

MEJO 379: Advertising & Public Relations Research Methods

Course Information: Spring 2024 (Section 5)
Tu/Th 2pm-3:15pm
Carroll Hall Rm 143

Instructor Information: Jessica Shaw, MMC, APR
jyshaw@unc.edu
(I will respond within 48 hours, except on weekends/holidays)

Office Hours:

MEETINGS		COWORK SESSIONS
LOCATION	Carroll 365 or Zoom	Zoom
TIME	Tu/Thu 12pm - 1:30pm or by appointment (Please schedule using Calendly)	Tuesday (3:30pm-5pm)
BEST FOR	Help with materials, talking about class or future plans, etc.	Getting work done, getting to know you, online group workspace, help with materials, questions

General Information

Welcome to MEJO 379 Advertising and Public Relations Research Methods! I'm very much looking forward to our semester together. This course will help you develop a "toolbox" of research strategies for advertising and PR. We will learn how to understand, conduct, and evaluate a variety of quantitative and qualitative research methods – as well as how to communicate results of these methods to professional audiences and clients. You will apply your knowledge of designing and executing methods to think critically about a company issue and provide a set of recommendations at the end of the course.

Prerequisites: MEJO 137: Principles of Ad/PR

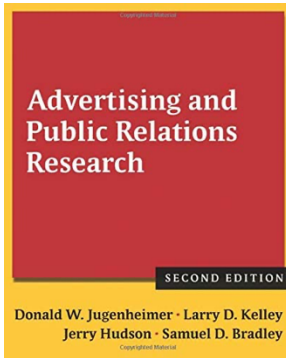
Course Objectives:

By the end of the course, students will be able to:

- Understand quantitative and qualitative research strategies in strategic communication (PR/advertising)
- Understand the strengths and weaknesses for each research method
- Assess an advertising or PR project and apply the best type of method
- 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

Textbook and Readings:



Textbook:

Jugenheimer, D.W., Bradley, S.D., Kelly, L.D., & Hudson, J.C. (2014). Advertising and Public Relations Research, 2nd Edition. Armonk, New York: M.E. Sharpe. *(E-book is available online through the Park Library or in the "Course Reserve" section in Canvas)*

Additional Readings:

See schedule for readings. They will be added on Canvas at least three days before class; they should be completed in preparation for the class session. *(PDFs will be posted on Canvas)*

ACEJMC Core Competencies:

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course is particularly relevant to the following competencies:

- 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; and,
- Apply basic numerical and statistical concepts.

The full list of competencies is available [here](#) (pg. 44-45)

Contacting the Instructor:

The best way to contact me is through email. Communicating is an important and integral part of the professional world, and I expect emails to me to reflect that. I aim to respond to emails within 48-hours (except on weekends or holidays), if you do not hear from me within that time frame, please feel free to send a follow-up. Emails to me should be professionally written and contain an appropriate tone. You should include an appropriate and professional salutation (i.e., not "hey jessica" or "hiya"), and you should include a signature specifying who is drafting the email. If I receive an email that is not professionally written or an email that would not be acceptable to send to an employer, I will instruct you to revise your email, and I will not further respond until you are able to do so. Of course, if you find this email policy too burdensome, you can always come to my office hours to ask any questions you have. I am always happy to set up a time to meet or zoom about course concerns. If your email is regarding a team assignment question, please make sure to CC your team members so they are also up to date.

If you run into a problem:

I believe each and every one of you have the ability to be successful and do well in this course. I am happy to help and facilitate to the best of my abilities, however, I am unable to help if I am not aware

of what is going on. If you need individual assistance, please remember it is up to you to meet with the instructor. Please inform me as soon as you are aware of the problem – whether that is difficulty with course material, an illness, or extenuating circumstances. I am happy to work with you to figure out an accommodation, extension, or direct you to resources.

Late & Make-up Work:

I strive to be understanding of emergencies and multiple exams/assignments due on the same day. Please make sure to notify me in a timely manner if you think you will need extra time on assignments. All requests must be submitted before the deadline (this does not include weekends, so please plan accordingly). I reserve the right to approve and deny extensions. This applies only to individual assignments, not team assignments. For late assignments, submission within a 24-hour timeframe of the deadline will be deducted 10 points; submissions within a 48-hour timeframe of the deadline will be deducted another 10 points (20 points total); and so on and so forth.

Technology Policy:

This course will require laptops for in-class activities; please bring them to class and have them stored when not needed for activities. **Cell phone use, however, is not permitted during class.** Please take care to silence all sounds on your laptop and cell phones during class. Although you will have access to laptops for this course, I expect all technology and devices to be put away if they become disruptive or are used in a problematic manner. I expect laptops to be stored away during student and/or guest speaker presentations unless specifically requested by the presenter. Please remember that you are not invisible. I can often tell whether you are using your computer recreationally in class, and I look upon this unfavorably in assessing your class participation and professionalism.

Attendance Policy:

Attending class will be critical to your success in this course. I monitor this through reading quizzes, in-class polls/activities, and student participation. However, I understand that life can be messy and things happen. If your reason is a [university-approved absence](#), please submit a request through the University Approved Absence Office. I will be happy to record the class if you let me know beforehand. Please keep in mind that half of your grade involves teamwork. It is important to communicate and coordinate with your group so you can contribute properly. You will notice that I have scheduled workdays in our class schedule. Again, your attendance on these workdays will be taken into consideration for the participation/professionalism portion of the class. However, the more work you can do during this time, the more free time you'll have outside the classroom. I'll also be available to answer any questions.

Working in a Team:

It is not always easy to work within a team, however, you will be expected to do so in the professional world. Your team and topic contract and peer evaluations are meant to be a guide to navigate these challenges. In this course, if a team member consistently fails to meet contract expectations (such as failure to attend meetings, complete their work, turn in quality contributions, etc.) the remaining team member has the option to remove this individual until **February 29**.

Removal is a three-step process. Team members must: (1) document in the team and topic contract what behaviors (e.g., not turning in work, not attending meetings, etc.) would lead to initiation of the removal process, (2) the team, in consultation with the instructor, will provide the team member with a written warning that outlines the violation(s). The individual must work with the team on how they can improve on future assignments, (3) should the team member continue with unsatisfactory behavior, then the team will remove the individual. If you are removed, you lose the privileges of completing

team assignments with others. From the point of the removal, any team assignments must be completed individually. The individuals will meet with the instructor to ensure anonymity for the final paper and presentation.

Course Grading & Assignments

Assignments for the course will be either (1) individual or (2) team grades. Each will make-up for half of your final course grade; breakdowns and assignment descriptions are below:

Individual Assignments (50%)	Team Project (50%)
Secondary/Background Research (10%)	Focus Group (10%)
In-depth interview (10%)	Ethnography (10%)
Class Activities (5%)	Survey (10%)
Reading Quizzes (5%)	Final Paper (10%)
Peer Evaluations (5%)	Presentation (10%)
Research Pool/Alternative (5%)	
Professionalism (10%)	

Individual Assignments (50%)

Secondary/Background Research* (10%): A thorough understanding of your client and audiences' existing situation is integral to suggesting a proper research-based solution. This assignment will require you to find appropriate secondary data (i.e., existing data) and other background information related to your problem or brand. You will create a concise, comprehensive, 2-3 page report on clients and target audience's backgrounds, needs, and existing situations. Please include a SWOT analysis, as well as key demographics and at least three academic articles. Additional details will be posted on Canvas.

In-depth Interview* (10%): For this assignment, you will interview people to get their thoughts on your client's product or problem. Please include your interview questions and your findings from your interview, what information you hope to find, and your sample pool. Additional details will be posted on Canvas.

** These assignments can be used to build out your team's final report and presentation. Each of these assignments must be completed on your own, but please feel free (in fact, I encourage you) to discuss with your team if a member wishes to focus on a particular aspect.*

Reading Quizzes (5%): You can earn a total of 100 points for reading quizzes in this course. There will be a total of seven reading quizzes throughout the semester, with each quiz is worth 20 pts. This means if you get a full score on the first five quizzes, you do not necessarily need to take the remaining two reading quizzes. Quizzes may have multiple-choice, true-false, and/or short answer questions. Aside from the first quiz, reading quizzes can be taken on Canvas and must be completed before the start of class. These quizzes are designed to make sure you understand the readings and core concepts throughout the course. **You will find the questions to be fairly straightforward if you attend the lectures and complete the assigned readings.**

Peer Evaluations (5%): Each team member is expected to contribute in a fair and equitable manner on the team assignments. You will complete an evaluation of your team members' contribution in the middle and at the end of the semester. The average will be used to calculate the final peer evaluation

score. The peer evaluation will touch on portions of your team and topic contract that you decide at the start of the semester; it is meant to ensure each member is meeting team expectations – as well as provide checkpoints so members can improve if contract agreements or expectations fall short. Please keep in mind that this is a collaborative learning environment, scoring should be constructive, reasonable, and based on contribution.

Class Activities (5%): Learning how to master different research methods is best done through hands-on activities and “doing.” This will be achieved through your participation in and completion of class activities, such as discussion posts, presenting questions for guest lecturers, research method guides/worksheets, team contracts, and such. To earn all 100 points allotted for class activities, you must complete and show thought and effort in all assigned class activities.

Research Pool/Alternative (5%): For this course, you will be required to complete three hours of research over the course of the semester. You can choose to 1) participate in three academic research studies in the School of Media and Journalism or 2) write three two-page summaries and critiques of academic research articles. Summaries and completed surveys are due by the deadline in the schedule below. You will be able to sign up online to participate in these studies. If you are enrolled in another MEJO class that has a research requirement, this also meets the research requirement for this course. If you have any questions about the participant pool, please contact me; or Professor Joe Bob Hester at joe.bob.hester@unc.edu who manages the pool.

Participation/Professionalism (10%): Participation and professionalism are crucial to your success in this course and any internship or job beyond it. I expect that you will be present and attentive in every class session. I will call on students throughout the course to engage with the material we are learning. If you are present in class, you are fair game to be called on. You can expect that you will be called on to (1) provide a summary or key takeaways from assigned readings; (2) apply or share examples of your experience with research methods; and (3) engage in discussions about research methods and concepts. This also extends to any group activities we do in class. I know that life is complicated and many of you will be balancing this class with other work/school/life responsibilities. If you are not prepared to be called on in class, you must inform me before class has started with an email.

I hope our classroom can be a collaborative learning environment, meaning I look forward to hearing your unique perspective and points-of-view. Because you are attending a professional school, I expect you to act professionally during class and during any interaction with me and your fellow students. Evidence of professionalism can include, but is not limited to, arriving to class on time and being prepared for and actively engaging in class activities. I consider it disrespectful to me and your classmates to leave early, pack up your materials before the end of class, or frequently come and go during class. I reserve the right to ask you to leave class if you demonstrate disruptive or unprofessional behavior, including, but not limited to, engaging in private conversations during class time, cell phone disruptions, or being unprepared for class on more than one occasion. If you demonstrate unprofessional, rude, or disruptive behavior, it will be counted as an absence for that day.

Team Assignments (50%) - One submission per group for the following assignments

Focus group (10%): Your group will conduct an online focus group and participate in focus groups for other groups. 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 observers. Your group will turn in an analysis of the findings from the focus group in a 1-2 page write-up. Additional details will be posted on Canvas.

Ethnography (10%): For this assignment, you will take field notes around campus on your observations of people or situations around a problem that you define. Along with your 1-2 page write-up, please include your notes, a write-up analysis of the notes, and your completed ethnography guide. Additional details will be posted on Canvas.

Survey* (10%): 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. Additional details will be posted on Canvas.

Presentation (10%): Your team will present an approximately 10-minute presentation on your selected method, findings, and suggested strategies for the company initiative. Your team will put together a presentation deck that will be professional and visually appealing. Each team member must be present, but please select 1-2 members to present. If you cannot make a presentation date, please alert me and your group members at least three weeks before that date. Additional details will be posted on Canvas. Slides should be submitted by 2pm of the presentation.

Final Paper (10%): Following the creation and execution of your research methods, your team will create and compile a three-page report on your findings. You can use data already collected for your problem or client, but the final report should be an improved and consolidated version of what you have already turned in and researched. Please include a clear explanation of your method(s), sample pool, necessary steps, justification for your choices, as well as a set of findings that can be used to support your suggested strategies. Additional details will be posted on Canvas. A detailed grading rubric of final project expectations will be given out mid-semester and may be slightly tailored.

Grading Scale:

Letter grade	Range	<i>Scores between point ranges will be rounded to the nearest whole number</i>
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

This course uses the University Grading Standards, as adopted by the Faculty Council. All grades will be posted on Canva for assignments. I aim to have feedback and grades back within the week. If for whatever reason, I am unable to do so – I will let the class know. If you have a concern or a question regarding your grade or assignment feedback, please make an appointment during office hours to discuss it. If you believe a grading error has occurred, please make an appointment to see me within one week of receiving the graded assignments. Unfortunately, no grade changes will be considered following this deadline.

A - Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The "A" grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that they may be strongly encouraged to continue.

B – Strong performance demonstrating a high level of attainment for a student at a given stage of development. The "B" grade states that the student has shown solid promise in the aspect of the discipline under study.

C – A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The "C" grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D – A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The "D" grade states that the student has given no evidence of prospective growth in the disciplines; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F – For whatever reason, an unacceptable performance. The "F" grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

University Policies

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. Technology, such as ChatGPT, Dall-E, and other forms of generative A.I. should be utilized as tools to elevate your work, not as methods of substitution. Proper disclosure or citation of such technology is expected in submitted coursework. 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 Associate Dean Julie Dixon Green, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Accommodations

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. (source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

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.

Counseling & 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.

Policy of Non-Discrimination

The University is committed to providing an inclusive and welcoming environment. We're going to look at the relationships of professional ethics, ethical dilemmas, and ethical practices within a variety of media professions 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.


Professional Values & Competencies


The Hussman School of Journalism and Media accrediting body outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. No single course could possibly give you all these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. This course touches on a number of the values and competencies, with an emphasis on (1) demonstrating an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; (2) thinking critically, creatively and independently; (3) demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications; and (4) demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society. You can learn more about it here:

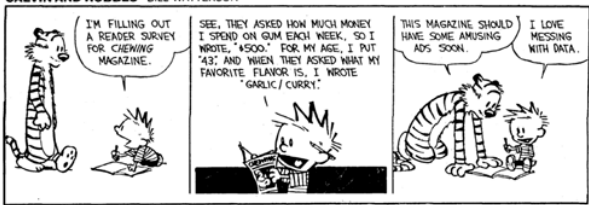
<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>.

Class Schedule

(Please note that this schedule is subject to change. You will be notified of any changes. Individual assignments are highlighted in yellow; team assignments are highlighted in blue; consultation signups are highlighted in green)

Date	Topic	Assignments (Readings, discussion posts, & reading quizzes to be completed before class)
Day 1 (Thursday, January 11)	LECTURE: Welcome and introductions; review syllabus and Canvas; go over course assignment, policies, team survey, etc.	READINGS: <ul style="list-style-type: none"> Syllabus TODOS: <ul style="list-style-type: none"> Reading Quiz 1 Skills & interest surveys due by 11:59pm today on Canvas
Day 2 (Tuesday, January 16)	LECTURE: Needs for research; key definitions; research planning and design <div style="text-align: center;"> Secondary Research  <i>"Don't turn on the light yet! I'm doing some market research on the dark web."</i> </div>	READINGS: <ul style="list-style-type: none"> Ch. 1, 2, 3, & 4 TODOS: <ul style="list-style-type: none"> Discussion Post by 10am today on Canvas
SECONDARY/BACKGROUND RESEARCH		
Day 3 (Thursday, January 18)	LECTURE: Secondary/background research; syndicated research; online resources; SWOT analysis; WORK SESSION: Select clients; create team contract	READINGS: <ul style="list-style-type: none"> Ch. 5, 6, 7, & 8 TODOS: <ul style="list-style-type: none"> Reading Quiz 2 Team contract due by 11:59pm today on Canvas (TEAM)
Day 4 (Tuesday, January 23)	LECTURE: Research ethics; diversity in research Review secondary/background assignment, go over paper structure, how to search library database WORK SESSION: Research or consultation time	READINGS: <ul style="list-style-type: none"> Ch. 37 & Rosa-Salas Reading in Canvas under "Files/Reading/EthicsDiversity" TODOS: <ul style="list-style-type: none"> Discussion Post by 10am today on Canvas Sign-up for group consultation times on 1/25
QUALITATIVE RESEARCH		
Day 5 (Thursday, January 25)	LECTURE: Introduction to qualitative research WORK SESSION: Work on your secondary research assignment or consultation time	READINGS: <ul style="list-style-type: none"> Ch. 9 & Krueger Reading in "Files/Reading/FocusGroup" TODOS: <ul style="list-style-type: none"> Reading Quiz 3

Day 6 (Tuesday, January 30)	<p>GUEST LECTURE: (Emily Ritchart)</p> <p>WORK SESSION: Plan for focus group, complete focus group moderator's guide and submit by EOC on Canvas</p> <p>(If extra time, look at the focus group analysis guide for 2/6)</p>	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 10 & focus group video <p>TODOS:</p> <ul style="list-style-type: none"> Discussion Post by 10am today (Question for Emily, Reading Qs) Secondary research assignment due by 10am today on Canvas (INDIVIDUAL)
Day 7 (Thursday, February 1)	<p>DATA COLLECTION (in class): Conduct your focus groups in class</p>  <p>A cartoon by Tom Fishburne depicting a focus group. A marketer, represented by a stick figure, is sitting on a cliff overlooking a group of people sitting at a table. The marketer is saying, 'OH ALL-KNOWING FOCUS GROUP, TELL ME YOUR UNMET CONSUMER NEEDS, SO THAT WE CAN CREATE DISRUPTIVE INNOVATIONS FOR YOU.' One participant at the table says, 'MORE PROMOTIONS'. Another participant says, 'YEAH, MAKE EVERYTHING CHEAPER'. The cartoon is signed 'TOM FISHBURN' and '© marketoonist.com'.</p>	
Day 8 (Tuesday, February 6)	<p>LECTURE: Focus group data analysis</p> <p>WORK SESSION: Complete focus group debrief & analysis guide and submit by EOC on Canvas</p>	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 15 <p>TODOS:</p> <ul style="list-style-type: none"> Discussion Post by 10am today Sign up for consultation time for 2/15 or 2/22
Day 9 (Thursday, February 8)	<p>LECTURE: In-depth interviews, interview activity, prep for interviews</p> <p>WORK SESSION: Complete interview guide and submit by EOC on Canvas</p>	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 12, interview video <p>TODOS:</p> <ul style="list-style-type: none"> Reading Quiz 4 Focus group assignment due 2/9 (Friday) by 11:59pm (TEAM)
(Tuesday, February 13)	WELLBEING DAY - NO CLASS!	
Day 10 (Thursday, February 15)	WORK SESSION: Data collection (conduct your interviews); consultation time	
Day 11 (Tuesday, February 20)	<p>LECTURE: Ethnographic observations/wrap up of qualitative methods.</p> <p>WORK SESSION: Complete ethnography guide and submit by EOC on Canvas</p>	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 13, ethnography video, ethnography readings in Canvas under "Resources/Reading/Ethnography" <p>TODOS:</p> <ul style="list-style-type: none"> Discussion Post by 10am today Interview assignment due by 10am today on Canvas (INDIVIDUAL) - include your

		interview analysis guide in submission**
Day 12 (Thursday, February 22)	WORK SESSION: Data collection (conduct ethnographies); consultation time	
Day 13 (Tuesday, February 27)	WORK SESSION: Meet in class for work on assignments; consultations	<p>TODOS:</p> <ul style="list-style-type: none"> Ethnography assignment due by 11:59 pm today on Canvas (TEAM) - include your ethnography analysis guide in the submission** 5-minute feedback
QUANTITATIVE RESEARCH		
Day 14 (Thursday, February 29)	LECTURE: Introduction to quantitative research, survey research, sampling	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 14, 16, 17 <p>TODOS:</p> <ul style="list-style-type: none"> Reading Quiz 5 Individual peer evaluation 1 due today by 1pm
Day 15 (Tuesday, March 5)	LECTURE: Obtaining accurate response and recruitment WORK SESSION: Start on survey question guide	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 18, 19, 21 <p>TODOS:</p> <ul style="list-style-type: none"> Discussion Post by 10am today
Day 16 (Thursday, March 7)	LECTURE: Experiment Review of Quant lectures	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 24 & 25 <p>TODOS:</p> <ul style="list-style-type: none"> Midterm (Reading Quiz 6) Sign-up for consultation times 3/19
(Tuesday, March 12)	NO CLASS – SPRING BREAK	
(Thursday, March 14)	NO CLASS – SPRING BREAK	
Day 17 (Tuesday, March 19)	WORK SESSION: Survey questions writing, Complete survey question guide (first draft of your survey questions) and submit by EOC on Canvas, consultation time	<p>READINGS:</p> <ul style="list-style-type: none"> Ch. 27 <p>TODOS:</p> <ul style="list-style-type: none"> Discussion Post by 10am today (Share your team's experiment idea & provide feedback for 1 other team)
Day 18 (Thursday, March 21)	<p>LECTURE: Qualtrics overview, inputting survey questions into Qualtrics</p>  <p>WORK SESSION: Input survey, develop experiment</p>	<p>READINGS:</p> <ul style="list-style-type: none"> Qualtrics Video (https://www.youtube.com/watch?v=xJlhd5LmIYw) <p>TODOS:</p> <ul style="list-style-type: none"> Reading Quiz 7 Survey link for participants due today by 11:59pm on Canvas Sign-up for consultation times 3/26

Day 19 (Tuesday, March 26)	WORK SESSION: Take surveys, consultation time	TODOS: <ul style="list-style-type: none"> Take other teams' surveys
(Thursday, March 28)	WELLBEING DAY - NO CLASS	
Day 20 (Tuesday, April 2)	LECTURE: Data analysis, statistics, and Excel , guidelines for group presentations and final projects	READINGS: <ul style="list-style-type: none"> Ch. 22 & 32 (Last readings, woohoo!!!!) TODOS: <ul style="list-style-type: none"> Discussion Post by 10am today
Day 21 (Thursday, April 4)	WORK SESSION: Analyze survey results and write survey assignment, complete and submit survey analysis guide by EOC on Canvas	TODOS: <ul style="list-style-type: none"> Work on survey analysis
APPLICATION OF RESEARCH METHODS		
Day 22 (Tuesday, April 9)	GUEST LECTURE: (Cole Catherine Dunnam) Application of research in Ad/PR industry; Review final paper and presentation guidelines; assign presentation times.	TODOS: <ul style="list-style-type: none"> Last discussion post by 10 am today (Questions for Cole Catherine)!!! Sign-up for consultation times on 4/11, 4/16, 4/18, or 4/23
Day 23 (Thursday, April 11)	WORK SESSION I:	TODOS: <ul style="list-style-type: none"> Participant Pool Requirement (or alternative) due 11:59pm tonight on Canvas
Day 24 (Tuesday, April 16)	WORK SESSION II:	TODOS: <ul style="list-style-type: none"> Work on final paper/presentation
Day 25 (Thursday, April 18)	WORK SESSION III: .	TODOS: <ul style="list-style-type: none"> Work on final paper/presentation
Day 26 (Tuesday, April 23)	WORK SESSION IV:	TODOS: <ul style="list-style-type: none"> Work on final paper/presentation
Day 27 (Thursday, April 25)	FINAL PRESENTATIONS I	TODOS: <ul style="list-style-type: none"> Team presentations for first group (submit slides on Canvas by 2pm)
Day 28 (Tuesday, April 30)	Last day of classes FINAL PRESENTATIONS II	TODOS: <ul style="list-style-type: none"> Team presentations for second group (submit slides on Canvas by 2pm)
FINAL EXAM (Thursday May 3)	Exam @ 12pm (Paper, Peer Evaluation, Debrief)	TODOS: <ul style="list-style-type: none"> Final papers due today by 1pm on Canvas Individual peer evaluation 2 due today by 1pm

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