

MEJO 379-4: Advertising and Public Relations Research

Mon & Wed 3:00 – 4:15 pm | Remote learning | Final Exam: 4:00 pm, Nov 19

Instructor: Eva Zhao, Ph.D.

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Learning Mode: Remote learning. You can access the Zoom sessions through <https://unc.zoom.us/j/91936002938> (Meeting ID: 919 3600 2938)

Office Hours: M&W 4:15– 5:00 pm via <https://unc.zoom.us/j/95906193906> (Meeting ID: 959 0619 3906) ; or by appointment via email/zoom.

Note: As 379 is a required course for MEJO students, a grade of at least a “C” is required to avoid needing to retake the course.

COURSE OVERVIEW

The key to effective advertising and public relations is research. This course will teach you how to understand, evaluate, and conduct communication research. It will provide you with an understanding of the relationship between theory, data collection, analysis, and the communication of these results to clients. The course will also teach you how to design and execute various methodologies used for program assessment and evaluation in advertising and public relations.

LEARNING OBJECTIVES

After you have completed this course, you should be able to:

- Describe quantitative and qualitative research options in the area of public relations and advertising
- Differentiate the strengths and weaknesses of different research methods
- Apply qualitative and quantitative research methods and appropriate data collection, numerical concepts, and statistical procedures
- Determine research methods that are the most appropriate to answer specific client needs
- Design research, develop research instruments, and collect data using these methods
- Analyze and synthesize data obtained by these research methods
- Apply research findings to address real-world issues and client problems
- Examine publics/consumers and organizations/issues through primary and secondary research

TEXTBOOK & READINGS

(Required) Jegenheimer, 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. (free e-textbook available through the Park Library <https://www-taylorfrancis-com.libproxy.lib.unc.edu/books/9781317507376>)

Supplemental readings will be made available through Sakai.

HELP WITH COV-19

- CV19 Student Care Hub: <https://keeplearning.unc.edu/> includes FAQs about academic, financial and wellness issues.

- This DTH article provides *Top 10 tips to stay successful and sane while learning online* <https://www.dailytarheel.com/article/2020/05/top-10-tips-to-stay-successful-and-sane-while-learning-online>
- And, *please* let me know how I might help you! Student hours are my official meeting times, but I will work with you to e-meet at other times, too. We got this!!

COURSE POLICES

Attendance

- Both asynchronous (i.e., watching pre-recorded videos) and synchronized (i.e., attending Zoom meetings) learning are essential for this core course.
- During the asynchronous sessions, students are expected to complete the reading(s) and pre-recorded video lectures to learn the key concepts. The video lectures will be made available through Sakai. Students are **strongly recommended** to watch the video during the scheduled class time (do not procrastinate!), when I will also be in my Zoom meeting room available for one-on-one Q&As and interactions until 5 pm. Attending my Zoom virtual office hours will be considered as participation (10% of the total grade).
- Students will attend the in-class sessions via Zoom (for the specific days of Zoom class, refer to the weekly class schedule). Students are expected to ask questions and participate in discussions to apply the key concepts learned. Each Zoom session will be recorded. No formal attendance will be taken. Due to the uncertainty related with COVID-19, the weekly class schedule is subject to change. Please stay attuned to the most updated schedule via Sakai.
- There will be approximately four quizzes during the in-class sessions throughout the semester. I will notify you of the quiz one week before its occurrence. The quiz will be timed (approximate 10 minutes) and will be available on Sakai for 2 days (after 2 days, the quiz will be inactive). Nevertheless, you are **strongly recommended** to take the quiz during the scheduled class time (do not procrastinate!).
- If you miss a quiz, you cannot make up the quiz unless you have **excused absences**. If you are absent due to authorized university activities (e.g., university athletic travel, religious holiday/observance), you should email me your request with appropriate documents in advance to the class. If you are absent due to technical constraints (e.g., power outage), you must email me your request with appropriate documents justifying your request in advance to the class or within 3 days after a quiz becomes inactive.

Email & Communication

I will guarantee a response within 24 hours 9:30 am to 5:30 pm Monday through Wednesday. On Thursdays and Fridays, I will respond within 24-48 hours as I will work on research grants. Please treat emails to me as professional correspondence. All communication should include your name, your class/session, and a professionally worded message.

Late Work

Deductions: 10% is deducted the moment an assignment is past the due date and time. Late assignments will receive an additional 10% deduction each additional day after. After ten days, an assignment can no longer be

turned in and receive points. It is the student's responsibility to check that all assignments have successfully uploaded and that they've uploaded the correct file.

Grade Questions

If you have concerns about a grade, please wait 24 hours after receiving your grade and inform me of this concern via **email**. You should outline your concerns and provide evidence to support your claim in the email. After you contact me about a grade, I will set-up a time to meet with you online or in-person so we can discuss the grade. You have two weeks to challenge a grade after it is posted on Sakai.

Honor Code

All work submitted for this course must be your work. All sources used for information must be properly cited. Academic dishonesty in any form is unacceptable. Your participation in this course comes with the expectation that your work will be completed in full observance of the [University's Honor Code](#). You will need to visit this website the first week of class and complete [the student module](#). If any part of your work reflects inappropriate use of reference materials, I reserve the right to adjust your grades downwards as well as to turn the case over to the University's Honor Committee.

ASSESSMENT & GRADE COMPONENTS

Participation 20%

- Participation 10%

You will receive 10% of the total grade if you actively participate in the discussions and activities, ask me questions, engage your other classmates, and act professionally with your peers.

Yes, participation in Sakai forum discussions counts as class participation. Continue and/or spark class discussions at any time – even if it's a topic area that we've covered.

Yes, attending my office hour counts as class participation. Either one-on-one or group consultation is Okay, depending on your needs. I will enable the waiting room during the office hour.

- Research participation 5%

You will receive 5% of the total grade if you participate in a research study. You must complete one of three options described below by November 16, 2019, at 4:15 p.m. to fulfill this requirement.

- Participate in a total of three hours of academic research studies in the school. You will be able to sign up online to participate in these studies.
- 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.

- Peer evaluations 5%

You will receive 5 points if you complete two peer evaluations thoroughly and on time. You will receive a survey link after group assignments in the middle and at the end of the semester to fill

out your evaluation. If you do not adequately and accurately evaluate your peers, you will not receive these points. I expect everyone to contribute equally. Should a problem arise with a team member, I expect you to try to solve the problem within the group. If the problem continues, I should be notified in writing. Written documentation of a student's lack of participation *will be factored into a student's grade*.

Quizzes & Final Exam 30%

- Quizzes 10% (lowest dropped)
There will be approximately four times of quizzes typically on the day of the Zoom session throughout the semester, based on the video lecture and reading assigned for that week. This is to make sure you are keeping up with the class. Beyond being good for you, this helps out all team members to make sure everyone is up to speed with the assignments. A quiz may have multiple choice, true or false, or short answer.
- Final Exam 20%
A final exam including multiple choice, matching, and short answer will be given covering video lectures, reading assignments, and class discussions. A review session will be conducted.

Team Projects 50%

In groups of 4-5, you will conduct secondary research and use various methods to approach a research problem. The projects require you to work as a team to produce professional research, which will be summarized in three group reports and a final presentation at the end of the semester. You will be graded for the content of your reports and your individual effort within the team. Further details about these projects will be posted on Sakai.

- Team Survey
I will select students to fill specific leadership roles within their groups. Each student must complete a survey providing the top two preferences for team roles, a quick explanation of qualifications for these roles, and specific areas of interest in public relations and advertising. I will assign each student a group and a team role, and students will have the option to pick their own clients. Surveys should be completed by Thursday, Aug 13 (midnight). Description of leadership positions:
 1. Literature Review/Secondary Research Coordinator: This person will be responsible for organizing the literature review task and synthesizing findings.
 2. Qualitative Design and Execution Director: This person will be responsible for overseeing the focus group/interview assignment "logistics" for the group and leading the focus group/interview design.
 3. Quantitative Design and Execution Director: This person will be responsible for overseeing the survey/experiment assignment "logistics."
 4. Qualitative Data Analysis Director: This person will be responsible for leading the interpretation, analysis, and presentation of all qualitative data gathered.
 5. Quantitative Data Analysis Director: This person will be responsible for leading the interpretation, analysis, and presentation of all quantitative data gathered.

6. Communication and Professionalism Coordinator: This person will be responsible for setting up channels of communication for the team and fostering team building and open dialogue. This person will also check all reports for cohesive writing, grammar/style, and overall professionalism.

- **Research Topic (optional, no point)**
Your group may research: 1) a problem of importance to the profession in general (e.g., how companies can drive online engagement, reputation management, incorporating new technology, etc.); 2) a problem tied to a specific organization (e.g., how a particular organization might recover from a crisis, how a specific brand may extend to a different audience, etc.); or 3) a real problem for a real client in the local community with a research need that you work with directly.
- **Secondary Research 10%**
To understand a problem or issue for a client or for your chosen profession, you will first need to conduct a scan of secondary research and literature related to your research need. What is the problem or organization's strengths, weaknesses, opportunities, threats, current standing, etc. in relation to the topic/population? You should identify what is out there currently about your topic and/or your client.
- **Qualitative Report 15%**
The goal of this assignment is to allow you to explore questions that can address the client's research needs using a chosen qualitative method. 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 draft protocol for both during the designated class time. To be clear, the goal is to have a single protocol for interviews/focus groups for all group members to use so the sample is more likely to reach saturation. This report will be approximately five to seven pages. More details to come.
- **Quantitative Report 15%**
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 during the designated class time. The report should summarize the method for conducting the data and report the results of the survey/experiment. This report will be approximately five to seven pages. More details will be provided in Sakai.
- **Presentation of Results 10%**
Each group will create a video to present their findings. The presentation should be about 10 minutes. More details will be provided in Sakai.

Points	Grade	Descriptions
93-100	A	Mastery of course content at highest level; Excellent attainment.
90-92.9	A-	
87-89.9	B+	
83-86.9	B	Strong performance; Good attainment.

Points	Grade	Descriptions
80-82.9	B-	
77-79.9	C+	
73-76.9	C	Average performance; Satisfactory attainment of the subject.
70-72.9	C-	
67-69.9	D+	
60-62.9	D-	
59.9 or below	F	Failed performance; Unacceptable attainment.

MORE COURSE POLICIES

Classroom Collegiality & Diversity Policy

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

Special Accommodations

If you require special accommodations to participate in this course, please let me know as soon as possible. This includes physical needs, technological needs, chronic medical conditions etc. All accommodations are coordinated through the [Accessibility Resources and Service Office](#). Detailed information about the registration process is available on the ARS website.

ACCREDITATION:

*Please look at the list of competencies [here](#) and choose those that best fit your class.

The Hussman School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://hussman.unc.edu/accreditation>. No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies associated with this course include being able to:

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

Tentative Weekly Class Schedule*

*Subject to change due to COVID-19. Refer to Sakai for updates and supplemental readings.

Date	Content	Go Through	Due
Aug 10, Mon	In-Class: Overview & Intro	Ch 1 & 35	Complete the Honor Code Module by the end of the day
Aug 12, Wed	Research basics, intro to secondary research	Ch2, 4, & 5 Video lecture	Team Survey Due
Aug 17, Mon	In-Class: Library Resources by Stephanie Willen-Brown	Ch 6-8 Review library guide (Sakai)	Pre-class library resource assignment
Aug 19, Wed	Research processes & ethics	Ch 3 & 37 Readings posted to Sakai	
Aug 24, Mon	Social media analysis	Ch 5-8 Video lecture	(optional) Research Topic due
Aug 26, Wed	In-Class: Social media analysis with Simmons/Facebook Audience Insights	Readings posted to Sakai	
Aug 31, Mon	Content Analysis	Ch 11 Readings posted to Sakai Video lecture	
Sept 2, Wed	In-class Project Work: Secondary Research		
Qualitative Research Unit			
Sept 7, Mon	No class - Labor Day Holiday ☺		Secondary Research due on Tuesday 3:00 pm
Sept 9, Wed	Introduction to Qualitative Research	Ch 9 & 14 Video lecture	
Sept 14, Mon	Focus Groups Homework: Prepare focus group protocols	Ch 10 Readings posted to Sakai Video lecture	
Sept 16, Wed	Interviews Homework: Prepare Interview Questions	Ch 12 Readings posted to Sakai Video lecture	
Sept 21, Mon	In-class Project Work: Finalize the Interview/focus group protocols	Readings posted to Sakai	
Sept 23, Wed	Outside-of-Class Project Work: Conduct interviews or focus groups with your classmates or other UNC students		Interview/Focus Group Protocol Due
Sept 28,	Analyzing Qualitative Data	Ch 15	Transcripts Due

Mon		Readings posted to Sakai Video lecture	
Sept 30, Wed	In-class Project Work: Qualitative Data Analysis		
Quantitative Research Unit			
Oct 5, Mon	Survey, Sampling, & Measurement	Ch 16-18, The previous part of Ch 32 (pp. 283-289) Video lecture	Qualitative Report Due
Oct 7, Wed	Survey Design In-Class: Build survey items in Qualtrics	Ch 19, 21, 30 Readings posted to Sakai	
Oct 12, Mon	Experiment	Ch 24 & 25 Readings posted to Sakai Video lecture	
Oct 14, Wed	University Day. Classes cancelled during ceremony		
Oct 19, Mon	In-Class: Activity & Build an online experiment in Qualtrics	Ch 26 Readings posted to Sakai	Survey/experiment protocol Due on Friday
Oct 21, Wed	In-class Project Work: Pretest and Finalize survey/experiment protocols		
Oct 26, Mon	Outside-of-Class Project Work: Collect data for survey or experiment		
Oct 28, Wed	In-Class: Analyzing Quantitative Data	The latter half of Ch 32 (pp. 289-292) Readings posted to Sakai	
Nov 2, Mon	Introduction to SPSS for Quantitative Data Analysis	Ch 33 Video lecture	Data collection due
Nov 4, Wed	In-class Project Work: Quantitative Data Analysis		
Nov 9, Mon	Large-scale Data Analytics	Readings posted to Sakai Video lecture	Quantitative Report Due
Nov 11, Wed	In-class Project Work: Presentation video		
Final			
Nov 16, Mon	In class: Final Exam Review		Presentation video Due
Nov 19, Thursday	Final exam scheduled at 4:00 pm on Nov 19, Thursday		