

# MMC 6475: Audience Research Methods

Spring 2019

Instructor: Amy Jo Coffey, Ph.D.

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Course web site: <http://lss.at.ufl.edu>

Office hours: Available by appointment (via phone or other).

Course meeting times: This course is delivered asynchronously using the Canvas course platform.

Course catalog description: An overview of the primary and secondary research methods and approaches used in analyzing consumers and audiences across media platforms.

## Course objectives:

By the end of this course, students will be able to:

- 1) Identify the most commonly used methods in consumer and audience research today, as well as the strengths and weaknesses of each;
- 2) Develop comfort and proficiency in applying both qualitative and quantitative methodological approaches, as well as understand the appropriate circumstances for using each;
- 3) Identify the most appropriate methodological approach for a given study, based on the research questions and objectives, and to understand the best choice(s) and why;
- 4) Be familiar with many of the most commonly utilized secondary data sources and analytical tools available for analyzing consumers and audiences, their preferences, and behavior.
- 5) Use all of the above effectively in order to answer industry questions and tell the “stories” these data sets can reveal.
- 6) Identify and use these trends, patterns, and findings, in order to guide clients to make informed and strategic decisions.

## Required Texts:

Wimmer, R. & Dominick, J., Mass Communication Research, 10<sup>th</sup> ed.

Mertler, C. & Vannatta, R. Advanced Multivariate Statistical Methods. To be available as e-book in UF Libraries (VPN required for access). *Note: This license allows 3-person limit, so only 3 people can be reading it simultaneously. If you opt to use the 3-book version, there may be a slight wait, if others are reading before you (however, our librarian has advised me this typically isn't an issue).*

Additional readings as announced.

Required software:

SPSS software package, available for free through UF Apps site (or non-UF Apps version for reduced price for UF students, available through UF IT site).

Microsoft Office programs: Excel, Power Point

Recommended Texts:

Webster, Phalen, & Lichty (2014). Audience Ratings Analysis: Audience Measurement and Analytics (4<sup>th</sup> ed.) Routledge.

Hair, Anderson, Tatham, & Black (1998). Multivariate Data Analysis (5<sup>th</sup> ed. or later). Prentice Hall.

Other Recommended Reading: *Multichannel News* and *Advertising Age*, both of which offer free online subscriptions. Other well-known and useful trade publications include *Television Week*, *Broadcasting and Cable*, and *Electronic Media*. The *Wall Street Journal* and business sections of major papers such as the *New York Times* are also helpful.

The Podcast Consumer and Share of Ear studies (Edison Research/Triton Digital, produced annually)

State of the Media: Audio Today (Nielsen, 2016)

IAB Digital Video Landscape Report (2017)

Web Sites:

The Nielsen Company: [www.nielsen.com](http://www.nielsen.com)

Nielsen Journal of Measurement: <http://www.nielsen.com/us/en/insights/journal-of-measurement.html>

Nielsen Social: [www.nielsensocial.com](http://www.nielsensocial.com)

comScore: <http://www.comscore.com>

SNLKagan: <http://www.snk.com>

HootSuite: <http://www.hootsuite.com>

HubSpot: <https://www.hubspot.com/>

Media Rating Council: <http://www.mediaratingcouncil.org>

Council for Research Excellence: <http://www.researchexcellence.com/>

<http://www.comscore.com/>

<http://www.fcc.gov>

<http://www.radioink.com>

<http://www.tvweek.com>

<http://www.broadcastingcable.com>

[www.nab.org](http://www.nab.org)

[www.rab.com](http://www.rab.com)

[www.iab.net](http://www.iab.net)

[www.cynopsis.com](http://www.cynopsis.com)

### Course Communications

Please refer to the syllabus or assignment instructions first, as many of your questions will be answered there. When you do have additional questions on course content or assignments, please use the Canvas mail function, or Discussions Forum in Canvas, or email me directly ([acoffey@jou.ufl.edu](mailto:acoffey@jou.ufl.edu)). Please allow 48 hours for a response from me. If you think your question could be helpful for other students, please use the Discussion Forum – ‘General Course Questions’ so that everyone can see your question and my response.

### Instructional Methods

The course content will be delivered via the Canvas e-learning platform, for which you will log on using password protected access: <http://lss.at.ufl.edu>. The course is made up of 12 modules. Other than the final week, there will be one or more lecture videos for you to watch weekly, along with assigned readings, and sometimes online videos or podcasts. Lecture videos will vary in length. Reading materials will be available either through the UF Libraries databases (be sure you have set up your off-campus VPN for remote access), PDFs on Canvas, or web links. This content will be delivered asynchronously, so you can watch and read when it is convenient to you. However, the content will build upon the previous week’s content and discussion, so you will need to be disciplined to keep pace, so as not to be left behind. We will also utilize group discussion (through Canvas forum) for learning.

### Introductory Videos

In addition to the lecture videos for each module, there are two introductory videos which you must view at the beginning of the course, as well as the program orientation course (Audience Analytics Orientation). One is an introduction to the course and to me (your instructor) and the course topic, and the other will cover our syllabus.

One of your first assignments (Module 1) is also a brief (1 min.) introductory video to introduce yourself to the rest of the class and post it on Canvas. It’s a great way for us to get to know one another.

### Expectations

As this is a graduate level program, student work should be a reflection of analytical and critical thought, as well as higher-level writing and academic abilities. Assigned readings are expected to be completed

on time, and it is your responsibility to watch all of the lecture videos. Discussion postings that demonstrate your reading of the material and viewing of lectures will also illustrate your participation level and commitment to the class. Students are expected to comport themselves as they would within any other professional environment. This includes being respectful of others' opinions, including the instructor, using respectful language, and showing one another common courtesy across all platforms of communication. Professional behavior also includes honoring all deadlines and adhering to academic honesty policies. Your success in this class will ultimately be determined by the amount of care and effort that you put into it.

**“Netiquette.”** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the information provided at this link: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Course Policies

**Attendance.** Because this is an online asynchronously delivered course, attendance in the form of roll call will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site. The new course week begins each Monday. (However, you are always welcome to start the videos/readings sooner.)

**Late Work and Makeup Policy.** Deadlines are critical to this class. All work is due on or before the due date. Pre-approved extensions for deadlines will only be permitted for emergencies. Minor inconveniences such as technical issues, family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work. **NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR FULL CREDIT** without prior arrangements that are acceptable to the instructor, unless the lateness is due to an excused absence such as illness or catastrophic emergency that can be documented. This is true for all assignments, discussion boards, papers, case studies, etc. Late penalties are as follows:

Assignments less than one hour late: 20% penalty.

Assignments more than an hour late, but less than 24 hours late: 50% penalty.

Assignments more than 24 hours late: 0 points (no credit, or 100% penalty).

**Issues with uploading work for a grade is not an excuse.** If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date

of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact the UF helpdesk at (352) 392-HELP.

**Emergency and extenuating circumstances policy:** Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/> .

**Students MUST inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Natalie Lee, and she may be reached at [natalielee@jou.ufl.edu](mailto:natalielee@jou.ufl.edu) .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Deadlines.**

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays.

Lecture/Reading Postings: 11pm EST Fridays

Response Postings: 11pm EST Sundays

Other Assignments: 11 PM EST Sundays

Final Reports: 11 PM EST last Saturday (in Module 12)

### Weekly Routine

Each “course week” begins on a Monday. (However, you are always welcome to access each week’s content sooner.) For each module, there will be one or more lecture videos to watch. In addition, there will be assigned readings, which you will be able to access via UF Library databases, web site links, PDFs, etc.

### Grade Distribution

All work is graded on 10-point scale with weighted categories as shown below.

<b>Course Work Item</b>	<b>Percentage</b>
Lecture/Reading Postings (4 total)	13%
Reaction Postings (4 total)	7%
Self-introduction video (Week 1)	0%
Survey assignment	10%
Experiment assignment	5%

Conjoint analysis critique	10%
Ratings assignment	5%
Interview assignment	10%
Focus group assignment	10%
Ethnography assignment	10%
Final Report: Interview Findings	10%
Final Report: Secondary Analysis of Data	10%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 63%	to	60%
E	< 60%	to	0%

*Note: Final grade scores ending with a .5 or higher will be rounded up. For example, a final percentage score of 89.7% will be rounded up to 90%, which is an A-.*

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Assignments

All assignment information will be posted in the 'Assignments' or 'Discussion' tab on our class Canvas site. Also, unless otherwise stated, all assignments should be submitted via the Assignments tab in Canvas. Here is a rundown on each of the assignment types and how they will be evaluated.

#### 1) Discussion Postings

While these will not occur every week, there are four weeks in which you will submit two kinds of Discussion Postings: (1) a Lecture/Reading Posting (LRP) and a (2) Reaction Posting (RP):

- a) Lecture/Reading Posting (LRP): These postings are your synthesis and commentary on the weekly lecture and readings, which will begin by addressing questions posted by the instructor. Unlike a summary, a synthesis should bring together and connect the concepts you encountered within the assigned readings and/or videos, including lecture content. How does all of the material seem to fit together? Do you agree with or take issue with any of the things you read? If so, why? You must answer all questions posed by the instructor,

as well as comment on all of the assigned readings for the week within the LRP. These postings should be between 350-500 words each, and include proper grammar and citations. At the conclusion of your Lecture/Reading posting, include two relevant questions for your classmates to react to (these questions are not included in the 350-500 word total). As examples, these could be new questions that came to you as you read, it could be a question about how some of the concepts fit together, or something that perhaps you took issue with in the readings and would like others' opinions. The Lecture/Reading posting (LRP) must be posted to the Discussion board of our Canvas site by 11:00pm EST Friday night. To start the process, just go to the 'Discussion' tab on the toolbar in Canvas, click it, look for the relevant module, and start your post. For a guide on how your posts will be evaluated, please see the rubric below.

### Lecture/Reading Posting (LRP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No post is written or posts include plagiarized content (all outside content must be in quotations or student will receive a '0')	The post fails to meet the word count requirement. The post does not address all questions posed or offer a thoughtful, well-developed response for the questions that are answered. Not all readings are commented on. Post is not well organized. There are many spelling or	The post fails to meet the word count requirement but does respond to all questions posted (or vice versa). The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There	The post meets the word count requirement and answers all questions posed and comments on all readings. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside	Post is accurate, relevant and well written. The student addresses all questions and readings with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately (Ex. "According to Jones (2013)..."). Post either does not meet requirement for word count or has	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have substance and depth. All readings are commented upon and synthesized. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. "According to Jones (2013)..."). Post meets

grammar errors or outside content is not appropriately cited.	may be several grammatical or spelling errors or outside content is not appropriately cited.	content is not appropriately cited.	spelling/grammatical errors.	requirements for word count and is without grammatical or spelling errors.
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- b) Reaction posting (RP): As alluded to above, your classmates—at the end of their Lecture/Reading Postings (LRP)—will pose two questions that you will have an opportunity to react to on our Canvas Discussion board. Select at least two questions that you would like to react to and provide an answer or opinion. (These could be two questions from the same person, or you may react to a single question from two different people.) This reaction posting must be at least 300 words in length and be posted before Sunday at 11:00pm EST. (So there are 2 days between your colleagues’ original posts and your reaction post.) Monitor your Discussion feed to see who answers your RP. If no one selects your questions, you are not obligated to respond. But if they do, you should respond to them as well. This generates robust class discussion and engagement. (See RP grading rubric below.)

So here’s how a sample week would go when there are postings:

- 1) Wilma posts her LTP (between 350-500 words) on Friday night before 11:00pm EST, and also includes two reaction questions for her classmates.
- 2) Wilma then goes to look for two questions she would like to respond to (posted by Fred and Barney) for her Reaction Post (RP), and provides this by Sun. night at 11pm EST (at least 300 words).
- 3) Wilma continues to monitor her LTP for classmate responses, and if anyone does respond, she responds by the following Wednesday.
- 4) It’s a wrap! (Yabba-dabba-doo.)

#### Reaction Posting (RP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No reaction post is written or reaction posts	Reaction post fails to meet the word count requirement.	The post fails to meet the word count requirement but	The post meets the word count requirement and	Post is thoughtful, relevant, and well written. The student responds to	Post is relevant and well written. The

include plagiarized content (all outside content must be in quotations or student will receive a '0')	The post does not address at least two questions posed by peers or offer a thoughtful, well-developed response. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	does respond to at least two questions posed by peers. The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or outside content is not appropriately cited.	answers at least two questions posed by peers. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	at least 2 peer questions posed with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately (Ex. "According to Jones (2013)..."). Post either does not meet requirement for word count or has spelling/grammatical errors.	student addresses at least two peer questions posed with thoughtful, reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. "According to Jones (2013)..."). Post meets requirements for word count and is without grammatical or spelling errors.
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## 2) Interview Guide and Plan

This assignment is one that you will help you prepare to carry out three in-depth interviews (face-to-face interviews) which will be used for your analysis and final report in Module 12. Following the guidance in lecture and your readings, prepare an interview guide on some consumer/audience topic of interest. (Consider what topic you might need to know more about from consumers that would require the use

of in-person interviews. Perhaps imagine yourself in the role of a brand manager or market researcher.) There are three parts to this assignment deliverable: (1) Interview Logistics/Plan, (2) Interview Guide, and (3) Informed Consent. The interview guide should contain 15 questions (to enable a 45-min. interview when carried out). In addition to this interview guide/protocol, please also prepare a logistics page or interview plan, in which you explain: (1) Topic you are exploring and your objective with these interviews, (2) Who you plan to approach for interview requests and why, and (3) where they would likely be conducted (in person). You should not know (well) the people you approach for interviews. Finally, prepare an informed consent document for your participants in which you explain what your study is about and what their rights are as research subjects. (See example on Canvas.) This assignment can be single-spaced.

### 3) Focus Group Guide

For this assignment, prepare a focus group protocol (introductory script + 15 questions + brief closing script) on a topic of your choice for a hypothetical focus group that you might carry out as a market researcher. Be sure to follow the guidance learned from lecture and readings this week and incorporate these important elements in your guide. This can be single-spaced and will likely be just 1-2 pages. You may refer to a sample focus group guide on Canvas.

### 4) Ethnography Assignment

This week you will be conducting a “guerilla” ethnography. This is a more general, less formal type of ethnography that is also typically shorter in duration. As an existential/open-ended public setting type of ethnography, the goal of this assignment will be to understand the activities, interaction, and “vibe” of a place and the people in it, to better understand its ecology. That being said, you should have an overall research question for this ethnography exercise, and then a few objectives that fall under that. You may wish to consider a retail or service environment (such as a farmer’s market, coffee shop, grocery store, mall, etc.) to have the greatest relevance for this class, but I leave it up to you. For the purposes of this assignment, please plan to spend a minimum of one hour observing at your location, and take field notes (jottings) during this observation time as discussed in lecture. Immediately afterward, plan to spend up to another hour writing up your expanded notes. Set these notes aside for a day, if possible, and then review them. Analyze, reflect upon, and interpret possible meaning based on your notes, and then start outlining your ethnography report (the assignment deliverable).

The ethnography report should be between 4-5 pages, double-spaced. It can be written in the first person, as this is your personal account of the observation. In your report, please include the following: (1) the site (as well as location of the site) where you conducted your ethnography; (2) a sensory description of the place, including the visual look, feel, sounds, etc; (3) activities that took place during your observation; (4) any specific interactions or conversations you overheard (including any memorable quotes) that helped capture the nature of this place and activities taking place there (Could be something surprising, something that

resonated with you, etc.); (5) any meaning you think may be behind what you observed (interactions, activities) based on the analysis of your notes. Any insights that you came away with? New “ahas” about the place or the people/customers who were there? (6) Conclusion, including any next steps you see as worthwhile following this guerilla ethnography.

#### 5) Ratings Analysis

For this assignment, you will be completing a worksheet provided in Canvas. Please answer all questions on that worksheet and then upload it to Assignments.

#### 6) Survey Instrument

Construct a survey instrument (no more than 15 min. long) that would answer 3-4 research question(s), whatever they may be. What are the variables you’d want to make sure are included? How would you measure them? What types of question response structure would best capture this information? Assume that this would be an online survey (you will be building it using the Qualtrics program using your student account). Refer closely to the assigned readings and lecture to help you with survey question construction and questionnaire design. What would such an instrument look like? What variables need to be tested? What are the best ways to get at this information (closed-ended multiple choice, Likert-scale, yes/no)? What types of questions are most likely to produce clear, accurate responses? Would closed-ended or open-ended questions best elicit a certain response? Are your questions “clean?” Or are some unclear, misleading or “double-barreled?” How about question order? Length of survey?

#### What to Turn In:

- 1) Survey instrument (send Qualtrics link to instructor and ensure there is viewable access)
- 2) A one-page (brief) outline of the RQs you are trying to answer in the survey, the independent and dependent variables you are measuring, and identify which survey questions help you to do that (which ones you’d use to perform your analyses). This item should be turned in as a separate Word document. *Note: You will NOT be fielding this survey. This is only an exercise in survey construction.*

#### 7) Experimental Design

For this assignment, you will design your own experiment. As always, start with a research question or a hypothesis (or two). Identify your variables. How would you go about creating an experiment that could test this hypothesis or address your RQ? Referring to readings and lecture from this week, prepare a 1-2 page outline of the experimental design you’d create. Include in your outline: (1) Your RQ or hypothesis(es), (2) relevant variables to be tested, (3) experimental design and (4) a brief explanation on how it would be carried out (stimuli, process, location, N of subjects and their description).

### 8) Conjoint Analysis Critique

In this assignment, you will analyze a study that someone else has conducted using conjoint analysis (see Canvas module for the article you will assess). In your critique, please answer the following questions:

- a) What is the goal of the study? What are the attributes and levels?
- b) What were the results?
- c) How might the results be used for business decisions?
- d) Based on the results in the article, what future studies would you design to learn more about this topic or carry it to the next level, logical step, etc?

For the non-Discussion Posting assignments listed above (numbered 2-8) and for the Final Report assignments below (numbered 9-10), the rubric follows (same rubric applies to all assignments, within their own parameters). However, read all assignment instructions carefully to know how to address the various criteria thoroughly and with excellence.

#### Assignments 2-10 Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No assignment is submitted or includes plagiarized content (all outside content must be in quotations or student will receive a '0')	Assignment fails to meet the length requirement. The assignment does not address the required content elements of the assignment or does not do so completely. Assignment content is not very thoughtful or well-developed. Assignment is not well-organized. There are many spelling or grammar errors or outside content is not appropriately cited.	Assignment fails to meet the length requirement but does address the required content elements of the assignment. The content, however, is not thorough, well presented or well thought out. Content is not well organized. There may be several grammatical or spelling errors or outside content is not appropriately cited.	Assignment meets the length requirement and addresses required content elements, but could be elaborated on or explicated more completely or thoughtfully. The content may be disorganized or not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Assignment either does not meet length requirement or has spelling/grammatical errors.	Assignment is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)..."). Assignment meets length requirements and is without grammatical or spelling errors.

### 9) Final Report: Interview Findings

This assignment will build upon the in-depth interview assignment—and interviews—that you conducted during this term. For this final report, you will analyze and report the findings from this

interview project in a written report. You prepared the interview guide earlier in the term, then used that guide to each conduct (and audio record) 3 in-depth interviews of people on your topic, with the goal of answering your research question(s). This deliverable should be a professional report that you might prepare for your manager or your research team (as the intended audience). Length should be between 4-6 pages (double spaced). Sections should include: Introduction (objective and research questions), Method, Findings, and Conclusion. Please also include your typed transcripts as Appendices in your submitted assignment. (You will have done this much earlier, as you need the transcripts for the analysis phase.) Topics and interviewee type must be approved in advance by the instructor.

#### 10) Final Report: Secondary Analysis of Data

This assignment will be the end result of analyses you will have performed on the ANES 2016 data set, introduced in Module 7. You will have submitted your intended research questions to the professor during that week, after studying the data set and possible variables for testing. After you receive approval for your planned tests and variables, you can conduct the analyses (in SPSS). The final deliverable here will be a report in which you present the results of your analyses, which address your research questions and/or hypotheses. You are required to conduct two different multivariate analyses (minimum, but more is fine). The final deliverable is a brief report containing the following sections: Introduction (objective and research questions/hypotheses being tested), Method (variables and multivariate tests used and why, as well as the *N* of subjects for each analysis), Findings (address each RQ and hypothesis whether it was supported or not).

#### **University Policies**

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC can be contacted by phone at 352-392-8565.

University Counseling Services and Mental Health Services: Sometimes, happenings outside of the classroom can affect our performances within it, including virtual ones. Please do not hesitate to take advantages of university resources in this area, for whatever reason. If it is affecting you, it is important to get the support you need, which includes some online services:

UF Counseling and Wellness Center: Ph. 352-392-1575  
<http://www.counseling.ufl.edu/cwc/Counseling-Services.aspx>

**Class Demeanor:**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to participate in class and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

**Getting Help:**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources  
<http://www.counseling.ufl.edu/cwc/Default.aspx>  
352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

**Course Evaluation:**

Students in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students

can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

### **University Policy on Academic Misconduct:**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. 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 academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

### **ACADEMIC HONESTY**

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for

one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct  
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

### Course Schedule\*

Text abbreviations used:

WD = Wimmer & Dominick

MV = Mertler & Vannatta (available as e-book via UF Libraries)

### **Week of January 7**

Module 1: Introduction to Audience and Consumer Research; Industry Research vs. Academic Research; Growth of the Industry; Current Demands and Trends; Ethics in Research

### **Learning Objectives**

- Compare and contrast private sector (industry) and public sector (academic) research, as well as primary and secondary research
- Identify the differences between quantitative and qualitative research methods, as well as the strengths and weaknesses of each
- Review basic statistical principles
- Articulate ethical practices in audience and media research

### **Watch**

Module 1 Lecture: Introduction to Audience and Consumer Research

Other videos as noted in Canvas

**Read**

See reading list in Canvas

**Assignments**

Lecture/Reading Posting, due by Fri. @ 11pm EST

Personal intro video, due by Sat. @ 11pm EST

Response Postings, due by Sun. @ 11pm EST

*Record and upload (to Discussion) a video of 1 min. or less to introduce yourself to your peers, share what research experience, if any, you've had either in the workplace or academically, and what you hope to learn in this course.*

**Week of January 14**

Module 2: Sampling; Developing Hypotheses and Research Questions

**Learning Objectives**

- Identify the various types of samples, as well as the strengths, weaknesses, and conditions for using each
- Evaluate the quality of a formal hypotheses and research questions and be able develop both

**Watch**

Module 2 Lecture Video: Sampling

Other videos as noted in Canvas

**Read**

See reading list in Canvas

**Assignments**

Lecture/Reading Posting, due by Fri. @ 11pm EST

Response Postings, due by Sun. @ 11pm EST

**Week of January 21**

Module 3: Introduction to Qualitative Methods; Interview Method

### **Learning Objectives**

- Articulate the strengths and weaknesses of qualitative methods;
- Identify the proper contexts for using various qualitative methods;
- Prepare an in-depth interview guide and properly carry out interviews

### **Watch**

Module 3 Lecture

Other videos as noted in Canvas

### **Read**

See reading list in Canvas

### **Assignments**

Interview assignment (guide and plan), due by Sun. @ 11pm EST

### **Week of January 28**

Module 4: Focus Groups

### **Learning Objectives**

- Articulate the strengths and weaknesses of focus groups;
- Identify best practices when preparing for and carrying out focus groups;
- Prepare a proper focus group guide

### **Watch**

Module 4 Lecture(s)

Other videos as noted in Canvas

### **Read**

See reading list in Canvas

### **Assignments**

Focus-group guide, due by Sun. @ 11pm EST

**Week of February 4**

Module 5: Observation/Ethnography

**Learning Objectives**

- Articulate the strengths and weaknesses of ethnography;
- Identify best practices when preparing for and carrying out ethnography or participant observation;
- Conduct an ethnography/observation

**Watch**

Module 5 Lecture

Other videos as noted in Canvas

**Read**

See reading list in Canvas

**Assignments**

Ethnography assignment, due by Sun. @ 11pm EST

**Week of February 11**

Module 6: Text Analysis and Social Network Analysis

**Learning Objectives**

- Articulate the strengths and weaknesses of text analysis and social network analysis
- Identify best practices when using this method

**Watch**

Module 6 Lecture(s)

Other videos as noted in Canvas

**Read**

See reading list in Canvas

## Assignments

Reading/Lecture Posting, due by Fri. @ 11pm EST

Response Postings, due by Sun. @ 11pm EST

## Week of February 18

Module 7: Secondary Analysis of Data

### Learning Objectives

- Articulate the strengths and weaknesses of analysis of secondary data;
- Be familiar with some of the more common sources of data for secondary analysis
- Properly conduct a secondary analysis of data

### Watch

Module 7 Lecture Video(s)

Other videos as noted in Canvas

### Read

See reading list in Canvas

### Assignments

Ratings analysis assignment, due by Sun. @ 11pm EST

Explore ANES data set, available variables (see questionnaire, codebook) and send Dr. Coffey your two planned multivariate analyses and related research questions or hypotheses by Sun @ 11pm EST. (See MV Ch. 2 for guidance on which statistical analyses might be appropriate to address your RQs/hypotheses.) Required office hours to discuss your analysis and planned procedures.

## Week of February 25

Module 8: Surveys

### Learning Objectives

- Articulate the strengths and weaknesses of the survey method;
- Construct a proper survey instrument using best practices;

-Avoid common pitfalls when writing survey questions

### Watch

Module 8 Lecture Video

### Read

See reading list in Canvas

### Assignments

Survey assignment, due by Sun. @ 11pm EST

## Week of March 4

Module 9: Experiments

### Learning Objectives

-Identify the strengths and weaknesses of the experimental method

-Construct a proper experimental design

### Watch

Module 9 Lecture

### Read

See readings as listed in Canvas

### Assignments

Experimental design (with related RQs or hypotheses), due by Sun. @ 11pm EST

## Week of March 11

Module 10: Conjoint Analysis

### Learning Objectives

-Articulate the strengths and weaknesses of conjoint analysis

-Evaluate a proper conjoint design

**Watch**

Module 10 Lecture

**Read**

See readings as listed in Canvas

**Assignments**

Conjoint analysis critique, due by Sun. @ 11pm EST

**Week of March 18**

Module 11: Case Studies; Longitudinal Research; Biometric Research Methods

**Learning Objectives**

-Articulate the strengths and weaknesses of cases studies, longitudinal research, and biometrics research

-Evaluate a case study design and identifying proper design for a research problem

**Watch**

Module 11 Lecture(s)

Other videos as noted in Canvas

**Read**

Readings as listed in Canvas

**Assignment**

Lecture/Reading Posting, due by Fri. @ 11pm EST

Response Postings, due by Sun. @ 11pm EST

**Week of March 25**

Module 12: Final Reports

**Assignments**

Interview Analysis Report, due by Sat. @ 11pm EST (Mar. 30).

Secondary Data Analysis and Report, due by Sat. @ 11pm EST (Mar. 30).

\*Course schedule or elements are subject to change.