

Advertising and Public Relations Research, Spring 2019

Time & location:	MEJO 379.5: Tu/Th 8:00 – 9:15 AM, Carroll – Rm 143 MEJO 379.1: Tu/Th 12:30 - 1:45PM, Carroll - Rm 33
Final Exam:	MEJO 379.5: Tuesday, April 30, 2019 8:00AM MEJO 379.1: Friday, May 3, 2019 12:00PM
Instructor:	Chris Walsh Chris.walsh@gmail.com (temp until I get a UNC email) (919) 536-9181
Office hours:	Tu/Th 10-11:00AM, Carroll 379 By appointment at other times
Teaching assistant:	NA 😞

Course prerequisite: You must have passed Principles of Ad/PR to take this course.

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 a basic understanding of the relationship between theory, data collection, analysis, and the communication of these results to clients. The course will also teach you to design and execute research via various methodologies used in the development, assessment and evaluation of advertising and public relations campaigns. In small groups, students will work together to answer questions for a real-world brand through a variety of research methods including literature review, in-depth consumer interviews and a survey. Besides learning a great deal, I hope you will have fun doing the work and sharing your findings.

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

- Understand quantitative and qualitative research options in the area of strategic communication (PR and advertising)
- Understand the strengths and weaknesses of different research methods
- Differentiate between qualitative and quantitative research and the conditions in which they should be used
- Recognize the limitations in various methodologies and in specific research
- Understand quantitative and qualitative methods of design, measurement, reasoning, and analysis
- Select methods most appropriate to answer specific client needs
- Plan and conduct research using select research methods
- Analyze data obtained through these research methods and apply findings to real-world issues
- More powerfully communicate advertising and PR research findings to clients
- Expand knowledge of publics/consumers/organizations/issues through primary and secondary research
- Discuss ethical considerations of the research process

Course Design: The course will essentially roll out in five phases. Each phase includes a of a mix of readings, instructor led discussions, videos and guest lectures from practitioners in the field. Students will gain an academic perspective via the text book/readings but will also gain exposure to how these techniques are often applied in real-world situations via the instructor, practitioner guest lecturers, videos and class projects. There will also be several in-class work sessions. To

get the most out of our class time together students should attend and participate in classroom discussions. Students are expected to read assigned course materials prior to each class. To make sure we stay on top of reading assignments and pay attention in class, a series of short in-class quizzes will be given. The quizzes will cover reading assignments and previous lecture materials. In addition to the quizzes, there will be a midterm and a final exam. There will also be several individual and group/team assignments throughout the course. Finally, because each student will be part of a team/group your peers will provide an evaluation of your contributions along the way. The following summarizes each planned learning phase:

Phase 1 (Course Introduction): Get to know each other and the class through instructor and student introductions and an overview of the uses and benefits of advertising and PR research. Key activities will include a discussion of the learning plan, syllabus review, and introduction of many of the basic principles of advertising and PR research including terminology, approaches/methods and uses/benefits as well as tools and resources.

Phase 2 (Secondary/Syndicated Data): Learn about the basics of secondary and syndicated data frequently used in advertising and PR research. Key activities will include a review of the basics of secondary syndicated data sources, SWOT analysis, and deeper dive into an important syndicated resource for better understanding categories, brands and consumers: Simmons.

Phase 3 (Primary Qualitative Research): Gain exposure to primary qualitative data techniques used to develop insight informing categorical drivers, segment/target audience development, messaging and channel planning. Key learning areas will include participant observations/ethnographies, in-depth interviews, focus groups and social media analysis.

Phase 4 (Primary Quantitative Research): Focus on quantitative research techniques/approaches to fill in-knowledge gaps and inform and confirm hypotheses developed during qualitative research activities. Key learning areas of focus will include the basics of quantitative research, experimental research approaches/methods, and survey design/development/analysis.

Phase 5 (Data Analysis): Review the basis of data analysis techniques and statistical methods commonly leveraged in advertising and PR research. Key learning areas will include analysis of survey data (including and basic survey statistics) and creating a report summarizing research methods/activities, key data-driven findings/insights and a summary of implications/recommendations.

Note: The only thing we know with certainty in life is that things change. Therefore, based on student feedback/requests and/or instructor observation, the instructor reserves the right to make changes to the syllabus during the semester. Any decision to deviate from the projected learning path will be communicated to students in advance.

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

- Understand concepts and apply theories in the use and presentation of images and information;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Apply basic numerical and statistical concepts

The full list of competencies is available here:

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

Communication Policy: You are encouraged to e-mail me with any questions or comments you have throughout the semester. I will do my best to answer within 24 hours. 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.

The Honor Code: It is my duty to report any and all suspected Honor Code violations to the Student Attorney General. If you are not familiar with the Honor Code, please review it at <http://instrument.unc.edu>. As stated in the Honor Code, "It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic process or University student or academic personnel acting in an official capacity."

A special note about plagiarism: The Instrument of Student Governance at UNC defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." Copying-and-pasting from online sources without citing the source from which you obtained the content is clearly an instance of plagiarism. However, it may also be plagiarism if you rely too heavily on the structure and reasoning of another piece (for example, if you rely too much on swapping out synonyms or making only very superficial changes to content that is not yours). This type of extensive paraphrasing is not acceptable in this course, which requires you to demonstrate original thinking and analysis. 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 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.

Students with Disabilities: If you have a diagnosed or suspected disability that you think might affect your performance in this course, you should contact Accessibility Resources & Service to determine whether and to what extent services or accommodations are available. If you think this might apply to you, please contact Accessibility Resources & Service at 962-8300 or visit the department's Website at <https://accessibility.unc.edu/>. Please understand that I'm not qualified or permitted under University policies to provide any disability-related accommodations without authorization from ARS.

Diversity and Inclusion: 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 based on 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.

Readings: From an academic perspective we will rely primarily on the textbook *Advertising and Public Relations Research* by Jugenheimer and associates (see citation below). It is available at no extra cost to you as an e-book via our library system. You may also purchase the text at the bookstore or via Amazon.com if you prefer hard copy. In addition, there will be readings outside of the text that will be made available on Sakai under Resources or shared in class.

Jugenheimer, D.W., Bradley, S.D., Kelly, L.D., & Hudson, J.C. (2015). *Advertising and Public Relations Research*, 2nd edition. Armonk, New York: M.E. Sharpe. AVAILABLE ELECTRONICALLY THROUGH UNC LIBRARY:
<http://www.tandfebooks.com.libproxy.lib.unc.edu/isbn/9781315716565>

Sakai: I will use Sakai to post syllabus updates, announcements, PowerPoint slides (posted after class), assignments, and other important information. The UNC Sakai service can be found at <http://sakai.unc.edu>. Updates will be frequent, so check back often. You are responsible for any course changes that may be made on Sakai, including changes to the syllabus or assignments.

Research Participation Requirement: All students in every section 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. 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 basic 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 one-page (single-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. I will post full instructions on Sakai for those who wish to write summaries.

If you are enrolled in other MEJO classes that have research requirements, your fulfillment of the three hours for 379 may satisfy the requirements for the other course(s) provided the other course(s) do not require more than three hours. If you have any questions about the subject pool participation, please contact me or Professor Joe Bob Hester at joe.bob.hester@unc.edu.

Attendance: This is a required class. There are several in-class hands-on work sessions. You will be part of a team for several group assignments. Therefore, attendance is critical, so I will take roll at the start of each class. Please be on time. If you arrive after attendance is taken it is your responsibility to make sure I record your presence. Attendance accounts for 20 points--7% of your overall grade. Each unexcused absence comes with a 2-point deduction in points. Should you miss a quiz due to an unexcused absence you will receive a zero on that quiz. And your teammates for group projects may not appreciate it if you miss class, which could impact your peer evaluation scores from them.

That said, I understand that life happens. Family issues, health issues, interview opportunities, etc., may arise. To help accommodate these situations, all you need to do is notify me via email IN ADVANCE of your pending absence and provide adequate justification to the absence.

Participation and Professionalism: I expect you to come to each class having completed assigned readings and being ready to discuss them. In the interest of hearing everyone's perspectives, I may call on individuals who do not regularly participate on their own. Please act professionally in the classroom. This means being fully engaged in class discussions, team meetings, presentations, and other group interactions. If you show a consistent pattern of disengagement or disrespect, this will be addressed with verbal and/or written warnings. Failure to improve behavior will negatively influence your final grade.

Use of Laptops and Other Technology: You are permitted to use laptops for note-taking, research, and other work as assigned in class. However, to minimize distractions to your classmates and to me, please minimize use of your laptop for non-class purposes. It's particularly important to limit use of technology when we have visiting clients and guest speakers, because they have made a special effort to visit with us and deserve our undivided attention. During these visits, limit laptop use to obvious note-taking, and do not text.

Grading and Assignments: This class is structured around an ongoing brand-based group project. Some are individual assignments whereas others are group assignments. This arrangement allows for collaboration and teamwork while also promoting individual learning, individual accountability, and individualized grades. You will be randomly assigned to a group in the second week of class—you normally don't get to choose your co-workers in the real world. Instead, you become a member of the team and must do your best to work together productively. After being assigned to a team, each team will be randomly assigned a brand to focus on for the semester.

Class Assignments Summary: The following is a summary of assignments:

Individual Efforts (200 total points, 67% of grade)

- 1) Attendance/Participation (20 points):** See “Attendance/Participation” description above.
- 2) Quizzes (50 points):** There will be five quizzes, one per learning phase. Each quiz is worth 100 points and will consist of an assortment of true/false and multiple-choice questions based on key concepts covered during the course. The purpose of the quizzes is to ensure we keep-up with the readings and stay engaged in class discussion. Quizzes will be unannounced.
- 3) Midterm Exam (50 points):** You should anticipate the midterm exam will be a little more difficult than the individual quizzes. The midterm exam will cover key concepts from Phases 1-3. Like the quizzes, the midterm will consist of an assortment of true/false and multiple-choice questions.
- 4) Final Exam (60 points):** Again, anticipate that the final exam will be a more difficult than the individual quizzes or the midterm. The final exam will primarily focus on key concepts from Phases 4 and 5 but will also include questions on some topics covered during Phases 1-3. The final exam will also consist of an assortment of true/false and multiple-choice questions.
- 5) Peer Evaluations (20 points):** You will be asked to evaluate your teammates and they will be asked to evaluate you based your contributions to your team during the semester. Your peers will anonymously evaluate your contribution from a few different perspectives on a Likert scale and then provide some brief comments to support their rating. The average of these scores across your teammates will constitute your participation grade.

Individual Assignments (25 total points, 8% of grade)

All Individual assignments are ungraded, and you will receive full credit if you complete them on time and with a “good faith” effort. The fact that the individual assignments are “ungraded” does not mean they are unimportant—quite the contrary. Most of the individual assignments are designed as building blocks and data collection devices for the various learning phases of the course (more detail provided below). The Instructor will review all individual assignments to ensure students have made a “good faith effort” to thoughtfully complete the assignments. Assignments determined by the instructor to be incomplete or not completed thoughtfully will not receive full credit.

- 1) Library assignment (5 points):** This assignment allows you to familiarize yourself with a variety of Park Library resources and get acquainted with literature review techniques.
- 2) In-depth interview discussion guide (5 points):** Development of discussion guides is a critical step in the advertising and PR research process. A well-designed discussion guides helps keep research focused on the objective and the conversation on topic. You will develop an in-depth 1:1 interview discussion guide prior to conducting in-class interviews with your classmates. Later, your group will compare interview notes and findings and develop one comprehensive 1:1 interview team report. The quality of your individual interviews (driven by your discussion guide) will impact the quality of the team report.
- 3) Survey questions (5 points):** During the quantitative research phase of the course, teams will be asked to develop and execute a primary research study via the Qualtrics survey platform. Each team member will be asked to develop questions for the survey based on the research objective(s). Teams will review all the questions collectively and determine which to include in the survey. The quality of the questions each student contributes will ultimately determine the quality of information and insight the team’s survey yields.

4) Surveys taken (5 points): To gain some practical experience with survey methods and data analysis techniques, each team will design, launch and analyze a survey to be taken by fellow classmates (possibly students outside the class too). All students will be asked to complete the surveys created by other teams. You will receive points for each survey you complete. The number of points per survey completed will be driven by the number of teams up to 5 points. For example, if the class splits into six teams, each student will take the five surveys developed by the teams he/she is not on and receive 1 point per survey. This ensures all students will have survey data to work with and analyze.

5) UNC Research Participation Requirement (5 points): See “Research Participation Requirement” description above.

Team Assignments (75 total points, 25% of grade)

1) Simmons Analysis of Category/Brand Users (25 Points): During the course students will gain exposure to a powerful syndicated research tool called Simmons OneView. Simmons provides nationally syndicated data profiling US consumers. During the course you’ll be shown how to pull reports, create crosstabs and analyze consumer data from Simmons. Your team will be given some of these crosstabs and asked to analyze the data to profile category and/or brand users and answers specific questions about what makes them different demographically, behaviorally and psychographically.

2) 1:1 In-depth Interview Summary Report (25 points): After completing in-depth 1:1 interviews exploring how the product category and your assigned brand fit into category users lives, team members will come together as a group to compare notes and create a final research report. You will summarize key learnings and insights related to needs the category fulfills, distinguishing features certain brands provide, and rational and emotional benefits. You will identify salient themes you believe will resonate with consumers in marketing and PR campaigns. The team will synthesize all the information and report your findings via one team research report.

3) Qualtrics Survey/Report (25 points): Based on what you’ve learned from previous research activities, your group will develop a survey to quantify previous learnings developed through qual, answer any outstanding research questions and test a relevant hypothesis related to your brand’s problem/question. The online survey your team develops will be taken by all other class members. You will collect and analyze the data and report your findings related to the specific research question(s) you sought to answer.

TOTAL: 300 POINTS = 225 points from individual efforts/assignments and 75 points from team assignments

Late assignments: Assignments submitted within 24 hours after the submission site closes will incur a 15% penalty, based on the overall point value of that assignment (e.g., 1.5 points off for an assignment worth 10 points). An additional 10% will be deducted for assignments submitted within each additional 24-hour period of lateness. No exceptions.

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

Grading Rubric

Summary of Grading			
Graded Item	Total Points	Percent of Grade Area	Percent of Grade Total
Individual Effort	200	100%	67%
Attendance	20	10%	7%
Quizzes (5x)	50	25%	17%
Mid-Term Exam	50	25%	17%
Final Exam	60	30%	20%
Peer Evaluations	20	10%	7%
Individual Assignments	25	100%	8%
Library assignment	5	20%	2%
In-depth interview discussion guide	5	20%	2%
Survey questions	5	20%	2%
Survey's taken	5	20%	2%
UNC Research Participation Requirement	5	20%	2%
Team Assignments	75	100%	25%
Simmons Analysis of Category & Brand Users	25	33%	8%
Interview Research Summary Report	25	33%	8%
Qualtrics Survey Report	25	33%	8%
Total	300		100%

Letter grade	Range of points	Interpretation
	Scores falling in between point ranges will be rounded to the nearest whole number.	
A	95-100	Highest level of attainment
A-	90-94	
B+	87-89	High level of attainment
B	83-86	
B-	80-82	
C+	77-79	Adequate level of attainment
C	73-76	
C-	70-72	
D+	67-69	Minimal passing level of attainment
D	63-66	
F	Below 63	Failed, unacceptable performance

Course Schedule

- This schedule represents a good faith effort to outline our work over the course of the semester. However, because our needs may change, the timeline and assignments are subject to change. I will alert you via e-mail and Sakai of any changes in readings, assignments, due dates, etc., over the course of the semester. Thank you for your flexibility.
- All due items are to be submitted by start of class unless otherwise noted.
- Submission of assignments is on Sakai under Assignments unless otherwise noted.

Advertising and Public Relations Research Methods, Spring 2019
MEJO 379.5/1 Tu/Th 8:00-9:15AM, 12:30-1:45PM
Projected Class Schedule

Class #	Date	Phase	Topics	Readings / Assignments Due
1	10-Jan	Course Introduction	Lecture: Introductions, Course overview, Syllabus review	None
2	15-Jan		Lecture: Research Overview, Key concepts, Ethics, Definitions	Ch. 1, 2, 35, 37
3	17-Jan		Lecture: Research uses, research planning and design In-class work: Research teams and assignment announced	Ch. 3, 4, 34
4	22-Jan	Secondary / Syndicated Research	GUEST LECTURE: Park Library Director, Stephanie Willen Brown	All Readings here: https://guides.lib.unc.edu/mejo379/read <i>Assignment Due: Library assignment (Not Graded)</i>
5	24-Jan		Lecture: Intro to Secondary/Syndicated resources, content analysis, SWOT	Ch. 5, 6, 8, 11 http://bit.ly/HowToSWOT
6	29-Jan		Lecture: Simmons Overview	Read: http://bit.ly/HowToReadACrosstab Select Simmons Videos: TBA
7	31-Jan		IN-CLASS WORK DAY: Generate Simmons crosstabs for two brands profiling categorical demographics, psychographics and media behaviors.	TBA

8	5-Feb		IN-CLASS WORK DAY: Analyze crosstabs previously created to profile category/brand users and answer a series of questions based on the data.	None
9	7-Feb	Primary Research: Qualitative	Lecture: Qualitative Research Overview, Online/Social Media	Ch. 7, 9, 15. Social readings TBA <i>Assignment Due: Team to submit Simmons brand profile questions report (Graded)</i>
10	12-Feb		GUEST LECTURE: Social media platforms, Research, Analytics	http://bit.ly/CrimsonSocialMediaAnalytics
11	14-Feb		Lecture: Ethnography, Interviews, Focus groups, Discussion guides	Ch. 10, 12, 13
12	19-Feb		Lecture: Qual enhancing Quant, Interviewing, Handling data, Report writing	Ch. 14, 20, 29, 36
13	21-Feb		GUEST LECTURE: Qualitative research	<i>Assignment Due: Students must come to class with their interview discussion guide completed (Not Graded)</i>
14	26-Feb		IN-CLASS WORK DAY: Students conduct 1:1 In-depth interviews in-class with each other.	TBA
15	28-Feb		IN-CLASS WORK DAY: Share individual 1:1 reports with team and develop team interview report.	None
16	5-Mar		Lecture: Qual reflection, Midterm exam review	<i>Team Assignment Due: Team in-depth interview report due (Graded)</i>
17	7-Mar		Midterm Exam	Don't stress!
	12, 14-Mar		Spring Break	Relax, have fun!

18	19-Mar	Primary Research: Quantitative Research	Lecture: Primary Quantitative Overview, Applications	16, 18, 23
19	21-Mar		Lecture: Experimental research, Approaches, Quasi-experimental	Ch. 24-27
20	26-Mar		Lecture: Survey Research--Sampling, Question wording, Responses, data tabulation, Scaling, Mapping	Ch. 17, 19, 21, 22, 30, 31
21	28-Mar		Lecture: Common tracking measures-- Funnel measures, Brand health, Ad tracking, Copy testing, Mapping	Additional readings TBA
22	2-Apr		GUEST LECTURE: Survey development	Qualtrics "How to" Readings/Videos TBA, Additional readings TBA
23	4-Apr		IN-CLASS WORK DAY: Building surveys in Qualtrics	<i>Individual Assignment Due: Come to class with survey questions so you can build one collective team survey (Not Graded)</i>
24	9-Apr		IN-CLASS WORK DAY: Building surveys in Qualtrics	END OF CLASS: Launch team survey
25	11-Apr	Data Analysis	Lecture: Data analysis overview, Survey statistics, Analytical tools	Ch, 32, 33 <i>Individual Assignment Due: Take all class surveys prior to class (Not Graded)</i>
26	16-Apr		GUEST LECTURE: Survey data analysis	None
27	18-Apr		IN-CLASS WORK DAY: Survey data analysis	None
28	23-Apr		Lecture: Summarizing research findings and report writing	None

29	25-Apr		Lecture: Quant reflection, Final exam review	<i>Team Assignment Due: Team Survey findings report (Graded)</i>
30	30-Apr	Final Exam	MEJO 379.5: Tuesday, April 30, 2019 8:00 - 11AM CA-143	
30	3-May	Final Exam	MEJO 379.1: Friday, May 3, 2019 12:00 - 3:00PM CA-33	