GENERAL INFORMATION

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Office: ACII-325A (BBC)  Fax: (305) 919-5215
Office Hours: By appointment  E-mail: Please use Blackboard Message

COURSE DESCRIPTION

This course provides an overview of the concepts, methods, and tools by which communication research is designed, conducted, interpreted, and evaluated. Additionally, the course will focus on the process of gathering, interpreting and critically evaluating primary and secondary data to determine communication strategies. This course will provide you with the basic tools and skills to produce communication research, interpret and understand consumer insights, and present research information professionally.

COURSE OBJECTIVES

Upon completion of this course, the successful student should:

1. Know the variety of qualitative and quantitative research tools.
2. Explain the main purpose, and components of each type of qualitative and quantitative research.
3. Identify and know the differences between the basic measurement techniques.
4. Be comfortable in finding secondary sources of information including the library and the Internet.
5. Know when to recommend and how to organize qualitative research, especially focus groups.
6. Know when to use quantitative research, understand the mechanics and process of quantitative research implementation, basic data analysis and interpretation, and results’ presentation to upper management and clients.
7. Identify the ethical issues related to each stage of the research process

MAJOR AND CURRICULUM OBJECTIVES TARGETED
By the end of the semester, the students will:

1. Master the concepts and technical vocabulary of communication research
2. Understand the relationship between theory and research methods as the basis for developing a communication campaign
3. Develop thorough understanding of major qualitative and quantitative research methods
4. Develop skills necessary for conducting communication research
5. Demonstrate an understanding of the diversity of groups in a global society in relationship to consumer insights and effective communications.
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
7. Think critically, creatively and independently.
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
10. Apply basic numerical and statistical concepts;
11. Apply tools and technologies appropriate for the communications professions in which they work.

TEACHING METHODOLOGY

During each week we will cover a specific topic. The material on this topic will be given to students in a PowerPoint presentation format. In addition, students are required to read the relevant chapter in the textbook.
Weekly discussion forums will be dedicated to raise questions and comments related to the material of that week only. While the professor will respond to these questions, students are also expected to respond and express their opinions or thoughts like in a live class discussion.

IMPORTANT INFORMATION

TECHNICAL SKILLS

No special technical skills are required; however, there are minimum home computer requirements:

- Windows XP; Internet access; Microsoft Office with PowerPoint and Word
- FIU online courses tend to work better with Internet Explorer.

COURSE PREREQUISITES

For information about prerequisites, click here.
MMC 3104C and ADV 3000 or PUR 3000

This online section does not require an on-campus meeting and/or exam.

TEXTBOOK
EXPECTATIONS OF THIS COURSE

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

- Review the How to Get Started information located in the course content (Module 1).
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum.
- Take the practice quiz to ensure that your computer is compatible with Blackboard.
- Interact online with the instructor and peers and keep up with all assignments.
- Review and follow the course calendar at the beginning of every week.
- Log in to the course at least twice a week to keep up with ongoing discussion, changes, announcements, messages etc.
- Respond to discussion boards within a week from the day of original post.
- Respond to messages within four (4) days if message requires a response from the student
- Submit assignments by its corresponding deadline (see course schedule for deadlines).

The instructor will:

- Log in to the course at least three times per week
- Respond to discussion boards, messages and postings within a week from original post
- Respond to messages within two days from the date sent
- Grade assignments within one week from the assignment deadline

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via Blackboard Messages or the various discussion forums (see the introduction PPT on the purpose and appropriate use of each function).

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to
inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

**DISCUSSION FORUMS**

Keep in mind that forum discussions are public, and care should be taken when determining what to post.

**Weekly Discussion Forums:**
- Every week, the professor will post one discussion question that serves as our class discussion.
- EVERY student is expected to reply to it (this is considered your course participation).
- These questions are based on the material covered on that week and test your understanding of the material taught.
- Students have to reply to the weekly question within the specific week. For example, if the question is for week 1 (8/20-8/26)—you must reply to it within these dates.
- Late responses do not count...

**General Discussion Forum:**
- This discussion forum is to post anything that is administrative in nature.
- The professor will post there announcements, will remind you about course-related issues/deadlines, will communicate with you about changes to deadlines, assignments etc...
- Make sure you do not post there any PERSONAL questions/problems that you do not want to share with everybody else.

**Assignments Discussion Forum:**
This discussion forum should be used to post questions or communicate about issues related to the course assignments. This forum is open to all, so do not use it to discuss any PERSONAL issues you have with the assignment.

**QUIZZES AND EXAMS**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

**Quizzes:** In order to ensure reading of the assigned chapters, you will be quizzed on every two chapters (see course schedule for dates and chapters). You will be given a window of 72 hours (three days between Friday and Sunday) to complete the online quiz. Make sure you do not wait for the last minute to take the quiz and allow a couple of hours before the end of the 72-hour window. No make-ups for missed quizzes unless you present the professor a justified excuse for missing a quiz.

**Final Exam:** There will be one final exam online. Final Exam will cover material from the textbook and from the lectures, discussions, demonstrations, and any material covered throughout the course. In other words, you are responsible for all the information or material presented or discussed in the
There are NO MAKE-UPS for the final exam. Please read again – There are NO MAKE-UPS for this exam. Do not ask me about making it up if you’ve missed the online window.

**The date for the final exam is already set to allow you make the arrangements necessary to take it on time.** If for any reason you find technical difficulties with the exam, please contact the Blackboard support immediately. If support cannot help you, they will send me a note and only with this note I will be able to open it up for you for re-take. Make sure you take the exam between the working hours of Blackboard support in case you have a problem (9 am-5 pm).

**Final Exam Date:** Saturday, April 29, 2017. The online exam will be open on that date from 12:01 am to 11:59 pm. Duration: 60 minutes

**Results:** You will be able to see your total score only immediately after the exam. If you have questions about specific questions, you can send them in a message to the professor.

- The exam has a time limit; all questions must be answered and **submitted BEFORE** the time expires. When the time has run out, the exam is submitted automatically with whatever answers have been filled in so far and will automatically receive a grade of zero. **Save your answers as you submit them.**
- Be aware of the availability window on the exam.

  For example: If your exam is available from 7am - 7pm and you have 1 hour to complete the exam; you would need to start your exam at 6pm in order for you to have the full hour. If you start at 6:20, then you will only have 40 minutes to complete your exam.

- **If you have any computer issues WHILE taking the exam, please be sure to contact technical support, IMMEDIATELY. Do not contact the professor for technical problems.**

You may find the exam in the “Assessments” tab.

**ASSIGNMENTS**

**Assignments:** You will have two assignments in this course. Assignment I is the Human Subject Training Module and Test (individual) and assignment II is the focus group assignment (team). Specific details on each assignment will be given to you on specific dates (for dates and submission deadlines, see course tentative schedule).

**Peer Evaluation:** As you will be working in teams on one of the assignments, all team members are expected to make an effort and to work effectively and cooperatively with the team on the assignment. Your peer evaluation will be part of the total course grade (see grading table). Make sure you cooperate with the team and do your share, so you will be given maximum points by your team members. Your rating of each team member (on a scale of 1-5) should be sent to the professor via Blackboard message on the due date of the assignment’s submission. If you do not send your evaluation on time, your team members will automatically get full credit for their contribution and work (5%).

Assignment I (Individual): IRB training Module  
Assignment II (Team): Focus Groups
See dates of assignments availability and submission at the end of this document.

**Human Subject Training Module & Test (IRB Training Module):** Research Projects that include interviews, focus groups or other activities studying people need human subjects’ approval if they are going to be presented. As this course involves a research project that explores people’s attitudes and opinions on a given topic, you will be required to complete the on-line human subjects training module and print out the certificate upon completion (for your record). Submit an electronic version of your certificate (PDF, Jpeg) via the assignment drop-box.

All assignments (when applicable), regardless of their content and length, MUST BE:

- Typed, using 11- or 12-point type (not smaller, not larger)
- Follow APA style [See guidelines in: http://owl.english.purdue.edu/owl/resource/560/01/]
- Double-spaced, with one-inch margins left, right and bottom, and appropriate top margin for type of piece, and
- Neat and free of typos and other grammatical errors.
- The specific guidelines for each assignment will be posted separately in the relevant module (see tentative course schedule for availability of assignments’ guidelines and deadlines for submission).

**Assignments’ Submission:** Use Blackboard’s Assignment drop box to submit assignments by the deadline. Do not send assignments to the professor via FIU e-mail or as an attachment to a Blackboard message. Assignments should be submitted only via Blackboard Assignments Drop Box. If you face a technical issue with submission, please contact BB support system.

The professor will grade each assignment and provide feedback on it within one week from the submission due date.

These evaluation tools are designed to measure your understanding of the course material and assigned readings. There are NO MAKE-UPS for any of the assignments, final exam or final project. Please read again – There are NO MAKE-UPS for any of the course assignments.

**Working in Teams:** You will work in teams on one of the course assignments. The professor will assign you to your team at the beginning of the semester. Make sure to communicate with your team members very early in the semester, to avoid communication and technical difficulties when you need to start your actual work together. Exchange contact information with your team members (phone numbers, e-mails) beyond those available to you on Blackboard, so they will always be reachable. Working in teams is challenging in the “real world” and requires cooperation, dedication, good will and great interpersonal communication skills. This becomes even more challenging in the online, virtual environment. I expect each one of you to be a good team player and contribute to the team’s effort in any way you can.

In order to discuss with your team members issues related to the team assignments, each team will have a designated discussion forum that is exclusive to the team members.

**Technical Difficulties:** If for any reason you find technical difficulties with Blackboard, please contact Blackboard Support IMMEDIATELY. In addition, just send me a message that you face technical difficulties and Blackboard Support Team is working on fixing it.
http://online.fiu.edu/ E-mail & Live Chat Support

- Sun - Thursday from 8am - 10pm; Fri. and Sat. from 8am - 8pm
- Phone Support: Monday - Friday from 8am - 8pm
  Telephone: 305-348 3630; Toll-Free: 1-877-3-ELEARN

GRADING

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<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
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<tr>
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<td>Assignment II: Focus Groups (Team)</td>
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<tr>
<td>Six Quizzes @ 5% Each</td>
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<td>Participation in Weekly Discussions</td>
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<td>Final Exam</td>
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Grading Scale:

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<td>90 - 92</td>
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<td>B-</td>
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<td>C</td>
<td>70 - 79</td>
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<tr>
<td>D</td>
<td>62 - 69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 61</td>
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</tbody>
</table>
COURSE CALENDAR

Dates to remember:
- Last day to drop with no financial penalty: January 17, 2017
- Last day to withdraw with partial refund: February 3, 2017
- Last day to drop with a WI or DR grade: March 20, 2017

Make sure you review this syllabus at the beginning of EVERY WEEK to stay updated with the material and deadlines. The instructor reserves the right to revise it at any time.

LESSON 1

January 9 – January 15

Supports Learning Objectives:
1. Know what marketing communication research is.
2. Understand the difference between basic and applied research
3. Understand how research results are integrated into the strategic planning process
4. Know when marketing research should and should not be conducted

Tasks:
- Read: Zikmund Chapter 1
- Introduction to MMC 4609 PPT
- Blackboard: Module 1

LESSON 2

January 16 – January 22

Supports Learning Objectives:
1. Know why concepts like data, information and intelligence represent value
2. Understand the four characteristics that describe data
3. Describe marketing research’s role in predictive analytics
4. Recognize the major categories of databases
5. Know the stages of the research process
6. Distinguish descriptive from exploratory research
7. Briefly review the various types of research
8. Become familiar with the basic research terminology

To-Do List:
- Read: Zikmund Chapters 2-3
- Module Learning Objectives:
  Information Systems and Knowledge Management;
The Research Process

Other:
Professor will assign assignment I (Individual): IRB Training Module. IRB Certificate is due on Sunday, February 5 by 11:59 pm.

Blackboard: Module 2

LESSON 3
January 23 – January 29

Supports Learning Objectives:

1. Define ethics and understand how it applies to marketing communication research
2. Appreciate the rights and obligations of a) research respondents—particularly children, b) research clients or sponsors and c) researchers
3. Avoid situations involving a conflict of interest in performing marketing research
4. Explain why proper “problem definition” is essential to useful marketing communication research
5. Know how to identify and refine problems using a problem definition process
6. Translate research objectives into research questions and/or research hypotheses
7. Outline the components of a research proposal

To-Do List
Read: Zikmund Chapters 4-5
Module Learning Objectives:
Research Involved Human Subjects
Problem Definition process; Research Objectives; Research Questions and Hypotheses
Understanding Variables

Other:

Quiz 1: Chapters 4-5 open from Friday 1/27-Sunday 1/29 from 12:01 am to 11:59 pm

Blackboard: Module 3

LESSON 4
January 30 – February 5

Supports Learning Objectives:
1. Compare and contrast qualitative research and quantitative research
2. Understand the role of qualitative research in exploratory research designs
3. Describe the basic orientations of qualitative research
4. Recognize common qualitative research tools and know the advantages and limitations of their use
5. Prepare a focus group interview outline
6. Understand the role of exploratory qualitative research in scientific decision making

**To-Do List:**
*Read: Zikmund Chapter 6*

**Module Learning Objectives:**
Qualitative Research Tools: Qualitative vs. quantitative research; common techniques used in qualitative research

**Other:**

Professor will assign Assignment II Focus Groups (Team): Assignment II and peer evaluations are due on Sunday, March 5 by 11:59 pm.

Professor will assign teams for assignment II.

Assignment I (Individual): IRB Training Module. IRB Certificate is due on Sunday, February 5 by 11:59 pm.

Blackboard: Module 4

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**LESSON 5**

**February 6 – February 12**

**Supports Learning Objectives:**

1. Discuss the advantages and disadvantages of secondary data
2. Understand the types of objectives that can be achieved using secondary data
3. Identify various internal and proprietary sources of secondary data
4. Give examples of various external sources of secondary data

**To-Do List:**
*Read:
Zikmund Chapter 7*

**Module Learning Objectives:**
Secondary Data; The Literature Review

**Other:**
**Quiz 2: Chapters 6-7**  
open from Friday 2/10 to Sunday 2/12 from 12:01 am to 11:59 pm

**Blackboard: Module 5**

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**LESSON 6**  
February 13 – February 19

**Supports Learning Objectives:**

1. Define surveys, and describe the type of information that may be gathered in a survey
2. Explain the advantages and disadvantages of surveys
3. Identify sources of error in survey research
4. Distinguish among the various categories of surveys
5. Summarize ways researchers implement surveys
6. Know the advantages and disadvantages of conducting surveys using personal interviews via door-to-door, mall intercept, landline telephone, or mobile-phone interviews.
7. Choose an appropriate method of distributing a questionnaire from among mail, e-mail, Internet, fax, or mobile phone using SMS or MMS text
8. Understand the importance of pretesting questionnaires
9. Describe ethical issues that arise in survey research

**To-Do List:**  
Read:  
Zikmund Chapter 8  
Zikmund Chapter 9

**Module Learning Objectives:**

Introduction to Primary Research: Research Design for Collecting Primary Data  
Survey Research: Communicating with Respondents

**Other:**

**Quiz 3: chapters 8-9**  
open from Friday 2/17 to Sunday 2/19 from 12:01 am to 11:59 pm

**Blackboard: Module 6**

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**LESSON 7**  
February 20 – February 26

**Supports Learning Objectives:**
1. Determine what needs to be measured based on a research question or hypothesis
2. Distinguish levels of scale measurement
3. Know how to form an index or composite measure
4. List the three criteria for good measurement
5. Perform a basic assessment of scale reliability and validity
6. Define attitude and understand why it is so important in business research
7. Produce a Likert rating scale that measures an attitudinal concept
8. Discuss the use of other types of scales that assess attitudinal concepts
9. Understand factors important to selecting an appropriate measurement scale

To-Do List:
Read:
Zikmund Chapter 13
Zikmund Chapter 14

Module Learning Objectives:
Measurement
Attitude Measurement

Other:
Quiz 4: Chapters 13-14
open from Friday 2/24 to Sunday 2/26 from 12:01 am to 11:59 pm

Blackboard: Module 7

LESSON 8
February 27 - March 5

Supports Learning Objectives:

1. Know the key decisions in questionnaire design
2. Choose between open-ended and fixed-alternative questions
3. Summarize guidelines for questions that avoid mistakes in questionnaire design
4. Describe how the proper sequence of questions may improve a questionnaire
5. Discuss how to design a questionnaire layout

To-Do List:
Read:
Zikmund Chapter 15
Module Learning Objectives:
Questionnaire Design

Other:

Assignment II Focus Groups (Team) and peer evaluations are due on Sunday, March 5 by 11:59 pm.

Blackboard: Module 8

LESSON 9

March 6 – March 12

Supports Learning Objectives:

1. Explain reasons for taking a sample rather than a complete census
2. Describe the process of identifying a target population and selecting a sampling frame
3. Compare random sampling and systematic (non-sampling) errors
4. Identify the types of non-probability sampling, their advantages and disadvantages
5. Summarize the various types of probability samples
6. Discuss how to choose an appropriate sample design

To-Do List:
Read:
Zikmund Chapter 16
Module Learning Objectives:
Sampling
Design and Procedures

Other:

Quiz 5: Chapters 15-16
open from Friday 3/10 to Sunday 3/12 from 12:01 am to 11:59 pm

Blackboard: Module 10

LESSON 10

March 13 – March 19
LESSON 11
March 20 – March 26

Supports Learning Objectives:

1. Edit responses to maintain data integrity
2. Understand the ways that technological advances have simplified the coding process
3. Understand the way data are represented in a data file

To-Do List:

Read:
Zikmund Chapter 19

Module Learning Objectives:
Creating Data Files: Editing and Coding

Other:

Blackboard: Module 11

LESSON 12
March 27 – April 2

Supports Learning Objectives:

1. Know what descriptive statistics are and why they are used
2. Create and interpret tabulation tables
3. List different computer software products designed for descriptive statistical analysis

To-Do List:
Zikmund Chapter 20

Module Learning Objectives:
Basic Data Analysis: Descriptive Statistics

Blackboard: Module 12
**LESSON 13**

April 3 – April 9

*Supports Learning Objectives:*

1. Define the parts of a research report following a standard format
2. Explain how to use tables for presenting numerical information
3. Summarize how to select and use the types of research charts
4. Describe how to give an effective oral presentation

**To-Do List:**

**Read:**
Zikmund Chapter 25

**Module Learning Objectives:**
Communicating Research Results

**Quiz 6: Chapters 20 and 25**
open from Friday 4/8 to Sunday 4/10 from 12:01 am to 11:59 pm

**Blackboard:** Module 13

**LESSON 14**

April 10 – April 16

*Supports Learning Objectives:*

1. Know the basic characteristics of research experiments
2. Minimize experimental error by effective experimental design
3. Avoid unethical experimental practices
4. Understand the advantages of a between-subjects experimental design
5. Recognize the appropriate uses of test-marketing
6. List the advantages and disadvantages of test-marketing
7. Select an appropriate test-marketing city for a specific test

**To-Do List:**

**Read:**
Zikmund Chapters 11-12

**Module Learning Objectives:**
Experiments
## LESSON 15

**April 17 – April 23**

**Supports Learning Objectives:**

1. Differentiate between manifest and latent content
2. Explain the basic process for conducting a content analysis
3. Identify suitable texts or messages to be coded and analyzed

**To-Do List:**

**Read:**
- PPT on content analysis

**Module Learning Objectives:**

Content Analysis: Quantitative Analysis of Text

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## LESSON 16 - FINALS WEEK

**April 24 – April 29**

**Supports Learning Objectives:**

1. Review material for final exam
2. Answer questions and clarify topics that need clarification

**To-Do List:**

**Read:**
- All textbook chapters covered in this course as well as PPT presentations.

**Prepare:**
- Post questions for professor about the course material. These questions should be posted on the Discussion Forum of week 15.

**Module Learning Objectives:**

Review for Final Exam (Read PPT Review for Final Exam and Sample Questions).
Final Exam Date: Saturday, April 29, 2017. The online exam will be open on that date from 12:01 am to 11:59 pm.
Duration: 60 minutes. Make sure you allow enough time before the expiration time (11:59 pm).

This is an online exam that can be found in the Assessments tab on Blackboard.

The Following Tables will help you arrange your schedule and prepare the assignments, so they will be submitted on time.

ASSIGNMENTS: AVAILABILITY ON BLACKBOARD AND SUBMISSION DEADLINES:

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<th>Assignment Title</th>
<th>Instructions are Available in Blackboard on…</th>
<th>Due Date for Submission is on…</th>
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<tbody>
<tr>
<td>Assignment II: Focus Groups</td>
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<td>Sunday, March 5, by 11:59 pm</td>
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<td>Quiz 2: Chapters 6-7</td>
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<td>Quiz 3: Chapters 8-9</td>
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<td>Quiz 4: Chapters 13-14</td>
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<td>Quiz 5: Chapters 15-16</td>
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<td>Quiz 6: Chapters 20 and 25</td>
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<td>Final Exam</td>
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