

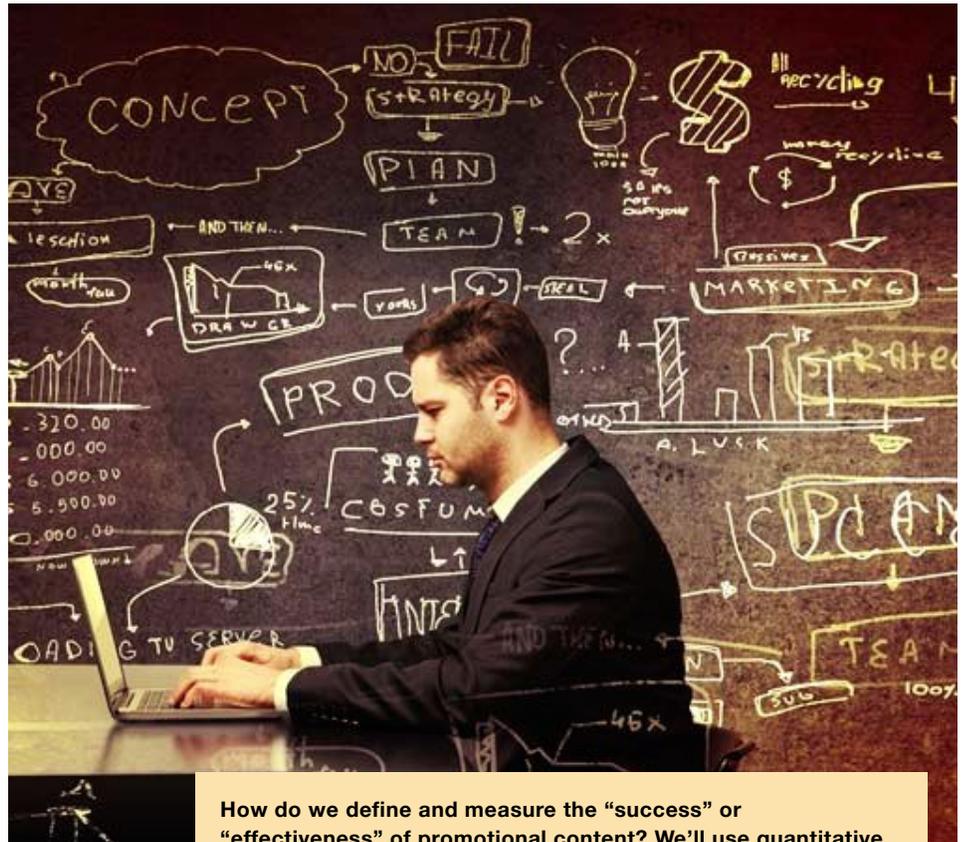
audience analysis & research

JMC 20008
Spring 2015

Mon/Wed,
11-12:15
314 Franklin

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Office Hours:
Wed. 2 to 4



How do we define and measure the “success” or “effectiveness” of promotional content? We’ll use quantitative and qualitative methods to analyze these outcomes.

Course Objectives

This course provides an overview of the principles used to understand, interpret, and design audience research.

In this course, we will learn about **methodological approaches** professionals use to discover who media audiences are, how audiences think and act, and techniques to address audience desires and preferences.

We’ll conduct **audience ratings analysis** and explore **psychographic** (what audiences think and feel) and **sociodemographic** (who audiences are) **data** throughout the semester.

Among other objectives, students will:

- *Understand* the ways research is applied in the industry, including **primary and secondary** (e.g., ratings) research
- *Explore* the use of various research methods— including major **qualitative and quantitative methods**— how to match methods to specific research questions, optimal ways of understanding audiences in order to meet their needs, and the types of questions research can answer (and what it cannot)
- *Become* thoughtful researchers (and consumers of research) who are cognizant of the **ethical and moral responsibilities** associated with human subjects research

- *Identify* ways in which **research skills** (including data collection, analysis, and illustration) will be utilized in future positions
- *Develop* **critical thinking and writing** skills in order to create and share a well-crafted presentation to our client that reflects a strong understanding of the connections between data, insight, and strategy.

what’s in the syllabus:

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Required Texts:

Wimmer, R.D., & Dominick, J.R.. (2013). Mass Media Research: An Introduction (10th ed.) New York: Cengage.
Morrison, et al. (2011). Using Qualitative Research in Advertising (2nd ed.). Thousand Oaks, CA: Sage.



Mobile eye tracking and other advanced, “unobtrusive” methods and techniques monitor where consumers are glancing *in situ*— including which brands or products are focused on.

Course Assignments

Assignments and Quizzes (30 pts.)

Students will complete a number of in-class **assignments and exercises** that explore methodological approaches to problems industry professionals face. Periodically, I will also administer **quizzes** in class. All materials related to this course are “fair game” for quizzes, which typically will be unannounced. Course materials include:

- All required reading
(NOTE: Not everything from your book will be covered in class. You are responsible for reading the book, i.e., for material in ALL assigned chapters.)
- Content presented in class
- Lectures
- Guest speakers
- Videos.

I strongly recommend **completing readings in advance and reviewing notes from the previous classes in anticipation of quizzes every class period.** This means you need to be totally prepared each day.

Exams (50 pts. each)

This course features two major examinations. While exams will focus primarily on new content, the iterative nature of this

field means some items will be relevant across exams (e.g., variable measurement). As such, you are expected to be familiar with all material that has been presented in the course before the exam.

Group Project (70 points)

A major component of this course is the collaborative development of an engaging research project. Research groups will be assigned during the third class period. All students are expected to send me a message on Blackboard Learn before that date with their preferred roles so that teams can be assigned. Any student not sending in his or her role preference will be assigned a remaining role and will be penalized ten points from the first group grade (qualitative).

Grades for the group project will be broken into three parts:

- **Survey Construction:** 15 points (10 points individual, 5 points team)
- **Survey Pitch:** 25 points (15 points individual, 10 points team)
- **Final Pitch:** 30 points (15 points individual, 15 points team)

During each portion of the project, students will complete evaluations of their teammates and selves.

Peer evaluations will help inform my grading decisions.

Component	Maximum Points	% of Final Grade
Assignments/Quizzes	30 pts.	15%
Exam 1	50 pts.	25%
Exam 2	50 pts.	25%
Group Project	70 pts.	35%
TOTAL	200 pts.	100%

Note: **Grading Scale (in percentages):** F = 59.9 or below, D = 60 to 66.9, D+ = 67 to 69.9, C- = 70 to 72.9, C = 73 to 76.9, C+ = 77 to 79.9, B- = 80 to 82.9, B = 83 to 86.9, B+ = 87 to 89.9, A- = 90 to 92.9, A = 93 to 100.

online
resources

Click on these icons
for useful Web
resources:

survey methods



focus groups



presentations



Course Policies

Students are expected to:

- Be on time for class.
- Stay for the entire period.
- Participate in class discussion.
- Complete ALL assigned readings before class begins.
- Complete ALL assignments by the assignment due date. (*Note: I do not take late assignments. They are an automatic "F."*)
- Be courteous to others.
- Be professional.

***Failure to meet any of these expectations could lead to a reduction in the student's assignment grade or in his or her overall class grade.

Absences

It is the student's responsibility to attend all class periods.

For medical absences, you **MUST** provide me written documentation from a healthcare provider. For planned absences, you **MUST** provide documentation in advance. No make-up exams will be given except in cases of documented illnesses or emergencies.

If you miss class, it is your job to get lecture notes and/or assignment guidelines from a classmate. Please do not email me explaining why you missed class; bring a doctor's note next class.

Due Dates

Assignment guidelines, including due dates, may change depending on the progress of the course. Ample notice will be given and students will never be penalized for changes to assignments. Note, however, that I reserve the right to give a pop quiz at any time.

Cell Phones & Laptops

Cell phones should be off and put away before class begins. If I see you repeatedly checking your phone, I may ask you to leave for the period and not return. Laptops are permitted if they don't distract from class.

Plagiarism & Cheating

The School of Journalism and Mass Communication deals in publishable works and educates its students for various aspects of publishing and other communications professions.

Within this framework, every student must be aware of the following rules and definitions while in school or on the job:

Fabrication is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking "facts," reporting things that did not happen are not only reprehensible; they could be actionable in court.

Plagiarizing, as defined by Webster, is "to steal and pass off as one's own the ideas or words of another." It is unethical and, in cases involving creative work, usually illegal. One of the worst sins a communications practitioner may commit is to plagiarize the work of another – to steal his/her words, thought, or outline and pass them off as his/her own.

Cheating includes the submission of work in which you have received material and substantive assistance from others, or copied the work of others, when the assignment was intended to be completed by you alone.

Unless specifically designated as a group project, all assignments for this course are intended to be the result of your individual efforts.

Duplicating work is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Commission of any of these offenses while in school is grounds for disciplinary action. If the complaint is upheld, a variety of punishments may be imposed, from a reprimand to a lowered or failing grade in the course to dismissal from the university.

Please refer to Kent State University's Policy Register Section 3-01.8 regarding plagiarism - http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

Student Accessibility

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content.

If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

JMC Diversity Statement

The Kent State University School of Journalism and Mass Communication recognizes the importance of a **diverse faculty and student body** and embraces the concept that diversity will foster **the acknowledgement, empowerment and inclusion of any person.**

JMC teaches the history, culture, values and notable achievement of persons who represent the world's diverse community. The mission of the School is to offer a strong curriculum, enriched by a legal and ethical foundation,

which recruits, retains, promotes and hires from this diverse community.

JMC believes that the highest levels of success, knowledge and progress arise when **we learn from others who are not of our own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class.** We welcome the many opportunities to examine challenges that may arise from differences.

Core Competencies Statement

As a program accredited by the Accrediting Council for Education in Journalism and Mass Communication, we are committed to developing a curriculum designed to meet twelve professional competencies.

This course, as part of a larger program, contributes to our development of:

THOUGHTFUL, PROFICIENT COMMUNICATORS...

*** write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**

*** demonstrate an understanding of the history and role of professionals and institutions in shaping communications.**

*** understand concepts and apply theories in the use and presentation of images and information.**

*** apply current tools and technologies appropriate for the**

communications professions in which they work, and to understand the digital world.

...WHO ARE CREATIVE, CRITICAL THINKERS...

*** think critically, creatively and independently.**

...TRAINED TO UNCOVER AND EVALUATE INFORMATION...

*** conduct research and evaluate information by methods appropriate to the communications professions in which they work.**

*** critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.**

*** apply basic numerical and statistical concepts.**

...WITHIN A LEGAL AND ETHICAL FRAMEWORK...

*** Understand and apply the principles and laws of freedom of**

speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

*** demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**

...IN A DIVERSE AND GLOBAL SOCIETY.

*** demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications.**

*** demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.**

Course Schedule

Date	Topic	Readings Due	Assignments Due
January 12	Introduction to Research / Research Paradigms	WD: Ch. 1, p. 48-49 MHST: Ch. 8	
January 14	Ethics in Research / Research Design and Planning	WD: Ch. 3	
January 19	NO CLASS - MLK Jr. Day		
January 21	Team Kick-Off / Client Introduction / Review Client Materials		Client Brief (in class)
January 26	Meet with Client		
January 28	Quantitative Methods	WD: Ch. 7	CITI Certificate Due Client Evaluation Due
February 2	Survey Writing (as a group)	WD: pp. 49-57 See Learn for Additional Materials	
February 4	Survey Writing (refinement of personal instruments and move into group survey)		Individual Survey Drafts (printed)
February 9	Survey Writing (writing as a group)		Team Survey Draft Due by 11:59 p.m. (via email)
February 11	Sampling	WD: Ch. 4	
February 16	Sampling	See Learn for Additional Materials	Final Team Surveys Due

Course Schedule

Date	Topic	Readings Due	Assignments Due
February 18	Evaluating Survey Research	See Learn for Additional Materials	
February 23	Other Quantitative Methods	WD: Chs. 6, 9	Survey Sent Out
February 25	EXAM 1 (Quantitative Methods)		
March 2	Web Usability Research Methods / In-Class Video		
March 4	Quantitative Data Analysis	See Learn for Additional Materials	Survey Results Are In
March 9	Quantitative (or PITCH) Presentation - Groups 1, 2, & 3		
March 11	Quantitative (or PITCH) Presentation - Groups 4, & 5		
March 16	Digital Marketing and Web Metrics / In-Class Video	See Learn for Additional Materials	
March 18	Intro to Qualitative Research Methods	WD: Ch. 5 MHST: Ch. 1, 2	
March 23/25	NO CLASS - Spring Break		
March 30	Ethnography / Instrument Development / Projective Techniques / Conducting Interviews	MHST: Ch. 3-5	

Course Schedule

Date	Topic	Readings Due	Assignments Due
April 1	Ethnography / Instrument Development / Projective Techniques / Conducting Interviews		
April 6	Focus Groups / In-Class Video	MHST: Ch. 6	
April 8	Moderating Focus Groups		
April 13	EXAM 2 (Qualitative Methods)		
April 15	Team Meetings (with client, as needed)		
April 20	Team Work Time		
April 22	Team Work Time		
April 27	Practice Presentations		
April 29	FINAL PRESENTATIONS TO CLIENT		Final Group Presentations
May 4-10	NO FINAL EXAM- HAVE A GREAT SUMMER!		