**ADVERTISING AND PUBLIC RELATIONS RESEARCH METHODS**

**Fall Semester 2020**

**University of North Carolina at Chapel Hill**

[**Class Schedule**](#bookmark=id.its21sckflst) **|** [**Course Assignment & Grading**](#bookmark=id.bmjom3w88536) **|** [**Course Standard & Policy**](#bookmark=id.zel8bo1lequ4)

**Course:** MEJO 379.1**| Class Time:** T/Th: 8-9:15 a.m. **| Location:** CA 33 **| Final Exam:** Nov 23, 8-11 a.m.

**Instructor:** Yan Qu, M.A.

**Mobile Phone:** (301) 535- 3917

**Office:** Carroll 366

**Email:** yqu12@live.unc.edu (Preferred)

**Office Hours:** T/Th 9:30-11:00 a.m. or by appointment

**Course Introduction**

Research is the critical strategic foundation of modern public relations and advertising industries. We conduct research to get a better understanding of publics, to assess ongoing efforts and measure impacts, and to guide strategic planning and implementation. This course will cultivate your mode of thinking as a communication researcher and teach you how to understand, evaluate, and conduct communication research. It will provide you with an understanding of the relationship among theory, data collection, analysis, and the communication of these results to clients. You will acquire basic knowledge about a variety of communication research methods and learn how to design research with these methods used for assessment and evaluation in advertising and public relations. Throughout the course, we will work together on research projects to solve problems for a real-world client by using literature review, survey, experiment, focus groups, and interviews. 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. Specifically, students will collect/produce data, learn how to analyze data and write up research reports, and complete three take-home exams. Students are expected to read all assigned course materials before class. Throughout the semester, students will mostly work in teams on five group research assignments. Each assignment serves as a component of a semester-long research project for a given client. Students will also complete a few individual assignments to demonstrate and improve their writing and analytical skills. The exams assess students’ knowledge through essays, short answers, 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 of 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;
* Recognize the strengths and weakness in various research methods and in specific research;
* Understand and apply quantitative and qualitative methods of research design, reasoning, and measurement;
* Analyze and synthesize data obtained from different research methods.
* Summarize and discuss research findings from data results and apply them in addressing clients’ specific problems;
* Discuss ethical considerations of the research process;
* Better understand publics/consumers and organizations/issues through primary and secondary research.

**Accrediting Council on Education in Journalism and Mass Communications Principles are** [a series of competencies](https://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps) students should demonstrate by the time of graduation from our program. Note that no single course can give you all of these values and competencies, but collectively our classes are designed to build 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 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;
* Apply basic numerical and statistical concepts.

**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.

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

**COURSE STANDARD & POLICY**

**Email and Communication**

You are encouraged to Email me with any question or comment. I cannot guarantee an immediate response but will guarantee a response within 24-48 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. If your Email relates to your group project, please copy your group members on the e-mail. It is your responsibility to check your Email and Sakai regularly for messages and updates.

**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. Please familiarize yourself with your student responsibility as outlined in the [Instrument of Student Judicial Governance](https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf). Your full participation and observance of the Honor Code is expected.

To complete the course assignments, you need to be particularly careful with potential plagiarism. I expect you to review the materials on plagiarism from the UNC Library on [this site](https://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. If you have any questions about whether your use of reference material is appropriate, please talk with 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 to the University’s Honor Committee.

**Diversity and Inclusion**

The University of North Carolina at Chapel Hill is committed to providing an inclusive and welcoming environment for all members of our community and 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.

**Student Accommodation**

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 presentation anxiety. If you need information about accommodations, see the ARS Website for contact information (<https://ars.unc.edu>)  or the Learning Center website: (<http://learningcenter.unc.edu/ldadhd-services/>).

**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).

More resources and information about [discrimination](https://safe.unc.edu/learn-more/prohibited-behaviors/discrimination/), [harassment](https://safe.unc.edu/learn-more/harassment/), [sexual violence](https://safe.unc.edu/learn-more/prohibited-behaviors/sexual-violence-exploitation/), [interpersonal violence](https://safe.unc.edu/learn-more/prohibited-behaviors/interpersonal-violence/), and [stalking](https://safe.unc.edu/learn-more/prohibited-behaviors/stalking/) is available at [Safe@UNC](https://safe.unc.edu/).

**Teaching Mode & Attendance**

This class will proceed in a **Face-to-Face/Hybrid mode**. For many of the class sessions, we will have face-to-face class lectures and activities in a classroom. We will also join some of the class sessions remotely via ZOOM. If you decide to take this class in-person, you are expected to come to the classroom at each face-to-face session. You are allowed three absences this semester for any reason with no penalty. Missing four classes will result in your final grade being lowered one full letter grade (or 10% of your total grade) and another letter grade for each absence after that. Special consideration will be given to the conditions of university sanctioned activities, medical emergencies, or family emergencies. As a professional courtesy, you need to send me an Email explaining when and why you will be missing a class session beforehand

If you are not able to join the class in-person and plan to watch recorded class sessions (asynchronous), please let me know as soon as possible. In this case, I expect you to set up regular virtual meetings with me to discuss your progress on the course throughout the semester. Also, you will need to conduct virtual meetings with your team members throughout the semester to work on group research projects.

**COVID-19 Policy**

We need to give the highest priority to health and safety in this class when faced with the challenge of COVID-19. Each of you should read and abide by the [Community Standards](https://carolinatogether.unc.edu/community-standards-3-2/)and [University Guidelines](https://carolinatogether.unc.edu/university-guidelines/), including the [Face Mask Guideline](https://carolinatogether.unc.edu/university-guidelines-for-facemasks/), the [Physical Distancing Guideline](https://carolinatogether.unc.edu/university-guideline-for-physical-distancing/), and the [Health Monitoring Guideline](https://carolinatogether.unc.edu/university-guideline-for-health-monitoring/). We do this not only to protect ourselves but also to collectively sustain a safe and healthy learning environment for the whole class.

**You must wear a face mask or face covering when coming to the face-to-face sessions of the class, and you must wear the face mask or face covering throughout the whole class session**. According to the [University Guidelines on Face Covering and Face Masks](https://carolinatogether.unc.edu/university-guidelines/), “Face coverings or face masks that meet the minimum criteria listed above must be worn by all students, staff, faculty and visitors while inside a University building. This includes all in-person classroom settings, public or communal work areas, libraries, dining settings and residence hall common areas.”

**If you arrive without a mask: 1) I will offer you a mask from the room stash; 2) if you decline, I will send you to the Dean’s Suite; 3) if you decline to go to the Dean’s office and attempt to enter the classroom, I will need to cancel the class that day.**

Policies you need to pay attention to if you are with COVID-19 symptoms or you receive a positive test:

* ***Protect the community.*** Individuals with COVID-19 symptoms or knowledge of exposure should contact their medical provider and not report to work sites, classes or come to campus (unless your primary residence is on-campus).
* ***Provide medical return clearance.*** Individuals who receive a positive COVID-19 test should provide a statement from their physician to their supervisor (for employees) or Campus Health (for students) that they are clear to return before returning to work or classes.

**Technology Policy**

Please turn off your cell phone and all other communication devices/applications when you are in class. Use of these devices can distract you and others around you. You are expected to bring a charged laptop or similar device with you for taking notes, searching the web for class related information, and participating in class activities. Your use of laptop in the classroom is a privilege to assist you with your course learning, so please use it accordingly. Using your laptop for online shopping, social media browsing, or other class unrelated activities is prohibited and may affect your grade of class participation.

**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.

**Assignments and Grading Criteria**

Some assignments will be completed individually while others 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 for each 24-hour period the assignment is late. If you must miss a class when a written assignment is due, you must submit your assignment through Sakai on time. I will not accept any assignments **one week** after the assignment due date. Late assignment should be Emailed to me or brought to me personally in a hard copy.

**Use of Sakai**

We will primarily use Sakai for resource sharing and assignment submission in this class. You will have access to 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. 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.

**Formatting and Writing Expectations**

On the assignment sheet, I will provide instructions for organizing and 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.

**Peer Evaluations**

At the conclusion of each assignment, you will evaluate your team members’ quantity and

quality of their contributions to the assignment. I will also 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.

**Working in Teams**

You will be assigned to a team of four to five students based on your preference. 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) secondary research director; (2) literature review coordinator; (3) qualitative research director; (4) quantitative research director; and (5) final presentation coordinator. Once group members have been finalized, each group will report who fulfills what role.

**Expectations as a Team Member**

Your performance in the group will be monitored throughout the semester and evaluated by the instructor and your group members. As an individual team member, you have the following expectations:

* 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;
* For a team member who contributes little to the project, the team should have a meeting to discuss and solve the problem and inform the instructor of the result. If the problem persists, please 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 grades A–D. I follow the University’s grading standards detailed here:

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| --- | --- | --- |
| ● 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.● 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.● 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.● D – A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A 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 not to continue in the academic field.● F – For whatever reasons, an unacceptable performance. The F grade indicates the student's performance has revealed little understanding of the course content. A grade of F should warrant an advisor’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken. | A A-B+BB-C+CC-D+DF | = 93–100= 92.99–90.0= 89.99–87= 86.99–83= 82.99–80= 79.99–77= 76.99–73= 72.99–70= 69.99–67= 66.99–60= 59 & Below |

**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).

**COURSE ASSIGNMENT & GRADING**

**Individual Assignments**

The individual assignments of the course include class engagement, in-class quizzes, peer evaluation, research participation, and two exams in the semester. You will have the opportunity to earn up to 45% (450 points) of the total course grade through these assignments.

1. **Class Participation (50 points, 5% of total grade).** You will receive 50 points of class participation 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. If you choose to join the class remotely, you should check-in with me regularly in my office hour to discuss your progress on the course.
2. **Peer Evaluation (50 points, 5% of total grade).** 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. **MEJO Research Participation (50 points, 5% of total grade).** 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.

*Option 1*. 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.

*Option 2*. 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.
1. **Exams (300 points, 30% of total grade).** There will be three take-home exams that may include scenario-based multiple-choice, true/false, short answer, and/or essay questions from the lectures, class readings, current events and other materials. If your goal is to do well on the exams, you need to review carefully the textbook and other assigned readings, your class notes, and lecture slides. Each exam is worth 100 points. You are allowed to refer to any class materials when doing the exam, but you will need to complete the exams on your own and within a specified time period.

**Research Assignments- All Group Assignments**

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. These assignments account for the rest 55% (550 points) of the course grade. *The assignments are subject to change*.

1. **Secondary Research Write-up (100 points, 10% of total grade).** This assignment familiarizes your team with the client and facilitates your ongoing group projects. The final write-up will include an introduction of your client, a statement of research needs or problems, a SWOT analysis, a target public analysis (using the Simmons OneView data), and a summary section that synthesizes findings and discusses potential areas for primary research. This write-up will be about five to seven pages. More details will be provided in the assignment sheet.
2. **Literature Review (100 points, 10% of total grade).** You will write a literature review specific to a problem or challenge you want to address for your client. 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.
3. **Qualitative Results Write-up (150 points, 15% of total grade).** The goal of this assignment is to allow you to explore questions that can address the client’s research needs using interviews or focus groups. As a group, you will conduct interviews with the target audience/public or facilitate a focus group. You will also contribute to a group protocol for interviews or focus groups for all group members to use. This write-up will be approximately five to seven pages. More details to come.
4. **Quantitative Results Write-up (150 points, 15% of total grade**). This assignment reports the methods for quantitative data collection and analysis. Your team decides whether it is most appropriate to address your client’s challenge with a survey or experiment. Your team will come up with questions, measurement scales, and stimulus if necessary, for the survey or 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.
5. **Presentation of Results (50 points, 5% of total grade).** Each group will give a presentation of their findings. These will be approximately ten-minute presentations for each group. More details will be provided

**Grading Breakdown**

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| --- |
| **Individual Assignments (45%)** |
| Class Participation  | 5% |
| Peer Evaluation | 5% |
| MEJO Research Participation | 5% |
| Take-Home Exams | 30% |
| **Group Research Assignments (55%)** |
| Secondary Research Write-up | 10% |
| Literature Review | 10% |
| Qualitative Results Write-up | 15% |
| Quantitative Results Write-up | 15% |
| Presentation of Results | 5% |
| **Total**  | **100%** |

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

**CLASS SCHEDULE**

\*Schedule is subject to change—always use the updated version on Sakai.

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| --- | --- | --- | --- |
| DATE | DAY | LECTURE TOPIC & READING | ASSIGNMENT DUE |
| 8/11 | 1 | Overview| Introduction | Syllabus*In class*: Finding Teammates | Completing class survey  |
| 8/13 | 2 | *Lecture*: Research Basics, Key Concepts, & Ethics *In class*: Discussing Client Research Needs/Problems*Reading*: Chapter 1, 2, 34 | Secondary Research Write-Up Assignment SheetLiterature Review Assignment Sheet |
| 8/18 | 3 | Lecture: Research Planning & Using ResearchIn class: Discussion & ActivityReading: Chapter 3, 4, 35 | Finalize Group AssignmentFill out Group Member Sheet |
| SECONDARY DATA & RESEARCH UNIT |
| 8/20 | 4 | *Lecture*: Secondary Research, SWOT Analysis, & Literature ReviewReading: Chapter 5, 7, 8, [Begin Secondary Research of the client] | Homework: Find Sources for SWOT analysis & Lit Review |
| 8/25 | 5 | *Guest Lecture*: Library Resources (Guest speaker: Stephanie Willen-Brown)*In class*: Discussion & Activity [Find Better Sources]*Reading*: this [website](https://www.libraries.rutgers.edu/scholarly_articles)*Watch*: [How to Identify Scholarly Journal Articles](https://www.youtube.com/watch?v=uDGJ2CYfY9A&feature=youtu.be) [How to Read a Scholarly Journal Article](https://www.youtube.com/watch?v=EEVftUdfKtQ)  |  |
| 8/27 | 6 | *Lecture*: Content Analysis*In class*: Discussion & activity [Codebook & Codesheet]*Reading*: Chapter 11 |  |
| 9/1 | 7 | **In Class Work Day- Secondary Research Write-up/ Literature Review** | Secondary Research Write-up Due Friday at Midnight |
| 9/3 | 8 | **Take-Home Exam I** |  |
| QUALITATIVE RESEARCH UNIT |
| 9/8 | 9 | *Lecture*: Introduction to Qualitative Research*Reading*: Chapter 9 [McQuarrie (2016) Part III](http://sk.sagepub.com.libproxy.lib.unc.edu/books/download/the-market-research-toolbox-4e/i612.pdf)*In class*: Discussion & Activity [Brainstorm Qual RQs] |  |
| 9/10 | 10 | *Lecture*: Focus Group*Reading*: Chapter 10 [Stacks (2011)](https://drive.google.com/file/d/12eKO_sXwsQqMF6sRr1dGzoARQIzGgaKn/view)*In class*: Discussion & Activity [Draft FG protocol] | Literature Review Due Next Tuesday at Midnight |
| 9/15 | 11 | *Lecture*: Interviews*Reading*: Chapter 12 [Stack (2011)](https://drive.google.com/file/d/1oWgGnBVLQ6Yt4i2L2mTfaIL7mJbROdfc/view) and this [article](http://web.b.ebscohost.com.libproxy.lib.unc.edu/ehost/detail/detail?vid=0&sid=b40e9c3f-1780-4030-8020-a40acf49d2e3%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#AN=103686930&db=eft)*In class*: Activity [Draft Interview Questions] |  |
| 9/17 | 12 | *Lecture*: Ethnography Research & Qualitative Sampling*Reading:* Chapter 13Optional: [McQuarrie (2016) Chapter 8](http://sk.sagepub.com.libproxy.lib.unc.edu/books/download/the-market-research-toolbox-4e/i710.pdf)*In class*: Activity [Refine Protocols/ Questions] | Interview/Focus Group Protocol Due Friday at Midnight |
| 9/22 | 13 | **Field Work Day- Interviews/ Focus Group (most likely to be virtual)** |  |
| 9/24 | 14 | **Field Work Day- Interviews/ Focus Group (most likely to be virtual)** |  |
| 9/29 | 15 | *Lecture*: Analyzing Qualitative Data*Reading*: Chapter 14 [Evaluation Toolkit - Analyze Qualitative Data](http://toolkit.pellinstitute.org/evaluation-guide/analyze/analyze-qualitative-data/)*In class*: Activity [Establishing Themes with Qual Data] | Interview & Focus Group Transcripts Due Friday at Midnight |
| 10/1 | 16 | *Lecture*: Reporting Qualitative Data*Reading*: Chapter 15 [Wimmer & Dominick (2011)](https://drive.google.com/file/d/1wYJ_FLcVIsrzyyUdCloKweNziBDyvu0i/view)*In class*: Activity [Presenting Results & Using Quotes] | Due: Mid-semester Course Eval at the Start of ClassReceive Quantitative Write-up Assignment SheetReceive Final Presentation Assignment Sheet |
| 10/6 | 17 | **Take-Home Exam II** |  |
| QUANTITATIVE RESEARCH UNIT |
| 10/8 | 18 | *Lecture*: Introduction to Quantitative Approach & Survey Research*Reading*: Chapter 14, 16, 23*In class*: Activity [Brainstorm Quant RQs & Hs] | Qualitative Results Write-Up Due Friday at MidnightDue Friday: Peer Eval Qualitative Write-up |
| 10/13 | 19 | *Lecture*: Questionnaire Design*Reading*: Chapter 18, 19, 21*Watch*: [How do you write survey questions that accurately measure public opinion?](https://www.pewresearch.org/fact-tank/2018/03/21/how-do-you-write-survey-questions-that-accurately-measure-public-opinion/)*In class*: Activity [Draft Survey Items] |  |
| 10/15 | 20 | *Lecture*: Experimentation *Reading*: Chapter 24, 25, [Concept Testing](https://www.surveymonkey.com/mp/concept-testing/), & [A/B Testing](https://hbr.org/2017/06/a-refresher-on-ab-testing)*In class*: Activity [Brainstorm Experiment for Client] | Draft Questionnaire Items Due Friday at Midnight |
| 10/20 | 21 | *Lecture*: Sampling for Quantitative Research*Reading*: Chapter 17*Watch*: [How can a survey of 1,000 people](https://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/)[tell you what the whole U.S. thinks](https://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/)*In class*: Activity [Pretest & Finalize Surveys] |  |
| 10/22 | 22 | **In Class Work Day- Finalize Survey/ Experiments** | Sampling/Procedures Protocol Due Friday at Midnight |
| 10/27 | 23 | **Field Work Day - Survey/Experiments** |  |
| 10/29 | 24 | *Lecture*: Analyzing & Reporting Quantitative Data*Reading*: Chapter 32, 33*Watch*: [What is Statistics?](https://www.youtube.com/watch?v=sxQaBpKfDRk&list=PL8dPuuaLjXtNM_Y-bUAhblSAdWRnmBUcr&index=2)*In class*: Activity [Intro to Excel, Creating Tables/ Graphs] | Data from Survey Due at Start of Class  |
| 11/3 | 25 | *Lecture*: Intro to Data Analysis Software (s)*Reading:* None*Watch:* [Measures of Central Tendency](https://youtu.be/kn83BA7cRNM)In class: Activity [Calculating Central Tendencies & Quiz] |  |
| 11/5 | 26 | Guest Lecture [TBD] |  |
| 11/10 | 27 | **Take-Home Exam III** | Research Participation/ Articles Due at Midnight |
| 11/12 | 28 | **Group Meetings with the Instructor (ZOOM or In-Person)** | Quantitative Results Write-Up Due Friday at 5 p.m.First Draft of Presentation Slides and Handout Due |
| 11/17 | 29 | *Lecture*: Limits of PR/AD Research, Class Wrap-Up*Reading*: None*In class*: Discussion & Activity [Plan for Presentation] | Peer Eval for Quantitative Write-Up Due |
| 11/23CA 33 | 30 | **Final Exam Periods: Group Presentation** | \* 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. |