

MEJO 379: Advertising and Public Relations Research Methods -- Spring 2022

Days, time, & location: M/W, 3:30-4:45pm, Carroll Hall-Room 33 (section 379.1)

Instructor: Mr. Erik Brooks
ejbrooks@unc.edu

Office hours: By appointment, Carroll 367
Also available for Zoom appointments

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/SCHOOL 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.

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), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at 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) 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 may be asked to leave immediately, and a report may 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 (University approved absences also encompass COVID-19 related issues such as required quarantine as mandated by the University). Link to the University Approved Absence Office: <https://uaao.unc.edu/>

Zoom: Based on University protocols, there may be requirements for some to quarantine due to positive COVID-19 tests and/or contact tracing mandates. This potentially includes myself as well. While it is my hope that this not be the case for us this semester, I am prepared to provide some alternatives if need be. If you are mandated by the University to quarantine for whatever reason, simply let me know *(you do not need to tell me why)*. I will then provide you a link to join our scheduled class sessions live via Zoom. I will also record these Zoom sessions for you as well. The same goes for those having "life days." If you are not quarantining, but having a "life day," I will also provide you with recorded Zoom sessions.

In the event that I am required to quarantine due to University policies for whatever reason, we will move our course online for the required timeframe. In this event, our classes will be temporarily held on Zoom via my meeting room. We will then conduct class as normally as possible. It is my hope that this will not be necessary. But, I will nevertheless make preparations.

The link for my personal Zoom meeting room is here: <https://unc.zoom.us/j/7820478003>

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.

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*, 2nd 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: 2/6):** 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: 2/27):** 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: 3/6):** 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: 3/10):** 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: 4/3):** 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: 4/20): 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: 5/5) and presentation (50 points – Due: 4/25-4/27): 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 (25 points – Due: 3/6) and end of semester (25 points – Due: 4/27): 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: 4/27): See description provided above.

10) Reflection papers mid-semester (25 points – Due: 2/27) and end of semester (25 points – Due: 4/27): 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 (40 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 – 4/18): 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; 25 points each)	<u>Individual grade</u>	50
Reflection papers (mid-semester and end; 25 points each)	<u>Individual grade</u>	50
Research participation through participant pool	<u>Individual grade</u>	10
Quizzes (10 points each)	<u>Individual grade</u>	40
Exam	<u>Individual grade</u>	150
TOTAL		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

Grade issues & appeals: I am committed to grades that are fair and appropriate. The final grade, as outlined above, is simply the total amount of points earned over the course of the semester. There are no curves or adjusted averages. **Final grades are, therefore, NOT negotiable.** The only “extra credit” available throughout this course will be the optional participation credits, outlined on page 4. If you wish to earn a good grade, work hard from the beginning of the semester.

Although grades are not negotiable, I nevertheless carefully consider concerns about an assignment grade. If you have questions about a particular grade, please bring it to my attention **within a week of receiving that particular grade**. I am not beyond reproach or completely infallible, and it is possible for genuine mistakes to be made by me. Therefore, if you perceive a mistake has been made, whether in the grading or calculation of your grade, you are more than welcome to respectfully bring it to my attention, and I will thoughtfully analyze your concern.

You have the right to appeal any grade in this course. You are free to talk with me about a grade in this course and discuss my determination of that grade. If you are not satisfied, you may submit your appeal in writing along with the assignment or project in question. I will respond to your appeal. If you are not satisfied, you may appeal to your academic dean.

The academic dean will consider the merits of the grade appeal. After careful consideration, the dean may reject or accept your grade appeal. The dean may also appoint a grade-appeal committee to consider your complaint. That committee would then recommend action to the dean who appointed the committee.

Once reported, permanent course grades may not be changed except for clerical or arithmetical error or by a successful grade appeal, as outlined above. A formal grade appeal, if any, must be filed no later than the last day for late registration of the next semester.

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
	INTRODUCTION	TO COURSE
Jan 10	Course introduction	No readings due Due TUESDAY 1/11: Complete online survey to assess project preferences. Link posted on Sakai under Resources.
Jan 12	Needs for research, key concepts	READ: Ch. 1-2
Jan 17	MLK DAY – NO CLASS	
Jan 19	Lecture: Planning, using, and designing research, introduce background research assignment Group work: Team assignments, select client, set ground rules, etc.	READ: Ch. 3-4 Due SUNDAY 1/23: Submit Team Charter with top three clients/potential research topics
Jan 24	Lecture: Using library resources	All readings under Resources/Readings
	SECONDARY	RESEARCH
Jan 26	Lecture: Intro to secondary research and syndicated research Group work: Discuss needs for background research on client	READ: Ch. 5-6

Jan 31	Online, and Other Resources	READ: Ch. 7-8
Feb 2	Group Work: Continue working on secondary research reports	Due SUNDAY 2/6: Background/Secondary Research Assignment (Group)
QUALITATIVE RESEARCH		
Feb 7	Qualitative Research and Research Ethics	READ: Ch. 9 & 37
Feb 9	Focus Groups	READ: Ch. 10
Feb 14	<i>Focus Groups Cont.</i> Group Work: Assign roles and prepare to conduct focus groups.	Be prepared to work in your groups
Feb 16	IN-CLASS DATA COLLECTION: Conduct your focus groups!	Prepare to conduct focus groups
Feb 21	Interviews Group Work: Plan out interviews (conduct individually)	READ Ch. 12 & 13
Feb 23	Lecture: Ethnographic observation/Handling Qualitative data Group work: Prep for observations (conduct individually)	READ: Ch. 15 + Readings on Sakai under Resources/Readings Due SUNDAY 2/27: Focus Group Assignment (Group) Due SUNDAY 2/27: Reflection Paper #1 (Individual)
Feb 28	DATA COLLECTION: Observations around campus or other locations	Prepare to conduct ethnographic observations
Mar 2	Virtual class	Readings on Sakai under Resources/Readings Due SUNDAY 3/6: Interview Assignment (Individual) Due SUNDAY 3/6: Mid-semester peer evaluations on Sakai (Individual)
QUANTITATIVE RESEARCH		
Mar 7	Surveys Research and Sampling Group Work: Brainstorm survey work that builds upon qualitative research	READ: Ch. 16 & 17
Mar 9	Survey Measurement and Questions	READ: Ch. 18-19 Due THURSDAY 3/10: Ethnography Assignment (Individual)
Mar 14	SPRING BREAK – NO CLASS	

Mar 16	SPRING BREAK – NO CLASS	
Mar 21	Obtaining Accurate Responses	READ: Ch. 21
Mar 23	Group work: Surveys	Be prepared to work in your groups Due WEDNESDAY 3/23: Survey Draft Due SUNDAY 3/27: Finalized survey
Mar 28	Data, Statistics, and Excel	READ: Ch. 22 & 32
Mar 30	Group Work: Survey data	Due WEDNESDAY 3/30: Take all surveys Due SUNDAY 4/3: Survey Assignment (Group)
Apr 4	Intro to Experimental Research	READ: Ch. 24 & 25 Reminder: Don't forget to fulfill your Research Participation requirement before the end of the semester
Apr 6	Experimental Research Cont. Group work: Experiment creation	Due FRIDAY 4/8: Draft Experiment
Apr 11	Finish up Experimental Research Group work: Experiment refinement	Be prepared to work in your groups Due MONDAY 4/11: Final Experiment in Qualtrics
Apr 13	EXAM PREP – Ad/PR Jeopardy	Come prepared to review course concepts and materials
Apr 18	EXAM	STUDY!!
Apr 20	Group work: Experiment Assignment/Final Presentations	Due WEDNESDAY 4/20: Experiment Assignment (Group)
PRESENTATIONS		AND WRAPPING UP
Apr 25	Group presentations	Due *IN CLASS*: Group presentation
Apr 27	Group presentations cont. LAST DAY OF CLASS!!!!	Due *IN CLASS*: Group presentation Due WEDNESDAY 4/27: Reflection Paper #2 (Individual) Due WEDNESDAY 4/27: End-of-semester peer evaluations on Sakai (Individual) Due WEDNESDAY 4/27: If you are writing article summaries in lieu of research participation, the

		summaries are due on Sakai
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Scheduled final exam date is **Thursday, May 5th at 4:00 pm**. 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 (**by 7pm**) on Sakai.

THANK YOU FOR ALL YOUR HARD WORK!

HAVE A GREAT SUMMER!