ADV 380J Quantitative and Qualitative Research
Fall 2018 (#06155)
CMA 3.124
TTH 11:00 AM – 12:30 PM
The University of Texas at Austin

Instructor: Dr. Jeeyun Oh
                      Assistant Professor
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Office: BMC 4.320

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Prerequisite: Graduate standing

TA: Yutian Li (yutianlee@utexas.edu)

Course Description

This graduate seminar course provides students with a basic understanding of the principles, methods, and techniques in conducting scholarly and professional research in advertising, marketing, and social sciences. Students will be introduced to the most common quantitative and qualitative research methods and techniques in the fields, and learn the practice of planning and executing advertising/marketing research by conducting a semester-long research project in a small group.

Course Objectives

By the end of this semester, students will be able to:
1. understand how research is practiced in advertising, marketing, and social sciences.
2. evaluate and choose research methods appropriate to their research interests, and
3. execute a research project including data collection, data analysis, data interpretation, and reporting.

Required Course Materials

Babin, B. J., & Zikmund, W. G. (2016). *Essentials of Marketing Research* (6th ed.). Boston, MA: Cengage Learning.
*Additional readings are available at http://canvas.utexas.edu/. See the reading list at the end.

Instructional Approach

The format of this course combines lecture with active discussion/participation. Students are expected to complete assigned readings *prior* to each class meeting in order to actively participate.

Course Requirements

Exams (Exam 1: 10%; Exam 2: 15%; Exam 3: 5%; 30% in total)
There will be two in-class exams and one take-home exam scheduled during the semester. They will cover materials presented in lectures, textbook and journal-article readings, in-class exercises and class discussion. The format for the in-class exam will be a combination of multiple-choice and short-answer questions. They are to be taken at the scheduled times and locations. If you are unable to take the exam at the scheduled time and location, you need to notify me **at least two weeks prior to the exam**. **Failure to take any of the in-class exams on time will result in the grade of F.**

"Everyday Research" Assignments (15%)
Students will practice a research method or come up with an original research question based on assigned readings. Selected assignments will be reviewed and discussed in class. **Due dates may vary; check each assignment for its due date.** You may submit 6 assignments, and your highest 5 assignments will count. More information will be given in class.

Paper Critique (5%)
In a small group, students will take turns presenting a critique of an advertising research article (available in the Readings folder). The team responsible for a given article is expected to **distribute a handout that summarizes the key points of the presentation** and conduct **a 10-minute** oral presentation of the article in class, followed by a 5-minute Q&A session. Your handout and PPT should include: (a) correct identification of research question, method, and results, (b) detailed description of the research method used, and (c) detailed **methodological critique** of the study.
See the handout for guidelines, and check the example work on CANVAS. Paper critique submissions are due by **24 hours before** the scheduled presentation at http://canvas.utexas.edu/. You are required to set up a meeting with your TA to discuss your presentation in advance.

Consumer Survey/Experiment Project (40%)
Each group will come up with a research question related to advertising. You will design an online survey or experiment on Qualtrics, collect and analyze data using PSPP (https://www.gnu.org/software/pspp/get.html), write a report of findings and perform an oral presentation for the class. Your grade will be based on the following assignments. **Failure to submit the final report on time will result in the grade of F:**
 1) Research proposal (7%)
 2) Online questionnaire (4%)
 3) Final presentation (6%)
 4) Final report (20%)
 5) Anonymous peer review (3%)

Attendance (6%) and Class participation (4%)

This is a graduate seminar class, so I expect you to attend class regularly and participate in discussion actively. Late arrivals will be noted by your TA and will affect your attendance grade. If you don't ever speak up in class and/or are not prepared for discussions, then you will not receive much credit for the class participation section. **Texting, checking email/Facebook, or any other activity other than taking notes in class will decrease 1% on your final grade for each time this happens.** You are responsible for any assignments given and all work missed when absent or late.

Late Work Policy

As a general rule, I accept late work, but you will **automatically lose 50% of your score**. **No late work will be accepted for the final report and Exam 3.** Software, network or storage device failure is *not* a valid excuse for late work. No assignment will be accepted two weeks past the due date.

Course Evaluation

Your final grade will be determined by the following:

ASSESSMENT	PERCENT
Exam 1	10%
Exam 2	15%
Exam 3	5%
Everyday Research Assignments	15%
Paper Critique Assignment	5%
Consumer Survey Project	40%
Attendance	6%
Class Participation	4%
TOTAL	100%

Grading Scale

You can estimate your grade using the following scale; the scale may change depending on how the entire class performs:

A = 94-100 %
A- = 90-93 %
B+ = 87-89 %
B = 84-86 %
B- = 80-83 %
C+ = 77-79 %
C = 74-76 %
C- = 70-73 %
D or F = below 69 %

SCHEDULE

The instructor reserves the right to alter the syllabus during the semester. Assigned readings have to be completed prior to each class meeting.
ERA ("Everyday Research" Assignment) released; check each assignment for its due date.

<u>Week 1</u>

08/30*   Introduction
              The Role of Marketing Research (Chapter 1)

<u>Week 2</u>

09/04   The Marketing Research Process (Chapter 3)
              Paper Critique #1 (Mochon, Norton, and Ariely, 2012)

09/06*   Harnessing Big Data into Better Decisions (Chapter 2)
              Paper Critique #2 (Brandtzaeg, 2017)
              Review of ERA #1

<u>Week 3</u>

09/11   Observational Research (Qualitative) (Chapters 5 & 8)
              Paper Critique #3 (Shiau, 2016)

09/13*   Observational Research (Quantitative) (Chapter 8)
              Paper Critique #4 (Hoenen, Lübke, & Pause, 2016)
              Review of ERA #2

<u>Week 4</u>

09/18   Observational research in the field (no class)

09/20   Qualitative Research Tools (Chapter 5)
              Paper Critique #5 (Lopatovska et al., 2018)

<u>Week 5</u>

09/25   EXAM 1

09/27*   How to Write a Research Proposal
              Review of ERA #3
              Research proposal assignment released

<u>Week 6</u>

10/02	Survey Research (Chapter 7) Paper Critique #6 (Shakya & Christakis, 2017)
10/04[*]	Survey Research (Chapter 7) Paper Critique #7 (Wang, Yang, & Haigh, 2017) Paper Critique #8 (Lee & Sundar, 2015) Review of ERA #4

<u>Week 7</u>

10/09	Experimental Research (Chapter 9) Paper Critique #9 (Oh & Jin, in press)
10/11	Experimental Research (Chapter 9) Paper Critique #10 (Ahn, Bailenson, & Park, 2014) Review of ERA #5 *Research proposal due by 11:59 PM*

<u>Week 8</u>

10/16[*]	Operational Definition & Measurement (Chapter 10) Paper Critique #11 (Spence, Velasco, & Knoeferle, 2014)
10/18	Measurement in the field (no class)

<u>Week 9</u>

10/23	Online Questionnaire (Chapter 11) Paper Critique #12 (Vansteenkiste, Duriez, Simons, & Soenens, 2006) Review of ERA #6
10/25	Online Questionnaire (Chapter 11)

<u>Week 10</u>

10/30	Online Questionnaire (Chapter 11) *Online questionnaire due by 11:59 PM; launch data collection*
11/01	EXAM 2

<u>Week 11</u>

11/06   PSPP: Descriptive and Inferential Statistics (Chapters 13)

11/08   NCA conference (no class)

Week 12

11/13   PSPP: Data Cleaning and Analysis (Chapters 14)
                Complete dataset due by 11:59 PM

11/15   Data Analysis (Chapters 14)
                Exam 3 questions released

Week 13

11/20   Data Analysis (no class)

11/22   Thanksgiving (no class)

Week 14

11/27   How to Write and Present Results
                Exam 3 submission due by 11:59 PM

11/29   Presentation Prep

Week 15

12/04   Final Presentations

12/06   Final Presentations

12/09   Final Report Due

Policy on Scholastic Dishonesty (http://deanofstudents.utexas.edu/sjs/acint_student.php)
The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Policy on Religious Holy Days Observance
(http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#attendance)
The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Students with Disabilities (http://www.utexas.edu/diversity/ddce/ssd)
Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities.

Additional (Required) Reading List

Week 2

Mochon, D., Norton, M. I., & Ariely, D. (2012). Bolstering and restoring feelings of competence via the IKEA effect. *International Journal of Research in Marketing*, *29*(4), 363-369.

Brandtzaeg, P. B. (2017). Facebook is no "Great equalizer" A big data approach to gender differences in civic engagement across countries. *Social Science Computer Review, 35*(1), 103-125.

Week 3

Shiau, H. C. (2016). Guiltless consumption of space as an individualistic pursuit: Mapping out the leisure self at Starbucks in Taiwan. *Leisure Studies*, *35*(2), 170-186.

Hoenen, M., Lübke, K. T., & Pause, B. M. (2016). Non-anthropomorphic robots as social entities on a neurophysiological level. *Computers in Human Behavior, 57*, 182-186.

Week 4

Lopatovska, et al. (2018). Talk to me: Exploring user interactions with the Amazon Alexa. *Journal of Librarianship and Information Science*, 0961000618759414.

Week 6

Shakya, H. B., & Christakis, N. A. (2017). Association of Facebook use with compromised well-being: A longitudinal study. *American Journal of Epidemiology*, *185*(3), 203-211.

Wang, R., Yang, F., & Haigh, M. M. (2017). Let me take a selfie: Exploring the psychological effects of posting and viewing selfies and groupies on social media. *Telematics and Informatics*, *34*(4), 274-283.

Lee, S., & Sundar, S. S. (2015). Cosmetic customization of mobile phones: Cultural antecedents, psychological correlates. *Media Psychology*, *18*(1), 1-23.

Week 7

Oh, J. & Jin, E. J. (in press). Interactivity benefits low self-efficacy smokers more: The combinatory effects of interactivity and self-efficacy on defensive response and quitting intention. *Journal of Interactive Advertising*.

Ahn, S. J. G., Bailenson, J. N., & Park, D. (2014). Short-and long-term effects of embodied experiences in immersive virtual environments on environmental locus of control and behavior. *Computers in Human Behavior*, *39*, 235-245.

Week 8

Spence, C., Velasco, C., & Knoeferle, K. (2014). A large sample study on the influence of the multisensory environment on the wine drinking experience. *Flavour*. https://doi.org/10.1186/2044-7248-3-8

Week 9

Vansteenkiste, M., Duriez, B., Simons, J., & Soenens, B. (2006). Materialistic values and well-being among business students: Further evidence of their detrimental effect. *Journal of Applied Social Psychology*, *36*(12), 2892-2908.