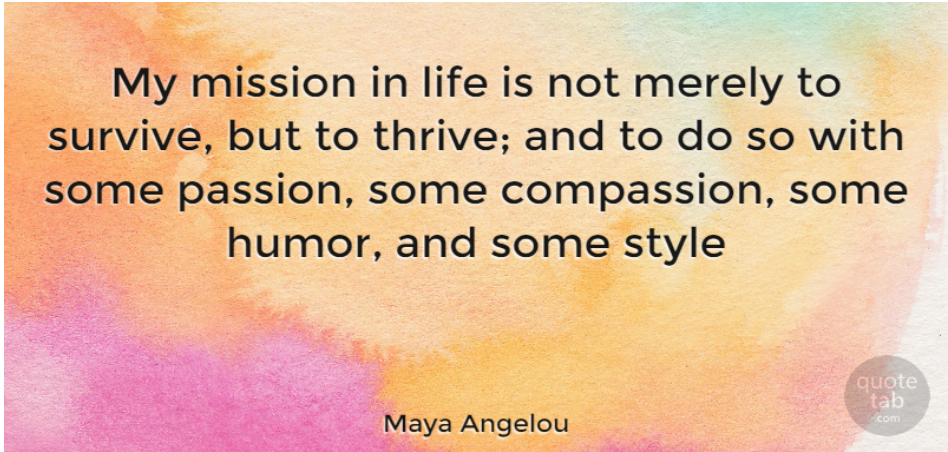


MEJO 379: Advertising and Public Relations Research Methods, Fall 2020

Instructor: Jaz Gray
jazgray@live.unc.edu (Best way to reach me)

Office/Drop In Hours:
Mondays and Wednesdays 4:45PM – 6:00PM ET
By appointment at other times



My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style

Maya Angelou

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

Course objectives: After students have completed this course, they should be able to:

1. Understand quantitative and qualitative research options in the area of strategic communication (PR and advertising)
2. Understand the strengths and weaknesses of different research methods
3. Select methods that are most appropriate to respond to specific client needs
4. Plan and conduct research using these research methods
5. Analyze data obtained by these research methods
6. Apply findings to real-world issues
7. Expand knowledge of public/consumer/organizational issues through primary and secondary research

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. In a remote course, please expect regular communication from me and your classmates via email. *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 or chronic illness 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/>. Although I aim to

be as understanding as I can, please understand that, under University policies, disability-related accommodations are not guaranteed 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 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.

Mental Health: Your mental and emotional health are important, not only to your success as a student at UNC but also as a student of life. What you may be going through at school and outside of school matters. Please consider taking advantage of the resources provided through the University via CAPS (<https://caps.unc.edu>).

Nutrition: Your physical health and wellness will enable you to put forth your best efforts in this class. If you are facing food insecurity, please consider the Carolina Cupboard, an on-campus food pantry that provides food at no cost to students (<http://carolinacupboard.web.unc.edu>).

Readings: 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 on Amazon if you prefer a hard copy. In addition, there will be readings outside of the text that will be made available on Sakai under the corresponding lesson module.

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>

Online and Remote Learning: In order to be successful in this course, you will need focus and fortitude. It is up to you to set alarms, create a planner, and/or use other suggested tips in order to keep track of your obligations. Please prepare in advance for how you will manage the workload in this course with other courses and other responsibilities you may have. Although this course is in a remote environment, we will still maintain the same commitment to excellence required of all UNC classes. As you navigate online and remote classes at UNC, consider the tips and strategies found at <https://learningcenter.unc.edu/tips-and-tools/online-and-remote-learning/>. Adapt these suggestions to best suit how you learn and work.

This class will be mostly asynchronous. It will operate through learning modules posted in Sakai each week. There will be a handful of live/synchronous class sessions that will be recommended but not be required (other than the exam time which is required to be synchronous). Please connect with me and your group if you will miss any of the live sessions. You and your group members will also need to schedule virtual group conversations (via videoconference, phone, group texts, and/or email chains) in order to collaborate on group assignments throughout the semester. How and when and how often you all chat will be up to you. This will be discussed and agreed upon once groups are assigned. **You all will submit a team charter that reflects careful discussion with your team and provides details on communication preferences and expectations within the group to ensure that everyone is on the same page.**

Sakai: You will use Sakai to complete the learning modules and discussions each week. I will use Sakai to post syllabus updates, announcements, 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.* **If you need materials for an upcoming assignment, task, etc. that you do not see on Sakai, it is your responsibility to let me know that you cannot access/view the materials.**

Google Docs: We will use a Google document to create a class summary guide together throughout the semester. Please ensure that you have a Google account that will be able to access and edit the document. More information on Google documents can be found at <https://www.google.com/docs/about/>.

Voice Thread: We will use voice thread throughout the semester. It is a tool that allows us to post videos that can be commented on by others in the class using a variety of multimedia options including video or text. More information can be found at <https://voicethread.com/howto/> and student instructions can be found at https://sakaitutorials.unc.edu/module_build.php?tag=voicethread&page=VoiceThread%20FAQ.

Research participation requirement: Students in all sections of MEJO 379 are required to complete three hours of research over the course of the semester. There are two ways you can fulfill this requirement. 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.

Point distribution:

- 5 = Completing all 3 studies/one-page article reviews
- 3.33 = Completing 2 studies/one-page articles reviews
- 1.66 = Completing 1 study/one-page article review

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.

Participation and Professionalism: Please be prepared each week to engage fully in class discussions/engagement activities, team meetings, etc. 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 per my discretion.

Attendance: I will assess attendance by marking you present for each week that you complete the engagement activities as instructed in the corresponding learning module: contributing discussion posts in the Sakai forum and contributing to the summary guide (Google doc). You will be expected to meet the minimum post length with substantive responses, respond to your classmates as indicated, and respond to any follow up questions I may ask. Your contribution to the summary guide can be any length (full sentences) as long as your response adds value toward answering one or more of the questions being asked. If you do not complete the forum posts and guide contribution for the corresponding week, you will be marked absent. I will be flexible regarding illnesses *with documentation from a doctor*. For any other absence, you will have a maximum of three absences with no penalty. Beyond the third absence, you will lose 2 points or 2% of your overall grade. **Please continue to treat attendance as a requirement in the remote environment. All Zoom sessions (besides our exam time) are recommended but not required.**

FYI on Zoom: Zoom works on a phone or tablet as well as a computer. It does not require high-bandwidth access. The decoder automatically adjusts bandwidth to what your device has.

Additional Resources:

Library resources: <http://guides.lib.unc.edu/mejo379>

Grading and Assignments: This class is structured around an ongoing client-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 assigned to a group by the second week of class, based on the surveys you turn in after the first day. Your group will then select the brand or organization that you will focus on for the semester.

This semester you will have the opportunity to think more deeply about real-world issues in at least a few ways: choosing a client/issue related to any current social movement/cause/crisis/concern/issue, learning about research ethics issues that have involved BIPOC (Black, Indigenous, People of Color) communities, and learning from course examples/case studies from diverse perspectives. Please see client/issue choice document for more information.

Grading rubrics and project requirements will be issued when each part of the overall assignment is assigned. This helps students know exactly what they're being graded on for each specific assignment. There are three phases of research assignments:

- 1) Secondary Data (Background research project)
- 2) Primary Data: Qualitative (Focus group, in-depth interview, participant observation/ethnography)
- 3) Primary Data: Quantitative (Survey, experiment)

Your Final Project includes all of the above assignments with additional components.

Summary of Graded Items:

1) Secondary data/background research (10 points): This project will require your group to find appropriate secondary data (i.e. existing data) and other background information related to your problem or brand. Your group will create a written report that will be turned in on Sakai. You will need to coordinate with each other and share individual findings so that all group members see the "big picture." ONE SUBMISSION PER GROUP

2) Focus group (10 points): Your group will conduct a 30-minute focus group during class time. Groups will take turns facilitating and serving as participants. When it is your group's turn to facilitate, one of you will act as a moderator while the others will serve as note-takers and participants. You will be joined by members of another group. After 30 minutes, teams will switch, with the other group serving as facilitators and your group serving as participants. Your group will turn in an analysis of the findings from the focus group conducted by your group. ONE SUBMISSION PER GROUP

3) In-depth interviews (10 points): This project will require each of you to interview two people (classmates, roommates, etc.) to get their thoughts on your product or problem. You will need to submit your interview questions and your findings from your interview. INDIVIDUAL SUBMISSION

4) Participant observation and ethnography (10 points): This project will require you to take field notes on your observations of people/situations around a problem that you define. You will then write up your field notes and share them with your peers. You will write-up an analysis of your own notes and of the ethnography process. INDIVIDUAL SUBMISSION

5) Survey (10 points): Your group will develop a survey that will apply to your problem. Use findings from your earlier projects to help inform question development. The survey will be an online survey administered by Qualtrics and will be taken by your classmates and others you recruit to participate. The group will then analyze the data and submit the findings. Grades will be based on the group-submitted report. ONE SUBMISSION PER GROUP

6) Split run experiment (10 points): This project will require your group to come up with two versions of an ad, PSA, persuasive message, visual, or other stimulus that would apply to your client/issue. The experiment will be administered via a Qualtrics online instrument and will be taken by everyone in class. The group will then analyze the data and report the results. ONE SUBMISSION PER GROUP

7) Final project (10 points) and presentation (5 points): The final group project is a culmination of your previous assignments. You can use the data already collected for your problem or client, but it is expected that the final project will be an improved and consolidated version of what you have already turned in and researched. All groups will submit their projects at the end of the semester. ONE SUBMISSION PER GROUP

8) Peer evaluations mid-semester (5 points) and end of semester (5 points): Your teammates will be evaluating your contributions to the group, and the average of these scores across your teammates will constitute your grade. Mid-semester evaluations are a good opportunity to revisit group work expectations to ensure effective work for the remainder of the class.

9) Research participation requirement (5 points): See description provided above.

10) Reflection papers mid-semester (5 points) and end of semester (5 points): This project will require you to use the class summary guide to reflect on your progress in the course. You will compose responses to questions that ask you to evaluate the knowledge you have found valuable throughout the semester, relate key concepts to your personal/professional/academic journey, and inquire about aspects of the course material that need further clarification. INDIVIDUAL SUBMISSION

TOTAL: 100 POINTS = 45 points from individually graded items + 55 points from group assignments

Late assignments: Assignments submitted within 24 hours after the submission site closes will incur a 10% penalty, based on the overall point value of that assignment (e.g., one point 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: Extra credit opportunities in this course will be rare. In the event that they occur, they will be class wide, so please don't ask for individual extra credit assignments.

Summary of grading

Assignment	Type	Points
Secondary data/background research	Group grade	10
Focus group	Group grade	10
Interviews	Individual grade	10
Participant observation/ethnography	Individual grade	10
Survey	Group grade	10
Experiment	Group grade	10
Final project (written & presentation)	Group grade	15
Peer evals (mid-semester and end; 5 points each)	Individual grade	10
Research participation	Individual grade	5
Reflection papers (mid-semester and end; 5 points each)	Individual grade	10
TOTAL		100

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

COURSE SCHEDULE

***All due dates are by 11:59p Eastern unless otherwise noted.
It is your responsibility to pay close attention to the due dates.**

WEEK	DATE	TOPIC	READINGS/ASSIGNMENTS
INTRODUCTION			
1	8/10	Course Introduction; Need For Research and Key Concepts	<p><i>Join live on Zoom Mon. 8/10 at 4:45p ET</i></p> <p><i>Read: Ch. 1, 2</i> <i>Complete: Any engagement activities</i></p> <p>Due FRIDAY 8/14: Project Preferences Survey</p>
2	8/17	Planning, Using, Designing Research <i>Group Work: Team Assignments, Select Client, Set Expectations</i>	<p><i>Read: Ch. 3,4</i> <i>Complete: Any engagement activities</i></p> <p>Due 8/23: Submit Team Charter</p>
SECONDARY RESEARCH			
3	8/24	Secondary Research <i>Group Work: Discuss needs and assign roles for background research assignment.</i>	<p><i>Read: Ch. 5, 6</i> <i>Complete: Any engagement activities</i></p>
4	8/31	Syndicated, Online, and Other Resources <i>Group Work: Continue working on secondary research reports</i>	<p><i>Read: Ch. 7, 8</i> <i>Complete: Any engagement activities</i></p> <p><i>Reminder: Don't forget to fulfill your Research Participation requirement</i></p>
QUALITATIVE RESEARCH			
5	9/7	Qualitative Research and Research Ethics	<p><i>Read: Ch. 9, 37</i> <i>Complete: Any engagement activities</i></p> <p>Due 9/13: Secondary Research Assignment (Group)</p>
6	9/14	Focus Groups; Qualitative Data Analysis <i>Group Work: Assign roles and prepare to conduct focus groups.</i>	<p><i>Read: Ch. 10, 15</i> <i>Complete: Any engagement activities</i></p> <p>MEET LIVE ON ZOOM: Weds. 9/16 at 4:45p ET: Conduct Focus Groups</p>
7	9/21	Interviews	<i>Read: Ch. 12, 13, 10</i>

		<i>Group Work:</i> Plan out interviews (conduct individually)	<i>Complete:</i> Any engagement activities Due 9/27: Focus Group Assignment (Group)
8	9/28	Ethnographic Observation <i>Group Work:</i> Plan out observations (conduct individually)	<i>Read:</i> Required Readings from Sakai <i>Complete:</i> Any engagement activities Due: Reflection #1 (Individual) <i>Reminder: Don't forget to fulfill your Research Participation requirement</i>
QUANTITATIVE RESEARCH			
9	10/5	Surveys Research and Sampling <i>Group Work:</i> Brainstorm survey focus that builds upon qualitative research	<i>Read:</i> Ch. 16, 17 <i>Complete:</i> Any engagement activities Due 10/11: Interview Assignment (Individual) Due by 10/12: Mid-semester peer evaluations on Sakai (Individual)
10	10/12	Survey Measurement and Questions <i>Group Work:</i> Refine Survey Questions	<i>Read:</i> Ch. 18, 19 <i>Complete:</i> Any engagement activities Due 10/18: Observation Assignment (Individual)
11	10/19	Obtaining Accurate Responses <i>Group Work:</i> Submit Draft Survey, Refine Final Survey	<i>Read:</i> Ch. 21 <i>Complete:</i> Any engagement activities Due MONDAY 10/19: Survey Draft Due 10/25: Finalized Survey
12	10/26	Data, Statistics, and Excel <i>Group Work:</i> Analyze Survey Data	<i>Read:</i> Ch. 22, 32 <i>Complete:</i> Any engagement activities By WEDNESDAY 10/28: Take all surveys Due 11/1: Survey Assignment (Group)
13	11/2	Experimental Research <i>Group Work:</i> Design Simple Experiment in Qualtrics; Submit Draft Experiment	<i>Read:</i> Ch. 24, 25 <i>Complete:</i> Any engagement activities Due WEDNESDAY BEFORE CLASS 11/4: Draft Experiment <i>Reminder: Don't forget to fulfill your Research Participation requirement</i> Due 11/8: Final Experiment in Qualtrics

PRESENTATIONS AND WRAPPING UP

14	11/9	Preparation for Final Projects/Presentations <i>Group Work:</i> Analyze Experiment Data	<i>Complete:</i> Any engagement activities By WEDNESDAY 11/11: Participate in Experiments
15	11/16	Wrap-Up <i>Group Work:</i> Work on Final Project (written & presentation)	<i>Complete:</i> Any engagement activities Due 11/16: Experiment Assignment (Group)
EXAM	11/24 @ 4PM	Guest Speaker (s) <i>Group Work:</i> Work on Final Project (written & presentation)	<i>Join live on Zoom on Tues. 11/24 @ 4p ET</i> Due: End-of-semester peer evaluations on Sakai (Individual) Due: Final Projects (Group) Due: Reflection #2 (Individual)