

Fall 2018

## Journ 4952: Strategic Communication Research I

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| <b>Instructor:</b> Namyeon Lee   | <b>Class time:</b> Tu/Th 3:30 p.m. - 4:45 p.m.             |
| <b>Office:</b> 178A Gannett Hall   | <b>Meeting room:</b> Switzler Hall 301                     |
| <b>Email:</b> <a href="mailto:namyeonlee@mizzou.edu">namyeonlee@mizzou.edu</a> | <b>Office hours:</b> Tu 9 a.m. - 11 a.m. or by appointment |


### COURSE OVERVIEW AND OBJECTIVES:

This course is designed to understand methods of inquiry in strategic communication, including social science orientation, quantitative and qualitative methods for gathering and analyzing data, and critiquing and interpreting research. If you decide to become a strategic communication research specialist after you graduate, you will be responsible for the planning, execution, analysis, and presentation of research findings. Strategic communication research is crucial for you to provide the information others need to make sound decisions about appropriate strategies, tactics or courses of action. As well, as a research user, you will use the information gathered by others to help you make better decisions and to help you do your job more efficiently and successfully.

### COURSE AIMS:

1. To introduce students to **key strategic communication research concepts and methods** as they inform strategic communication theory and practice.
2. To enable students to **efficiently locate, understand, and evaluate strategic communication research** reported in both mainstream outlets (e.g., newspapers) and scholarly publications.
3. To enable students to **critically analyze published research and identify flaws and limitations of previously conducted research**.
4. To help students design and conduct strategic communication research by **providing the tools to formulate research questions and develop the appropriate strategic communication research design and methods** needed to generate the data necessary for answering those questions.

### REQUIRED READING MATERIALS:

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|---|--|
|  | <p>Textbook: Davis, Joel J. (2012). <i>Advertising Research: Theory &amp; Practice</i> (2<sup>nd</sup> Ed.). Prentice Hall.</p> <p>Any additional readings will be posted on Canvas.<br/>(If you have difficulty logging onto the course Canvas or you do not see the course listed on your Canvas homepage, please contact the <i>Mizzou Tech Support</i>.)</p> |
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## COURSE FORMAT AND EXPECTATIONS:

This class will be a combination of *lectures* and in-class *Critical Thinking Exercises* (CTEs, explained in the following paragraph). Students are expected to keep up with the readings corresponding to the topics that are being discussed. The readings along with the lectures will help students perform well in the CTEs.

## ASSIGNMENTS:

### 1. Critical Thinking Exercise (CTE):

The CTEs are essentially memos that students are expected to turn in the class. The instructor will present a strategic communication problem and students (typically in teams of 2-3) will be expected to list a plan on how they could best solve that problem. This plan should incorporate one or more research methods and techniques that have been covered in the course in the lectures as well as the readings. A couple of conceptual questions may be asked as part of the CTE; hence students are expected to be up to speed with the lectures and readings. You are encouraged to work with different team members for each CTE, although this is not a requirement.

CTEs will be done during in-class time (Thursdays) using handouts or Canvas. To receive full credit, students **must be in class** and **must provide significant input** - i.e., simply showing up but paying little attention to your group or giving little effort earns a maximum of half credit (or an F). I reserve the right to deduct points if you are on social media, texting, or ignoring your group.

Each CTE is **due at the end of the class** and is worth 10 points. You will need the whole class period to develop a sound solution to the CTE. CTE turned in early run the risk of not being fully developed and may lose points. Late in-class exercises receive a maximum of  $\frac{1}{2}$  credit.

**Please type in-class exercises in a Word doc format then and upload on Canvas.**

**Late in-class exercises receive a maximum of  $\frac{1}{2}$  credit.**

### Critical Thinking Exercise (CTE) Grading Criteria

\_\_\_\_ Followed instructions to the letter (1 point)

\_\_\_\_ Grammar and spelling (1 point)

\_\_\_\_ Provided two citations for outside readings beyond course reading (2 points)

\_\_\_\_ Used and cited course concepts accurately and appropriately (1 point), presented creative and viable recommendations (1 point), used persuasive argumentation (1 point), showed critical and careful thought (1 point), provided good points (1 point), and supported points with clear and vivid examples (1 point) (a total of 6 points)

•Total points:     /10

## **2. Memos:**

In addition to the CTEs, students will have two Memos, written in business memo style.

Memos will basically be more elaborate CTEs, and one that will have to be done individually by each student and *not* in a group. It will be open book and open note. Students work individually during class time. The goal is to see ***how well you apply course concepts, solve problems, think critically, and write persuasively***. Students will be provided more details on the format and content of these exercises closer to when they are due.

The question will be posted on Canvas. After reading the question, please type your Memo in Word, save it as a Word doc file, and upload your file to Canvas.

**Late Memos receive no more than half credit (or an F).**

## **3. Participation and In-class Activities/Quizzes:**

We would during the course of the semester try to simulate debates, discussions where active participation from students would be required either individually or in a group. Volunteering and making an effort to contribute to a positive learning environment and making the class livelier for everyone will be seen as favorable. On the contrary, a general aversion to participation will be seen as unfavorable. In addition to this, there would be routine in-class activities/quizzes that are ungraded, but count as credit toward your participation grade.

## **4. Research Participation**

One way to learn about research is by experiencing it first hand as a participant. Therefore, all students are required to participate in three experiments provided by J4236 over the course of the semester. Specific schedule and instructions for signing up for J4236 experiments will be provided at the beginning of the semester. Alternatively, you may write a 600-word essay on the role of research in strategic communication to substitute for each research study. Failure to complete the research participation component will result in a one-letter grade deduction of your final grade (e.g., “A” changes to “B”).

## **Extra Credits**

From time to time, I may provide opportunities to gain extra credit. These could be participation in a research on campus, or spontaneous in class exercises and quizzes. Students can gain a maximum of ‘10’ extra credit points that I will add to their total (out of 350) at the end.

## **SUBMITTING ASSIGNMENTS:**

All assignments (unless otherwise specified) will be submitted electronically through Canvas. Under the assignments tab there will be a folder that will be labeled corresponding to each assignment, where you will upload the assignments.

I would prefer a word doc file (named as Lastname1\_Lastname2\_CTE #), and I may either return a soft copy or a hard copy with grades and comments (if applicable).

***IMPORTANT: Remember to leave your names on the assignments, and if you do work in a group, please make sure you have the names of all your group members. Even if you submit***

*through Canvas, make sure that the assignment sheet (such as the word doc file has the name of the student(s) submitting that assignment).*

**Points in the class will be divided in the following manner:**

| Assignment (# in semester) | Points | % of final grade |
|----------------------------|--------|------------------|
| CTEs* (10)                 | 90     | 26%              |
| Memos (2)                  | 200    | 57%              |
| Participation              | 60     | 17%              |
| <b>Total</b>               | 350    | 100%             |

\*Only best 9 of them will be counted toward your final grade.

With respect to final grades, the following scale applies:

|                |                |                |
|----------------|----------------|----------------|
| 94 to 100% = A | 90 to 93% = A- | 87 to 89% = B+ |
| 84 to 86% = B  | 80 to 83% = B- | 77 to 79% = C+ |
| 73 to 76% = C  | 70 to 72% = C- | 67 to 69% = D+ |
| 63 to 66% = D  | 60 to 62% = D- | Below 59% = F  |

- General Note on grading: Although spelling, grammar and expression of language are not the primary criteria on which your knowledge is being tested in this course, they are important. Please make sure you do not write your assignments in a hurry (i.e. leave typos, grammatical errors unattended) or write in a cryptic language that makes it hard to understand the key point you are trying to convey.
- Remember that in the business (i.e. once you enter the real world), you need to be brief, lucid and clear in conveying your ideas. Your challenge is to convey research jargon in a manner that people across the industry are able to understand. Therefore, clarity in writing and attention to detail in eliminating errors of spelling and grammar will carry some weight in the assessment of your submissions.

## MY RESPONSIBILITIES:

My goal is to make our class as interactive and participatory as possible. While there will be days when I have to devote much of the class time to lecturing, I will set aside ample opportunities for discussion and participation.

I will make myself readily available if you have questions, concerns or just want to chat about the material. The best way to get a hold of me is to stop by during office hours.

I recognize that individuals learn in different ways and will use teaching and testing methods that acknowledge that. As far as possible and as appropriate, lectures will draw on multiple media formats, including video, still images and audio, in addition to written texts.

## YOUR RESPONSIBILITIES:

In a large, requisite class such as J4952, it may be tempting to blend into the background and become a passive observer. You are doing yourself a disservice if you approach class that way. Instead, I expect you to become active participants in the class. There are a number of ways to do that:

1. **Speak up:** If you have a question or need something explaining, then raise your hand or shout out “question!”
2. **Get to know your classmates:** Introduce yourself to some students sitting near you. There will be many times during the semester when you’ll be working with them on in-class exercises, such as CTE or participations. Get to know some students now and the class will feel a whole lot comfortable.
3. **Be prepared:** Do the readings before class and be ready to discuss them in class. Bring your questions, too.
4. **Check the course Web site on Canvas ([courses.missouri.edu](https://courses.missouri.edu)) regularly:** I will use Canvas to send e-mails and post announcements, grades, updates (including any changes to the syllabus), additional required readings, and extra credit opportunities.

**You MUST check your e-mail regularly.** Failure to do so is not an acceptable excuse for missing an important announcement, assignment or update.

## WEEKLY SCHEDULE OF CLASSES:

| Week | Day / Date         | Topic   | Readings           | Evaluation    |
|------|--------------------|---|--------------------|---------------|
| 1    | Tue, Aug 21        | <b>Introduction</b>                               |                    | Attendance    |
|      | Thu, Aug 23        | <b>Introduction to Strat. Comm. Research</b>      | Chapter 1          | Participation |
| 2    | Tue, Aug 28        | <b>Secondary Research</b>                         | Chapter 3          | Participation |
|      | Thu, Aug 30        | CTE 1   |                    | CTE 1         |
| 3    | Tue, Sep 4         | <b>Sampling</b>                                   | Chapter 4          | Participation |
|      | Thu, Sep 6         | CTE 2   |                    | CTE 2         |
| 4    | Tue, Sep 11        | <b>Qualitative Research</b>                       | Chapter 5, 6, 7    | Participation |
|      | Thu, Sep 13        | CTE 3   |                    | CTE 3         |
| 5    | Tue, Sep 18        | <b>Observation Research</b>                       | Chapter 8, 9       | Participation |
|      | Thu, Sep 20        | CTE 4   |                    | CTE 4         |
| 6    | Tue, Sep 25        | <b>Measurement</b>                                | Chapter 11         | Participation |
|      | Thu, Sep 27        | CTE 5   |                    | CTE 5         |
| 7    | Tue, Oct 2         | <b>Survey</b>                                     | Chapter 10, 12, 13 | Participation |
|      | Thu, Oct 4         | MEMO 1  |                    |               |
| 8    | Tue, Oct 9         | <b>Big Data</b>                                   |                    | Participation |
|      | Thu, Oct 11        | <b>Experiments</b>                                | Chapter 14         | Participation |
| 9    | Tue, Oct 16        | <b>Experiments (Cont'd) &amp; Research Ethics</b> | Chapter 2          | Participation |
|      | Thu, Oct 18        | CTE 6   |                    | CTE 6         |
| 10   | Tue, Oct 23        | <b>Segmentation</b>                               | Chapter 17         | Participation |
|      | Thu, Oct 25        | CTE 7   |                    | CTE 7         |
| 11   | Tue, Oct 30        | <b>Brand Mapping</b>                              | Chapter 18         | Participation |
|      | Thu, Nov 1         | CTE 8   |                    | CTE 8         |
| 12   | Tue, Nov 6         | <b>Data Analysis I</b>                            | Chapter 15, 16     | Participation |
|      | Thu, Nov 8         | <b>Data Analysis II</b>                           | Chapter 15, 16     | Participation |
| 13   | Tue, Nov 13        | CTE 9   |                    | CTE 9         |
|      | Thu, Nov 15        | <b>Reporting Research</b>                         | Chapter 21         | Participation |
| 14   | Thanksgiving Break |   |                    |               |
| 15   | Tue, Nov 27        | <b>Review: Data Analysis &amp; Reporting</b>      |                    | Participation |
|      | Thu, Nov 29        | CTE 10  |                    | CTE 10        |
| 16   | Tue, Dec 4         | MEMO 2  |                    | MEMO 2        |
|      | Thu, Dec 6         | Wrap up   |                    |               |

\* Every effort will be made to adhere to this schedule, but the instructor reserves the right to alter the schedule if needed.

## **Academic Honesty**

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

*Academic misconduct includes but is not limited to the following:*

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Extensive use of materials from work in media organizations (e.g. internships, articles created for the Maneater, work done for other campus groups, etc.) without permission of your instructor.
- Fabricating information in news or feature stories, whether for publication or not.
- Fabricating sources in news or feature stories, whether for publication or not.
- Fabricating quotes in news or feature stories, whether for publication or not.
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor.

## **Classroom Misconduct**

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

**IMPORTANT:** Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for

misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

### **Dishonesty and Misconduct Reporting Procedures**

MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU's Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU's Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

### **Professional Standards and Ethics**

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

### **Audio and Video Recordings of Classes**

Students may make audio or video recordings of course activity for personal use and review unless specifically prohibited by the faculty member in charge of the class. However, to foster a safe learning environment in which various viewpoints are respected, the redistribution of audio or video recordings or transcripts thereof is prohibited without the written permission of the faculty member in charge of the class and the permission of all students who are recorded. (Collected Rules and Regulations, University of Missouri, Sect. 200.015, Academic Inquiry, Course Discussion and Privacy)

### **University of Missouri Notice of Nondiscrimination**

The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri-Columbia, 1095 Virginia Ave., Room 101, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

### **Accommodations**

If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me immediately. The school will make reasonable efforts to accommodate your special needs. Students are excused for recognized religious holidays. Please let me know in advance if you have a conflict.



**ADA Compliance**

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the Office of Disability Services, S5 Memorial Union, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

**Religious Holidays**

Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict.

**Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.