

PUR 3500 Public Relations Research

Thursdays 1:55-4:55PM

Weil Hall 0279

Professor: Rita Linjuan Men, Ph.D., APR
Department of Public Relations
Office: Weimer Hall 3054
Phone: 352-294-2897
E-mail: rlmen@jou.ufl.edu

Office Hours: T 1:00-2:30 pm, T 5:00-6:00 pm, and by appointment.
(Feel free to stop by anytime my office door is open! ☺)

Teaching Assistant: Gabriel Stephen
Office: Weimer Hall G031
Phone: 352-294-0823
Email: gcstephen@ufl.edu

COURSE DESCRIPTION:

PUR 3500 introduces students to the concepts, methodologies, and statistical tools used to conduct professional research in public relations. Students get hands-on experience in gathering, analyzing, and interpreting data by conducting research projects in individual and team settings. Knowledge gained in this course provides a fundamental grasp of research methods that is essential for future public relations professionals.

Research pervades society; people are bombarded with statistics, data, and “results” of research. This is particularly true of the public relations professional. In most instances research results are provided and the executive is expected to act for the professional unit originating the results to understand not only the reason for research, but also what methods produce the most appropriate results. Additionally, the executive must critically appraise the results, looking for potential errors in either design or the more basic questions underlying that design. Although the executive does not have to be a statistician, he or she must *understand* both the statistics used in inferring data and research results and know which statistical procedures are most appropriate given the research questions posed. He or she must also be able to “read” computer-produced results. Finally, the executive must communicate research results to the intended audiences (internal/external, clients) in the most appropriate way. This includes both written and oral presentation of those results in the appropriate outlet (news release, speech, briefing, presentation) in an informative and appealing manner (i.e., through graphical presentation of results).

Public relations professionals are information specialists who require and receive information to be transmitted within the agency and to clients or to internal and external publics. As such, they must understand the information received, and, when necessary, commission others to collect that information; to do so requires the ability to “speak the language” of research.

LEARNING OUTCOMES:

The primary goal of this course is to get you comfortable and confident with topics of “research”

and “statistics” and how to use them in public relations. As such, you should be prepared to dedicate ample time outside of class time for completing assignments and expanding your understanding of new, and potentially challenging, concepts. Upon completion of this course the students will be able to:

- Understand the role of research in public relations management.
- Display sensitivity to ethical concerns in conducting research.
- Analyze issues related to measurement in public relations research and make appropriate measurement choices.
- Explain the assumptions of various research methods in public relations.
- Apply research methods to specific situations and execute various forms of original public relations research.
- Demonstrate an understanding of the statistics used in inferring data and research results.
- Write persuasive research reports and deliver the results successfully in a professional oral presentation.

REQUIRED TEXT:

Stacks, D. W. (2011). *Primer of Public Relations Research*, (2nd Ed.). New York: Guilford.

RECOMMENDED TEXT:

Field, A. P. (2009). *Discovering statistics using SPSS* (3rd ed.). London: Sage publications.

GRADING:

Grades are *earned* via four modes: 1) Individual Assignments; 2) Exams; 3) Final Research Project [group]; and 4) Participation/In-class exercises.

Area	Percent of Grade	Grading Scale		
Assignments	25%	A (100-93) A- (92-90)		
Exams	35%	B+ (89-87) B (86-84) B- (83-80)		
Research Project	25%	C+ (79-77) C (76-74) C- (73-70)		
Class Participation	15%	D+ (69-67) D (66-64) D- (63-60)		
	100%	E (59 and below)		

- **Individual assignments** include three mini research projects and three SPSS assignments. Detailed instructions are provided on page 8.
- Two **exams** will be administered in class as scheduled. Class time will be dedicated to a review of content and format prior to each exam. If you miss the first exam, the weight of your second exam will be doubled. If, however, you miss the first exam because of a *pre-*

approved University-excused absence, you may choose to take a different version of the exam or double the weight of the final exam.

- The **final research project** requires students to work in research teams to complete a research project designed by them under the supervision of the professor. A finished report will be turned in and students present their findings to the class. The team research grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual grade will be based on peer evaluations. Utilizing confidential forms, team members will evaluate each other's contributions. More detailed instructions on the final project are provided on page 10.
- **Participation** points may be earned via any or all of the following in-class exercises. NOTE: None of the in-class exercises may be made-up.
 - Five-Minute Findings/Quizzes: In 5 minutes, respond to a question or statement based on what you've learnt from the lecture. Or, respond to a set of multiple choice or T/F questions based on reading materials.
 - In-Class Reports: "What points are most clear to you?" and "What do you still not understand?"
 - Q&As/Class Discussions: Your level of engagement in class discussions throughout the semester.

ABSENCES AND PUNCTUALITY:

Attendance is required for each scheduled class meeting. Each student is allowed **two** unexcused absences for the semester. Your final grade may be lowered by one letter grade (e.g., B- to C-) for each unexcused absence beyond two. An excused absence is one supported by documentation (e.g., from UF or a doctor's office) or specially approved by the professor prior to the absence. Regardless of the reason for your absence, you are responsible for all class work missed, and a missed class is not an excuse for missing a deadline. Late arrivals and/or early departures from class, without prior approval from the professor, will be counted as unexcused absences.

OTHER CLASS POLICIES:

- The University of Florida Honor Code applies to all activities associated with this class.
- Class members are expected to read the assigned reading (if any) before class and participate actively in class discussion.
- Although you may use computers in class, Internet Messaging and surfing are disruptive and, if caught, you may forfeit computer use in the class.
- All work will be judged by professional standards. All out-of-class work must be well written, typed and visually appealing, with no spelling or grammatical errors.

SPECIAL NOTES:

- *Disability Accommodations:* Students needing academic accommodations for a disability must first contact Disability Resource Center (352-392-8565) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

- *Religious Observance*: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.
- *Diversity*: All discussions will be ruled by mutual respect for people and their opinions. Professionalism requires an appreciation for the multicultural society and global economy in which students plan to work. Effectiveness in both practice and scholarship relies on an ability to recognize and embrace diversity in all its forms.

UF RESOURCES:

- University counseling services and mental health services:
www.counseling.ufl.edu/cwc/Default.aspx or 352-392-1575
- University Police Department: 392-1111 or 911 for emergencies.

COURSE SCHEDULE:

Please Note: As the semester progresses, this schedule may change to reflect the progress and needs of the class and work groups.

Date	Topic	Readings
Week 1 (Aug. 25)	1. <u>Syllabus</u> 2. <u>Introduction to the Course</u> 3. <u>Asking Good Research Questions</u> [An introduction to the course and the role of research in public relations. Focus is on what research is, why research is important, how research is conducted, and the four major types of questions that public relations researchers ask.] ❖ ASSIGNMENT: Begin work on Individual Mini Research Project I (Due Sept. 1).	Stacks: Chapter 1
Week 2 (Sept. 1)	1. <u>Public Relations Management</u> 2. <u>Research Ethics</u> [An analysis of the public relations research process, from asking questions, to stating objectives, to establishing the research time-line. Focus is on setting measurable objectives that meet the business goals for the organization or client; research ethics in data collection, analysis and reporting is discussed.] ❖ DUE : Individual Mini Research Project I (Sept. 1) ❖ Assigning Research Teams ❖ ASSIGNMENT: Begin work on Individual Mini Research II (Due Sept. 8)	Stacks: Chapters 2 & 5

Week 3 (Sept. 8)	<ol style="list-style-type: none"> 1. <u>Information, Historical and Secondary Research</u> 2. <u>Web Analytics</u> <p>[The research dealing with the analysis of already established data or happenings are examined, as is the acquisition and evaluation of information on the Internet.]</p> <ul style="list-style-type: none"> ❖ DUE: Individual Mini Research Project II (Sept. 8) ❖ Begin work on group research proposal; Research Proposals and Focus Group Materials due Sept. 29 	Stacks: Chapter 7
Week 4 (Sept. 15)	<ol style="list-style-type: none"> 1. <u>Measurement</u> <p>[Discuss how measurement is used in public relations research; introduce concepts of reliability and validity and how they influence research; differentiate between different levels of measurement and introduce basic types of measurement scales.]</p> <ul style="list-style-type: none"> ❖ ASSIGNMENT: Begin work on Individual Mini Research III (Due Sept. 29) 	Stacks: Chapter 3
Week 5 (Sept. 22)	<ol style="list-style-type: none"> 1. <u>Observational Methods</u> 2. <u>Class meeting with April Hines, UF CJC librarian, on background research</u> <p>[Three research methods that do not allow for generalization of results are examined. Based on the degree of control the researcher has on the collection of “data,” participant-observation, focus group, and in-depth interview methods are examined for what they provide the public relations researcher.]</p>	Stacks: Chapter 9
Week 6 (Sept. 29)	<ol style="list-style-type: none"> 1. <u>Quantitative Sampling and Survey Research</u> <p>[Introduce different types of sampling strategies; differentiate between survey and poll method; discuss how quantitative data is collected and analyzed via survey method. Questionnaire construction is also discussed in detail in this unit.]</p> <ul style="list-style-type: none"> ❖ DUE: Individual Mini Research III & Research Proposals and Focus Group Materials (Sept. 29) 	Stacks: Chapters 10 & 11
Week 7 (Oct. 6)	<ol style="list-style-type: none"> 1. <u>Group Discussion on Team Research Project</u> 2. <u>Mid-term review/Q&A</u> <p>[Individual research teams meet with the professor to discuss and finalize their research proposal. Review for mid-term. Start on focus group data collection and survey questionnaire development]</p>	
Week 8 (Oct. 13)	Mid-Term Exam (Exam #1)	

Week 9 (Oct. 20)	<ol style="list-style-type: none"> 1. <u>Mid-Term Feedback</u> 2. <u>Introduction to Statistics, Descriptive Statistics, and SPSS Training</u> <p>[Basic concepts of statistics and two general types of statistical analyses are introduced. The primary mode of analysis — descriptive statistics — is explored. The concept of quantitative “data” is explored and both categorical and continuous variables are analyzed. Categorical (frequency, percentage, proportion) and continuous (mean, median, mode, variance, standard deviation, and z-score) statistics are computed and analyzed. SPSS is introduced for computational statistics and graphical presentation. Data exploration techniques are discussed.]</p> <p>❖ ASSIGNMENT: Begin work on SPSS Assignment #1 (Due Oct. 27)</p> <p><i>Note: Dr. Men will be attending the Annual Page Up Conference of the Arthur Page Society in San Francisco on Oct. 20. Teaching assistant, Mr. Gabriel Stephen, will cover this session.</i></p>	Stacks: Chapter 4
Week 10 (Oct. 27)	<ol style="list-style-type: none"> 1. <u>Correlation and Reliability Test</u> 2. <u>SPSS Training Cont'd</u> <p>[Two commonly used statistics among public relations researchers, correlation and reliability tests, are introduced and computed in SPSS. Emphasis will be put on when to use these tests and how to correctly interpret and report test results.]</p> <p>❖ DUE: SPSS Assignment # 1 (Oct. 27)</p> <p>❖ ASSIGNMENT: Begin work on SPSS Assignment #2 (Due Nov. 3)</p>	
Week 11 (Nov. 3)	<ol style="list-style-type: none"> 1. <u>Inferential Statistics: Chi-Square, T-Test</u> 2. <u>ANOVA</u> <p>[Making inferences about whether a variable influenced another or whether the findings of a quantitative study were due to what the researcher expected them to be or due to error is what inferential statistics are all about — the confidence we have in our findings. Categorical (chi-square) and continuous (<i>t</i>-test, ANOVA) inferential statistics are introduced and computed.]</p> <p>❖ DUE: SPSS Assignment # 2 & Focus group report and survey questionnaire (Nov. 3)</p> <p>❖ ASSIGNMENT: Begin work on SPSS Assignment #3 (Due Nov. 10)</p>	Stacks: Chapter 13
Week 12 (Nov. 10)	<ol style="list-style-type: none"> 1. <u>Content Analysis</u> <p>Content analysis, the only research method that focuses specifically on message is examined.]</p> <p>❖ DUE: SPSS Assignment # 3 (Nov. 10)</p> <p><i>Note: Dr. Men will be attending the 102nd Annual National Communication Association Conference on Nov. 10 in Philadelphia. The TA will cover this session.</i></p>	Stacks: Chapter 6

Week 13 (Nov. 17)	<ol style="list-style-type: none"> 1. <u>Experiment Method</u> 2. <u>Applied Research & Writing Up/Presenting Research</u> 3. <u>Exam # 2 Review</u> 	Stacks: Chapters 12, 14, & 15
	<p>[An introduction to the experiment method. Discuss how different research methods are used in the business world. And explain how to write up a research report and present findings to various audiences.]</p> <p>❖ DUE: Data analysis plan (Nov. 17)</p>	
Week 14 (Nov. 24)	HAPPY THANKSGIVING! ☺	
Week 15 (Dec. 1)	Exam # 2	
Week 16 (Dec. 16)	DUE: FINAL PRESENTATION AND PAPER (Friday, Dec. 16, 10:00AM-12:00PM)	

Appendix: Instructions on Assignments and Projects

I. Mini Research Projects

Each essay should be typed in a 12 font, double-spaced, with 1" margins.

Mini-Research Project I: Personal Observation

DUE: Thurs., Sept. 1

In this project, you'll select a public place (e.g., park, coffee shop, sporting event, meeting) where you can blend into the crowd to observe and record the world around you. You are not a participant in the scene – only an unbiased observer. Stay in your chosen setting for 30-45 minutes. Take copious notes. In a **two-page** double-spaced essay, describe what you observed. Write as though you're visiting this location for the first time. What, *specifically*, did you see, hear, smell, and feel in that setting? What verbal and non-verbal behaviors did you witness? What social norms did people follow? What stood out to you? Take in all that surrounds you. Pay attention to the details you normally overlook. Write an interesting account of your experience.

Mini-Research Project II: In-Depth Interview

DUE: Thurs., Sept. 8

In this project, you'll ask one person to take/find five pictures that illustrate how he/she defines a topic you assign. For example, you can ask someone to take pictures that show how he/she defines a concept like public relations. Think creatively about a topic you'd like to explore. Schedule a one-hour interview for your interview subject to explain his/her pictures to you. Listen closely, and take detailed notes. Ask permission to record the interview if you prefer. Be objective throughout the process. Really listen. Ask probing, not leading, questions. Keep your opinions to yourself. Really strive to understand how *someone else* views an issue. Write a **two-page** essay describing your experience and what you learned. You'll have some surprises!

Individual Research Project III: Secondary Research

DUE: Thurs., Sept. 29

For this project, select a company you admire and/or would like to work for one day. Using only UF library sources, locate **credible** resources for secondary research and prepare a brief background on the organization you choose that describes its operating environment, as follows:

- Company information (including its history, governance, financials, vision/mission, purposes, values, major competitors, etc.) – cite your source
- Identify the strengths, weaknesses, opportunities, and threats (SWOT) for the organization's public relations activities.
- Cite at least 10 recent articles, in APA style, which can come from any of the following categories: academic journals, trade publications, magazines, newspapers, industry profiles, market research reports, or product reviews. (Use in-txt citations and provide the complete reference of articles.)

(*Note:* You have up to 5 double-spaced pages excluding references for this assignment.)

II. Grading Rubric for Individual Mini Research Projects

A fixed grading scale allows you to earn a 0, 80, 90, or 100 on each project, which will be evaluated as follows:

Grade Earned	Following Instructions	Writing Style	Content
An essay will earn the grade of 0 if it is not turned in by the deadline OR <u>any</u> of the following occurs:	The essay is written without any regard for the instructions provided.	Multiple errors in grammar, punctuation, spelling, and/or word choice render the essay incomprehensible.	The content of the essay suggests the author is “winging it” without any regard for the assignment OR sources <i>other than class materials</i> are not properly referenced.
An essay will earn the grade of 80 if <u>any</u> of the following occurs:	The essay is missing required elements stated in the instructions or otherwise does not fully follow instructions provided.	Multiple errors in grammar, punctuation, spelling, and/or word choice.	The content of the essay suggests the author does not fully comprehend the assignment. Some content is correct but major points are missed.
An essay will earn the grade of 90 if <u>each</u> of the following occurs:	The essay meets the expectations of the instructions provided. All required elements are covered.	No more than one error in grammar, punctuation, spelling, and/or word choice. Writing style is basic but clear and adequate.	The content of the essay suggests the author has an accurate and thorough grasp of the assignment.
An essay will earn the grade of 100 if <u>each</u> of the following occurs:	The essay exceeds the expectations of the instructions provided. Required elements are not only covered, but also enhanced by additional content drawn from class discussions and well-informed insights.	No errors in grammar, punctuation, spelling, and/or word choice. Writing style is advanced yet highly readable, engaging.	The content of the essay suggests the author has an advanced and applied understanding of the assignment. That is, the author incorporates topics covered in class to enhance his/her points in an original way that exceeds expectations.

III. SPSS Assignments (and software access)

You’ll have three assignments to give you hands-on experience using SPSS. The good news is that you can work with other classmates to complete these assignments. We’ll review each homework assignment in class to help you understand these concepts. I’m always happy to answer any

questions you have. *Note:* students can access SPSS from apps.ufl.edu (with limited features), “rent” the software for a 6- or 12-month term for \$35-\$92 from studentdiscounts.com (recommended), or download a trial version from IBM SPSS Website.

IV: Team Research Project Guidelines

As a team, you will decide on a topic for your study and turn in a research proposal and focus group materials on Sept. 29. Once your proposal is approved, you will conduct the focus group, which will help you to design a survey questionnaire and a data analysis plan due on Nov 10 and Nov 22, respectively. The final research report is due Dec. 16. Team presentations are scheduled on the same day (Dec. 16).

Please note: Each team will need to complete the proposal, focus group, survey design, and data management plan step by step in this project. For these items, you will not receive a grade per se because I will help you make these portions of the project the best they can be. I will be forming impressions of the quality of your team’s work and effort, however, so be sure items closely adhere to the instructions provided before turning them in.

Specific Guidelines:

STEP 1: Research Proposal and Focus Group Materials DUE: Thurs., Sept. 29

The research proposal (1 – 2 pages, double spaced) should include the following elements:

- 1) Research Topic:** This is a brief summary of your area of interest. What area of public relations is your team investigating? Why is it important and timely? Avoid being too narrow or too broad in your scope. Remember that you’ll conduct a focus group and survey research on this topic, so be realistic about what you can accomplish and whom you can access as research participants.
- 2) Research Objectives:** Provide 3-5 research objectives. Indicate what you, as a team, want to find out. Please follow the format of research objectives discussed in class.
- 3) Literature Sources:** Provide complete references for at least six sources (three of which must be journal articles) related to your research topic. If you’re having difficulty finding relevant literature, you need to rethink your topic. Use APA style for your reference list (for assistance, see a librarian or this helpful resource from Purdue: owl.english.purdue.edu/owl/resource/560/01).

Focus group materials (3 – 4 pages, double-spaced) consist of the following elements:

- 1) Description of how focus group members will be selected:** Briefly describe how you plan to contact your research participants. What will you do to get 10-12 people to actually attend? Where do you plan to conduct your focus group?
- 2) Description of any incentives provided:** Will you offer food or any other incentive for participating?
- 3) Focus Group Discussion Guide (Facilitator Script):** This is literally what the moderator will say during your one-hour meeting. Remember that your participants need to know what to expect,

whether they will be recorded/video-taped, how you plan to use the information they provide, and how you will preserve their anonymity at the beginning.

4) Consent Form (on separate page): You need to get a copy of a consent form from each participant. Each person needs to know his/her participation is voluntary.

5) Demographic Survey (on separate page): In addition to the consent form, what basic information (e.g., gender, age, ethnicity, and occupation) do you need to gather from each focus group participant for your research topic? This should be no longer than 1/2 page and separate from the consent form. Participants should not put their names on this form.

PLEASE NOTE: No research data can be collected from human participants until Dr. Men approves the project.

STEP 2: Focus Group Report

DUE: Thurs., Nov. 10

The focus group report (4 – 5 pages, double-spaced) consists of the following elements:

- 1) Descriptive Information:** Location, day, time, and duration of the focus group. What demographic information did you gather from your participants? A table may be helpful in describing the group. Keep participants' identities anonymous (e.g., you can refer to people as Participants A, B, C, etc.).
- 2) Major Findings:** What were the key findings of your focus group research? Provide a summary of responses for each question asked in addition to your overall impressions. What overall themes emerged? Any surprises? Use representative quotes from respondents as supporting evidence.
- 3) Limitations:** What conditions limited your findings? For example, was someone so outspoken that others had a hard time sharing their thoughts? Did you have technical or note-taking issues?
- 4) Future Research Considerations:** How will your focus group findings affect your survey research moving forward? Do you now have ideas that you didn't have before? Do you need to change your topic, respondents, or research questions in any way?

STEP 3: Survey Questionnaire

DUE: Thurs., Nov. 10

This step of the process (4 – 6 pages) consists of the following elements:

- 1) Research Questions/Hypotheses:** Provide four finalized research questions and/or hypotheses you will investigate in your survey research.
- 2) Population of Interest:** Briefly describe the broader population of interest for your research.
- 3) Sample Selection:** How will you gather a sample from the population to complete 100 surveys? What sampling strategies would you use?

4) Survey Questionnaire: Attach a blank copy of your proposed survey (no more than 2 pages). Remember to include demographic questions so you can later describe your sample. Keep it simple: Ask only what you need to answer/test your research questions/hypotheses.

STEP 4: Survey Data Analysis Plan

DUE: Thurs., Nov. 22

Data Analysis Plan: Connect your RQs/hypotheses to your specific survey questions and propose statistical tests for analyses. This helps you operationalize your variables and will be very helpful for your follow-up data analysis process. See a data analysis plan template in the following.

For example, if you’re looking to compare differences between female and male (variable 1: gender) on (variable 2) social media usage (RQ/H), you need a question that asks respondents to report their gender AND (at least) one question that measures their social media usage (e.g., frequency, or attitudes). You will need to run a t-test to examine your RQ/H, as your independent variable is nominal variable (gender) and your dependent variable is an interval-level variable (social media usage). Think carefully about the assumptions and data needs associated with each test, and write your survey questions accordingly.

Create a table as shown below. At a minimum, you must include a correlation, a t-test, and a reliability test in your analysis.

Data Analysis Plan Template

RQ/Hypothesis	Relevant Survey Item(s)	Proposed Statistical Analysis
RQ ₁ or H ₁ : insert text here (e.g., There will be a positive and significant relationship between Variable X and Variable Y)	Q5: insert survey item here (Variable X) Q7: insert survey item here (Variable Y)	For example, run Pearson’s correlation coefficient to determine if a significant relationship exists between Variable X and Variable Y.
RQ ₂ or H ₂ : insert text here	Q6: insert survey item here (Grouping variable, e.g., gender) Q12: insert survey item here (Variable Z)	For example, use t-test to investigate whether a significant difference exists between Group X and Group Y for Variable Z.
RQ ₃ or H ₃ : insert text here	Q2: insert survey item here Q4: insert survey item here Q8: insert survey item here Q10: insert survey item here	For example, run a scale reliability analysis for these four questions. If reliable, report Cronbach’s alpha and the overall mean response. If not reliable, report Cronbach’s alpha and mean responses for each question.
And so on...	And so on...	And so on...

STEP 4: Final Research Report and Peer Evaluations**DUE: Friday., Dec. 16**

The final research report (20 – 25 pages, including references, double spaced) should be organized in the following sections.

On the title page, include title, team leader, and team members. Staple (upper left corner) or spiral-bind the entire manuscript. Use APA reference style throughout. **Provide a source for every reference used, both in-text and in References section.**

Abstract (5 points): The abstract follows the title page and stands alone on a page. This is a 100-word description of the purpose of your study and its major findings. Think of it as an executive summary written in layman’s terms. This summary should entice someone to read more.

Introduction (10 points): Briefly describe the rationale and the importance (to both academic and professional audiences) of your study: *Purpose of the Study* and *Significance of the Research*.

Literature Review (20 points): Under *Review of Related Literature*, discuss information gathered from at least six sources (three of which must be journal articles) that relate to your research topic. What have others interested in similar areas found, wrote, or theorized about your area of research? You’re providing background for the *Research Questions/Hypotheses* at the end of this section, in which you transition from the literature review to the focus of your study (i.e., your list of research questions and/or hypotheses).

Method (20 points): In this section, describe in detail your data collection and analysis process. Use the subheads *Research Participants* and *Procedures Followed* to explain how you selected and gathered responses from the participants through each method (i.e., focus group and survey) in your study. Provide demographics to describe your research participants. Under *Measures Used*, give examples of questions (variables) that you asked in your survey. Write this section of the paper so that someone who wanted to repeat your study could do so using the step-by-step explanations you provide. *Note: Do not include your Data Management Plan in the body of the paper.*

Results (20 points): Here, you report your major findings of the whole study. First, summarize your qualitative focus group findings. Then, you will report your quantitative survey findings. When reporting quantitative results, repeat each research question/hypothesis, explain the statistical analysis you conducted, and report the results you obtained for each. Provide a straightforward answer to each research question and note whether or not each hypothesis was supported before moving on to the next research question/hypothesis. You’ll discuss your findings in the next section.

Discussion (10 points): In this part of your paper, use layman’s terms to discuss what your findings mean for public relations professionals and scholars under *Significance of Findings*. Explain how your findings complement, contradict, or expand information from your literature sources. Under *Limitations of the Study*, discuss the drawbacks of your research in regard to your ability to generalize findings, any threats to validity and reliability, etc. Be candid and thorough – there are flaws in *every* study. In *Suggestions for Future Research*, provide ideas for future research that should be conducted in your area of interest.

References (10 points): Follow APA style to list all literature sources used in your paper. Be sure every source used in the paper is listed in References. No source should be listed in References if it was not used in the paper.

Attachments (5 points): Attach a clean copy of your survey, your focus group discussion guide, and your data management plan.

STEP 5: Team Presentations

DUE: Friday, December 16

Each team will have 20 minutes to present their team's findings to the class, using PowerPoint, or some other Mac-compatible software. The presentation, which needs to be emailed to Dr. Men prior to the scheduled presentation time, must include:

a) Title, background, and objectives of the team's study, b) literature review and RQs, c) method, d) major findings and ramifications (in layman's terms), and e) a recap of the team's overall experience throughout the process. What "lessons" did team members' learn from this experience?