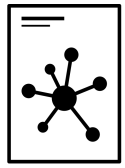




Advertising & Public Relations Research



Course #: MEJO 379.6 | Class Time: T/Th 3:30-4:45 | Location: Carroll Hall 283
[Schedule](#) | [Course Standards & Policies](#) | [Grades](#) | [Description of Assignments](#)

Instructor: Adam Saffer, Ph.D.

🕒 T/Thrs 2-3 or by appt (send calendar invite)¹

🏠 378 Carroll Hall | Virtual Office via [Zoom](#)

📞 Zoom #: 577-405-5661 | Office Team's [General Chat](#)

✉️ adam.saffer@unc.edu (preferred)

GRC^s: Josh Barker | **T.A.:** Yan Qu

🕒 Send email request, after exams

🏠 332 Carroll Hall (Grad Student Lounge)

📌 Questions about assignments, due dates, tests, etc

✉️ jobarker@live.unc.edu | 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.

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 & work ethically in pursuit of truth, accuracy, fairness & 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; a
- Apply basic numerical and statistical concepts.

Undergraduate Research Sponsorships

The Office of Undergraduate Research is sponsoring Josh Barker, a Ph.D. candidate in our graduate program, to be a Graduate Research Consultant (GRC). He will assist you with your literature review, survey/experiment, and data analysis assignments. He will also be giving some guest lectures. Please see his office hours. As part of their sponsorship and Josh's work, you will be able to count this course toward their [Carolina Research Scholar Program](#).

Textbooks/Readings

Required: McQuarrie, E. F., (2016). *The market research toolbox: A concise guide for beginners* (4th ed.). Los Angeles: Sage.

*Available on Amazon on \$28.06 | ISBN: 1452291586

¹ Please note that regular office hours will start the second week of class (August 26, 2019). Normal office hours will end on Thursday, November 21. After Thanksgiving break, I will have extended office hours by appointment to meet with each team or student as necessary.

Course Standards and Policies

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.

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 usable and charged laptop or similar device at each class to complete in-class assignments, assessments and quizzes. But, this technology use is a privilege; I may ask you to put away your device at times.

Attendance/Absences

Attendance is expected, and you are responsible for all announcements and schedule changes made in class. There is no substitute for attending class, participating, listening, and taking notes or the in-class assessments/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.

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

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.

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 assignments one week after the due date.

Formatting and Writing Expectations

On the assignment sheet, I will provide instructions for formatting your assignment. It is important to your professional development to learn how to correctly format documents. Documents that do not follow those instructions or that appear unprofessional will not be accepted and considered late until corrected.

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.

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.

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.

Group Contract

Your team will write a group contract outlining expectations for all team members.² 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 by attending 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. 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.

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. | 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 |
- **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.

****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).

² If a member of the team breaks the contract, then the team must first meet to discuss the problem with the individual. If that does not resolve the issues, then send me a memo stating the problem with the person and rationale for removing that person from the team.

Descriptions of Assignments and Graded Components

Participation (20% of total grade, 200 points)

You will have three opportunities to earn 200 points or 20% of your total grade by your participation and professionalism.

1. **Class participation and professionalism.** You will receive 100 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. You can find a more detailed explanation of my expectations [here](#).
2. **Peer evaluations.** You will receive 50 points if you complete the peer evaluations thoroughly and on time. You will receive 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 described below by November 26, 2019, at 5 p.m. to fulfill this requirement.
 - o Participate in a total of 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.
 - o 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.

In-Class Assessment & Quizzes (30% of total grade, 300 points)

You will have two ways to earn 300 points toward your in-class assessments and quizzes grade. The purpose of these is to do informal checks on your understanding of the material (PollEverywhere Participation) and more formal assessment (quizzes).

1. **In-class Assessments.** You will have an opportunity to earn up to 50 points (or 5% of your final grade) from PollEverywhere assessments about the readings and lectures. You will need to bring your laptop or tablet to class to participate. We will be using PollEverywhere. If you have not used Poll Everywhere before or are unsure if your account has your UNC PID, please follow these [instructions](#) to make sure your Poll Everywhere is set-up correctly. Most class periods with a lecture will have some Poll Everywhere questions. The number of questions will vary but these are just informal assessment of your comprehension and application of the course material. You are not graded on accuracy with this assessment but you will want to try your best as these questions will prepare you for the quizzes. You must be present (in the classroom) to answer the questions. If you take a quiz outside of class, you will be reported to the [Honor Committee](#).
2. **Quizzes.** Thirty percent, 250 points of your overall grade in the course, will come from your quiz grade. There will be approximately five times quizzes that may include scenario-based multiple-choice, true/false, short answer, and/or essay questions from the lectures, class readings, and other materials. If your goal is to do well on these quizzes, you should thoroughly read the assigned readings (and other materials), take notes on the assigned readings, and review the lecture notes. The quizzes will be worth 50 points each. You need to take these quizzes on Sakia from your device.

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)

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, and review any other research about the client. This write-up will be approximately five to seven pages. More details will be provided in the assignment sheet.

Target Public Analysis (2.5% of total grade, 25 points)

This assignment builds from the secondary research you have done to date with the SWOT analysis assignment. However, this assignment is designed to organize your group around the specifics of the communication challenge you will address and the target public(s) you will study for the rest of the semester. For this assignment, your team will be assessed for using the Simmons OneView data (and other sources where appropriate) to describe the client's target public(s) and the portions of the communication challenge your team will research this semester. More details to come in the assignment sheet.

Pick One of the Following (7.5% of total grade, 75 points):

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

- **Content Analysis.** The content analysis assignment introduces you to one of the most widely used methods in advertising and public relations. Ads, media hits, and other communication outputs from the client and its competitors will be used. Your group will identify artifacts to code, develop a codebook and codesheet, and analyze the results. This write-up will be approximately five pages. More details to come.
- **Social Media Analysis.** 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 identify which metrics are most applicable to the client's problem, organize and reconcile those metrics, and report what these metrics tell us about the client's problem. This write-up will be approximately five pages. More details to come.

Literature Review (7.5% of total grade, 75 points)

You will write a literature review specific to your client's needs. To write a literature review, you will have to search library databases for sources. You will summarize and synthesize at least ten peer-reviewed journal articles, five to seven periodical (non-peer reviewed) publications, and four or more "other" sources. This write-up will be approximately five to seven 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 can address the client's research needs using interviews and focus groups. As a group, you will conduct interviews with the target audience/public or facilitate a focus group. But you will need to contribute to the class protocol for both. To be clear, the goal is to have a single protocol for both interviews and focus groups for all groups to use so the sample is more likely to reach saturation. This write-up will be approximately five to seven pages. More details to come.

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

This assignment reports the methods for quantitative data collection and analysis. Your team will decide whether it is most appropriate to address your team's portion of the client's challenge with a survey or experiment. Your team will contribute items to the class survey and experiment, summarize the method for conducting the data, and report the results of the survey or experiment. This write-up will be approximately five to seven pages. More details will be provided.

Presentation of Results (10% of total grade, 100 points)

Each group will give a presentation of their findings. These will be approximately ten-minute presentations for each group. You will also give feedback on other group's practice presentations. More details will be provided.

Schedule

(Please note the syllabus and schedule are subject to change. Here is a link to the [university's academic calendar](#).)

DATE	DAY	LECTURE TOPIC & READINGS	ASSIGNMENTS DUE & OTHER ANNOUNCEMENTS
8/20	1	Overview Introductions Syllabus <i>In class:</i> Finding Teammates	
8/22	2	Client Presents Research Needs/Problems <i>Lecture:</i> Research Basics, Planning & Ethics <i>Read:</i> Chapters 1 (pp. 2–8) & 2 (pp. 12–36) <i>In class:</i> Lecture, Discussion, & Activity	Receive SWOT Assignment Sheet Receive Literature Review Assignment Sheet Receive Target Public(s) Assignment Sheet
SECONDARY DATA & RESEARCH UNIT			
8/27	3	<i>Lecture:</i> Secondary Research & Literature Review <i>Read:</i> Chapter 3, website , and this video <i>In class:</i> Discussion & Activity [Begin Lit Review]	Groups Assigned Homework: Find Sources for SWOT & Lit Review
8/29	4	<i>Lecture:</i> Library Resources (by Stephanie Willen-Brown) <i>Read:</i> Posted to Sakai & articles here <i>In class:</i> Discussion & Activity [Find Better Sources]	Group Contracts Due Friday at 5 p.m. SWOT Analysis Due Friday at 5 p.m.
9/3	5	<i>Lectures:</i> Content Analysis <i>Read:</i> Jugenheimer (2014) Chapter 11: Content Analysis <i>In class:</i> Activity [Codebooks & Codesheets]	Receive Content Analysis Assignment Sheet Receive Social Media Analysis Assignment Sheet
9/5	6	<i>Lecture:</i> “Big” Data <i>Read:</i> Chapter 4 <i>Video:</i> Intro to Big Data <i>In class:</i> Discussion & Activity [Accessing Metrics]	Target Public(s) Assignment Due Friday at 5 p.m.
9/10	7	In Class Work Day - Literature Review	Literature Review Due By Tuesday 11:55 p.m.
9/12	8	In Class Work Day - Social Media/Content Analysis	Quiz 1 (Secondary Research) Social Media or Content Analysis Due Friday at 5 p.m.
QUALITATIVE RESEARCH UNIT			
9/17	9	<i>Lecture:</i> Introduction to Qualitative Research <i>Read:</i> Part 3 (pp. 85–93) <i>In class:</i> Discussion & Activity [Brainstorm Qual RQs]	Due: Peer Eval from first three team assignments Receive Qualitative Write-up Assignment Sheet
9/19	10	<i>Lecture:</i> Focus Groups <i>Read:</i> Chapter 6 & Stacks (2011) <i>In class:</i> Discussion Activity [Draft FG Protocol]	
9/24	11	<i>Lecture:</i> Interviews <i>Read:</i> Chapter 7 & Stacks (2011) <i>In class:</i> Activity [Draft Interview Qs]	
9/26	12	<i>Lecture:</i> Qualitative Sampling <i>Read:</i> Chapter 8 <i>In class:</i> Activity [Refine Protocols/Qs]	Interview/Focus Group Protocol Due Friday at 5 p.m.
10/1	13	In-Class Work Day - Finalize Protocols	Quiz 2 (Qualitative Data Collection/Production)
10/3	14	Field Work Day - Interviews/ Focus Groups	
10/8	15	<i>Lecture:</i> Analyzing Qualitative Data <i>Read:</i> Evaluation Toolkit - Analyze Qualitative Data <i>In class:</i> Activity [Establishing Themes w/ Qual Data]	Interview & Focus Group Transcripts Due
10/10	16	<i>Lecture:</i> Reporting Qualitative Data <i>Read:</i> Wimmer & Dominick (2011) <i>In class:</i> Activity [Presenting Results & Using Quotes]	Qualitative Write-Up Due Friday at 5 p.m. Due Friday: Peer Eval Qualitative Write-up
10/15	17	Midway Check-in with Client	Quiz 3 (Qualitative Data Analysis & Reporting)

DATE	DAY	LECTURE TOPIC & READINGS	ASSIGNMENTS DUE
FALL BREAK OCTOBER 17-18			
QUANTITATIVE RESEARCH UNIT			
10/22	18	<i>Lecture:</i> Survey Research <i>Read:</i> Part 4 (pp. 189-192), Chapter 9 & PEW President's Speech: Survey Research, Its New Frontiers & Democracy <i>In class:</i> Activity [Brainstorm Quant RQs & Hs]	Due: Mid-semester Course Eval at the Start of Class Receive Quantitative Write-up Assignment Sheet Receive Final Presentation Assignment Sheet
10/24	19	<i>Lecture:</i> Questionnaire Design <i>Read:</i> Chapters 10 <i>Video:</i> How do you write survey questions that accurately measure public opinion? <i>In class:</i> Activity [Review, & Draft Survey Items]	
10/29	20	<i>Lecture:</i> Experimentation <i>Read:</i> Chapters 11, Concept Testing , & A/B Testing <i>In class:</i> Activity [Brainstorm Experiment for Client]	Draft Questionnaire Items Due at the Start of Class
10/31	21	<i>Lecture:</i> Sampling for Quantitative Research <i>Read:</i> Chapter 13 <i>Video:</i> How can a survey of 1,000 people tell you what the whole U.S. thinks? <i>In class:</i> Discussion & Activity [Pretest & Finalize Surveys]	
11/5	22	In Class Work Day Finalize Survey / Experiments	Sampling/Procedures Protocol Due Quiz 4 (Quantitative Data Collection & Design)
11/7	23	Field Work Day Surveys / Experiments	
11/12	24	<i>Lecture:</i> Analyzing Quantitative Data <i>Read:</i> Chapter 14 <i>Video:</i> What is Statistics? <i>In class:</i> Activity [Intro to Excel, Creating Tables/Graphs]	Data from Survey Due Start of class on Tuesday
11/14	25	<i>Lecture:</i> Intro to Data Analysis Software(s) <i>Read:</i> None <i>Video:</i> Measures of Central Tendency <i>In class:</i> Activity [Calculating Central Tendencies & Quiz]	
11/19	26	<i>Lecture:</i> Writing Quantitative Results <i>Read:</i> Survey the Scene: How to Organize Research Stories <i>In class:</i> Activity [Draft of Quantitative Results]	
11/21	27	<i>Lecture:</i> Limits of AD/PR Research <i>Read:</i> Chapter 16 <i>In class:</i> Lecture & Discussion	Quiz 5 (Quantitative Data Analysis & Results) Research Participation/Articles Due at 5 p.m.
11/26	28	Virtual Team Meeting w/ Prof. Saffer (sign-up)	Quantitative Write-Up Due Friday at 5 p.m. 1st Draft of Presentation Slides and Handout Due
THANKSGIVING BREAK NOVEMBER 27-29			
12/3	29	In-Class Work Day Practice Presentation	Due: Peer Eval for Quantitative Write-up Give Peer-Feedback on a Group's Presentation
12/12	30	Final Exam Period: Presentation to Clients <i>MEJO 379.6: Thursday, December 12, 4 p.m. in (see schedule)</i>	* Your group will sign-up for a time here . Please note that your team must include a link to your slides and handout in the Google Doc. Your team needs to arrive at least 5-10 minutes early to your presentation time.