

ADPR 3130
ADVERTISING RESEARCH

Fall Semester 2009
Tuesday and Thursday, 3:30 p.m. - 4:45 p.m.
Room 268, Miller Learning Center

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Wednesdays & by appointment

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Course Objectives. This course is designed to introduce you to sound and effective social science research methods that are commonly used to: identify problems and issues of concern; guide strategic planning, message development, and overall business planning; and evaluate plans and programs in advertising and marketing communications.

The course will provide an overview of several types of research-- including secondary analysis and use of online databases; qualitative focus groups and depth interviews; and quantitative approaches to textual analysis, experiments, and surveys. In our review of these methods, we will discuss topics such as the role and importance of research in advertising and marketing communications; the ethics and politics of communication research; formulating appropriate research questions and developing hypotheses; selecting an appropriate methodology; implementing a study; interpreting and reporting findings. In addition, you will get “hands on” experience working on a team research project. The details of this project will be explained to you at an appropriate time early in the semester. Readings and assignments are designed to help you understand research, conduct several types of studies, and critically evaluate research conducted by others.

Required Textbook.

Baxter, Leslie A. and Earl Babbie (2004), The Basics of Communication Research, Belmont CA: Thomson-Wadsworth.

Supplementary materials will be distributed to you in the form of handouts and take-home assignments. All text materials listed in the syllabus, lecture/discussion content, handouts, and outside assignments are bases for testing your acquisition of knowledge in this course.

Grading.

Your grade will be based in part on scores from two in-class examinations. A comprehensive optional final exam will be administered at the scheduled time. You may choose to take this exam if you wish it to substitute for a (lower) grade you made on one of the other two examinations. Choosing to take the optional final exam does not risk lowering your overall grade, but may raise it. In addition to in-class tests, grades will be based on oral and written project reports developed by your research planning team. Finally, a portion of your total grade will be determined by the quality and quantity of your class participation (class assignments,

your contribution to class discussions and your attendance) as well as peer evaluations by your team members. Components of your total grade will be weighted as follows:

First Examination.....	25%
Second Examination.....	25%
Written Team Report.....	25%
Oral Team Report.....	10%
Participation.....	15%*
Optional Final Examination.....	25%**

*Participation consists of three components: Quality of Participation (class discussion, assignments)=5%; Quantity of Participation (attendance)=5%; Team Peer Evaluation=5%.

**Score on the optional final examination may be used to replace (substitute for) a lower test score.

It will be administered on Tuesday, December 15, 2009, between 3:30-6:30 pm (UGA schedule).

The syllabus is a general plan for the course, and subject to possible change both in terms of grading criteria and the class discussion schedule. If there are such changes, they will be announced to the class in advance.

Academic Integrity.

All academic work must meet the standards contained in “A Culture of Honesty.” You are responsible to inform yourself about those standards before performing academic work. Students who violate the University of Georgia’s academic honesty policy are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Cheating on exams or class assignments will not be tolerated. Exams are to reflect your work and your work only. They are to be taken without the assistance or use of notes, textbooks, or outside materials.

Brief Overview of Team Research Project. The research project for this course will be an investigation of the salient attributes (benefits and problems) that consumers perceive when they use ERD’s (Electronic Reading Devices) such as Amazon’s Kindle DX. This product is currently marketed as a delivery system for books, magazines and newspapers. Because the Atlanta Journal- Constitution (AJC) has recently stopped in-home delivery in the Athens area, electronic delivery of this newspaper has become a very relevant and important topic in this locality. Thus, the underlying goals of this project are: (1) to identify (through focus-group and in-depth interviews) factors respondents deem important in reading ERD’s print form and on-line newspapers, including judgment criteria, attributes, and patterns of use; and (2) to use findings from this qualitative research to design a quantitative on-line survey that will be administered to a more general sample.

The class will participate primarily in the qualitative phase of the broader study. All respondents in every phase of the study will be given the ERD for a trial period, prior to evaluating the product and how it compares to other forms of newspaper reading. Ultimately, the results of the comprehensive study will be applied to the development of advertising and marketing

communications strategies.

Class Schedule. In the schedule on the next page, the text is referenced as **B&B** (Baxter and Babbie). Chapter number and/or page ranges are indicated for each topical area.

DATES:

TOPICS AND ASSIGNMENTS

August 18, 20, 25, 27

Introduction. Nature of Human Inquiry. The Research Process. The Account Planning Perspective.

B&B, Chapters 1, 2.

September 1, 3, 8

Research Paradigms. The Role of Theory. Ethical Principles in Advertising/Public Relations Research. Secondary Research and Secondary Analysis.

B&B, Chapters 3, 4, 5. Homework Assignment

September 10, 15, 17, 22

Introduction to the Team Project Assignment. Assignment to Research Planning Teams. Conceptualization, Operationalization, Measurement.

B&B, Chapter 6, Chapter 8 (pp. 166-187).

**September 24, 29,
October 1, 6**

**Qualitative Research Methods.
First In-Class Examination (October 6).**

B&B, Chapters 14, 16

October 8, 13, 15

Introduction to Descriptive Methods: Observation, Physiological, Quantitative Textual Analysis.

B&B, Chapter 10.

October 20, 22, 27

Descriptive Methods: The Logic of Sampling and Surveys.

B&B, Chapters 7, 8 (pp. 187-203). Homework Assignment.

**October 29,
November 3, 5, 10, 12**

**Causal Methods: Experiments and Quasi-Experiments.
Quantitative Data Analysis and Inferential Statistics.
FALL BREAK: October 30**

B&B, Chapters 9, 11, 12, Homework Assignment

November 17, 19

Second In-Class Examination (November 17).

Discussion of Second Test. Team Meetings.

THANKSGIVING HOLIDAY: November 23-27.

December 1, 3, 15

Team Project Presentations, Dec. 1, 3.

Team Project Reports Due, Due date to be determined.

Optional Final Examination, Tuesday, Dec. 15, 3:30-6:30 pm.