



*GEORGETOWN UNIVERSITY*  
School of Continuing Studies  
*Public Relations and Corporate Communications*

Communications Research (MPPR-870)

Dates: January 11, 2017 to May 12, 2017

Location: Online

Faculty: Mary McCarty Earley

Virtual Office Hours: By appointment through Canvas Conference. Contact me by email to set up an appointment.

#### COURSE DESCRIPTION

Ongoing research and evaluation is crucial to every step in the public relations process--from gathering the initial information needed for campaign planning to evaluating the effectiveness of the effort. This course provides students with an overview of research methods and techniques including secondary, primary, and informal research. Students also learn about the range of evaluation techniques. These include media analysis and measurement for both traditional and online media, competitive intelligence and fact-finding, focus group and custom survey research, and media segmentation and targeting. At the end of the course, students are prepared to prove the worth of communications and demonstrate value with solid data, projections and new insights for future campaigns.

#### COURSE DETAILS AND EXPECTATIONS

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called [Canvas](#). Each Module will be released on a weekly basis every Sunday at 11:59 pm (EST). Students are required to move through each module in sequential order.

## COURSE-LEVEL LEARNING OBJECTIVES

Each student can expect to cultivate his or her ability to envision and write insightful communications plans. To reach this goal you will:

- Utilize a variety of research methods to inform communications strategies and refine the methodologies employed to achieve measurable communications objectives.
- Gain core competencies/research literacy.
- Apply best practices in monitoring and measurement of social media, including Twitter, Tumblr and Facebook, as well as how to face the challenges of monitoring visual/graphic social media types such as Instagram and Vine.
- Apply the most commonly used qualitative and quantitative research tools.
- Execute research projects to effectively support evidence-based communications programs.
- Present actionable communications research findings in a dynamic and succinct manner.
- Evaluate the value and validity of research produced by vendors, syndicated researchers, public pollsters and media.
- Familiarize with Research Suppliers and Research Purchasing Process.
- Recognize the legal and ethical issues surrounding research for public relations.

## REQUIREMENTS

### **Textbook**

- Ronald Smith, *strategic Planning for Public Relations*, 4th edition. ISBN: 978-0-203-08124-2 (ebook)
- David Michaelson and Don W.Stacks, *A Professional and Practitioner's Guide to Public Relations Research, Measurement, and Evaluation*, Second Edition, Measurement and Evaluation ISBN-13: 978-1-60649-984-9 (textbook); 978-1-60649-985-6 (ebook)

### **Articles and Chapters**

All articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance via Canvas. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

## REQUIRED COURSE ACTIVITIES AND ASSIGNMENTS

These assignments are designed to help students think critically and independently about the issues raised in the reading. These will be graded on a standard scale from A to F.

Written work is due by the assigned due date on Canvas. You must submit your weekly written assignment online by the time assigned in Canvas; **DO NOT SEND YOUR PAPERS TO OTHER PERSONAL OR PROFESSIONAL EMAIL ADDRESSES**. Work will only be accepted late if there is a legitimate reason for the delay, such as a medical issue, a household emergency, serious family illness, or death. All reasons will remain confidential. *Students are urged to request extensions in advance of the due date if they anticipate that this will be a problem.* Follow-ups and class participation is contingent on the timely submission of your initial responses.

## COURSE RESOURCES

### Research Guide

The PRCC program has an extensive online Research Guide designed for the subject and research specifications of our program. This Guide will give you direct access to the library resources central to your course research work <http://guides.library.georgetown.edu/prcc>

### Georgetown Library

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System's eResources, including 500+ research databases, 15+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

## STUDENT EXPECTATIONS

This course consists of 13 modules. You are expected to do the readings, watch the lecture videos, and to otherwise engage the material presented on the course website.

Your responsibilities include taking the module quizzes, completing the module deliverables, and turning in your final plan.

Participation is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete all of your module assignments and quizzes.

## TIME EXPECTATIONS

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. You can think of each module equal to the same level of participation, commitment, and academic rigor as a face-to-face class. Students should plan on spending 6-8 hours per week on the work for each online module.

## COMMUNICATION GUIDELINES

### **Canvas**

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](#).

### **Communication with Peers**

You will be expected to communicate with your peers via the discussion board and Voice Thread.

### **Email**

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module.

### **Turnaround / Feedback**

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for assessment submission feedback.

### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Also, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

And finally, course and the PR/CC program are designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

- Use accurate spelling and grammar in all discussion boards and assignments. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Textspeak (e.g., aaonyms, shorthand phrases, numbers as words) are unacceptable.
- Discussion boards are conversational. Students are encouraged to use a conversational tone and convey personality on discussion boards. This means use of colloquial language is acceptable, as well as (limited) cliché or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
- Your assignments are assumed to be client-ready. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

## COURSE ACTIVITIES AND ASSIGNMENTS

### Participation •• 20% of Final Grade

Due: Every Module -- Class Discussions and Activities

Success in this class is dependent on active participation in discussions and activities. Our goal is not to memorize the Georgetown planning model. Instead, we want you to understand the framework so that it guides your critical thinking and strategic planning. To that end, you will be required to participate in Class Discussions and Activities during each module. Your contributions should show deep understanding of the readings and subject at hand; apply a framework or criteria for analyzing a topic; and/or help make connections among ideas, readings, or experiences we discuss. You will also engage with the instructor and your fellow classmates in active

discussions designed to enhance your own learning experience and those of your fellow classmates. Any quiz scores will be included in the participation portion of your grade.

### **Assignments (20)-40% of Final Grade**

**Due:** All modules except for 13 and 14

This course is designed to offer opportunities to identify and employ various research methodologies, and to allow students to apply what they've learned to their professional experiences. Please keep these goals in mind as you complete them. There are 1-2 assignments per module. Some will concentrate on concrete skills, others on abstract thinking. Please follow the instructions carefully for each one.

### **Final Project -40% of Final Grade**

**Due:** End of Module 15

Your final assignment will be to perform a competitive analysis of 4-5 companies in the industry of your choice. The project must be done in PowerPoint and should include Methodology, Objectives, and Conclusions sections in addition to the analysis itself. Your report will be expected to show thoughtful, contextual analysis of the media coverage of this issue. Other criteria include appropriate use of graphical representation, consistency of analysis, and accuracy of analysis. You will also be expected to design and implement a survey to gauge attitudes towards this company. This survey should consist of 3-4 questions, and should have 50 respondents. These participants can include friends, family and classmates. This project will use

### **GRADING**

Graduate course grades include A, A-, B+, B, B-, C and F. There are no grades of C+, C- or D.

Your course grade will be based on the following:

Participation	20%
Assignments	40%
Media analysis	40%
<b>Total:</b>	<b>100%</b>

### **Grading Scale:**

Students will have the opportunity to earn a total of 100 points this semester. Please reference the below grading scale:

A:	94-100
A-:	90-93
B:	84-100
B-:	80-83
C:	70-79
F:	69 and below

The instructor will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

## ABSENCES

There are no excused absences in an online course. The instructor will count a student as "absent" in any week in which the student fails to submit any of the assignments due that week, including participating in online discussions, quizzes, assignments, and/or activities.

## MAKE-UP POLICY

In order to be excused from any assignment or activity in a module, you must have a doctor's excuse and permission from your Dean, and/or have secured my permission well in advance. Be sure to secure all documentation of make-up work arrangements in writing.

## ACCOMMODATION

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://academicsupport.georgetown.edu/disability/>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](#). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

## ACADEMIC INTEGRITY

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

### **Plagiarism**

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing

off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out <http://www.plagiarism.org>.

## COMPUTER REQUIREMENTS

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

### Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

### Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

### Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

### Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

### Audio and Video Capability

- You will need an internal or external microphone. Most computers now come with them built in.
- You will need an internal or external camera. Most computers now come with them built in.

## TECHNICAL SKILLS REQUIREMENTS

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents



4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

## TECHNICAL SUPPORT

### Canvas

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the [Canvas Student Guide](#) and 24 hour Canvas Support Hotline at 855-338-2770.

### Google Apps

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)

### VoiceThread

We will be using VoiceThread for delivering presentations, commenting on presentations, and holding discussions about the presentations. [VoiceThread helpjs available throygh Georgetown.](#)

## STUDENT SUPPORT SERVICES

### Learning Resources

SCS offers a host of [learning resources](#) to its students. Two that you might find particularly helpful in this course are the [Writing Center](#) and [Refworks](#).

- The [Writing Center](#) offers professional writing support through its online peer tutoring service.
- [Refworks](#) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

### Support Services

SCS offers a variety of support systems for students that can be accessed online, at the School of Continuing Studies downtown location, and on the main Georgetown campus:

- Academic Resource Center  
202-687-8354 1 arc@georgetown.edu  
<http://academicsupport.georgetown.edu/>

- Counseling and Psychiatric Services  
202-687-6985  
<http://Ucaps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)  
(202) 687-4798  
<https://ideaa.georgetown.edu/>

## COURSE CONTENT OUTLINE

This course is divided into 13 modules plus an orientation to the course and Canvas. Below is an outline for each module.

### ORIENTATION: Welcome to Communications Research

#### Module Activities

- Go through the orientation module
- Voluntary Virtual Session - Syllabus review

### Module 1: Introduction to Terminology and Overview of Research Types

#### Learning Objectives

- Identify the reasons why organizations use research
- Recognize basic terminology

#### Module Activities and Assessment

- Lecture Video: Fundamental Terminology (script/slides)
- Readings: Michaelson/Stacks, [A Professional and Practitioner's Guide](#): Section 1: Chapters 1, 2 and 3
- Readings: What is primary research: <https://ow!.eng!jsh.purdue.edu/owl/owlprjnV559/>
- Explore: AAPOR website (<http://www.aapor.org/>)
- Assignment: Reflective summary of the readings
- Multiple Choice Quiz: Terminology (create questions/answers)
- Discussion Boards: Case studies
- Assignment: Watch Lynda Course on data-driven presentations and answer reflective questions
  - o Data-Driven Presentations with Excel and PowerPoint, with Gini Courter (<http://www.lynda.com/Excel-tutorials/Data-Driven-Presentations-Excel-PowerPoint/139994-2.html>),
- Assignment: Select a topic for your media analysis project

## Module 2: Qualitative Research

### Learning Objectives

- Define qualitative research.
- Recognize the most popular types of qualitative research.
- Demonstrate core competencies by creating project-appropriate qualitative research documents.

### Module Activities and Assessment

- Readings:
  - o Michaels and Stacks, A Professional and Practitioner's Guide. Qualitative Research Methodologies (Chapter 6)
  - o Overview of qualitative research QRCA  
<http://www.grca.org/?page=whatisqualresearch>
  - o Using focus groups for evaluation:  
<http://ag.arizona.edu/sfcs/cyfernet/cyfar/focus.htm> Note: Disregard the section entitled USING FOCUS GROUPS WITH THE STATE STRENGTHENING EVALUATION GUIDE
  - o CONDUCTING IN-DEPTH INTERVIEWS: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input Guide to Dyads and Triads:  
[http://www2.pathfinder.org/site/DocServer/m\\_e\\_tool\\_series\\_indeoth\\_interviews.pdf](http://www2.pathfinder.org/site/DocServer/m_e_tool_series_indeoth_interviews.pdf)
  - o <https://uxmag.com/articles/gaining-ux-insight-through-dyads-and-triads>
  - o Sample focus group moderation video:  
<https://www.youtube.com/watch?v=-RHtduMwZyc>
- Assignment: Write a focus group guide or a short in-depth-interview (IDI) script). Use these documents for guidance: Focus groups:  
[https://www.k4health.org/sites/default/files/Tools\\_fgdguide.pdf](https://www.k4health.org/sites/default/files/Tools_fgdguide.pdf)
- Assignment: Qualitative Metrics for Final Project
- Discussion 1: Strengths and weaknesses of qualitative research

## Module 3: Quantitative Research

### Learning Objectives

- Define quantitative research.
- Recognize the most popular types of quantitative research.
- Demonstrate core competencies by creating project-appropriate quantitative research documents.

### Module Activities and Assessment

- Readings:

- o Michaelson/Stacks, A Professional and Practitioner's Guide. Part III (Chapters 8,9, and 10)
- o Overview of quantitative research -- Section 6  
<http://libguides.usc.edu/writingguide/quantitative> (Section 6: Metodology/Quantitative)
- Assignment: Reflective summary of the readings
- Discussion 1: Strengths and weaknesses of qualitative research
- Watch Lynda.com training on SurveyMonkey (Up and Running with Online Surveys with David Rivers) View the following sections: 1. Getting Acquainted with Online Surveys (all); 2. Popular Free Online Survey Tools ("Exploring Survey Monkey" only); 3. Building an Online Survey with Survey Monkey (all)
- Assignment: Create a Survey using SurveyMonkey
- Assignment: peer review of 3 surveys

## Module 4: Combined-Methodology Research: Content Analysis and Competitive Intelligence

### Learning Objectives

- Define content analysis and competitive intelligence
- Recognize appropriate contexts for content analysis and competitive intelligence
- Develop a framework for content and competitive analysis

### Module Activities and Assessment

- Readings:
  - o Michaelson/Stacks: Chapter 7, "Content Analysis"
  - o Guide to content analysis: <http://www.audiencedialogue.net/kya16a.html#s2>
  - o A framework for competitor analysis: (file)
  - o Competitor and Market Intelligence:  
<https://www.b2binternational.com/publications/competitor-intelligence/>
  - o Competitive intelligence shouldn't just be about your competitors:  
<https://hbr.org/2015/05/competitive-intelligence-shouldnt-just-be-about-your-competitors>
- Assignment: Framework Analysis: Selecting from one of several scenarios, determine what sort of content analysis you would do to meet your specific needs. Create the framework for this analysis, but do not actually do the analysis itself.
- Discussion 1: Post your Framework Analysis and Critique 3 of your peers
- Assignment: Using this site, examine these types of secondary research. Which ones, if any, would be useful in your career?  
<http://competia.com/50-competitive-intelligence-analysis-techniques>. Select three and explain how you might use them in your (future or current) job.
- Assignment: Identifying competitive metrics for final project

## **Module 5: Secondary Research**

### **Learning Objectives**

- Identify secondary research sources.
- Employ secondary research skills to do competitive intelligence on industry leaders
- Demonstrate basic secondary research skills using publicly available information.

### **Module Activities and Assessment**

- **Readings:**
  - o Michaelson/Stacks, A Professional and Practitioner's Guide: Chapter 5, "Secondary Research"
  - o Difference between secondary and primary research:  
<http://www.mymarketresearchmethods.com/primary-secondary-market-research-difference/>
  - o <https://www.marketingsherpa.com/article/how-to/5-tactics-to-research-your>
  - o Using Public Records and Archival Data:  
<http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/public-records-archival-data/main>
  - o Types of Public Records: <http://open.lib.umn.edu/infostrategies/chapter/13-3-types-of-public-records/>
  - o Congressional Research Service, Researching Current Federal Legislation and Regulations: A Guide to Resources for Congressional Staff  
<https://www.fas.org/sgp/crs/misc/RL33895.pdf>
- **Discussion:** How do you use secondary research in your daily life?
- **Assignment:** Using this Module's readings, please select one of two secondary research types (Public records, Legislative research). Create a briefing document about the kind you selected.
- **Assignment:** Types of organizations that produce secondary research.
- **Assignment:** Retrieving articles for your final project

## **Module 6: Research Vendors**

### **Learning Objectives**

- List the range of research services available to communications professionals.
- Determine how to select a research vendor
- Show research bid/RFP process

### **Module Activities and Assessment**

- **Readings:** Michaelson/Stacks, A Professional and Practitioner's Guide: Chapter 11, "The Application of Standards and Best Practices..."
- Preparing an RFP:  
<http://enviroicspr.com/wp-content/uploads/2012/08/Preparing-an-RFP.pdf>
- **Discussion:** What other things might you take into consideration when selecting a vendor? Are there any intangibles?

- Explore: Simmons, The Futures Company, Mendelsohn Affluent Survey, Nielsen Segmentation
- Assignment: Research Simmons or Nielsen
- Assignment: Research specific public opinion vendors
- Assignment: Identify vendors using Greenbook and O'Dwyers

## Module 7: Monitoring Social and Traditional Media

### Learning Objectives

- Identify best practices in monitoring and measurement of traditional and social media, including Twitter, Tumblr and Facebook,
- Show the challenges of monitoring visual/graphic social media types such as Instagram and Vine.
- Create a framework for tracking issues in order to maintain subject expertise

### Module Activities and Assessment

- Readings:
  - o Overview of Social Media Types
  - o <https://blog.hootsuite.com/tmes-of-social-media/>
  - o <https://www.cite.co.uk/the-different-wes-of-social-media/>
  - o <http://www.socialmediaexaminer.com/6-social-media-monitoring-tools/>
  - o <http://www.practicalecommerce.com/articles/91200-23-Tools-for-Social-Media-Monitoring>
  - o <http://searchbusinessanalytics.techtarget.com/essenti alguide/ Tapping-the-potential-of-social-media-analytics-tools>
  - o CyberAlert, Media Monitoring:the Complete Guide  
[http://www.cyberalert.com/downloads/media\\_monitoring\\_whitepaper.pdf](http://www.cyberalert.com/downloads/media_monitoring_whitepaper.pdf)
- Discussion 1: Example of Social Media Content
- Discussion 2: Use of different social media types
- Assignment: Submission of the results of Online Quiz on Search Business Analytics in pdf (instructions)
- Assignment: The process of monitoring what is going on in a specific industry is unique to the individual. As a result, you will need to create your own system for tracking issues and discussions about your industry. Identify resources to monitor a subject of professional interest to you. Outline these issues and the sources you will use.

## Module 8: Media Analysis

### Learning Objectives

- Execute research projects to effectively support evidence-based communications programs.

## Module Activities and Assessment

- Virtual Meeting: High level conversation
- Readings:
  - o Smith, Formative Research, Step 1&2
  - o Guidelines for Setting Measurable Public Relations Objectives
  - a Smith, Establishing Goals and Objectives
  - a Smith, Formative Research, Step 3, Analyzing the Publics
  - a Guidelines for Measuring the Effectiveness of PR Programs and Activities by Dr. Walter K. Lindenmann
- Assignment: Reflective summary of the reading - Smith (guiding questions)
- Discussion Board: Q&A on methodologies for the Media Analysis (Sync session)

## Module 9: Presentation

### Learning Objectives

- Produce actionable communications research findings in a dynamic and succinct manner.

## Module Activities and Assessment

- Assignment: Canva (instructions)
- Reading: Jack Felton Golden Ruler Award winning entry submissions 2004--2012
- Assignment: Reflective summary of the reading (Felton) (guiding questions)
- Discussion/Assignment: Create Infographics on recent news (with 3 peer assessments)

## Module 10: Evaluating Research Validity

### Learning Objectives

- Evaluate the value and validity of research produced by vendors, syndicated researchers, public pollsters and media.

## Module Activities and Assessment

- Reading:
  - o <http://guides.lib.berkeley.edu/evaluating-resources>
  - o <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html> o <http://guides.library.jhu.edu/c.Dhp?g=202581&o=1335031>
  - o <http://guides.library.jhu.edu/c.php?g=202581&p=1334961>
  - o <http://passyworldofmathematics.com/misleading-graphs/>

- Quiz: Examples of (non)authoritative research
- Discussion: Review the charts. How was information misrepresented?
- Assignment: Media Analysis - Research framework - report outline

## MODULE 11: Ethics

### Learning Objectives

- Recognize the legal and ethical issues surrounding research for public relations.
- Describe potential ethical dilemmas and indicate possible solutions

### Module Activities and Assessment

- Reading: Selected articles
- Assignment: Reflective summary of the reading (Stacks, Ch. 5) (guiding questions)
- Quiz: Recognize ethical issues
- Discussion: Case Study
- Assignment: Codes of Conduct (instructions)

## MODULE 12: Public Relations Research Awards and Measurement

### Learning Objectives

- Discover types of public relations research awards
- Explain the importance of research in winning industry awards

### Module Activities and Assessment

- Reading: Overview of IPR Awards: <http://www.instituteforpr.org/awards/>
- Reading: Overview of Silver Anvil Awards: <http://www.prsa.org/Awards/SilverAnvil/SilverAnvilResults/#.YyjUjkd-hfs>
- Reading: Overview of Platinum PR Awards <http://www.platinumprawards.com/>
- Reading: The importance of PR Awards: <http://www.communiquepr.com/blog/?p=3558>
- Assignment: Identify a total of ten public relations research award winners from the Silver Anvil and Platinum PR Awards pages. Review the case studies. <http://www.prsa.org/Awards/SilverAnvil/Search> Why did these succeed?
- Discussion: How can you encourage your client to consider research prior to a PR initiative?
- Assignment: Media Analysis Draft

## MODULE 13 (two weeks): Media Analysis PROJECT

- Assignment: Final Media Analysis (PowerPoint) (instructions)
- Assignment: One-on-One Meetings



