

SYLLABUS

PUR 3500 (1497)—PUBLIC RELATIONS RESEARCH

Instructor:

Ms. Lauren Bayliss, M.A.
Doctoral Student
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Office: Weimer 2040
Hours: Tues. 11:30-12:30
Thurs. 9:30-10:30 & 11:30-12:30

COURSE DESCRIPTION:

PUR 3500—Public Relations Research: A minimum of “C” in PUR 3000 and statistics; junior standing in the college. If you do not have these prerequisites, you are advised to drop this class unless you have permission from the instructor.

COURSE FORMAT:

First-hand research experience through a series of team projects will be central to this course. Classroom time will be spent using a combination of lecture and activities. **A high degree of student interaction is expected. Assigned readings and videos must be reviewed to excel in this class.**

COURSE OBJECTIVES:

1. To gain knowledge of the social scientific research perspective.
2. To learn the strengths and limitations of qualitative and quantitative research methods.
3. To become aware of the different uses of research in public relations campaigns.
4. To understand, design, implement, and present an applied research project.
5. To become familiar with SPSS software.

COURSE TEXTS AND MATERIALS:

Required:

Wimmer, D., & Dominick, J.R. (2014). *Mass media research: An introduction (10th ed.)*. Boston, MA: Wadsworth, Cengage Learning.

(Students may use an earlier edition but are advised that information given in class may vary slightly from earlier editions)

Access to **SPSS data analysis software**: Students are required to be able to access SPSS software during class. Software can be purchased at the HUB or accessed using the UF App at apps.ufl.edu. Computer labs in Weimer Hall also provide access to SPSS.

Access to **Lynda.com** tutorials: These video tutorials are free to access via lss.at.ufl.edu under “Teaching Tools.” You must be logged into the UF system to access these for free.

Additional materials may be found on Canvas under “Files.”

TESTS AND GRADE DISTRIBUTION:

The course grade will be determined on a 100-point scale as follows:

Group Grades (Individual grades weighted by team evaluations):

- 15% Qualitative Research Report
- 15% Quantitative Research Report
- 20% Final Team Paper

Individual Grades:

- 20% Individual assignments
(5% Casual Research, 10% Secondary Research, 5% SPSS Quiz)
- 10% Midterm
- 15% Final Exam
- 5% Attendance and participation

Grading for the course follows current UF grading policies for assigning grade points (see <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Grading Scale: 91-100 = A, 89-90 = A-, 88 = B+, 82-87 = B, 80-81 = B-, 78-79 = C+, 72-77 = C, 70-71 = C-, 60-69 = D, 59 or less = E.

MAKEUPS, LATE ASSIGNMENTS, AND EXTRA CREDIT:

Policy of the course is that **there will be no make-up exams, early exams, or extensions of deadlines**. Dates have been announced in advance in the Weekly Course Plan. Exceptions will be rare and made only in cases of extraordinary, documented circumstances, as determined by the instructor. No extra credit will be given for additional work.

ABSENCES:

Attendance is mandatory. Unexcused absences will lead to a reduction in students' participation grade. Students are responsible for all class work missed. They should consult with classmates, rather than the instructor, to obtain information on lectures, assignments, and other matters.

ACADEMIC HONESTY:

Students are expected to observe the University of Florida's policy on academic honesty in fulfilling all course requirements. The penalty for violation of academic honesty is an "E" for the course, at minimum.

Academic dishonesty includes the following: use of materials from another author without citation or attribution, extensive use of verbatim materials from another author *with* citation and attribution, and extensive use of one's own writing from past assignments or from assignments in other, current classes (called "double dipping").

The University of Florida Honor Code was voted on and passed by the Student Body in Fall 1995. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty

support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. **On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:**

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about the student honor code, violations, and sanctions, go to the Judicial Affairs Web site at <http://www.dso.ufl.edu/judicial/honorcode.php>.

INTELLECTUAL PROPERTY PROTECTION:

Lectures given in this course, including handouts and presentations, are the property of the instructor and the University of Florida. Class lectures may not be recorded in any form without prior permission from the instructor and any guest lecturers that may speak to this class. Recordings, including class notes, may not be used for commercial purposes.

CLASSROOM CONDUCT:

The College of Journalism and Communications is a professional school and **professional decorum is expected at all times**. Students are expected to arrive on time and not leave the classroom until announced breaks or the end of the class.

OTHER RULES:

Cell phones must be turned off and put away during class.

Laptops and tablets may NOT be used during class, with exceptions noted in the syllabus.

Students are urged to meet in-person if they have questions or are having problems. Office Hours are listed on p. 1 of the syllabus.

E-mail inquiries to the instructor should be formally written and must be limited to questions that are not answered elsewhere (e.g., the syllabus). In anything regarding team projects, **the account executive and appropriate group members must be copied on emails to the instructor.**

STUDENTS WITH DISABILITIES:

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student, who must then provide the documentation to the instructor when requesting accommodation. Requests should be made at a private meeting during the instructor's office hours.

FINAL CAVEAT:

This syllabus is subject to change as the instructor deems appropriate and necessary.

WEEKLY COURSE PLAN:

Week 1	Topics:	Introduction to the course. What is media research?
January 5, 7	Assignments:	Chapter 1: Science and research (Skim) <i>Ichetucknee Springs Restoration Plan</i> (found at http://floridaspringsinstitute.org/restoration-plans)
Week 2	Topics:	Social research in the context of public relations
January 12, 14	Assignments:	Chapter 16: Research in public relations <i>PR Tactics</i> : “Ask the Professor” (ROPES model) on Canvas
Week 3	Topics:	Key concepts and definitions in social research
January 19, 21	Assignments:	Chapter 2: Elements of research Guest Speaker John Moran: January 19 (Participation)
Week 4	Topics:	Secondary Research
January 26*, 28*	Assignments:	Become familiar with APA style, paying special attention to references: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx **Please bring laptops and tablets to class both days** Casual Research Report Due January 26
Week 5	Topics:	Drawing a sample
February 2, 4	Assignments:	Chapter 4: Sampling Team Introductions due February 2 (Participation)
Week 6	Topics:	Qualitative methods Part 1
February 9, 11	Assignments:	Chapter 5: Qualitative research Secondary Research Annotated Bibliography due February 9
Week 7	Topics:	Qualitative methods Part 2
February 16, 18	Assignments:	Chapter 5: Qualitative research, continued Qualitative Research Protocol due February 16
Week 8	Topics:	Review, midterm
February 23, 25		***** Midterm February 25 *****
Week 9	Topics:	SPRING BREAK
March 1, 3	Assignments:	Chapter 7: Survey research Qualitative Research Report due March 3 Midterm Team Evaluations due March 3 (Participation)
Week 10	Topics:	Introduction to statistics: Describing the sample
March 8, 10	Assignments:	Chapter 9: Experimental research Survey draft questions due March 10
Week 11	Topics:	Generalizing from the sample
March 15*, 17*	Assignments:	Chapter 10: Introduction to statistics **Please bring laptops and tablets to class both days**

		<p>**Flipped class** Watch videos before class, exercises during class. MUST have SPSS access on laptops during class. Lynda.com: SPSS Statistics Essential Training 1-5 Survey Draft due March 15</p>
Week 12	Topics:	Relationships among variables; Comparing groups
March 22*, 24*	Readings:	Chapter 11: Hypothesis testing **Please bring laptops and tablets to class both days** **Flipped class** Lynda.com: SPSS Statistics Essential Training 6
Week 13	Topics:	Comparing groups with different treatments; Studying texts
March 29*, 31*	Assignments:	Chapter 12: Basic statistical procedures **Please bring laptops and tablets to class both days** March 29: **Flipped class** March 31: **SPSS quiz** Lynda.com: SPSS Statistics Essential Training 7-8
Week 14	Topics:	Other forms of research; Interpreting data and making recommendations
April 5, 7		“Public Relations Research for Planning and Evaluation” on Canvas Survey Data Analysis due April 7
Week 15	Topics:	Wrapping up
April 12*, 14*	Assignments:	Project Meetings; Exam Review **Please bring laptops and tablets to class both days**
Week 16	Topics:	Review
April 19*		***** Final Project Due April 19 in class***** ***** Final Exam April 27 *****

This schedule is subject to change at the instructor’s discretion.

Portions of this syllabus were adapted from materials created by Dr. Kathleen Kelly and Dr. Juan-Carlos Molleda