

# **MEJO 379: Advertising and Public Relations Research Methods -- Fall 2021**

**Days, time, & location:** M/W, 2:00-3:15pm, CA 283 (section 379.5)

**Instructor:** Mr. Erik Brooks  
[ejbrooks@unc.edu](mailto:ejbrooks@unc.edu)

**Office hours:** Thursdays, 2:30-4:30pm, Carroll 367  
By appointment at other times; Also available for Zoom appointments

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

**Course objectives:** After the student has completed this course, they should be able to:

- Understand quantitative and qualitative research options in the area of strategic communication (PR and advertising)
- Understand the strengths and weaknesses of different research methods
- Select methods that are most appropriate to answer specific client needs
- Plan and conduct research using these methods
- Analyze data obtained by these research methods and apply findings to real-world issues
- Expand knowledge of publics/consumers/organizations/issues through primary and secondary research

## **UNIVERSITY/COURSE POLICIES**

**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>

### **University Policy:**

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

Link for the University Approved Absence Office: <https://uaao.unc.edu/>

**\*That said, this course will have its own specific attendance policy and guidelines. This will be outlined below in the “Attendance” section.**

## **Honor code:**

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

## **ARS:**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

## **Counseling and Psychological Services:**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

## **TITLE IX:**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## **Policy on non-discrimination:**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](http://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

## **Diversity statement:**

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC 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.

### **Mask use:**

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community as we learn together. If you choose not to wear a mask, or wear it improperly, you will be asked to leave immediately, and a report will be submitted to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

## **MY CLASS POLICIES AND EXPECTATIONS**

### **3 Pillars of Class Success:**

1. **Individual responsibility:** Being accountable for your words, deeds, and actions. You are in charge of your life, and when faced with the repercussions of your actions, whether positive or negative, you own up to it.
2. **Professionalism:** Conducting yourself in a manner appropriate for a classroom/learning environment, treating those around you with respect and dignity, and putting forth your best effort in your work.
3. **Honesty:** Being true and faithful to yourself and others, and doing what you know is right.

While there are many attributes that comprise a successful student and professional, these three are, in my experience, the most important in one's success inside (and outside) the classroom. As such, our class policies and expectations will be predicated on these attributes, and they will be integrated into how our class is structured. Now, before jumping to conclusions and exuding an enormous sigh of exasperation thinking "Oh, here we go with some stickler instructor," (*although you very well may anyways—that's OK*), this is to set up the class in a way that benefits YOU. I want you to succeed, not fail. And I want you to grow, not only intellectually, but professionally. It is my goal to not only teach you research methods (*which I promise is going to be much more exciting than you may think!*), but for you to walk away from this class better prepared to succeed in your future academic and professional endeavors.

**Attendance:** As is true in the professional world—if you have not found out so already—you cannot simply skip work "just because." You will find yourself back on the job market really quick. While many of you may have jobs outside of the University, while in class, this **IS** your job. Through one way or another, you are being "paid" to succeed in class. Whether you are on a scholarship, working overtime to afford classes, or somewhere in-between, your efforts in the classroom pay dividends to your future success. Therefore, showing up for work—in this case, class—is necessary.

That said...I am also not your parent. You are grown individual adults, and I will treat you with the respect, dignity, and independence that you deserve. But, as Ben Parker once said, "With great power, comes great responsibility." In the same way a boss cannot force one to show up to work, I also cannot force you to show up to the classroom. It is my philosophy that if you do not want to be in class, forcing you to be physically present does not mean that you will be mentally present.

**Therefore, there will be no formal attendance taken.**

**However...**that does not mean that this is a free ride to skip class altogether. This is where the personal responsibility comes in. During **each** class session, we will go over various pertinent, important course concepts and materials that will be on quizzes and/or the final exam, in some way, shape, or form. (*No, this does not mean that I am going to straight up give you direct questions and answers*). These will not be in the slideshows, videos, or any recordings. You will **ONLY** be able to attain this information from being present in class. Additionally, a major aspect of this course is your group work (*which you will learn more about below*), and a significant aspect of that group work is your peer evaluations. If you are not present in class with your group, they will take note, and it will affect your evaluations, and your grade.

**Bottomline: If you do not show up to class, you will not do well in the course.** Your success is in your hands. (*Basically, just be like Spider-Man and really lean into that "great responsibility" part*).

With that in mind...(*see a trend here?*), I also understand that life happens. It's, well...part of life. We cannot always control every situation in our lives, and sometimes disruptions come up. I understand, completely. You are allotted **two** "life days" during the course of the semester. Simply e-mail me, and just tell me you are having a "life day," and I will be sure to share with you any pertinent information you may have missed. (*Be sure to let your group know, too, if you're supposed to work with them!*) I will not ask any questions, and you will not need to justify or explain anything. Whether your dog decided to vomit all over your house, your special someone suddenly broke up with you, or your neighbor started a fire in their house and a firetruck is blocking your car (*all of these things once happened to me in the same semester*)...life happens. This does **NOT** mean that you can miss class, and then a week later "remember" about something that prevented you from showing up the week prior. It is your responsibility to let me and your group members know that you are having a "life day."

Lastly...absences that are University approved (*see above on page 1*) will absolutely be respected, and not held against you or counted as "life days." If you have a University approved absence, please be sure to forward it to me as soon as you can.

**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.

**Bottomline:** Plagiarism = Bad. Don't do it.

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

**Participation credit:** Each and every one of you will have the opportunity to earn "extra credit" throughout the semester simply by participating. Each student can earn up to a maximum of 15 "participation credits" by the semester's end. As alluded to above, there will be numerous occasions in which I will ask the class a question, or seek student perspectives or input on class material and concepts. Those who **voluntarily** raise their hand and contribute an insightful, thoughtful, and relevant response will earn a participation credit. I will make a note for each time a student earns a participation credit, and they will be tallied up at the end of the semester. (*You are more than welcome to keep track yourself*). Each participation credit will count as 1 point toward your overall grade at the end of the semester. 15 participation credits = 1.5% extra credit. While this may not seem like a lot, if you find yourself with an 88.5% at the end of the semester, for example, that extra 1.5% may end up being quite handy.

Earning a participation credit does not require you to have a "correct" answer, it simply requires an insightful, thoughtful, and relevant response. For example, if I ask a question about what focus groups can contribute to Ad/PR research that surveys cannot, blurting out something completely irrelevant and unrelated, for sake of quickly participating, is not going to be deemed participation credit worthy. You will not need to worry about answering questions as quickly as you can in class. There will be **numerous** opportunities to participate.

**Use of Laptops and Other Technology:** You are permitted to use laptops for note-taking, research, and other work as assigned in class. However, to minimize distractions to your classmates and to me, please minimize use of your

laptop for non-class purposes. It's particularly important to limit use of technology if we have visiting clients and guest speakers, because they have made a special effort to visit with us and deserve our undivided attention. During these visits, limit laptop use to obvious note-taking, and do not text.

**Communication policy:** You are encouraged to e-mail me with any questions or comments you have throughout the semester. I will do my best to answer within 24 hours. If your e-mail relates to your group project, please copy your group members on the e-mail. It is your responsibility to check your e-mail and Sakai regularly for messages and updates.

**Seeking Help:** If you need individual assistance, it is your responsibility to contact me or meet with me. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, an illness, etc.

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

### **Additional Resources:**

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

**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 Hussman School of Journalism and Media. Participating in studies is a valuable way for you to receive first-hand experience with basic mass communication research. You will be able to sign up online to participate in these studies.

The second way to fulfill your research participation requirement is to write three one-page (single-spaced) summaries and critiques of academic research articles. Each review counts for one hour of research participation, and you may combine participation in the studies with article reviews to fulfill the research requirement. I will post full instructions on Sakai for those who wish to write summaries.

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

## **COURSE MATERIAL, ASSIGNMENTS, & GRADING SYSTEM**

**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 if you prefer hard copy. In addition, there will be readings outside of the text that will be made available on Sakai under Resources.

Jugenheimer, D.W., Bradley, S.D., Kelly, L.D., & Hudson, J.C. (2015). *Advertising and Public Relations Research*, 2<sup>nd</sup> edition. Armonk, New York: M.E. Sharpe.

**AVAILABLE ELECTRONICALLY THROUGH UNC LIBRARY:**

<http://www.tandfebooks.com.libproxy.lib.unc.edu/isbn/9781315716565>

**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 in 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.

**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 synthesis of all the above assignments with additional components.

## **Summary of Graded Items:**

- 1) Secondary data/background research (100 points – Due: 9/12):** 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 (100 points – Due: 10/3):** Your group will conduct a 30-minute focus group in class. 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 (50 points – Due: 10/10):** This project will require you to interview two of your classmates 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 (100 points – Due: 10/17):** This project will require you to take field notes around campus 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 (100 points – Due: 10/31):** 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 everyone in class. 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 (100 points – Due: 11/23):** 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 (100 points – Due: 12/3) and presentation (50 points – Due: 11/29-12/1):** 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. A detailed grading rubric of final project expectations will be given out mid-semester and may be slightly tailored, depending on groups. All groups will present their projects to the class on one of two days designated at the end of the semester. If you cannot make a presentation date, please alert me and your group members at least three weeks before that date! ONE SUBMISSION PER GROUP
- 8) Peer evaluations mid-semester (50 points – Due: 10/10) and end of semester (50 points – Due: 12/1):** 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 (10 points – Due: 12/1):** See description provided above.

**10) Reflection papers mid-semester (10 points – Due: 10/3) and end of semester (10 points – Due: 12/1):** 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

**11) Quizzes (20 points):** There will be 4 “pop” quizzes given at various points in throughout the semester. These will be multiple choice and short answer, and directly focused on key concepts and ideas discussed in class.

**12) Exam (150 points – 11/22):** Multiple choice and short answer exam to review key concepts throughout the semester.

**TOTAL: 1000 POINTS = 450 points from individually graded items + 550 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., 10 points off for an assignment worth 100 points). An additional 10% will be deducted for assignments submitted within each additional 24-hour period of lateness. No exceptions. No make-up quizzes will be given, **EXCEPT** for University approved absences (see: <https://uaao.unc.edu/>) or “life days.” If you have a genuine conflict that prevents you from taking the final exam on the given period, please let me know **ASAP**.

### Summary of grading:

Assignment	Type	Points
Secondary data/background research	<u>Group grade</u>	100
Focus group	<u>Group grade</u>	100
Interviews	<u>Individual grade</u>	50
Participant observation/ethnography	<u>Individual grade</u>	100
Survey	<u>Group grade</u>	100
Experiment	<u>Group grade</u>	100
Final project (written & presentation)	<u>Group grade</u>	150
Peer evals (mid-semester and end; 50 points each)	<u>Individual grade</u>	100
Reflection papers (mid-semester and end; 10 points each)	<u>Individual grade</u>	20
Research participation through participant pool	<u>Individual grade</u>	10
Quizzes (5 points each)	<u>Individual grade</u>	20
Exam	<u>Individual grade</u>	150
<b>TOTAL</b>		1,000

Letter grade	Range of points Scores falling in between point ranges will be rounded to the nearest whole number.	Interpretation
A A-	950-1000 900-949	Highest level of attainment
B+ B B-	870-899 830-869 800-829	High level of attainment
C+ C C-	770-799 730-769 700-729	Adequate level of attainment
D+ D	670-699 630-669	Minimal passing level of attainment
F	Below 630	Failed, unacceptable performance

## COURSE SCHEDULE

- This schedule represents a good faith effort to outline our work over the course of the semester. However, because our needs may change, the timeline and assignments are subject to change. I will alert you via e-mail and Sakai of any changes in readings, assignments, due dates, etc., over the course of the semester. Thank you for your flexibility.
- All due items are to be submitted by **11:59 pm (ET)** the day of, unless otherwise noted.
- Submission of assignments is on Sakai under Assignments unless otherwise noted.

DATE	TOPIC	DUE
	<b>INTRODUCTION</b>	<b>TO COURSE</b>
<b>Aug 18</b>	Course introduction	No readings due <b>Due FRIDAY 8/20:</b> Complete online survey to assess project preferences. Link posted on Sakai under Resources.
<b>Aug 23</b>	Needs for research, key concepts	<b>READ: Ch. 1-2</b>
<b>Aug 25</b>	Lecture: Planning, using, and designing research, introduce background research assignment  Group work: Team assignments, select client, set ground rules, etc.	<b>READ: Ch. 3-4</b>  <b>Due SUNDAY 8/29:</b> Submit Team Charter with top three clients/potential research topics
<b>Aug 30</b>	Lecture: Using library resources	<b>All readings under Resources/Readings</b>



SECONDARY RESEARCH		
<b>Sep 1</b>	<p>Lecture: Intro to secondary research and syndicated research</p> <p>Group work: Discuss needs for background research on client</p>	<b>READ: Ch. 5-6</b>
<b>Sep 6</b>	LABOR DAY – NO CLASS	ENJOY YOUR DAY OFF!
<b>Sep 8</b>	<p>Online, and Other Resources</p> <p>Group Work: Continue working on secondary research reports</p>	<p><b>READ: Ch. 7-8</b></p> <p><b>Due SUNDAY 9/12: Background/Secondary Research Assignment (Group)</b></p>
QUALITATIVE RESEARCH		
<b>Sep 13</b>	Qualitative Research and Research Ethics	<b>READ: Ch. 9 &amp; 37</b>
<b>Sep 15</b>	Focus Groups	<b>READ: Ch. 10</b>
<b>Sep 20</b>	<p><i>Focus Groups Cont.</i></p> <p>Group Work: Assign roles and prepare to conduct focus groups.</p>	<b>Be prepared to work in your groups</b>
<b>Sep 22</b>	IN-CLASS DATA COLLECTION: Conduct your focus groups!	<b>Prepare to conduct focus groups</b>
<b>Sep 27</b>	<p>Interviews</p> <p>Group Work: Plan out interviews (conduct individually)</p>	<b>READ Ch. 12 &amp; 13</b>
<b>Sep 29</b>	<p>Lecture: Ethnographic observation/Handling Qualitative data</p> <p>Group work: Prep for observations (conduct individually)</p>	<p><b>READ: Ch. 15 + Readings on Sakai under Resources/Readings</b></p> <p><b>Due SUNDAY 10/3: Focus Group Assignment (Group)</b></p> <p><b>Due SUNDAY 10/3: Reflection Paper #1 (Individual)</b></p>
<b>Oct 4</b>	DATA COLLECTION: Observations around campus or other locations	<b>Prepare to conduct ethnographic observations</b>
<b>Oct 6</b>	Catch-up Day	<p>No readings due</p> <p><b>Be prepared to work in your groups</b></p> <p><b>Due SUNDAY 10/10: Interview Assignment (Individual)</b></p> <p><b>Due SUNDAY 10/10: Mid-semester peer evaluations on Sakai (Individual)</b></p>

	QUANTITATIVE	RESEARCH
Oct 11	Surveys Research and Sampling  Group Work: Brainstorm survey focus that builds upon qualitative research	READ: Ch. 16 & 17
Oct 13	Survey Measurement and Questions  Group Work: Refine Survey Questions	READ: Ch. 18-19  <b>Due SUNDAY 10/17: Ethnography Assignment (Individual)</b>
Oct 18	Obtaining Accurate Responses  Group Work: Submit Draft Survey, Refine Final Survey	READ: Ch. 21  <b>Due TUESDAY 10/19: Survey Draft</b>
Oct 20	<b>VIRTUAL CLASS</b> -- Data, Statistics, and Excel	READ: Ch. 22 & 32  <b>Due SUNDAY 10/24: Finalized survey</b>
Oct 25	<b>VIRTUAL CLASS</b> -- Group Work: Survey data	<b>Be prepared to work in your groups</b>  <b>Due MONDAY 10/25: Take all surveys</b>
Oct 27	Data and Statistics Recap	<b>Due SUNDAY 10/31: Survey Assignment (Group)</b>
Nov 1	Intro to Experimental Research	READ: Ch. 24 & 25  <i><b>Reminder:</b> Don't forget to fulfill your Research Participation requirement before the end of the semester</i>
Nov 3	Experimental Research Cont.  Group work: Experiment creation	<b>Due SUNDAY 11/7: Draft Experiment</b>
Nov 8	Finish up Experimental Research  Group work: Experiment refinement	<b>Be prepared to work in your groups</b>
Nov 10	Quantitative Research Wrap-up	<b>Readings on Sakai under Resources/Readings</b>  <b>Due SUNDAY 11/14: Final Experiment in Qualtrics</b>
Nov 15	Catch-up Day + Further Concepts in Ad/PR Research	No readings due  <b>Due MONDAY 11/15: Participate in experiments</b>
Nov 17	EXAM PREP – Ad/PR Jeopardy	<b>Come prepared to review course concepts and materials</b>
Nov 22	<b>EXAM</b>	<b>STUDY!!</b>  <b>Due TUESDAY 11/23: Experiment Assignment (Group)</b>
Nov 24	THANKSGIVING BREAK – NO CLASS	

PRESENTATIONS		AND WRAPPING UP
Nov 29	Group presentations	<b>Due *IN CLASS*:</b> Group presentation
Dec 1	Group presentations cont.  LAST DAY OF CLASS!!!!	<b>Due *IN CLASS*:</b> Group presentation  <b>Due WEDNESDAY 12/1:</b> Reflection Paper #2 (Individual)  <b>Due WEDNESDAY 12/1:</b> End-of-semester peer evaluations on Sakai (Individual)  <b>Due WEDNESDAY 12/1:</b> If you are writing article summaries in lieu of research participation, the summaries are due on Sakai
<p>Scheduled final exam date is <b>Friday, December 3<sup>rd</sup> at 4:00 PM</b>. Although we are not having a traditional final exam during this period, we are required to meet in class per university policy. Please meet in class and use the time with your group to self-assess your work. Read through your final report as a group; edit for flow, clarity, and adherence to rubric; and then submit by end of allotted final exam period (<b>by 7pm</b>) on Sakai.</p> <p>THANK YOU FOR ALL YOUR HARD WORK!</p> <p style="text-align: center;"><b>HAVE A GREAT BREAK!</b></p>		