

JOUR 460: Research Methods in Strategic Communication

Fall 17

Tuesday & Thursday, 4:00-5:15 p.m.
Stauffer-Flint Hall, Room 100

Instructor

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(No office hours during final week)

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WELCOME!

Welcome to Research Methods! Do you know we actually conduct research on a daily basis? Think about your Google/YouTube searches, your conversations with Siri/Alexa, etc. In our discipline, research is the foundation for creative strategies, executions, and evaluations in campaigns. Without it, even the most brilliant creative executions would fail. And if you don't like to do research, well, we really need to talk.

This course is perhaps one of the most challenging courses you will ever encounter in your undergraduate career. In this course, you will learn a variety of research methods applicable to your internship and future profession. We will see real-world examples and former students' campaign works to demonstrate the importance of research and how fun it can be (it is really fun—trust me).

We live in a multicultural world — and the field of strategic communication reflects that. We also have different lived experiences. This classroom is a place where you will be treated with respect as a human being — regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, political beliefs, age, or ability. I also appreciate and encourage diversity of thought, provided you can agree to disagree. It is my expectation that ALL students experience this classroom as a safe environment.

I am excited to embark on this journey with you and hope you are too!

COURSE DESCRIPTIONS

The heart of this class is to learn how to think critically of a marketing challenge and to apply appropriate research methods to seek insightful solutions and formulate creative recommendations based on solid research findings. Specifically, students will conduct, analyze, and apply various research methods through secondary and primary sources to understand how to address strategic communication problems.

Using a mixture of lectures, discussions, and team-based learning activities, this course will cover how to gather information from secondary sources, collect data from primary sources using both qualitative and quantitative research methods, basic statistics, data analysis, data interpretations, data visualization, and, finally, ways to present data meaningfully in the format of written reports and visual presentations.

COURSE OBJECTIVES: WHAT WILL YOU LEARN?

By the end of the semester, you should be able:

- To understand the role of research in strategic communication process
- To explain the difference between qualitative and quantitative research methods

- To apply both qualitative and quantitative research methods to effectively identify and propose recommendations to solve strategic communication problems
- To connect research findings to the strategic planning process
- To communicate research results clearly, concisely, and effectively in the format of written reports and visual presentations
- To provide constructive feedback through team collaborations and peer evaluations

COURSE STRUCTURE

Our class will be a mixture of lectures, class discussions, and team-based learning activities. Unannounced quizzes will take place randomly throughout the semester. We will also discuss current marketing campaigns so that you will be prepared for your capstone course: Strategic Campaigns and beyond.

READINGS

The required textbook for this course is Social Science Research: Principles, Methods, and Practices by Anol Bhattacharjee. It is an open-source textbook and has been uploaded to the course Blackboard site. Additional reading materials will be posted on our Blackboard site. I expect you to have read all the assigned material before class. This will help you better understand the day's topic and will facilitate our discussions.

Finally, you are strongly encouraged to follow professional marketing sources, trade publications, and businesses (e.g., Ad Age, AdWeek, PRDaily, *the New York Times*, etc.) on social media so that you stay up-to-date with what's happening in the industry.

COMMUNICATIONS

The University of Kansas email account (@ku.edu) and Blackboard will be used as a primary vehicle for official communications including announcements of any changes in the course schedule or assignments.

Email is the best way to reach me out of scheduled office hours. **I will typically respond in 24-36 hours from Monday to Friday.** Use basic etiquette (e.g., appropriate salutation/title, signature) – I don't want your email to get lost in my inbox, and it's hard to answer your email if I don't know who you are.

Read [this on how to email your professor](#).

SOFTWARE AND WRITING SKILLS NEEDED



Although this course does not require you to be proficient in InDesign, Illustrator, Photoshop, and other software skills, you may want to take advantage of the online tutorials and in-person workshops (free of charge) that J-School provides (<http://www.jourtech.dept.ku.edu/>).

Everyone needs an editor! I highly recommend you to have your individual and group work edited by the Bremner Editing Center staff. Check the site for how to schedule an appointment.

COURSE REQUIREMENTS & ASSIGNMENTS

You will complete the following assignments for your final grade:

- Class Participation: 5%
- Midterm: 20%
- Individual Research Assignments: 20%
- Team Research Assignments: 35%
- Final: 20%

Class Participation: 5%

Your participation will impact the quality of this course. We will be addressing various aspects of strategic communication research, so regardless of your specific interests, you are expected to take advantage of our discussions to express how you feel about certain matters related to such an important aspect of your future career.

Participation includes comments and involvement in our in-class discussions, participating in peer evaluations, group exercises and workshops, comments or links relevant to the class posted on our Blackboard discussion board as well as other material you will share with our class.

Midterm & Final: 20% each, 40% total

The midterm and final exams will consist of a series of multiple-choice questions. Multiple-choice questions will be answered on a scantron, which I will provide. Our final exam may also include short open-ended questions.

Individual Research Assignments: 20%

As part of our research project, you will each submit the following assignments: moderator guide (20%), survey questionnaire (25%), focus group coding (25%), and an executive summary and infographic (30%).

Team Research Assignments: 35%

As a team, you will conduct secondary and primary research, and make sense of your findings in a series of report. Your grade for your team research assignments will be calculated as follows: Secondary research (30%); Moderator guide (5%); Focus group code table (5%); Focus group report (30%); survey report (30%). We will discuss each assignment in more detail during the semester.

Note: Your portion of the team research assignment grades will be adjusted based on multiple peer evaluations. For example, even if your group receives 100% on the secondary research, this does not necessary mean that you will receive 100% of your grade. Your grade could go as low as however your group evaluates your performance. More details will be shared during the semester.

Grading scale:

To calculate your final grade, I will use the following scale:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = 59% or below

It is not my practice to round-up grades except in specific circumstances where special conditions exist that warrant such an action. Keep in mind that your final grade will depend upon your peer evaluations as well. The bottom line: I will do everything in my power to ensure that the final grade in this course accurately and fairly reflects the grade that is earned.

Unless otherwise noted, all assignments are due on the designated date/time. Grades on individual and group assignments will be reduced 10% of your grade for each day they are late. All assignments will be graded for spelling, grammar, and clarity.

MY APPROACH TO WRITING

I only accept assignments that have been carefully formatted and proofread. Professional quality is expected; therefore, multiple revisions are essential. If Hemingway could write 47 endings for his masterpiece, *A Farewell to Arms*, well, we (who are not Nobel and Pulitzer prize winners) don't really have any excuse for not re-writing and editing to get it right.

The following quote from Ursula K. LeGuin should be taken to heart:

" Ignorance of English vocabulary and grammar is a considerable liability to a writer of English. The best cure for it is, I believe, reading. People who learned to talk at two or so and have been practicing talking ever since feel with some justification that they know their language; but what

they know is their spoken language, and if they read little, or read schlock, and haven't written much, their writing is going to be pretty much what their talking was when they were two."

Ursula K. LeGuin

COURSE POLICIES

Late work

Each individual and group assignment has a deadline. You are responsible for completing assignments by their deadlines. **Late assignments, unless barring significant intervening circumstances, will be deducted 10% of your grade each day the assignments are late.** If you do not plan to be on campus the day an assignment is due, please submit it in early. If you mail or ask someone else to deliver an assignment, you are still responsible if it does not arrive on time.

Laptop & Cell phone policy

This class prohibits the use of laptop and cell phone, unless it's requested by the instructor for learning purposes. I've found the use of technology during class (e.g., checking your social media updates, shopping, checking wedding photos) is a sign of being disrespectful to the instructor and classmates. All mobile devices, gadgets, etc., including phones, iPods, iPads, etc. must be SILENCED and STORED during all class periods.

Using technology also interferes your learning and contribution in class. Handwriting, according to new scientific evidence, allows you to read more quickly and to remain better at retaining information and generating new ideas. For more details, see *the NY Times* article on "[What's Lost as Handwriting Fades.](#)"

Feedback on your drafts

I am happy to discuss/review your assignments with you before they are due. This, however, does not mean that your revision will necessary score better. If you choose not to do so, and receive a grade you do not like, you cannot use excuses such as "I didn't know what you expected" and try to argue for a higher grade later.

Absences

Please clear absences (especially for an exam) in advance with the professor (except for medical emergencies) in writing in the form of a memo (e-mail or a hard copy). Excused absences (especially for exams) will be granted only under highly unusual circumstances, such as documented medical emergencies, death of an immediate family member and official KU business. Family gatherings, weddings, vacations, leaving early for the break, etc. do not qualify. Official documents will be required and may be kept by the professor for a certain period of time.

In addition, if any of the crucial days this semester (e.g., an exam) is a religious holiday for you and you are not able to attend class, please notify the professor in writing by the end of the third week of this semester. Otherwise your request will not be honored.

Make-up quizzes and exams

If you have an official excuse (e.g., serious illness, participation in official KU events or other emergencies – which do not include weddings, family gatherings or vacations – you will need official documents), a make-up quiz and exam can be arranged in advance.

Grade change

A change in grade is authorized only by the instructor and only under unusual circumstances.

SCHOOL & UNIVERSITY POLICIES

Diversity

The University of Kansas supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person's or group's race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University. We expect that KU students, faculty, and staff will promote an atmosphere of respect for all members of our KU community.

Copying or recording class lectures

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor in class and on Blackboard, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor will usually permit students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. This also applies to any lecture notes and other content prepared by the instructor on Blackboard.

Commercial note-taking policy

Pursuant to the University of Kansas' [Policy on Commercial Note-Taking Ventures](#), commercial note-taking is not permitted in Jour 460: Research Methods in Strategic Communication. Lecture notes and course materials may be taken for personal use, for the purpose of mastering the

course material, and may not be sold to any person or entity in any form. Any student engaged in or contributing to the commercial exchange of notes or course materials will be subject to discipline, including academic misconduct charges, in accordance with University policy. Please note: note-taking provided by a student volunteer for a student with a disability, as a reasonable accommodation under the ADA, is not the same as commercial note-taking and is not covered under this policy.

Concealed weapon policies

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

Tests and Quizzes: Instructors are allowed by Kansas Board of Regents policy, to require backpacks, purses and other bags be placed in the front of the classroom during exams and quizzes, and as such those items will not be under the constant control of the individual. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

Seeking assistance

You are urged to attend office hours or meet with me by appointment to discuss any questions pertaining to the course, the readings, exams and assignments, or career prospects and opportunities. You should not hesitate to seek continuing assistance throughout the semester.

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. Please be aware that the KU Office of Student Access Services coordinates accommodations for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at <https://disability.ku.edu/>. Or you can visit the office on the first floor of Strong Hall. The phone

number is: 785-864-4064. The email is: achieve@ku.edu. Please contact me privately regarding your needs in this course.

Academic integrity

Policy on Plagiarism and Fabrication/Falsification -- *Adopted May 7, 2004:*

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for an assignment and/or this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

Inclement weather

In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW).

COURSE SCHEDULE

*Note: Course schedule subject to change. Any changes to due dates will be announced by email or in class.

	Topic	Required readings	Due dates
Week I			
T. 8/22	Thinking about research		
Th. 8/24	Research Basics	-Chapter 1: pp. 1-6	
Week II			
T. 8/29	Thinking like a researcher	-Chapter 2: pp. 9-13 -Chapter 3: pp. 22-24	
Th. 8/31	Secondary research Team contract assignment	-Using library and database resources (BB)	
Week III			
T. 9/5	Workshop: Secondary research	-Chapter 13: pp. 115-116	
Th. 9/7	Contemplative practices Workshop: Secondary research		Team contracts due at the beginning of class—hardcopy submission
Week IV			
T. 9/12	Qualitative research	-Introduction to qualitative research (BB)	Discuss focus group days/times: Need to be conducted between 9/27-10/12
Th. 9/14	Qualitative research (cont.)	-Brief guide for focus groups (BB)	Secondary research report: F. 9/15, 5 pm
Week V			
T. 9/19	Workshop: Moderator Guide	-Moderator role (BB)	Individual moderator guide: W. 9/20, 5pm
Th. 9/21	Workshop: Conducting a focus group	-Conducting focus groups (BB) -Chapter 9: pp. 78-80	Team moderator guide: F. 9/22, 5pm
Week VI			
T. 9/26	Workshop: Conducting a focus group (cont.)		
Th. 9/28	Ethnographic research	-Ethnographic	

		research (BB) -Airbnb in Japan (BB)	
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Week VII

T. 10/3	Quantitative research	-Chapter 9: pp. 73-75 -Chapter 9: pp. 80-82 -Chapter 10: pp. 83-87	
Th. 10/5	J-School Generation, Guest Speaker: Susan Cantrell		

Week VIII

T. 10/10	Quantitative research (cont.)— will be taught by Dr. Lee	-Chapter 7: pp. 55, 56, 58 -Chapter 8: pp. 65-70	
Th. 10/12	Workshop: Types of scales	-Chapter 6: pp. 43-49	

Week IX

T. 10/17	Fall break		
Th. 10/19	Workshop: Developing survey questions	-Chapter 9: pp. 75-78	Survey questionnaire (individual): Th. 10/19, 5pm Focus group transcription: F. 10/20, 5 pm

Week X

T. 10/24	Midterm		
Th. 10/26	Workshop: Analyzing qualitative data	-Analyzing focus group data (BB) -Chapter 13: pp. 113-115	

Week XI

T. 10/31	Workshop: Analyzing		
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	qualitative data		
Th. 11/2	Workshop: Analyzing qualitative data		Individual focus group coding: F. 11/3, 5pm

Week XII

T. 11/7	Workshop: Writing Qualitative Findings	-Creating excerpt-commentary units (BB)	Team focus group table: T. 5pm
Th. 11/9	Workshop: Focus Group Report		

Week XIII

T. 11/14	Workshop: Analyzing quantitative data	-Chapter 14: pp. 119-122	Focus group report: W. 11/15, 5pm
Th. 11/16	Workshop: Analyzing quantitative data		

Week XIV

T. 11/21	Workshop: Analyzing quantitative data		
Th. 11/23	Thanksgiving		

Week XV

T. 11/28	Workshop: Data visualization		Infographic walk-in hours from Heather Lawrenz: --Wednesday Nov. 29 3:30-5 pm, Room 105. --Friday, Dec. 1. 9-noon, Room 105
Th. 11/30	Workshop: executive summary & Infographic		Survey group report: F, 12/1, 5 pm

Week XVI

T. 12/5	Workshop: executive summary & Infographic		
Th. 12/7	Review session		Individual executive summary & Infographic: Th. 5pm

Final Exam

Tuesday, 12/12, 1:30 – 4:00 p.m. https://registrar.ku.edu/fall-2017-final-exam-schedules			
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SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for

Jour 460, Fall 2017.

My class meets on _____(days) at _____(time) in room _____.

I have read the syllabus (either in paper or online), and I understand the classroom policies, instructor's expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc.) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation.

I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.

I agree to be prepared for and attend class each day and on each scheduled test day.

PRINT NAME _____

SIGNED _____ DATE _____

Student Consent Form – Sharing Course Work

I randomly select several students whose work is copied and included in an archive of student work that I keep for this course. That archive is important to my continued reflection on how well students are learning in my courses. In addition, I may develop a course portfolio in which I write about the quality of student performance that is generated in the course. These examples are a very important piece of my work that I show to other professors to indicate how much and how deeply students are learning. Once a course portfolio is completed, it can also be made available to a wider audience of professors on a public web site on teaching and learning in higher education (www.cte.ku.edu/portfolios).

This form requests your consent to have your work possibly included in discussions of understanding for future students and in any versions of my writing about teaching in a portfolio, at a conference, or in a publication. There is only a small chance your work would be randomly included in my private archive for any assignment, but I ask all students for their permission should that be the case. Note that you have the choice to have your work be anonymous or have your name be part of the work.

Please check the following designated purposes (if any) to which you give your consent:

_____ I am willing to have copies of my coursework available so later students can use it for preparation.

_____ I am willing to have copies of my coursework included in my professor's course portfolio.

_____ I am willing to have copies of my coursework included in public presentations or publications.

Please check one of the following:

_____ I wish to have my name remain on any work that is used.

_____ I wish to have my name removed on any work that is used.

Additional restrictions on the use of my texts (please specify):

Print Name _____ Date _____

Phone Number () _____ Email _____

Course Title _____ Professor _____

By signing below, you give your permission that work you produce for this course may be used with the restrictions and for the purposes you indicated above. You understand that your grade is *NOT* connected in any way to your participation in this project, and I will not receive the list of students who have given permission to have their work shared until after I have turned in the grades for the course. Your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are *free to withdraw consent at any time*, now or in the future, *without being penalized*.

Signature _____

Please address questions to: Professor Yvonne Chen, School of Journalism, 785-864-0613, y.chen@ku.edu.