

**COMM 363-201 (3185) Research Methods in Advertising and Public Relations**  
**Loyola University Chicago, Spring 2017(Tuesday & Thursday10:00-11:15, CLC 201)**  
**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 should 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, quizzes, 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 individual assignments, including, but not limited to those listed below.

- |                                       |  |
|---------------------------------------|--|
| Assignment #1: Industry Background    | Assignment #2: MRI Target Profile                    |
| Assignment #3: Ethnography Assignment | Assignment #4: Focus Group Discussion Guide & Report |
| Assignment #5: Content Analysis       | Assignment #6: Reflection                            |

**Group Project**

During the last half of the semester you will work with a team 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, rationale, select the sample, construct a questionnaire, collect data, input and analyze the data with SPSS, report results, and propose application and implications in a paper and class presentation.

**Quizzes**

Quizzes (individual and group) will 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. Group quizzes will count in participation. 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/media/lucedu/soc/pdfs/resourceforms/School%20of%20Communication%20Statement%20on%20Academic%20Integrity.pdf> 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 writing and research 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 content or 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:

40% Individual Assignments	100-95% = A	82-80% = B-	69-67% = D+
15% Quizzes	94-90% = A-	79-77% = C+	66-63% = D
10% Participation, Group Quizzes	89-87% = B+	76-73% = C	62-60% = D-
35% Group Project	86-83% = B	72-70% = C-	59% ≥ = F
100%			

### Spring 2016 Tentative Schedule

Wk	Date	Readings/Assignments DUE	Topics/In-Class Activities
1	Jan 17	Why do we need research for ad/PR? Ch 1 Needs for research in ad/PR	Introductions, schedule, expectations, grading, business style, Q & Q, applications, survey

			<b>Introduce Assignment #1 Industry Background</b>
	Jan 19	What is secondary research? <u>Ch 5</u> Introduction to secondary research <u>Ch 7</u> Online sources	<b>Guest speaker - Librarian Gabriella Annala</b> Secondary Research and Online Sources Work in class
2	Jan 24	<u>Ch 2</u> Definitions <u>Ch 3</u> Planning and using research <u>Ch 4</u> Designing research	Common Research Terms Research Planning and Methods
	Jan 26	<b>Assignment #1 Due</b> <u>Ch 8</u> Other sources	Discuss industries Form Groups Compile list of Industry Organizations
3	Jan 31	<u>Ch 6</u> Syndicated research <u>Ch 28</u> Historical/legal, critical, p. 253	Audience Analysis, MRI <b>Introduce Assignment #2 MRI Target Profile</b>
	Feb 2	<b>Quiz #1 Ch 1–8, 28, Secondary, Basics</b>	Discussion and Reflection
4	Feb 7	What is qualitative research? <u>Ch 9</u> Qualitative research <u>Ch 29</u> Handling data <b>Assignment #3 Due in Class</b>	Start Qualitative Research, American Girl Store <b>Introduce Assignment #3 Ethnography</b>
	Feb 9	<b>Assignment #2 Due</b> <u>Ch 10</u> Focus groups <u>Ch 13</u> Other qualitative methods	<b>Introduce Assignment #4 Focus Groups</b> Work on Focus Group Assignment in Class
5	Feb 14	<b>Assignment #4 Focus Group Discussion Guide Due</b> <u>Ch 12</u> In-depth interviews	Prepare for Focus Groups
	Feb 16	<u>Ch 14</u> How qualitative enhances quantitative <u>Ch 15</u> Handling qualitative findings	<b>Focus Groups</b>
6	Feb 21	<b>Quiz #2 Ch 9 – 15, 29 (no 11) Qualitative</b>	Exchange Focus Groups Notes to Prepare Report
	Feb 23	<b>Assignment #4 Focus Group Summary &amp; Research Report Due</b>	Discussion and Reflection
7	Feb 28	What is Quantitative Research? <u>Ch 11</u> Content analysis	<b>Introduce Assignment #5 Content Analysis</b>
	March 2	<u>Ch 35</u> Applying research to ad/PR	Applying Research <b>Introduce Survey Research Group Project</b>
8	Mar 7, 9	<b>Spring Break – No Class</b>	
9	March 14	<b>Assignment #5 Due</b> <u>Ch 16</u> Survey research <u>Ch 17</u> Sampling	Discussion and Reflection Survey Research, Sampling Work in Class
	March 16	<u>Ch 18</u> Measuring instruments Work in class on survey project topic	Reliability/Validity, Level of Measurement Work in Class
10	March 21	<b>Survey Research Group Project Topic/ Problem Statement &amp; 3 Annotated Sources Due</b> <u>Ch 19</u> Question wording <u>Ch 30</u> Scaling techniques	Questionnaire Construction
	March 23	<u>Ch 20</u> Interview training <u>Ch 21</u> Obtaining accurate responses	Groups Work in Class
11	March 28	<u>Ch 22</u> Data tabulation <u>Ch 23</u> Application of quantitative research	SPSS Demonstration Groups Work in Class
	March 30	<u>Ch 24</u> Experimental research <u>Ch 25</u> Experimental approaches <u>Ch 26</u> Quasi-experimental research <u>Ch 27</u> Experimental applications in ad/PR <b>Quiz #3 Ch 16 – 27 Quantitative Research</b>	Experiments
12	April 4	<b>Draft of Survey Instrument (5 copies) Due</b>	Work in Class
	April 6	<b>2<sup>nd</sup> Draft of Survey Instrument (5 copies) Due</b>	Work in Class
13	April 11	<b>Collect Survey Data</b> <b>Set Up SPSS</b> <u>Ch 31</u> Mapping techniques	Maps, FCB Grid Collect Data

	April 13	<b>Set Up SPSS, Input Data</b> Ch 36 The research report Ch 37 Ethics in research	Collect Data
14	April 18	<b>Survey Data Due</b> <b>Process Data</b> Ch 34 Who should conduct research?	Process Sample Data
	April 20	<b>Process Data</b> Ch 32 Statistics Ch 33 Statistical analytic tools	Process Sample Data <b>Introduce Assignment #6 Reflection</b>
15	April 25	Work with Groups	Work in Class
	April 27	Work with Groups	Work in Class
16	May 2	<b>9:00-11:00 Presentations (8-10 minutes), Group Paper, Assignment #6 Reflection Due</b>	