Online Course Syllabus
JMC 3115:0001:0EXW – Audience Engagement: Marketing Research
Summer 2016

Course Instructor
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Course Site
To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password. http://icon.uiowa.edu/index.shtml

DEO: Prof. David Ryfe
E-mail: david-ryfe@uiowa.edu
Phone: 319-384-3383

Required Textbook:
ISBN-10: 1452217351

The textbook is available for purchase in used copy or as e-book, from Iowa Book (319-337-4188).

It is also available for purchase new, used, electronic, or for renting a copy, at amazon.com. Some other sites online may also offer renting options.

Please note that a more recent edition of this text will be issued by the publisher shortly. Do not confuse this second edition with the new one. We will use the second edition, as listed above.

Instructor Introduction:
Greetings and welcome to the course, JMC 3115, Audience Engagement: Marketing Research. My name is Sujatha Sosale and I will be the instructor for this summer course. I am an associate professor at the School of Journalism and Mass Communication, and I teach courses on research methods, international development, global media, and social media. My research work lies in the area of communication, media, development, and social change, mainly in the global South.

I teach undergraduate and graduate courses on research – a subject I never tire of as there is always something new to discover, learn, and apply. I want for all of you to find the course engaging and stimulating. If you have already been exposed to the subject, you will appreciate that it takes a few iterations to grasp major ideas in research and connect them to real-world settings. For those of you who are new to the subject area, I hope this will be a good introduction.
Course description
This course will introduce you to basic research methods and techniques used in media and communication industries to understand the public’s preferences and tastes on the one hand, and media messages on the other. These approaches help media and communication industries create more effective messages, whether they are informative (news) or persuasive (strategic communication) messages, in order to reach appropriate audiences. Learning the basics of research in the “real world” will also involve reading, evaluating, and generally working with academic research approaches and procedures that professional researchers in the industry typically use.

The objectives of this course are:

1. To think critically about what we routinely read, hear, and see in the media such as poll data, survey reports, business reporting, or consumer preferences;
2. To accurately identify, explain, and evaluate the stated problems, key findings, and suggested solutions (if provided) in published research (in popular media and industry or trade publications);
3. To select appropriate methods for finding answers to specific questions by learning the approach, features, purposes, advantages, and limitations of various research methods most commonly used in media industries;
4. To apply appropriate research concepts to tackle questions related to media audiences and content;
5. To learn practical aspects of research, like developing a basic understanding of typical numerical information used in media research, constructing research instruments, summarizing and writing a cogent review of previously published research on a selected problem or question; and developing a coherent research design.

JMC Learning Outcomes
The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here: (http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment). We regularly assess the curriculum to determine whether students are achieving these outcomes.

Broadly speaking, the following outcomes apply to this course:

Law and ethics:
- Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.
- Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Media literacy:
- Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

Writing and storytelling:
- Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.
Course Work

This course consists of the following activities and assessments to assist you in achieving the course and modules objectives. The detailed course calendar provided in this syllabus groups readings by modules, but provides assignment and quiz reminders by date.

Discussion posts – 4 @ 25 points, total 100 points; refer discussion post guidelines, or calendar in brief, or course calendar in syllabus for the deadlines and due dates

- For this assignment, you will post responses for 4 topics, all based on course materials (readings, reports, video clips, etc.).
- For each post a prompt will be given to which you will post two to three paragraphs in the discussion area on ICON. Each of your posts should be presented as a mini paper in response to the prompt. The writing in this first post should be formal, as you would write a paper for submission.
- You should then respond to one post in the spirit of discussion. For example, if I provide a prompt on the topic of sampling, your first post should be 2-3 paragraphs in length, presented as a mini paper. You should post one response to any of your classmates’ first post. This response to your classmate’s post can be informal in tone.
- Details and due dates are available in the guidelines posted for this assignment on ICON.

Article analyses – 2 @ 25 points, total 50 points; refer article analysis assignment guidelines, or calendar in brief, or course calendar in syllabus for the deadlines and due dates

- Two articles for identifying the research problem, methods used, application of the methods, findings, and lessons learned.
- Details and due date are available in the guidelines posted for this assignment on ICON.

Quizzes – 4; total = 100 points; points will vary depending on the volume of material on which you will be quizzed. The points will be specified in the quiz.

Quiz format – the expected format will be a combination of multiple choice and other items like true/false or match items.

Quiz dates -- refer calendar in brief or course calendar in syllabus for the deadlines and due dates.

Technology for the Course

Listed below are the media/system requirements applicable to this course:

- **System requirements.** Computer with Internet access, preferably broadband wired connections with upload and download speeds of at least 1 Mbps. Although wireless will work, it can have delay problems. Advised – hardwire to broadband connection.

Student Support

The course structure mentioned above assumes students have basic computer skills and are knowledgeable of the various programs and hardware they will need to use during this session (e.g. Microsoft Word). For information and computer support geared toward distance education students, access:

- **Continuing Ed. Technical Support page** - [http://distance.uiowa.edu/article/technical-support](http://distance.uiowa.edu/article/technical-support)
- **Student Guide to ICON** - [https://icon.uiowa.edu/help/students/](https://icon.uiowa.edu/help/students/)
Grading Criteria
Discussion posts: 4 @ 25 = 100 points
Quizzes: 4; total = 100 points, distribution will vary according to the material on which you will be quizzed
Article analyses: 2 @ 25 points = 50 points

Course total = 250 points

Grading Scale
The final grade is determined by the total number of points earned during the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>243-250</td>
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<tr>
<td>A</td>
<td>233-242</td>
</tr>
<tr>
<td>A-</td>
<td>225-232</td>
</tr>
<tr>
<td>B+</td>
<td>218-224</td>
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<tr>
<td>B</td>
<td>208-217</td>
</tr>
<tr>
<td>B-</td>
<td>200-207</td>
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<tr>
<td>C+</td>
<td>193-199</td>
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<tr>
<td>C</td>
<td>183-192</td>
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<tr>
<td>C-</td>
<td>175-182</td>
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<tr>
<td>D+</td>
<td>168-174</td>
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<td>D</td>
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<td>150-157</td>
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<td>F</td>
<td>149 and below</td>
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Course Policies

Communication Policy
- The primary tool that you will use to communicate with students is e-mail.
- Send your personal concerns or your course questions to me at sujatha-sosale@uiowa.edu
- You can reasonably expect a response within 24 hours of sending your query, except during weekends when it may take up to 48 hours. There will be times during the course when I will have to travel. During those times it may take a little over 48 hours to respond to your queries.
- Check the ICON news area in the course homepage frequently for various announcements, including my travel date reminders.
- I will provide feedback on assignment submissions only as needed, and I will do this as well as grade on average within one week of the submission.

Due Dates & Missed Deadlines

Late Policy
Assignments that are submitted late will face a 10 percent penalty per day late, beginning at the exact due date/time and including weekends and holidays. For example, an assignment that would have received a 93% if it were turned in on time will receive an 83% if submitted ten minutes late, 73% if submitted two days late, and so on.

Since all submissions for the course are electronic, anything received after 10 minutes of the due date and time will be marked late.

Quizzes
Quizzes will have to be taken in the time window that I will specify for each quiz. The quiz will be open for certain dates. Once you begin taking the quiz, the time window will begin. For example, if I specify 30 minutes for a quiz that can be taken on Saturday, the quiz will be open the entire day. You can take the quiz at any time during that day but once you begin taking the quiz you will have 30 minutes to complete it after which the quiz will close.
Extra Credit

There is no guarantee but there may be limited extra credit opportunities during the semester. Students will be notified of these opportunities via email if such opportunities should come up. You should not anticipate (a) that extra credit assignments will be made available, and (b) that the amount of extra credit offered will be great enough to make a significant impact on your final grade.

Electronic Communication

As per university policy, you are responsible for all official correspondences sent to your University of Iowa e-mail address (@uiowa.edu).

Netiquette

Students need to effectively communicate with each other and their instructors when working online. Although it may not be intended, tone in communication is often read differently than when it is presented in the form of speech. For tips on "Netiquette" technique, go to: http://www.albion.com/netiquette/

A note on Academic Misconduct (http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code)

Academic Misconduct

The assignments for this course will require you to read carefully and convey in your own words your understanding of the material. Appropriate citing and quoting practices should be followed. Plagiarism, even if inadvertent, will not be tolerated. Per college policy, we are required to report academic misconduct to the College of Liberal Arts & Sciences.

According to the University of Iowa Academic Policies, academic misconduct includes, but is not limited to:

- Using direct quotations without quotation marks and/or without crediting the source
- Paraphrasing information and ideas from sources without crediting the source
- Failing to provide adequate citations for material obtained through electronic research
- Downloading and submitting work from electronic databases without citation
- Submitting material created/written by someone else as one’s own, including purchased papers, artistic works, photography, and electronic media.
- Submitting material in part or whole from one’s own previous work or work in other classes

In short, plagiarism occurs whenever someone else’s work or idea is presented as your own, or when your own work in other classes in the past or present is presented as work done for this course in this term. Students are responsible for understanding this policy. For full information see http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code

Resources for Students

Students may find the University of Iowa’s Writing Center to be useful for this course as well as OWL; the Tutor Iowa site is also very valuable for students seeking extra help. In addition, the campus library is very accommodating to distance students.

- U of I Writing Center: http://writingcenter.uiowa.edu/
- The Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/
- Tutor Iowa: http://tutor.uiowa.edu/
- Distance Education Library Services: http://guides.lib.uiowa.edu/distance
- APA reference formatting style: https://owl.english.purdue.edu/owl/resource/560/01/
Course Calendar

**Note:** This is a working calendar. Deviations may be necessary at times. It is the student’s responsibility to keep informed of the calendar at all times. Changes to the calendar, if any, will be announced in class and on the ICON opening page. Changes may involve change of dates and deadlines, additions and deletions of readings, etc.

**MODULE 1: Introduction**

**READ:**

1. Higgerson, Digital Journalism Trends – Link on ICON

2. Poindexter & McCombs chapter – pdf on ICON

**Study Notes 1.1**

**DO AND SUBMIT:**

**Discussion Post 1** due Saturday June 18th by 10 PM;

**Response to DP 1** due Sunday June 19th by 10 PM

**READ:**


**Study Notes 1.2**

5. Saldaña, chapter 1

**Study Notes 1.3**

6. Treadwell, Reading Research chapter – pdf on ICON

7. Locke et al, Reading Research chapter – pdf on ICON

**Study Notes 1.4**

**Practice articles for analysis**

1. Young, Millenial News Consumers –AP-NORC study press release
2. Perrin, Social media usage – abbreviated report of the Pew Research study


   Read the document - Example analyses of practice articles above

DO AND SUBMIT:
Article analysis assignment – two articles posted, both to be analyzed; due Sunday June 26th by 10 PM

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MODULE 2 – Smart basics

READ:
1. Treadwell, Ethics chapter – pdf on ICON

   Study Notes 2.1

GO THROUGH, BROWSE:
2. APA style – link and notes
   https://owl.english.purdue.edu/owl/resource/560/01/

   Study Notes 2.2

WATCH:
3. Video on Seven Sins of User Research (YouTube link)
   https://www.youtube.com/watch?v=sS81W1xHuVw

READ:
4. Companion article with the video
   http://www.userfocus.co.uk/articles/7-sins-of-user-research.html

QUIZ 1 – Friday July 1 – includes all material from the start up to end of this module

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MODULE 3 – Quantitative methods – procedures, considerations, types

READ

1. Procedures – Watt and van den Berg reading

   Study Notes 3.1

2. Sampling– Treadwell, chapter 8

   Study Notes 3.2
3. Measurement – Treadwell, chapter 5
   Raju, “Statistics…primer for media”
   http://journalistsresource.org/tip-sheets/research/statistics-for-journalists?utm_source=JR-email&utm_medium=email&utm_campaign=JR-

Study Notes 3.3

QUIZ 2 – Friday July 8, includes 3.1 to 3.3

DO AND SUBMIT:
Discussion Post 2 due Saturday July 9th by 10 PM;
Response to DP 2 due Sunday July 10th by 10 PM

READ:
4. Surveys – Treadwell, chapter 9
   Reading: Ferenstein, Surveys Q and A on Silicon Valley politics
   https://medium.com/@ferenstein/methods-for-book-ff7e0d3a1a59#.7gzl5rw8y

Study Notes 3.4

5. Content analysis – Treadwell, chapter 12
   Mitchell & Barthel, Local news media ecosystems http://www.pewresearch.org/fact-tank/2015/03/05/5-takeaways-media-ecosystems/
   Barthel, Q/A http://www.pewresearch.org/fact-tank/2015/03/05/qa-local-media-ecosystems/

Study Notes 3.5

QUIZ 3 – Friday July 15, includes 3.4 and 3.5

DO AND SUBMIT:
Discussion Post 3 due Saturday July 16th by 10 PM
Response to DP3 due Sunday July 17th by 10 PM

MODULE 4: Qualitative methods: procedures, consideration

READ:
1. Qualitative Research Design – Saldaña, chapter 4

   Study Notes 4.1

2. Focus groups – Lenhart et al, Social media and romantic relationships
   http://www.pewinternet.org/2015/10/01/social-media-and-romantic-relationships/

   Study Notes 4.2

3. Observation – Treadwell, chapter 11
Study Notes 4.3

4. Interviewing – Boyce & Neale: Conducting in-depth interviews
   http://www2.pathfinder.org/site/DocServer/m_e_tool_series_indepth_interviews.pdf

Study Notes 4.4

DO AND SUBMIT:

Discussion Post 4 due Saturday July 30th by 10 PM
Response to DP 4 due Sunday July 31st by 10 PM

MODULE 5: NEW MEDIA, NEW METRICS

READ:

1. Anderson, Between creative and quantified audiences

   Study Notes 5.1

2. Cherubini, When data drive the news http://mediashift.org/?p=102040

   Study Notes 5.2

QUIZ 4 – Friday August 5th, covers modules 4 and 5

Have a good break!