

**COMM 363-201 (3628) Research Methods in Advertising and Public Relations**  
**Loyola University Chicago, Spring 2016 (Tuesday & Thursday 10:00-11:15, CLC 202)**  
**Dr. Pamela Morris** (Office hours: Lewis Tower #904, Tues/Thur. 11:30 – 12:45, pmorris1@luc.edu)

**Course Description and Learning Objectives**

This course is designed to introduce students majoring in advertising and public relations to sound and effective social science research methods commonly used in the profession, such as surveys, focus groups, content analysis and target audience analyses. Students will learn the research process and how to apply it to establish, build and evaluate advertising and public relations strategies, goals and campaigns. By the end of this semester, you will be able to:

1. Describe the strengths and weaknesses of various approaches to research.
2. Evaluate discipline-relevant research proposals and research studies.
3. Articulate a research problem and generate appropriate research questions and/or hypotheses.
4. Explain why particular research methods would answer the questions(s) posed.
5. Write a proposal, conduct the study, analyze data and present findings for a research project.
6. Describe the ethical challenges of conducting research.

**IDEA Learning Objectives**

1. Learning fundamental principles, generalizations or theories.
2. Learning to *apply* course material (to improve thinking, problem solving and decisions).
3. Learning to *analyze* and *critically evaluate* ideas, arguments and points of view.

**Prerequisites**

COMM 100 and COMM 210 or COMM 211

**Required Text**

Jugenheimer, D. W., Kelley, L. D., Hudson, J., & Bradley, S. D. (2014). *Advertising and public relations research* (2nd ed.). New York: Routledge.

**Overview**

Four components comprise your grade in this class: individual writing assignments, tests, a group project and participation. The class will be conducted in a professional style requiring that students not miss class or group meetings, show up on time, complete homework and readings, come to class prepared for discussions, ground comments and questions in relevant context, be respectful of others, meet deadlines, turn in clear, neat, proofread written work, communicate effectively in emails, have a positive attitude and put in their best possible efforts throughout the semester.

**Individual Assignments**

There will be six individual assignments, as summarized below. Detailed directions will be provided during the semester.

- |   |  |
|---|--|
| Assignment #1: Conceptual/Operational Definitions | Assignment #2: Research Idea based on News Article |
| Assignment #3: Industry Secondary Research        | Assignment #4: MRI Target Profile                  |
| Assignment #5: Ethnography                        | Assignment #6: Mapping                             |

**Group Project**

During the last half of the semester you will work with a team of your choice to design a survey around a communication topic related to advertising/PR. Students will need to identify a viable idea and pose a problem statement/research question, select the sample, construct a questionnaire, collect data, input and analyze the data with SPSS, report results, and propose rationale and implications in a paper and class presentation.

**Tests**

There will be three tests to encourage you to keep up with readings, lectures, discussions and assignments.

**Class Participation and Other Exercises**

An overall grade for class participation will be given and will consider how actively involved students are in all class discussions and work. Participation is valued and expected. In order to do well students should come to class prepared by reading assigned texts, doing homework and thinking through how topics can be applied to real life.

**Procedures and Deadlines** – All work is due at the beginning of class on assigned dates. **Assignments cannot be accepted by email. Hard copies must be submitted.** Any work turned in after the deadline will receive a one letter grade reduction for each week it is late, even if by one day. No work will be accepted two weeks after the due date.

**Attendance** – Regular and on time attendance is essential for the educational process to work. Loyola University Chicago expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work-related activities, illness or valid emergency situations – documentation is required. Any unexcused absences will result in a lower participation grade.

**Spelling and Grammar** – Assignments must be typed (unless otherwise directed) and free of spelling/grammar errors. Allow time for proofreading, editing and revision. As communication students, you have a responsibility to pay attention to spelling/grammar and if your work contains blatant errors, expect a reduced grade.

**Plagiarism and Academic Integrity** – Any use in whole or in part of another person’s work or ideas constitutes plagiarism and will result in an automatic failure in this course. Students are expected to understand and follow the policy that can be found at: <http://www.luc.edu/soc/Policy.shtml>. Remember, integrity is one of the most important traits for success. You control your own honor and integrity.

**Special Needs** – Please give me written notice in the first week of class about any medical or other conditions that may interfere with your individual performance. Documentation may be required. Information about Services for Students with Disabilities (SSWD) can be found at <http://www.luc.edu/sswd/index.shtml>.

**Wellness Center** – Students are urged to contact the Wellness Center for any physical or mental health issues. Visit <http://www.luc.edu/wellness> if you have issues or concerns about you or someone you know.

### Performance Evaluation and Grading

In addition to project specifics, evaluation of assignments will use this rubric to ensure clear/consistent grading.

| Grade          | Description   |
|----------------|---|
| <b>A range</b> | Excellent analysis that critically examines topic; digs deep beneath the surface. Creative approach to the problem/question being considered. Outstanding content, clarity of writing, and organization of research material. Sophisticated, appropriate use of language. Thorough research and documentation of ideas, arguments and comments. Free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact. All the necessary details, documentation, quotes, citations and specifics are there.  |
| <b>B range</b> | Very good attempt to link analysis to class themes, but more connections could be made. Very good to excellent; above average work and research. Some improvement needed in content, clarity, organization or documentation. Occasional typos or other glitches say more about the lack of close proofreading than failure to master the mechanics of spelling, punctuation, grammar and usage. More details, quotes, citations or examples needed. Errors of fact (incorrect spelling of a title, reference name, source or date, etc.) show inattention to detail/accuracy although content is above average. |
| <b>C range</b> | Average analysis that lacks clear connections to class themes. Average, acceptable writing and research that meets basic expectations. Needs much work on content, clarity, organization and documentation. Although basic facts most likely are there, lacks elaborating and supporting documentation or quotes. Errors indicate need for improvement in grammar, punctuation, spelling and word usage; material was not proofread carefully. Errors of fact (incorrect spelling of a title, reference name, wrong source, date or page number, etc.) show inattention to detail and accuracy.                 |
| <b>D range</b> | Weak, unfocused work. Organization is below average, with numerous grammar, punctuation and spelling errors. Documentation and details are scanty or superfluous, with errors of fact. Paper may reflect a lack of understanding of the assignment or a lack of research effort.  |

The grading policy is subject to change during the semester, but it will be based upon these guidelines:

|                            |             |             |             |
|----------------------------|-------------|-------------|-------------|
| 30% Individual Assignments | 100-93% = A | 82-80% = B- | 69-68% = D+ |
| 25% Tests                  | 92-90% = A- | 79-78% = C+ | 67-63% = D  |
| 10% Participation          | 89-88% = B+ | 77-73% = C  | 62-60% = D- |
| 35% Group Project          | 87-83% = B  | 72-70% = C- | 59% ≥ = F   |
| 100%                       |             |             |             |

### Spring 2016 Tentative Schedule

| Wk | Date   | Readings/Assignments DUE         | Topics/In-Class Activities   |
|----|--------|----------------------------------|--|
| 1  | Jan 19 | Introduction to research         | Introductions, schedule, expectations, grading, APA/business style, Q & Q, IPP, examples |
|    | Jan    | Ch 1 Needs for research in ad/PR | Common Research Terms  |

|    |           |   |  |
|----|-----------|---|--|
|    | 21        | Ch 2 Definitions  | <b>Introduce Assignment #1 Definitions</b>   |
| 2  | Jan 26    | <b>Assignment #1 Due</b><br>Ch 3 Planning and using research<br>Ch 4 Designing research   | Research Planning and Methods<br><b>Introduce Assignment #2 Company Research Idea</b>                        |
|    | Jan 28    | Ch 5 Introduction to secondary research<br>Ch 7 Online sources  | <b>Introduce Assignment #3 Industry Background</b><br><b>Guest speaker - Librarian Gabriella Annala</b>      |
| 3  | Feb 2     | <b>Assignment #2 Due</b>  | Discuss research ideas   |
|    | Feb 4     | Ch 6 Syndicated research  | Audience Analysis, MRI<br><b>Introduce Assignment #4 MRI Target Profile</b>                                  |
| 4  | Feb 9     | <b>Assignment #3 Due</b><br>Ch 8 Other sources<br>Ch 28 Historical/legal, critical, p. 253  | Other Sources  |
|    | Feb 11    | <b>Assignment #4 Due</b>  | Discuss MRI  |
| 5  | Feb 16    | <b>Test #1 Ch 1–8, 28 p. 253 Intro/Secondary</b>  |  |
|    | Feb 18    | Ch 9 Qualitative research<br>Ch 29 Handling data  | Qualitative Research, American Girl Store  |
| 6  | Feb 23    | Ch 10 Focus groups<br>Ch 12 In-depth interviews<br>Ch 13 Other qualitative methods  | Focus Groups, In-depth Interviews, Ethnography<br><b>Introduce Assignment #5 Ethnography</b>                 |
|    | Feb 25    | Ch 11 Content analysis<br>Ch 14 How qualitative enhances quantitative<br>Ch 15 Handling qualitative findings                                  | Content analysis   |
| 7  | March 1   | <b>Test #2 Ch 9 – 13, 29 Qualitative Research</b>   |  |
|    | March 3   | <b>Assignment #5 Topic Due</b><br>Ch 35 Applying research to ad/PR  | Applying Research  |
| 8  | Mar 8, 10 | <b>Spring Break – No Class</b>  |  |
| 9  | March 15  | Ch 16 Survey research<br>Ch 17 Sampling   | Survey research, sampling,   |
|    | March 17  | <b>Assignment #5 Paper Due/Presentations</b>  | <b>Class presentations (8 minutes)</b>   |
| 10 | March 22  | Ch 18 Measuring instruments<br>Ch 19 Question wording<br>Ch 30 Scaling techniques   | <b>Introduce Group Assignment Surveys, select groups</b><br>Reliability/validity, questionnaire construction |
|    | March 24  | Ch 20 Interview training<br>Ch 21 Obtaining accurate responses  | Groups work in class, discuss ideas  |
| 11 | March 29  | Ch 22 Data tabulation<br>Ch 23 Application of quantitative research<br><b>Group Assignment Topic/Problem Statement/Potential Concepts Due</b> | SPSS demonstration, work in class  |
|    | March 31  | Ch 24 Experimental research<br>Ch 25 Experimental Approaches<br>Ch 26 Quasi-experimental research<br>Ch 27 Experimental applications in ad/PR | Experiments  |
| 12 | April 5   | <b>Draft of Survey Instrument (5 copies) Due</b>  | Work in class  |
|    | April 7   | <b>Test #3 Ch 16 – 27 Quantitative Research</b>   |  |
| 13 | April 12  | <b>Revised Survey Instrument Due</b><br>Ch 31 Mapping techniques  | Maps, FCB Grid<br><b>Introduce Assignment #6 Maps</b>  |
|    | April 14  | <b>Collect Survey Data</b><br>Ch 36 The research report<br>Ch 37 Ethics in research   | Collect data   |
| 14 | April 19  | <b>Assignment #6 Due</b><br>Ch 34 Who should conduct research?  | <b>Class presentations (8 minutes)</b><br>Process sample data  |
|    | April 21  | Ch 32 Statistics<br>Ch 33 Statistical analytic tools  | Process sample data  |
| 15 | April 26  | Group Meetings  | Work in class  |
|    | April 28  | Group Meetings  | Work in class  |
| 16 | May 3     | <b>1:00-3:00 Presentations (8-10 minutes), Group Paper Due</b>  |  |