

ADVERTISING AND PUBLIC RELATIONS RESEARCH METHODS

Fall Semester 2018

Syllabus

University of North Carolina at Chapel Hill

Course: MEJO 379.4 | Schedule: M/W 2-3:15 p.m. | Location: Carroll 033

Final Exam: Dec. 7, 4-7 p.m.

Instructor: Dr. Lucinda Austin
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Office Hours: M 9:30-10:30 a.m.,
M/W 12:30-1:30 p.m.
Or by appointment
Class TA: Bridget Barrett, bridget4@live.unc.edu

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 program assessment and evaluation in advertising and public relations.

GOAL

The goal of this course is to enable students to understand the role of research in advertising and public relations and apply qualitative and quantitative methods.

OBJECTIVES

Upon completion of this course, students should be able to:

- Describe quantitative and qualitative research options in the area of public relations and advertising
- Differentiate the strengths and weaknesses of different research methods
- Apply qualitative and quantitative research methods and appropriate data collection, numerical concepts, and statistical procedures
- Determine research methods that are the most appropriate to answer specific client needs
- Design research, develop research instruments, and collect data using these methods
- Analyze and synthesize data obtained by these research methods
- Apply research findings to address real-world issues and client problems
- Examine publics/consumers and organizations/issues through primary and secondary research

COURSE VALUES

- **Integrity and honesty:** All work should be your own, including research reports, tests, etc.
- **Completeness and thoroughness:** The best projects will meet all the objectives and requirements of the assignment.
- **Preparedness:** Complete reading assignments before class and be prepared to participate in class discussions. Turn assignments in on time.
- **Accuracy:** Data must be accurate and not falsified.
- **Professional courtesy:** Demonstrate courtesy toward your fellow classmates. Respect diverse backgrounds and opinions so that we may all gain insights from one another. Avoid disruptive classroom behaviors. Turn off all communication devices during class.

ACEJMC CORE COMPETENCIES:

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course is particularly relevant to the following competencies:

- 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.

The full list of competencies is available here: <http://www.acejmc.org/policies-process/nine-standards>.

HONOR CODE

All students are expected to be familiar with and abide by the Honor Code. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance (<http://instrument.unc.edu>). Your full participation and observance of the Honor Code is expected. 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 C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

All work submitted for this course must be your own work. All sources used for information must be properly cited. The ideas and content within your materials must be original and not copied from others. In our industry, we are expected to be original and creative all of the time. If you have any questions about whether your use of reference material is appropriate, please see me. If any part of your work is judged by me and an independent faculty member or plagiarism software to reflect inappropriate use of reference material, I reserve the right to adjust assignment and course grades downwards, in addition to reporting suspected violations as described in the preceding paragraph.

TEXTBOOK AND READING ASSIGNMENTS

Jugenheimer, D. W., Bradley, S. D., Kelly, L. D., & Hudson, J. C. (2014). *Advertising and Public Relations Research*, 2nd edition. Armonk, NY: M.E. Sharpe.

Book is available through the Park Library for free:

<http://libproxy.lib.unc.edu/login?url=http://www.tandfebooks.com/isbn/9781315716565>

Supplemental readings will be assigned during the semester. Readings will be made available through Sakai.

COURSE ASSIGNMENTS

Exams: Two non-cumulative multiple choice, true/false, and matching exams will be given covering class discussions and reading assignments. Brief study guides will be provided. The midterm exam (Exam I) will account for 15% of your grade and the final exam (Exam II) will account for 15% of your final grade. As much of the class is based on group projects, the exams allow for individual grades that are not dependent on students' work in groups.

Team Projects: In small student groups of 4-5, you will conduct secondary research; facilitate a focus group, interview, and observation; and administer a survey and experiment to fellow classmates and other UNC students. The projects require you to work as a team to produce professional research, which will be summarized in three group reports and a final presentation and report at the end of the semester. You will also complete some individual components in your research (i.e., participant observation and individual interview). You will be graded for the content of your reports and your individual effort within the team. Further details about these projects will be posted on Sakai.

I will select students to fill specific leadership roles within their groups. Each student must complete a survey providing the top two preferences for team roles, a quick explanation of qualifications for these roles, and specific areas of interest in public relations and advertising. I will assign each student a group and a team role, and students will have the option to pick their own clients. Surveys must be completed by **Monday, August 27 at the beginning of class on Sakai.** Description of leadership positions:

1. **Literature Review/Secondary Research Coordinator:** This person will be responsible for organizing the literature review task and synthesizing findings.
 2. **Qualitative Design and Execution Director:** This person will be responsible for overseeing the focus group assignment “logistics” for the group and leading the design of the individual interview and participant observation assignments.
 3. **Quantitative Design and Execution Director:** This person will be responsible for overseeing the survey and experiment assignment “logistics.”
 4. **Qualitative Data Analysis Director:** This person will be responsible for leading the interpretation, analysis, and presentation of all qualitative data gathered.
 5. **Quantitative Data Analysis Director:** This person will be responsible for leading the interpretation, analysis, and presentation of all quantitative data gathered.
- * **The person assigned to each role will function as the “go-to” person for questions, advice, planning, etc. for this portion of the assignment. All members of the team should participate equally in all assignments or your “peer/instructor” evaluation grade may be lowered.**

Peer/Instructor Evaluations: After group assignments, you will turn in an evaluation of your team members’ contributions to the projects. I expect everyone to contribute equally. Should a problem arise with a team member, I expect you to try to solve the problem within the group. If the problem continues, I should be notified in writing. Written documentation of a student’s lack of participation will be factored into a student’s grade. *I will also be evaluating the quality and quantity of your work.* 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. Showing up for class is not the same as participating. With the latter, you are actively engaged in the classroom learning environment by sharing your ideas, thoughts, and opinions. Your peer/instructor evaluation will count for 5% of your final grade, so please take your responsibility as a contributing group member seriously.

Research Participation Requirement: Students in all sections of MEJO 379 are required to complete three hours of research over the course of the semester. There are two ways you can fulfill this requirement: 1) participate in three hours of academic research studies in the School of Media and Journalism or 2) write three two-page summaries and critiques of academic research articles.

The first option, participating in studies, is a valuable way for you to receive first-hand experience with basic research. You will be able to sign up online to participate in these studies. 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 participant pool participation, please contact me; or Professor Joe Bob Hester at joe.bob.hester@unc.edu who manages the pool.

The second way to fulfill your research participation requirement is to write three two-page (double-spaced) 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 comply with each of the following:

- Summarize an article from the last two years from the Journal of Advertising, the Journal of Public Relations Research, Public Relations Review, or the Journal of Consumer Marketing.
- List, at the top of page the APA style citation for the article (see <https://owl.english.purdue.edu/owl/section/2/10/> for a refresher on APA style).
- Articles from these journals are available online through the UNC library website, and hard copies of many articles are available in the Park and Davis libraries.

Article summaries are due by the start of class on the last class day.

Quizzes, Homework, and Classroom Activities: We will have **up to 5 unannounced quizzes** throughout the semester on the assigned readings for class. Quiz questions will be similar to exam questions (multiple choice and true/false) and should help students prepare for exams. If students miss class, quizzes cannot be made up; however, the lowest quiz grade from the semester will be dropped, including a missed quiz. We will also have several homework and class activities throughout the semester.

Grading Procedure

Group Grade	
Group Research Report	50%
<ul style="list-style-type: none"> • Secondary Research Report/Literature review (5%) • Qualitative Report (20%) (Focus Group, Interviews, Observation) • Quantitative Report (20%) (Survey, Experiment) • Final Presentation and Report (5%) 	
Individual Grade	
Peer Evaluations	5%
Exams (Exam I: 15% Exam II: 15%)	30%
Quizzes, Homework, Class Activities	10%
Research Participation Requirement	5%
Total	100%

Grading Scale

Percent	Grade	Description
93 – 100	A	Mastery of course content at highest level; Outstanding attainment
90 – 92.99	A-	
88 – 89.99	B+	
83 – 87.99	B	Strong performance; Solid attainment
80 – 82.99	B-	
78 – 79.99	C+	Average performance; Basic attainment of the subject
73 – 77.99	C	has been demonstrated
70 – 72.99	C-	
68 – 69.99	D+	

60 – 67.99	D	Passing performance; Marginal attainment
<59.99	F	Failed performance; Unacceptable attainment

COURSE POLICIES

All students are expected to be in class on time. Please read all assignments before class so you may join our class conversations. This is a group-learning environment. Please come to class with ideas, comments, etc.

All course information is posted on Sakai and most assignments will be uploaded using Sakai: You will find the course syllabus, course schedule, assignments, supplemental readings and other important information about the course on Sakai (<http://sakai.unc.edu>). Additional information will be posted throughout the semester for upcoming course dates and assignments. You also can obtain the e-mail addresses of your classmates on Sakai. In an effort to make this class as “paperless” as possible, most assignments, other than exams, will be posted on Sakai and assignments should be uploaded via Sakai. It is your responsibility to keep up with Sakai and the content there. Your grades are posted in Sakai only so that you can stay updated on your progress; overall grades on Sakai are rough approximations of your overall grade in the course.

Attendance policy: Each student is expected to adhere to the attendance policy guidelines set forth in the syllabus. Just as professionals go to work each day, students in a professional school are expected to come to class on time and be prepared to work. Attendance will be taken during each and every class at the beginning of class. You are allowed three absences this semester for any reason with no penalty (including religious holidays, which the university allows two excused absences for). Missing four classes will result in your final grade being lowered one full letter grade (10 points) and another letter grade for each absence after that. After being late three times, a student’s final grade will be lowered one-half of a letter grade (5 points). If you are late to class, there is no guarantee that you will be marked as present.

Exceptions may exist for a student who misses more than a week of classes for a sanctioned university activity, such as presenting research at a national forum, class travel or university athletic travel. Students participating in such events must submit a written request in advance to the professor.

Deadlines are firm. If you miss a deadline, you will receive a 10% reduction in your assignment grade for each 24-hour period the assignment is late. After 72 hours, the assignment will not be accepted and will be given a grade of zero. Late assignments must be e-mailed or handed to me personally. Since most assignments are submitted via Sakai, you can submit an assignment online in advance if you are unable to be in class the day an assignment is due.

Tests and in-class assignments. Unless you have a legitimate, documented excuse, there will be no make-ups for in-class assignments or tests and no extra time given if arriving to class late. A make-up assignment or test must be done within the week following the original date and it is your responsibility to set up an appointment with me. Quizzes may not be made up; however, your lowest quiz grade for the course may be dropped.

Religious Holiday Observance: Per university policy, students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact the professor to request the additional absence, which will only be granted with the course instructor’s permission. Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester and making up the course content missed. This policy does not apply during the final examination period.

Student Accommodations: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office (919-962-8300 or accessibility@unc.edu). Detailed information about the registration process is available at <https://accessibility.unc.edu/about-ars/policies/student-and-applicant-a...> Please understand that I'm not qualified or permitted under University policies to provide any disability-related accommodations without authorization from ARS.

Diversity: The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University 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. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the university's nondiscrimination policies.

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). The University's policy on Prohibiting Harassment and Discrimination is outlined in the Academic Catalog: <https://unc.policystat.com/policy/4514917/latest>.

Technology Policy: Turn off cell phones and other communication devices/applications during class. Use of these devices can distract you, others around you, and the professor. Use of cell phones in class, except in the event of emergency situations in which you have notified me prior, may affect your final grade. Computers are acceptable for note-taking, searching the web for class-related information, and participating in class activities. Your use of the technology in the classroom is a privilege, please use it accordingly. If I find that, as a class, laptops are becoming too distracting for holding meaningful dialogue, this privilege may be revoked. Using your computer for non-class-related activities may affect your final grade.

Email and Communication: You are encouraged to e-mail me with any questions or comments you have throughout the semester. If you don't understand an assignment or have questions, please ask. It's sometimes hard to anticipate what students don't know or understand, and, at times, this class will be time consuming and difficult. I will do my best to respond within 24 to 48 hours, Monday through Friday 8 a.m. to 5 p.m. You should treat emails to me as professional correspondence. All communication should include your name, your class, and a professionally worded message. If your e-mail relates to your group project, please copy your group members on the e-mail. It is your responsibility to check your e-mail and Sakai regularly for messages and updates.

CLASS SCHEDULE

***Schedule is subject to change—always use the updated version on Sakai.** Any revisions to the following outline will be discussed in class and posted on Sakai. Additional readings may be added. Note: readings should be read by the date listed. For example, Chapters 1-4 should be read by the time you come to class on August 27.

Date	Content	Due
8/22	Overview Introduction Syllabus	
8/27	Research Basics and Processes	Read Chapters 1-4, 35 <i>Team Surveys Due</i>
8/29	Secondary Research Discuss secondary research/literature review assignment SWOT Analysis	Read Chapters 5-8 <i>Set up Simmons Account</i>
9/3	LABOR DAY – NO CLASS	
9/5	Research Ethics Ethics in-class activity	Read Chapter 37
9/10	Library Resources Lecture w/ Librarian Stephanie Willen-Brown	Review Library Guide (See Sakai) Readings on Sakai
9/12	In-class project work: Secondary Research Report	
9/17	Introduction to Qualitative Research Discuss Qualitative Project Assignment	Read Chapters 9 and 14 <i>Secondary Research Summary Due</i>
9/19	Field/Participant Observation In-class project work: Prep for observation	Read Chapter 13 Readings on Sakai
9/24	Work Day – Participant Observation	Conduct Observations Across Campus
9/26	Interviewing In-class project work: Prep for interview	Read Chapter 12 Readings on Sakai
10/1	Work Day – Interviews	Conduct Interview/Be Interviewed in Class
10/3	Focus Groups In-class project work: Planning for the focus groups, Drafting discussion guide	Read Chapter 10 Readings on Sakai
10/8	Group Meetings with Dr. Austin	<i>Draft Focus Group Moderator's Guide Due</i>
10/10	Work Day – Focus Groups	Conduct Focus Group in Class
10/15	EXAM I	Read Exam I Review on Sakai
10/17	Work Day – Individual Work on Qualitative Report (outside of class)	<i>Work on transcripts, coding, etc.</i>
10/22	Qualitative Analysis In-class project work: Qualitative Analysis	Read Chapters 15 and 29 <i>Bring Focus Group Data/Transcript</i>
10/24	Content Analysis	Read Chapter 11
10/29	Survey Research, Sampling, Sampling Error Project work: Drafting hypotheses and research questions	Read Chapters 16, 17, and 32 <i>Qualitative Report Due (Group/Individual)</i>

10/31	Questionnaire development and design Scaling Techniques In-class project work: Draft survey questions	Read Chapters 18, 19, 21, and 30
11/5	In-class Activity: Pretesting Questionnaires Project work: Survey design in Qualtrics	<i>Draft of survey due</i>
11/7	Analysis of Quantitative Data Preparing Research Reports, Creating Tables and Charts In-class project work: Launch Survey	Read Chapters 32 and 36 <i>Surveys Launched by Today and Completed by November 14</i>
11/12	Introduction to SPSS for quantitative data analysis In-class SPSS Activity	Read Chapter 33 Pre-test SPSS Access on Laptop via Virtual Lab <i>SPSS Assignment Due by End of Class</i>
11/14	Work Day – SPSS In-class project work: Work on surveys and interpreting results	(No Readings Due) <i>All other class surveys completed by start of class</i>
11/19	Experimental Research In-class project work: Designing experiment in Qualtrics	Chapters 24, 25, 26, and 27 Ideas for ads/concepts for experiment <i>Submit Draft Experiment by End of Class After Feedback, Experiment Launched 11/19 by 5 p.m. (Completed by 11/28 end of day)</i>
11/21	THANKSGIVING BREAK – NO CLASS	
11/26	In-class project work: Data Analysis, Finalizing survey report Review for Exam II	Read Exam II Review Sheet on Sakai
11/28	EXAM II	<i>All other class surveys completed by the end of the day</i>
12/3	In-class project work: Experiment Data Analysis	
12/5	Last Day of Class In-class project work: Plan for Presentations and Final Paper Groups meet with Dr. Austin to discuss preliminary results and challenges	<i>Research Participation Due (Article Summaries or Participating in Studies)</i>
12/7 4-7 p.m.	TEAM PRESENTATIONS AS FINAL EXAM TIME	<i>Quantitative Report Due Team Presentations/Summary of Research Peer Evaluations Due</i>