i> Chapters 15 & 29 <i>In-class Work:</i> Presenting Findings & Using Quotes	Receive Study Guide for Exam I Qualitative Write-Up Due Friday at 5 p.m.
3/6	16	Debrief of Qual Unit & Exam Review	Homework: Complete Peer Eval
3/8	17	Exam I	Homework: Complete Mid-semester Course Eval

DATE	DAY	LECTURE TOPIC & READINGS	ASSIGNMENTS DUE
SPRING BREAK MARCH 9–19			
QUANTITATIVE RESEARCH UNIT			
3/20	17	<i>Lecture:</i> Introduction to Quantitative Research <i>Read:</i> Chapters 14 & 23 <i>Video:</i> Does racism affect how you vote? <i>In-class Work:</i> Brainstorm Quant RQs & Hypotheses	Receive Quantitative Write-up Assignment Sheet Receive Final Report Assignment Sheet Receive Final Presentation Assignment Sheet
3/22	18	<i>Online Lecture:</i> Survey Research & Design <i>Read:</i> Chapters 16 & 18 <i>In-class Work:</i> Introduction to Qualtrics	
3/27	19	<i>Online Lecture:</i> Survey Questions & Scaling Techniques <i>Read:</i> Chapters 19, 20, 21, 30 <i>In-class Work:</i> Draft Survey Questions	
3/29	20	<i>Online Lecture:</i> Sampling <i>Read:</i> Chapter 17 <i>In-class:</i> Pretest Surveys	Draft Survey Questions Due Before Class Draft Sampling Plan Due Friday at 5 p.m.
4/3	21	<i>Online Lecture:</i> Experiments & Experimental Design <i>Read:</i> Chapters 24, 25, 26, & 27 <i>In-class:</i> In-class Experiment Activity	
4/5	22	Work Day-Field Surveys	Data from Survey or Experiment Due Friday at 5 p.m. Homework: Complete Training on the Basics of Excel
4/10	23	<i>Online Lecture:</i> Analyzing Quantitative Data <i>Read:</i> Chapters 22 & 29 <i>Video:</i> The Basics: Descriptive and Inferential <i>In-class:</i> Basics of Excel & Creating Tables/Graphs	
4/12	24	<i>Online Lecture:</i> Intro to Data Analysis Software(s) <i>Read:</i> Chapters 32 & 33 <i>In-class:</i> Calculating Central Tendencies	
4/17	25	<i>Lecture:</i> Writing Quantitative Results <i>Read:</i> Chapters 36 & this article <i>In-class:</i> Draft 1 Quant-based Findings	Receive Study Guide for Exam II
4/19	26	Debrief of Quantitative Unit & Exam II Review	Quantitative Write-Up Due Friday at 5 p.m.
4/24	28	Exam II	Homework: Complete Peer Eval
4/26	29	Teaming Meeting w/ Prof. Saffer (see Sakai sign-up)	Research Participation/Articles Due at 5 p.m. First Draft of Presentation Due at 5 p.m. on Friday Final Report Due at 5 p.m. on Friday Homework: Complete Peer Eval
5/1 5/4	28	Final Exam Period <i>MEJO 379.4: May 4, 12 p.m. MEJO 379.5: May 1, 4 p.m.</i>	<i>* Your group will sign-up for a time during the exam time. Please note that the time maybe determined by the clients' availability but we are required to meet during our final exam period regardless.</i>