PR 4380: APPLIED PUBLIC RELATIONS RESEARCH
Spring 2021

Instructor
Trent Seltzer, Ph.D.
Associate Professor, Public Relations
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806.834.3803
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Office Hours
1:30-3:00 (Online)

Class Meetings
TR, 9:30-10:50 (Online/Synchronous)

CATALOG DESCRIPTION

PR 4380—Applied Public Relations Research (3 Credit Hours). Prerequisites: Junior standing, C or better in MATH 2300 or MATH 2345 and PR 3311. In-depth examination of the applied research function in public relations. Designing, implementing, analyzing, interpreting, and applying research to address real-world problems; evaluating program effectiveness.

COURSE DESCRIPTION

This course will introduce students to applied research methods, analysis, and presentation within public relations contexts. Students will learn to: (a) understand the structure of research studies; (c) pose appropriate research questions and hypotheses; (d) design research studies that can answer their research questions; (e) develop a familiarity with various approaches to data collection and measurement; and (f) practice data analysis techniques. After completing this course, students will be able to interpret and conduct media and communication research.

READINGS

Required Textbook


Additional Readings

Additional required readings will be posted on Blackboard each week. These readings may be journal articles, news items, trade publications, or links to online resources, examples, and tutorials.
COURSE Q&A

This might be your first time taking a methods course, taking an upper-level course, or taking a course with me. I strongly encourage you to post general questions about how the course works on our course Q&A discussion forum—a link is available on Blackboard labeled “Course Q&A.” If you have a question, other students probably have the same question. Please, do not be shy about asking questions about course expectations, due dates, assignment guidelines, etc. on this forum. Note that this forum is not private—everyone can see every post.

LEARNING OUTCOMES & ASSESSMENT

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to compare and contrast <em>quantitative</em> research methodologies for use in applied public relations research and decide which is the most appropriate methodology. These methodologies include, but are not limited to, survey, content analysis, and media analysis.</td>
<td>Exams and applied research project assignments</td>
</tr>
<tr>
<td>Students will be able to compare and contrast <em>qualitative</em> research methodologies for use in applied public relations research and decide which is the most appropriate methodology. These methodologies include, but are not limited to, case study, focus group, in-depth interview, and participant observation.</td>
<td>Exams and applied research project assignments</td>
</tr>
<tr>
<td>Students will be able to identify appropriate systems of data analysis.</td>
<td>Exams and applied research project assignments</td>
</tr>
<tr>
<td>Students will conduct public relations data collection and identify problems and solutions.</td>
<td>Applied research project assignments</td>
</tr>
<tr>
<td>Students will give examples of how research is applied in a variety of professional public relations contexts.</td>
<td>Exams and applied research project assignments</td>
</tr>
</tbody>
</table>

TECHNOLOGY SUPPORT

Blackboard includes a “Blackboard Help” link that directs you to resources regarding how to use and troubleshoot problems on Blackboard. If you cannot solve the technical problem yourself with help from the resources provided, then all technically-oriented Blackboard questions can be directed to IT Help Central at (806) 742-HELP or ithelpcentral@ttu.edu.

You will also need set up a Qualtrics account—directions are on Blackboard. If you run into problems, contact Kristina McCravey (kristina.mccravey@ttu.edu) in the Center for Communication Research (CCR). Ms. McCravey will also be your point for contact for booking labs or checking out other CCR resources.

You can check out recording equipment and other technology from college IT in room 373.
COURSE EVALUATION

Assignments

<table>
<thead>
<tr>
<th>Individual Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>250</td>
</tr>
<tr>
<td>Sona Research Participation</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>200</td>
</tr>
<tr>
<td>Individual Data Collection</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Assignments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Research Project: Response to RFP</td>
<td>100</td>
</tr>
<tr>
<td>Applied Research Project: Written Report</td>
<td>300</td>
</tr>
<tr>
<td>Applied Research Project: Client Presentation</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Possible Points | 1,200

Grading Scale

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,080-1,200</td>
<td>A</td>
<td>Excellent. Exceeds expectations; professional quality or near professional quality work.</td>
</tr>
<tr>
<td>960-1,079</td>
<td>B</td>
<td>Good. Goes beyond minimum expectations, but not professional quality work; room for improvement to go from good to great.</td>
</tr>
<tr>
<td>840-959</td>
<td>C</td>
<td>Average. Meets or slightly exceeds minimum expectations for 4000-level core course; significant room for improvement.</td>
</tr>
<tr>
<td>720-839</td>
<td>D</td>
<td>Below Average. Does not meet minimum expectations for 4000-level core course.</td>
</tr>
<tr>
<td>0-719</td>
<td>F</td>
<td>Poor. Well below minimum expectations for 4000-level core course.</td>
</tr>
</tbody>
</table>

Grading Policies

No extra credit is available except for those detailed under “Extra Credit Opportunities” in this syllabus.

Grades are not rounded up for individual assignments nor for final grades.

Grades are not curved.

Discussing Grades

You and your teammates are encouraged to wait a minimum of 24 hours after you receive a graded assignment before contacting me to discuss the grade. Use that time to review my comments on the graded assignment so we can have a productive discussion.

All discussions regarding grades are conducted in person in my office or via video chat. I do not discuss individual or team grades during class time, including during in-class research team meetings.
Expectations for Written Work

Your writing will be evaluated based on content, clarity, grammar, spelling, punctuation, syntax, and by how effectively written assignments address the client’s needs and reflect an understanding of applied research methods.

Spelling counts. So does grammar, punctuation, and professional presentation techniques. Any graded assignment (group or individual) will lose points for spelling, citation, and other errors. I will also count off for fact errors.

Unless otherwise noted, use 12-pt. type and 1” margins for all assignments.

Use APA or another accepted citation style for references and in-text source attribution.

It is possible to turn in an assignment that would have initially earned an A, but receives a failing grade due to poor spelling, etc. In short, please proofread your work before submitting it.

Late Assignments

This is a business where deadlines count. You cannot make excuses to your boss or client if your work is late. Therefore, any assignment turned in past the deadline will receive a grade of 0/F. If it is a group assignment, the entire group will receive a 0/F.

If hardcopy submission is requested, submit clean, bound hardcopies that follow the assignment guidelines.

If the deliverable is submitted in an unprofessional format, I will return it to you or your group, and you will receive a zero for the assignment.

Academic Integrity

Any evidence of plagiarism, cheating, falsification of data, or other academic integrity violations will result in an F for the assignment and potentially the course. It will also lead to disciplinary action at the college and university level.

Student research teams need to produce all project work on their own. Teams may not solicit outside assistance of any kind from other students, instructors, personal and/or professional contacts, etc. unless approved in advance by the instructor.

Peer & Team Evaluation

Your participation in your research team’s effort will be monitored through peer evaluation. Be aware that investing comparable time and quality effort in project development and implementation will affect your team’s performance and your individual grade.

The members of a team may receive a different grade for each group assignment depending on the quality of their contribution to the team effort. For example, your team receives a B on a group assignment, but the peer evaluations indicate that you contributed little or nothing to the effort. In this case, you would receive substantially lower than a B—as low as an F if warranted.

I will request peer evaluations periodically during the semester. All evaluations are completed online via Qualtrics. I will use this information along with my own observations/assessment and follow up
questioning of team members (if necessary) to adjust individual grades—up or down—on each assignment to reflect each team member’s contributions (or lack thereof).

Due to the importance of the peer evaluations, it is your responsibility to honestly evaluate your teammates in a professional, timely manner.

There are mechanisms in place to monitor your individual contributions to the overall effort of the research team and to hold you and your colleagues accountable. You will receive credit if you participate and perform at a high level; you will fail the course if you attempt to ride the coattails of your teammates.

In extreme circumstances you may be “fired” (i.e., removed) from the research team if the other members petition me and I approve. In this case, you will have to complete the remainder of the research project on your own. You will be responsible for producing any remaining project assignments, producing your copy of the research report, and presenting to the client on your own.

**TL;DR**

Although your team may produce an outstanding research project, a lack of individual effort and/or failure to demonstrate mastery of public relations concepts from the course and degree program may result in you receiving a D or an F in PR 4412. This would require you to retake the course and delay your graduation.

**EMAIL & PHONE POLICY**

I encourage you to call or email me with any questions or concerns you have during the semester. I will do my best to answer every call or email within 24 hours (within 48 hours during weekends and holidays).

When using email, please use proper style and grammar and maintain a level of decorum appropriate for a professional setting. This includes any communication you have with our class client.

You need to regularly monitor your TTU email account and Blackboard for announcements from me.

**ATTENDANCE**

I expect you to take responsibility for your own education and be an active participant in the educational process. You should attend every class, arrive on time, stay for the entire class, and participate in class discussions, activities, and projects. You are responsible for all material covered in class, including readings, class discussions, and any other material introduced by me, guest speakers, or other students during presentations. Students missing class should get copies of class notes from another student.

There are no excused absences, except for religious holidays and for officially approved TTU trips greater than 40 miles from campus—missing class for these activities requires advanced written notification. Weddings, vacations, job interviews, work commitments, other courses, etc. do not qualify as excused absences or reasons for extending deadlines. Please ask your employer, family, professor, potential employer, etc. to respect and accommodate your class schedule.
You will receive a 0/F for participation for any day that you are absent and will receive a 0/F on any assignments that were due that day. There will be no opportunity to make-up missed assignments or in-class activities.

If you miss an excessive amount of class—for any reason—you may be advised to drop the course or referred to the Associate Dean for Undergraduate Affairs. As this course only meets twice a week, I would consider missing four or more classes to be excessive.

**TL;DR** You can fail the course if you do not attend class or show up to research team meetings, even if you do well on your assignments and the exam.

**STUDENT CONDUCT**

Please act respectfully toward me and the other students in the class so we can engage in healthy, constructive discussion and debate. I reserve the right to remove you from the class should it become necessary to maintain a civil and professional classroom environment.

You are expected to be honorable and to observe standards of conduct appropriate to a community of scholars and professionals. Please respect everyone’s point of view, even if it is contrary to your own. You do not have to agree with everyone, but you do have to be respectful and willing to listen. If necessary, I will reduce your class participation grade to provide the appropriate motivation to comply with the policies regarding professional conduct.

**Department of Public Relations Official Statement Regarding Professionalism**

Public relations majors will enter a world of professionals. This is a world where deadlines, standards, results, and conduct matter. To prepare students for this transition, all public relations majors are expected to adhere to the highest levels of professionalism while enrolled in our program. This includes:

- Demonstrating courtesy toward and respect for their instructors, peers, clients, client stakeholders, media professionals, communities, and classroom guests
- Ensuring that they are aware of, understand, and follow all classroom policies, both those stated in the instructor’s syllabus and those presented verbally in class
- Acknowledging that instructors have a responsibility to be fair and to maintain the integrity of the learning process; this means that instructors are unable to make exceptions to policies (attendance, grading, etc.) for individual students
- Wearing appropriate professional attire when meeting with clients and other community stakeholders as part of class projects or student organization events
- Refraining from the use of the mobile devices for non-class related activities or engaging in side talk unrelated to class discussion during class time
Expectations for Student Participation in Online Synchronous Courses

This course is designated as an online synchronous course. That means that we will meet in real time at a regularly scheduled class time via a video conferencing tool (e.g., Collaborate, Zoom, Teams, etc.).

To ensure that you are fully engaged in class discussions and account team meetings during class time, you are expected to do the following:

1. Maintain the same level of civility and professionalism that would be expected in a face-to-face classroom setting.

2. Attend all classes regularly.

3. Log into the video conference on time and remain logged in for the duration of the class period.

4. Activate your camera so that you are visible to the instructor and other students in the class. If you have concerns about leaving your camera on (such as childcare obligations, privacy issues, or a particular circumstance during a class period), please talk to the instructor.

5. Refrain from engaging in non-class related activities during class time that create a distraction for other students in the class and/or limit your ability to engage in the course.

Failure to meet these expectations may result in the following consequences:

1. Being counted as absent for the class meeting.

2. Not receiving credit for class participation for that class period.

3. Other consequences as stipulated in the syllabus, Texas Tech Code of Student Conduct, or other university policy.

Repeated failure to meet expectations (e.g., attendance, participation in class, etc.), in addition to the above consequences, may result in the one or more of the following consequences:

1. Referral to the appropriate Associate Dean.

2. Academic penalty, ranging from a warning to failure of the course.

Online Classroom Decorum

Texas Tech University is a community of faculty, students, and staff sharing an expectation of cooperation, professionalism, respect, and civility in all forms of university communication and business. This expectation applies to all interactions in a classroom setting where an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered.

As we consider ways in which we maintain a productive and cooperative online environment, many of the same standards from a face-to-face instruction transfer to the online setting. In this way, at
the instructor’s discretion, disruptive behavior may result in disciplinary referrals pursuant to the Texas Tech University Code of Student Conduct. Students are expected to maintain online behaviors that are conducive to learning.

Examples of behavior that may be considered disruptive include:
- Disrupting the flow of a class session(s) by making off-topic comments.
- Enabling or participating in online classroom hijacking (“Zoombombing”) by participating in online classroom streams without being enrolled in the course or by sharing streaming classroom links with parties not enrolled in the course.
- Spamming, hacking, or using TTU or Blackboard platforms for commercial purposes.
- Cyberbullying or online harassment.
- Habitually interfering with or stopping instructional delivery

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offence and renders the offenders liable to serious consequences, possibly suspension. “Scholastic Dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. See OP 34.12 for more information.

ADA Statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806.742.2405. Please reference OP 34.22 for additional information.

Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent for the observance of a religious holy day shall be allowed to take an exam or complete an assignment scheduled for that day within a reasonable time after the absence. Please reference OP 34.19 for additional information.

Civility in the Classroom

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university:
Title IX Statement

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus, including:

- TTU Student Counseling Center, 806-742-3674, https://www.depts.ttu.edu/scc/
- TTU Student Counseling Center 24-hour Helpline, 806-742-5555 (assists students who are experiencing a mental health or interpersonal violence crisis)
- Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence)
- The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, rise.ttu.edu (provides a range of support options focused on prevention education and student wellness)
- Texas Tech Police Department, 806-742-3931, http://www.depts.ttu.edu/ttpd/ (to report criminal activity that occurs on or near Texas Tech campus)

Office of LGBTQIA

Resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433. Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

Potential for Course Modality Change

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will likely need a webcam and microphone and will be advised of additional technical and/or equipment requirements, including remote proctoring software.

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.
1. If you are ill and think the symptoms might be COVID-19-related:
   a. Call Student Health Services at 806.743.2848 or your health care provider.
   b. Self-report as soon as possible using the ttucovid19.ttu.edu management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
   c. If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification to your instructors.
   d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.

2. If you are ill and can attribute your symptoms to something other than COVID-19:
   a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
   b. During the health provider visit, request a “return to school” note;
   c. E-mail the instructor a picture of that note;
   d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

DISCLAIMER

I reserve the right to make changes to the syllabus, schedule, assignments, etc. as needed to achieve the learning outcomes and objectives for the course.

ASSIGNMENTS

Class Participation

You are expected to engage in class discussions, participate in team meetings, participate in class activities, and contribute meaningfully to group assignments. Adequate class participation includes coming prepared to class discussions, asking meaningful questions, answering questions thoughtfully, responding thoughtfully to other students’ questions and comments, initiating relevant lines of discussion, and active participation and engagement in all facets of the course.

I will assign you a final participation grade using the following rubric:
<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>225—250</td>
<td>You attended class and constructively participated in discussion, class activities, and/or team meetings with instructor. You were attentive, engaged in the course, and not disruptive.</td>
</tr>
<tr>
<td>175—226</td>
<td>You attended class, but did not adequately contribute to discussion, in-class activities, and/or team meetings. You may have been inattentive or distracting me or your colleagues due to inappropriate technology use, engaging in side-talk, etc.</td>
</tr>
<tr>
<td>0-174</td>
<td>You routinely (a) missed class, (b) attended class but were not engaged (e.g., sleeping, talking to friends, texting or using mobile devices, reading DT, etc.), or (c) were a disruptive influence due to your attitude and behavior (e.g., arguing with me or your colleagues; exhibiting loud, abusive behavior; engaging in threatening behavior; etc.).</td>
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</tbody>
</table>

**Sona Participation**

You are required to participate in approved research projects within the College of Media & Communication Student Participant Pool (aka, “Sona”). You must complete at least one hour of study participation (i.e., 1 “study credit”).

Research opportunities may take the form of online studies, which you may complete anywhere, or lab-based studies that take place in designated research settings. Researchers conducting lab-based studies are requiring that all participants wear face masks. In addition, they are following strict sanitization procedures to help provide a clean and safe research environment.

To sign up for available studies, please go to http://ttucomc.sona-systems.com. For questions on how to create accounts, sign up for studies, and manage your studies, please go to https://www.depts.ttu.edu/comc/research/ccr/participation.php

All research credits must be earned and assigned to your chosen course by 5 pm on the last day of classes, Tuesday, May 4. Credits earned and/or assigned to a class after that date will not be incorporated into your grade.

Questions about study participation or earning credits may be directed to Ms. Kristina McCravey (kristina.mccravey@ttu.edu), Center for Communication Research Lab Manager, or to Dr. Glenn Cummins (glenn.cummins@ttu.edu), director of the Center for Communication Research.

**Mid-Term Exam**

The mid-term exam will cover everything (discussion, lecture, readings, etc.) through Mar. 4. The exam features short-answer and essay questions. The questions will require you to apply concepts from class to real-world scenarios.

**Individual Data Collection**

As part of completing your team project, you will be responsible for collecting original data on your own. This will include using a mix of qualitative and quantitative methods (e.g., interviews and surveys); exact methods will be determined in part by the nature of the client project and your team’s response to the client RFP. In addition to collecting data, you will be required to document your experience collecting data in the field.
**Applied Research Project**

During the semester, you will work in teams to plan, implement, and present an applied research project for a client. The project is divided into several stages—we will discuss each stage in greater detail throughout the semester.

1. **Response to RFP.** Each team will prepare a response to a request for proposal (RFP) from a client organization. This will require you to propose an applied research project to address a client problem or opportunity. The response to RFP will include the project goals, research questions, and the proposed method that you will use to gather both qualitative and quantitative data to better understand the issue, test potential messages and media, determine/describe target publics, etc. The Method section will include a description of the methods you will use, sampling procedures, variables to be measured, instruments, and your proposed data analysis strategy. Once approved, your team will carry out the project.

2. **Written Report.** Based on your findings and interpretation, you will develop a research report that answers the initial research questions driving the project and that responds to the client’s problem/opportunity. The final report will include revisions of elements from the RFP response, findings, insights, and research-based recommendations to the client.

3. **Client Presentation.** Each group will present its final project to the client. Presentations will be approximately 10-20 minutes followed by client Q & A.

**EXTRA CREDIT OPPORTUNITIES**

**PRSSA Meeting Attendance**

Attendance at the first TTU PRSSA Meeting earns you 10 points extra credit. Please be advised that meetings beyond the initial meeting are for members only. Additional information is available on Blackboard.

**PR Showdown Participation**

The 2021 Virtual PR Showdown is tentatively scheduled for Saturday, Feb. 27. For this class, if you participate in all the activities until the end of the competition you will earn 20 points extra credit. Additional information is available on Blackboard.

**Additional Sona Credits**

Once you have satisfied the required 1 hour of research participation, you may complete additional studies for extra credit. Each additional hour (i.e., 1 credit) of research participation will earn you 10 points extra credit, up to a maximum of 20. See the guidelines above regarding research participation including the deadline for earning and assigning study credits.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Agenda</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 21</td>
<td>Introduction &amp; Orientation</td>
<td>Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 26 &amp; Jan. 28</td>
<td>Basics of applied public relations research; RFPs</td>
<td>Chapters 1, 2, &amp; 3; Bb&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 2 &amp; 4</td>
<td>Variables; measurement</td>
<td>Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 9 &amp; 11</td>
<td>Sampling</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 16 &amp; Feb. 18</td>
<td>Interviews, focus groups &amp; field observation</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 23 &amp; 25</td>
<td>Surveys; questionnaires</td>
<td>Chapters 10 &amp; 7; Bb</td>
</tr>
<tr>
<td></td>
<td>Fri., Feb. 26</td>
<td>Response to RFP due</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar. 2</td>
<td>Content analysis</td>
<td>Chapter 11; Bb</td>
</tr>
<tr>
<td></td>
<td>Mar. 4</td>
<td>Experiments; A/B message testing</td>
<td>Chapter 9; Bb</td>
</tr>
<tr>
<td>8</td>
<td>Mon., Mar. 8</td>
<td>Mid-Term Exam due</td>
<td></td>
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<tr>
<td></td>
<td>Mar. 9</td>
<td>Qualtrics</td>
<td>Bb</td>
</tr>
<tr>
<td></td>
<td>Mar. 11</td>
<td>Ethics; human subjects</td>
<td>Chapter 4; Bb</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 16</td>
<td>Field work; data collection</td>
<td>Bb</td>
</tr>
<tr>
<td></td>
<td>Mar. 18</td>
<td>Qualitative data analysis</td>
<td>Chapter 13; Bb</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 23 &amp; Mar. 25</td>
<td>Quantitative data analysis</td>
<td>Chapters 14, 15, &amp; 16; Bb</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 30 &amp; Apr. 1</td>
<td>Data visualization &amp; developing insights</td>
<td>Bb</td>
</tr>
<tr>
<td>12</td>
<td>Mon., Apr. 5</td>
<td>Individual Data Collection due</td>
<td></td>
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<tr>
<td></td>
<td>Apr. 6 &amp; Apr. 8</td>
<td>Case studies; communicating research</td>
<td>Bb</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 13 &amp; 15</td>
<td>Work on applied research projects</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr. 20 &amp; Apr. 22</td>
<td>Work on applied research projects</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr. 27 &amp; Apr. 29</td>
<td>Hold for Client Presentations</td>
<td></td>
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<tr>
<td>16</td>
<td>Tues. May 4</td>
<td>Work on final reports; last day to earn research participation credit</td>
<td></td>
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<td></td>
<td>Thurs., May 6</td>
<td>Exam Period: Hold for Client Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Fri., May 7</td>
<td>Written Report due</td>
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<sup>1</sup> This is a tentative guide for the semester. Dates and topics are subject to change. Check your official TTU e-mail and Blackboard for updates and announcements. All weekly supplemental readings are posted to Blackboard.

<sup>2</sup> Bb = Additional assigned readings available on Blackboard.