

MEJO 379: Spring 2019

Advertising and Public Relations Research Methods

5:00-6:15. Tuesdays & Thursdays in CARROLL 0033

Instructor Info:

Josh Barker

Room 381 Carroll Hall

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Office Hours: By appointment

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 program assessment and evaluation in advertising and public relations.

The class will work together to answer questions through research methods such as secondary data use, survey, focus groups, interviews, and participant observations. At the end of the class, you will have data-driven answers and provide insights to clients.

Learning Objectives:

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

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

Required Textbook (Available on Sakai):

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

Suggested: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association. (Available on Amazon for around \$28.00)

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

Sakai:

Other than this syllabus, important information can be found on Sakai. Updates will be frequent, so check back often for important course information. You are responsible for any course changes that may be made on Sakai, including changes to the syllabus or assignments.

Email and Communication: I check email regularly between 9 a.m. and 6 p.m. Monday through Friday. I cannot guarantee an immediate response but will guarantee a response **within 24 to 48 hours Monday through Friday**. **However, I will not answer any emails regarding grades sent within 48 hours of receiving the graded assignment.** Please treat emails to me as professional correspondence. All communication should include your name, your class/section, and a professionally worded message. On Tuesdays and Thursdays, I will have limited availability due to research expectations.

Course Policies:

1. Attendance Policy:

Attendance at lectures is **essential**. There is a clear correlation between class attendance and class performance. Students who do not attend the class have a strong history of low grades and failure. It is course practice to record class attendance, and as such it is required for each of you to sign-in to class every day. However, you are adults and will be treated as such. As a result, you get three absences without any harm to your grade. Any absences after those three “free” absences will result in a deduction in your course Participation grade. Exceptions to this rule include medical emergencies accompanied with a doctor’s note, or family emergencies.

Don’t sleep during class. This class meets at 5 p.m. and you are allowed three absences. If you don’t believe that determination and caffeine will keep you awake for the class period, don’t come in.

I make all of my lecture materials available on our Sakai site, but those materials will not include all of the information that is discussed during the lectures. Therefore, if you miss class it is your responsibility to meet with your classmates and gather the information on what you missed. Missed in-class assessments and activities cannot be made up unless you were absent due to a medical or family emergency.

2. Technology Policy:

Smartphone/cellphone use is prohibited. This includes under the desk or in your lap. Phones should be out of sight and silent. If you violate this policy I have the right to tell you to leave the classroom as you are a distraction to me and your classmates.

Laptop use is only prohibited for notetaking. **INTERNET USE IS PROHIBITED!!!** If you violate this policy I, again, have the right to tell you to leave the classroom as you are a distraction to me and your classmates. If I see you using the internet while in class without my instruction you will automatically receive a zero for your final course Participation grade. Repeated offense is grounds for removing you from the class.

3. The “Bruce Hitchcock” Policy:

Assignment submissions that use shorthand, text-like word usage, such as “ur” for “your” will immediately receive a zero. Similarly, all presentations will be scrutinized for fillers such as “ummm” or “like.” Please note, this policy does not extend to question and answer sessions or discussion about materials during the course of class, but only to graded presentations. We’re here to learn research methods and present our findings succinctly and compellingly. The purpose of the assignments is to assess your ability to do this. The purpose of the class

discussions is to get you to the point where we're able to assess what you know. Don't worry about asking "stupid" questions during a class period. That's why we're all here.

4. Assignments and Grades Policies:

Submission Requirements: Every assignment you submit to me MUST be typed, double-spaced with 1-inch margins, using 12 pt. font and submitted as a Word Doc. PDF submissions will NOT be graded. APA style is the acceptable citation and formatting style. If at any point in your work you use information from other sources, you must cite it both in the text and with a properly formatted reference list. Not following these specific instructions will result in a loss of points on the assignment. (This is where it's really handy to have the APA style guide)

Late Assignments: Class assignments are due BY THE START OF CLASS. There is a 40% deduction for turning in assignments after the start of class on the assignment's due date. No assignments will be accepted after 11:59 p.m. on the assignment's due date.

Missing In-Class Work Days: This class has many in-class Work Days. It is required to be in class on these days as we will be conducting research in class. Therefore, if you miss these classes you will automatically lose 10% from that assignment associated with that work day. If you know ahead of time that you will miss a Work Day, notify me before the class occurs so we can arrange an alteration to your assignment.

Grade Questions/Challenges: If you have concerns about a grade, please inform me of this concern via email. I ask that you wait 48 hours after receiving your grade. Please **outline your concerns and provide evidence to support your claim**. You have two weeks to challenge a grade after it has been posted on Sakai (**this does not apply to grades posted during finals**).

NOTE: I do not discuss grades over email. So, after you contact me about a grade I will set-up a time to meet with me in person so we can discuss the grade. I do this to protect your grade information.

5. Extra Credit Policy:

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.

6. Classroom Collegiality & Diversity Policy:

The University is committed to fostering a diverse and inclusive academic community, and prohibiting discrimination and harassment. Please review the University policy statements on diversity and inclusivity, and prohibited harassment and discrimination, both in *The Undergraduate Bulletin 2014-2015* at <http://www.unc.edu/ugradbulletin/>. Please know that I am fully committed to fostering and enforcing these policies.

7. UNC-CH Honor Code:

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

Each student will be expected to review the materials on plagiarism from the UNC Library: <http://guides.lib.unc.edu/c.php?g=9028&p=45251>. Make sure to review all the information contained in all the tabs on the website. It is an honor code violation to plagiarize materials, which includes (but is not limited to), taking direct quotations from other documents without properly citing it. (For example, it is plagiarism if you include a direct quotation and include the reference, but do not include quotation marks. Anything taken verbatim must include quotation marks—and you should use direct quotations sparingly).

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (919-966-4084) or the Office of the Dean of Students (919-966-4042).

8. Accreditation:

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

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

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

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

9. Accommodations for People with Disabilities or Certain Medical Conditions

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.”

10. 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).

Class Assignments & Assessments:

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

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

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

There are three phases of research assignments:

1. Secondary Data
2. Qualitative Research
3. Quantitative Data

Brief Assignment Summaries

#1. Introductory Survey (10 points):

- *INDIVIDUAL SUBMISSION*
- *DUE 1/15*

This course is built around one large, ongoing project that is to be completed as a group. I will assign the groups, but to do so I need each of you to complete a survey that I will release the first day of class. Failure to complete this survey will only hurt you and your group assignment.

#2. Secondary Data Project (100 points):

- *GROUP SUBMISSION*
- *DUE 1/29*

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

#3. Focus Groups (100 points):

- *GROUP SUBMISSION*
- *DUE 2/12*

You will conduct a focus group with other members of your team and another group. One of you will act as a moderator while others will act as focus group members. You will continue to answer your client's problem by turning in a group paper that is an analysis of the focus group process and what could have been improved from a methodological perspective.

#4. In-depth Interviews (100 points):

- *INDIVIDUAL SUBMISSION*
- *DUE 2/19*

The Interview Project will require each of you to interview another class member to get their thoughts on your product or problem. You will need to submit your interview questions, your findings from all of the interviews, analyze your findings from the interview, describe what insights you gained from the process and your suggestions for future research.

#5. Participant Observation/Ethnography (100 points):

- *INDIVIDUAL SUBMISSION*
- *DUE 2/26*

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

#6. Survey (170 points):

- *GROUP SUBMISSION + INDIVIDUAL SUBMISSION*
- *DUE 4/2*

The Survey project will require your group to come up with a survey that will help answer your client's problem. The surveys will be given out to the class who will then take them. Your group will then analyze the data and submit the findings, describing the key insights gained from the process. The individual submission is the individual participation in the surveys – each student will be required to take every survey. Failure to complete any survey will result in a deduction in individual points.

#7 Content Analysis (100 points):

- *GROUP SUBMISSION*
- *DUE 4/16*

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.

#8. Final Project (200 points) + Peer Evaluations (100):

- *SUBMIT INDIVIDUALLY*
- *DUE 5/3*

The final group project is a culmination of the previous assignments. Based on what you have learned from the semester, your final project will ask you to develop a new research plan. This will be for a new client of your choosing. Select a problem or issue your client faces, and develop a research plan that will be able to answer your problem or issue using each of the methods covered in the course, as appropriate for your circumstances. As part of the final project, you will also complete a mandatory Peer Evaluation that will assess the quality and contribution of your work as well as your teammates from the group projects.

A detailed grading rubric of final project expectations will be provided later in the semester. Final project grades will be based on the individual work assignment, as well as a section asking for peer-reviewed feedback.

#9. Participation + Attendance (60 points):

Students are expected to come to class prepared to participate in discussions. Failure to participate in class discussions or to constructively participate in class activities can reduce your final grade by up to 60 points. Point loss may also occur if students violate classroom policies, such as the cell phone and/or computer policies.

#10. Research Participation Requirement (30 points):

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. The first way is to participate in three hours of academic research studies in the School of Media and Journalism. Participating in studies is a valuable way for you to receive first-hand experience with mass communication research. You will be able to sign up online to participate in these studies. If you are enrolled in another JOMC class that has a research requirement, it will also satisfy the research requirement for this course. If you have any questions about the subject pool participation, please contact me; or Professor Joe Bob Hester at joe.bob.hester@unc.edu.
2. The second way to fulfill your research participation requirement is to write three two-page summaries and critiques of academic research articles. Each review counts for one hour of research participation, and you may combine participation in the studies with article reviews to fulfill the research requirement. To receive credit your summary must:
 - Summarize an article that was published in the last two years from the Journal of Advertising, the Journal of Public Relations Research, Public Relations Inquiry, PRaxis, the Journal of Consumer Marketing, or the Journal of Current Issues & Research in Advertising.
 - List, at the top of the page of each summary: the author(s) of the article, the publication date, the article title, and the journal title.
 - Articles from these journals are available online through the UNC library Web site, and hard copies of many articles are available in the Park and Davis libraries.
 - Article summaries are due by the start of class on Monday, December, 3rd, 2018

#11. Pop-quizzes (30 points):

Three Pop-Quizzes will be given throughout the semester, based on the reading assigned for that day. This is to make sure you are keeping up with the reading. Missed pop-quizzes cannot be made-up unless the absence is due to a medical or family emergency.

TOTAL GRADING:

Introductory Survey	10 points
Research Participation	30 points
Pop Quizzes	30 points
Course Participation	60 points
Secondary Data	100 points
Focus Groups	100 points
Ethnography	100 points
Interviews	100 points
Survey	170 points
Content Analysis	100 points
Final Project + Peer Evaluations	<u>300 points</u>
	Total 1100 points

Undergraduate MEJO majors must earn a grade of "C-" or higher in MEJO 379 as one of the School's graduation requirements.

The Alpha Conversion of grades will be as follows:

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

Note: I do not round up.

Course Schedule:

- **1/10 – Introduction to MEJO 379:** *Expectations, course policies, class introductions*
 - *Readings:* the course Syllabus.
 - *Assignment Due:* None

- **1/15 – The Research Process:** *Basics of conducting research and major research traditions applicable for ADPR*
 - *Readings:* Chapters 1, 2, 30 & 34
 - *Assignment Due:* **Submit Introductory Survey**

- **1/17 – Planning and Using Research:** *Designing research, applying research. **Groups Assigned & Picking of Clients***
 - *Readings:* Chapters 3, 4, 35
 - *Assignment Due:* None

- **1/22 – Secondary and Syndicated Research:** *Introduction, syndicated, other useful resources*
 - *Readings:* Chapters 5, 6, 8
 - *Assignment Due:* None
 - **Receive Secondary Research Assignment**

- **1/24 – Secondary and Syndication Research cont.:** *Online resources; Using Simmons OneView and other tools; How to pull out insights & how to write up findings and analyses*
 - *Readings:* Chapter 7
 - *Assignment Due:* None

- **1/29 – Introduction to Qualitative Research:** *Use of qualitative research, how qualitative research can enhance quantitative research, handling qualitative research findings & content analysis*
 - *Readings:* Chapters 9, 11, 14, 15
 - *Assignment Due:* **Submit Secondary Data Assignment**

- **1/31 – Focus Groups Day 1:** *Focus groups & handling data*
 - *Readings:* Chapters 10 & 29
 - *Assignment Due:* Pick your Focus Group Moderator by the end of class

- **2/5 – Focus Groups Day 2:** *IN-CLASS WORK DAY*
 - *Readings:* None
 - *Assignment Due:* Come prepared with your Focus Group Questions/Discussion Guide!
 - Conduct focus groups for FG assignment

- **2/7 – In-Depth Interviews Day 1:** *Learning the art of interviews*
 - *Readings:* Chapter 12
 - *Assignment Due:* None, but start working on your interview questions

- **2/12 – In-Depth Interviews Day 2:** *IN-CLASS WORK DAY*
 - *Readings:* None

- *Assignment Due:* **Submit Focus Group Assignment** & Come to class prepared with your Interview Questions!
- Conduct interviews for Interview assignment
- **2/14– Participant Observation/Ethnography Day 1: *The art of blending in and observing***
 - *Readings:* Chapter 13
 - *Assignment Due:* None
- **2/19 – Participant Observation/Ethnography Day 2: *IN-CLASS WORK DAY***
 - *Readings:* None
 - *Assignment Due:* **Submit In-Depth Interview Assignment**
- **2/21 – Qualitative Debrief: *Reflection and discussion on qualitative research: What did you learn? What questions do you still have?***
 - *Readings:* None
 - *Assignment Due:* None
- **2/26 – The Wonderful World of Quantitative Research: *Qualitative debrief + Introduction, sampling, applications of quantitative research***
 - *Readings:* Chapters 17-23
 - *Assignment Due:* **Submit Participant Observation/Ethnography Assignment**
- **2/28 – The Tools of Quantitative Research: *Measuring instruments and variate analysis***
 - *Readings:* Chapter 18 & pages 194-199 of Chapter 22
 - *Assignment Due:* None
- **3/5 – Survey Research: *Obtaining accurate responses; Question wording and scaling techniques***
 - *Readings:* Chapters 16, 19, 20 & 21
 - *Assignment Due:* None
- **3/7 – Building Your Survey: *IN-CLASS WORK DAY***
 - *Readings:* None
 - *Assignment Due:* Come prepared with your Survey Questions
- **3/12 – SPRING BREAK-NO CLASSES**
- **3/14 – SPRING BREAK-NO CLASSES**
- **3/19 – The Statistics of Surveys: *The mathematics of research***
 - *Readings:* Chapters 30 & 32
 - *Assignment Due:* Email me your group Survey link by the start of class
- **3/21 – Analyzing Survey Data: *IN-CLASS WORK DAY***
 - *Readings:* None
 - *Assignment Due:* None, but be completing each other's surveys
- **3/26 – Analyzing Survey Data cont.: *IN-CLASS WORK DAY***
 - *Readings:* None

- *Assignment Due:* You need to have completed ALL of the class surveys by the start of today's class
- **3/28 – Writing up quantitative results**
 - *Readings:* Find 2 survey research publications (academic journals). Read through their methods, results, and discussion sections
 - *Assignment Due:*
- **4/2 – Content Analysis: What it is and how to approach it**
 - *Readings:* TBD
 - *Assignment Due:*None
 - **Receive Content Analysis assignment**
 - **SUBMIT SURVEY ASSIGNMENT**
- **4/4 – Content Analysis work day: Choosing a corpus/ preparing a codebook**
 - *Readings:* How to set benchmarks in social media: Exploratory research for social media, lessons learned (Sakai)
 - *Assignment Due:*None
- **4/9 – Content Analysis work day: Analyzing results**
 - *Readings:* TBD
 - *Assignment Due:*TBD
- **4/11 – Applying Research to Your Career: Q&A, research ethics, the legal/critical/historical perspective**
 - *Readings:* Chapter 28 & 37
 - *Assignment Due:* None
- **4/16 -- Working with Big Data Lecture**
 - *Readings:* TBD
 - *Assignment Due:* **Submit CONTENT ANALYSIS ASSIGNMENT**
- **4/18 – Last Full Class: Course debrief, final questions on Final Project**
 - *Readings:* None
 - *Assignment Due:* None
- **4/23 -- Opportunity for one-on-one meetings**
 - *Readings:* None
 - *Assignment Due:* None
- **4/25 -- Opportunity for one-on-one meetings**
 - *Readings:* None
 - *Assignment Due:* None
- **5/3 – FINAL PAPER DUE @ 4 P.M.**