CMGT 587: Audience Analysis

4.0 Units
Spring 2017—Thursday—2:00pm-4:50pm
ASC328

Instructor: Courtney Pade, Ph.D.
Instructor Office Hours: By appointment
Instructor Contact Info: courtney.pade@usc.edu

I. Course Description

Throughout this course, you will learn how to think critically about research by asking good questions and applying rigorous methods and models to data. You will also practice using research to answer business questions. As industries become increasingly competitive, organizations are relying more and more on data to make more informed decisions. This reality requires individuals who understand not only how to interpret data, but how research can be designed to optimize the quality of decisions. This course has been designed to provide you with grounding in the overall process of research design, to build your competence as a communicator of complex research findings, as well as to help you gain practical skills in some of the most common research methods.

You will have the opportunity to learn course concepts through the development of a marketing research project for a client. Throughout the semester you will work with a team and use research to answer your client's questions and provide recommendations. The final product will be presented to your clients.

II. Overall Learning Objectives and Assessment

- Use research to make informed recommendations to business decision makers
  - Drawing on existing archival/secondary research (evaluate its strengths and limitations)
  - Designing and conducting appropriate primary research (recognizing resource constraints, selecting appropriate methods)
  - Interpreting and communicating findings (from any data source, primary or secondary) into specific, appropriate and actionable recommendations
- Easily move between inductive and deductive reasoning in order to derive or apply theoretical models to data and research problems.

III. Assignments and Assessment

Weekly Assignments (20%)
This course is designed as a workshop style course. Each week you will learn new concepts and practice applying them. This will require you to complete homework assignments and come prepared to present, discuss or work with classmates in class. Details of individual assignments will be posted on Blackboard each week.

Final Project: (70% of Course Grade, individual & group components)
- Research Design Workbook (25%) - Individual grade
- Research Design Proposal (15%) – Individual grade
- Final Client Project (30%) – Group grade with an individual component

See detailed instructions [here](#).

Class Participation (10%)
Class participation is an essential component of this class. We will spend time in class discussing the readings and working through cases that deal with research challenges. You will be expected to come to class prepared, having read the assigned readings, with questions/comments prepared on those readings, and with case questions or application examples when requested. There will be occasional pop quizzes, which you will do well on if you have completed the readings for each week. Your timeliness and ability to work with others will also be evaluated in your course participation grade. If you want to be sure you will receive a high participation grade, you should volunteer your thoughts, ideas and responses verbally in class each week. This demonstrates both your engagement and your preparation. Sitting quietly does not contribute positively to the class.

IV. Grading Breakdown

Assignment	% of Grade
Weekly Assignments	20
Research Design Workbook	25
Research Design Proposal & Presentation	15
Final Client Project & Presentation	30
Class Participation	10
TOTAL	100

V. Assignment Submission Policy
A.   All assignments are due on the dates specified. You will receive a deduction of -10% per day for late submissions.
B.   All assignments must be submitted via Blackboard.

VI. Required Readings and Supplementary Materials

Books:

Elder, L., & Paul, R. (2007). *The thinker's guide to analytic thinking: How to take thinking apart and what to look for when you do: the elements of thinking and the standards they must meet.* Dillon Beach, CA: Foundation for Critical Thinking.

Lave, C.A., & March, J.G. (1975) *An introduction to models in the social sciences*. New York: Harper & Row.

Malhotra, N.K. (2010). *Marketing research: An applied orientation*. (7th ed.) Prentice Hall.

Articles:

We will be using several articles from Harvard Business School Press. They are available for purchase online. The link to purchase these is: http://cb.hbsp.harvard.edu/cbmp/access/57552911

The remaining readings will be posted on Blackboard.

Other Materials:

SPSS: Although use of SPSS is not a requirement for this course, you will find it useful to employ it or another statistical software for your final project. I can provide you with a license for the software, so please let me know if you need one.

Qualtrics: Again, although this is not required, you may want to sign up for a login to this service if you don't already have one for use in your client project.

VII. Laptop Policy

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Virtual Commons for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

VIII. Course Schedule: A Weekly Breakdown

Important note: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class and/or guest speaker availability.
*Indicates reading is available on Blackboard
+Indicates reading is available via HBR coursepack

	Topics/Daily Activities	Readings	Deliverable/ Due Dates
Part 1: Critical Thinking and Research Design			
Week 1 1/12/17	Class Introduction	· Malhotra- Chapter 1	· None
Week 2 1/19/17	Critical thinking & evaluation	· Elder & Paul- whole booklet · HBS Building a Marketing Plan, Chapter 3	· RSA Animate
Week 3 1/26/17	Principles of research design Client Research Brief (subject to change)	· Malhotra - Chapters 2 & 3 · Tivo Case+	· Tivo Case Preparation

		· HBS Note on Marketing Strategy+ · HBS – Building A Marketing Plan- Chapter 4+	
Week 4 2/2/17	The purpose of theory Using models and tools	· Lave & March – Chapters 1-3, Chapters 4-7 (choose two) · Duhigg article *	· Using Models & Tools
Week 5 2/9/17	Deciding on data: Data analysis, evaluation, and sampling	· Malhotra- Chapters 4 & 11 Evaluating Research Quality*	· Data Eval. Assignment · Research Design Workbook (RDW) Part I
Week 6 2/16/17	Methods Refresher: Surveys, Focus Groups, and Content Analysis	· Dolan HBR+ · Malhotra Chapters 5 & 10 · See Blackboard for optional readings	· RDW Part II
Part 2: Data Evaluation and Analysis			
Week 7 2/23/17	RDW Part 2 Debrief-Method: Experiments	· Designing Marketing Experiments *HBR +* Advertising Experiments at RestaurantGrades *HBR +*	· Examining RestaurantGrades data
Week 8 3/2/17	Methods: Observation and Interviews (*Final Project Assignments)*	Mahotra Chapter 6, pp. 198-211 • Remenyi Chapter 1* • Saldaña, Chapter 1* • See Blackboard for optional readings	· RDW Part III · Individual Research Design Plan
Week 9 3/9/17	Group Research Design Presentations	None	· Group Research Design Presentation
Spring Break 3/16/17	No Class		

Week 10 3/23/17	Piloting	· Teijlingen & Hudley * · UC Davis Piloting Article* · Malhotra Chapter 14	· Draft Instruments
Week 11 3/30/17	Social Media & Web Analytics	· Kaushik, Chapters 1 & 3* · Ganis & Kohirkar, Chapters 2 & 3* · Blog links posted on Blackboard	· Web Analytics Analysis & Social Media Assessment
Part 3: Drawing Conclusions and Communicating Recommendations			
Week 12 4/6/17	Communicating Findings	· Malhotra Chapter 23 · Heath & Heath-Introductory chapter*	· Draft Research Findings
Week 13 4/13/17	Visual Representation	· Reynolds Chapter 6* · Tufte Chapters 2&5* · Cairo Chapters 1, 2, 5*	· Draft of Visuals
Week 14 4/20/17	Dry Run Workshop	None	· Draft of Final Project Presentation
Week 15 4/27/17	Final Presentations	None	· Final Presentation
Finals 5/4/17			Final Report Due @ 7PM

IX. Policies and Procedures
A. Plagiarism
Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Please see the *SCampus* (http://scampus.usc.edu/1300-academic-integrity-review/) for the university's Student Conduct Code.

USC School of Communication Policy on Academic Integrity

The following is the USC Annenberg School of Communication's policy on academic integrity and repeated in the syllabus for every course in the school:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.
All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Communication school administrators.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

B. Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

C. Stress Management
Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

D. Sexual Assault Resource Center
The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.

E. Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.