MMC 6936: Data Management and Ethics (Spring 2018)

University of Florida, Online Master's in Audience Analytics

1 credit hour

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Phone: 704.245.4641

Course web site: http://lss.at.ufl.edu/

Office hours: via phone, as needed or by appointment.

Course Description

An overview of how to assess data quality and the ethical implications of data integrity.

Vision Statement

This course introduces students to data management and ethics. We will begin with assessing the value of data, then follow best practices for getting the most from data. By the end of the course, you will have a better understanding of the ethical trade-off between personal privacy and data transparency and develop the analytical skills needed to help assess the validity of qualitative and quantitative information.

Learning Objectives

At the conclusion of this course students will be able to:

1. Assess the value and quality of data
2. Assess the technical strengths and limitations of data sets and ethical implications
3. Know how to get the most out of data without stretching the truth; Know the best questions to ask to get the most out of data
4. Balance ethics and big data; the trade-off between personal privacy and data transparency
5. Ensure confidence in conclusions drawn from data analysis; How to measure success

Course Communications

Please refer to the syllabus or assignment instructions first, as many of your questions will be answered there. When you do have additional questions on course content or assignments,

please use the Canvas mail function, or Discussions Forum in Canvas, or email me directly (David.Sommers@*jou.ufl.edu*). Please allow 48 hours for a response from me. If you think your question could be helpful for other students, please use the Discussion Forum – 'General Course Questions' so that everyone can see your question and my response.

Instructional Methods

The course content will be delivered via the Canvas e-learning platform, for which you will log on using password protected access: http://lss.at.ufl.edu. The course is made up of 4 modules. Each week, there will be one or more lecture videos for you to watch, along with assigned readings, and sometimes online videos or podcasts. Lecture videos will vary in length. Reading materials will be available either through the UF Libraries databases (be sure you have set up your off-campus VPN for remote access), PDFs on Canvas, or web links. This content will be delivered asynchronously, so you can watch and read when it is convenient to you. However, the content will build upon the previous week's content and discussion, so you will need to be disciplined to keep pace, so as not to be left behind. We will also utilize group discussion (through Canvas forum) for learning.

Expectations

As this is a graduate level program, student work should be a reflection of analytical and critical thought, as well as higher-level writing and academic abilities. Assigned readings are expected to be completed on time, and it is your responsibility to watch all of the lecture videos. Discussion postings that demonstrate your reading of the material and viewing of lectures will also illustrate your participation level and commitment to the class. Students are expected to comport themselves as they would within any other professional environment. This includes being respectful of others' opinions, including the instructor, using respectful language, and showing one another common courtesy across all platforms of communication. Professional behavior also includes honoring all deadlines and adhering to academic honesty policies. Your success in this class will ultimately be determined by the amount of care and effort that you put into it.

"Netiquette." All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the information provided at this link: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Course Policies

Attendance. Because this is an online asynchronously delivered course, attendance in the form of roll call will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site. The new course week begins each Monday.

Late Work and Makeup Policy. Deadlines are critical to this class. All work is due on or before the due date. Pre-approved extensions for deadlines will only be permitted for emergencies. Minor inconveniences such as technical issues, family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work. NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR FULL CREDIT without prior arrangements that are acceptable to the instructor, unless the lateness is due to an excused absence such as illness or catastrophic emergency that can be documented. This is true for all assignments, discussion boards, papers, case studies, etc. Late penalties are as follows:

Assignments less than one hour late: 20% penalty.
Assignments more than an hour late, but less than 24 hours late: 50% penalty.
Assignments more than 24 hours late: 0 points (no credit, or 100% penalty).

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact the UF helpdesk at (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.
Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process:
https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu.

Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Deadlines. This class, like others, involves deadlines. New lectures start on Mondays.

Lecture Postings	11 PM EST Wednesdays the week of lecture
Reaction Postings	11 PM EST Fridays the week of lecture

Application Paper   11 PM EST on Friday, January 26
Weekly Critical Reviews   11PM EST each Friday

Weekly Routine

Each "course week" begins on a Monday. For each module, there will be one or more lecture videos to watch. In addition, there will be assigned readings, which you will be able to access via UF Library databases, web site links, PDFs, or through our course pack.

All work is graded on a 10-point scale with weighted categories as shown below.

Course Work Item	Percentage
Lecture Postings (4 total)	40%
Reaction Postings (4 total)	20%
Application Paper (1 total)	20%
Weekly Critical Review of a Data and Ethics Issue in the Media (4 total)	20%

The final grade will be awarded as follows:

A 100% to 93%
A- < 92% to 90%
B+ < 90% to 87%
B < 87% to 83%
B- < 82% to 80%
C+ < 80% to 77%
C < 77% to 73%
C- < 72% to 70%
D+ < 70% to 67%
D < 67% to 63%
D- < 62% to 60%
E < 59% to 0% XXXX

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Assignments

All assignment information will be posted in the 'Assignments' or 'Discussion' tab on our class Canvas site. Also, unless otherwise stated, all assignments should be submitted via the Assignments tab in Canvas. Here is a rundown on each of the assignment types and how they will be evaluated.

A) Weekly Discussion Postings

There are two kinds of weekly postings to do: (1) Lecture Posting (LP) and (2) Reaction Posting (RP):

1) Lecture Posting (LP): These postings are your synthesis and commentary on the weekly lecture and readings, which will begin by addressing questions posted by the instructor. Unlike a summary, a synthesis should bring together and connect the concepts you encountered within the assigned readings and/or videos, including lecture content. How does all of the material seem to fit together? Do you agree with or take issue with any of the things you read? If so, why? You must answer all questions posed by the instructor, as well as comment on all of the assigned readings for the week within the LTP. These postings should be between 350-500 words each, and include proper grammar and citations. At the conclusion of your Lecture posting, include two relevant questions for your classmates to react to (these questions are not included in the 350-500 word total). As examples, these could be new questions that came to you as you read, it could be a question about how some of the concepts fit together, or something that perhaps you took issue with in the readings and would like others' opinions. The Lecture posting (LP) must be posted to the Discussion board of our Canvas site by 11:00pm EST each Wednesday night. To start the process, just go to the 'Discussion' tab on the toolbar in Canvas, click it, look for the relevant module, and start your post. For a guide on how your posts will be evaluated, please see the rubric below.

Lecture Posting (LP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No post is written or posts include plagiarized content (all outside content must be in quotations or student will receive a '0')	The post fails to meet the word count requirement. The post does not address all questions posed or offer a thoughtful, well-developed response for the questions that are answered. Not all readings are commented	The post fails to meet the word count requirement but does respond to all questions posted (or vice versa). The responses, however are not well presented or well thought out. Ideas are not organized nor do they offer something	The post meets the word count requirement and answers all questions posed and comments on all readings. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling	Post is accurate, relevant and well written. The student addresses all questions and readings with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately. (Ex. "According to Jones (2013)…"). Post either does not meet	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have substance and depth. All readings are commented upon and synthesized. Ideas are original and offer something new to the

on. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	new to the discussion. There may be several grammatical or spelling errors or outside content is not appropriately cited.	errors as well, or outside content is not appropriately cited.	requirement for word count or has spelling/grammatical errors.	discussion. If used, outside content is cited appropriately. Post meets requirements for word count and is without grammatical or spelling errors.

2) Reaction posting (RP): As mentioned above, your classmates—at the end of their weekly Lecture Postings (LP)—will pose two questions that you will have an opportunity to react to on our Canvas Discussion board. Select at least two questions that you would like to react to and provide an answer or opinion. (These could be two questions from the same person, or you may react to a single question from two different people.) This reaction posting must be at least 300 words in length and be posted before each Friday at 11:00pm EST. (So there are 2 days between your colleagues' original posts and your reaction post.) Monitor your Discussion feed to see who answers your RP. If no one selects your questions, you are not obligated to respond. But if they do, you should respond to them as well. This generates robust class discussion and engagement. (See RP grading rubric below.)

So here's how a sample week would go for postings:

1) Mary posts her LP (between 350-500 words) on Wednesday night before 11:00pm EST, and also includes two reaction questions for her classmates.
2) Mary then goes to look for two questions she would like to respond to (posted by John and Steve) for her Reaction Post (RP), and provides this by Fri. night at 11pm EST (at least 300 words).
3) Mary continues to monitor her LP for classmate responses, and if anyone does respond, she responds by the following Wednesday, the same day she'll prepare her new LP for the following week.
4) It's a wrap!

Reaction Posting (RP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No reaction post is written or reaction posts include plagiarized content (all outside content must be in quotations or student will receive a '0')	Reaction post fails to meet the word count requirement. The post does not address at least two questions posed by peers or offer a thoughtful, well-developed response. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	The post fails to meet the word count requirement but does respond to at least two questions posed by peers. The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or outside content is not appropriately cited.	The post meets the word count requirement and answers at least two questions posed by peers. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Post is thoughtful, relevant, and well written. The student responds to at least 2 peer questions posed with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately. Post either does not meet requirement for word count or has spelling/grammatical errors.	Post is relevant and well written. The student addresses at least two peer questions posed with thoughtful, reflective ideas that have substance and depth. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately. Post meets requirements for word count and is without grammatical or spelling errors.

B) Application Paper (AP)

The Application Paper (AP) should be 2-3 pages (excluding references), double spaced, written as a Word document in APA style (in-text citations and reference list at end). Upload it to the Assignments tab of our Canvas site by 11:00pm EST on Friday, January 26. Below is a list of Application Paper topics to select from:

- Big Data impacts on data quality
- Practical ways to balance data transparency and personal privacy
- The impact of Bot traffic on data quality and confidence in results
- The most critical ethics issues facing Audience Analytics

Application Paper (AP) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No paper is submitted or paper includes plagiarized content (all outside content must be in quotations or student will receive a '0').	Paper fails to meet the length requirement. The paper does not address the required content elements of the assignment or does not do so completely. Paper content is not very thoughtful or well-developed. Paper is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	The paper fails to meet the length requirement but does address the required content elements of the assignment. The paper content, however, is not thorough, well presented or well thought out. Content is not well organized. There may be several grammatical or spelling errors or outside content is not	The paper meets the length requirement and addresses required content elements, but could be elaborated on or explicated more completely or thoughtfully. The content may be disorganized or not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Paper is thoughtful, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately (Ex. "According to Jones (2013)…"). Paper either does not meet length requirement or has spelling/grammatical errors.	Paper is thoughtful, relevant, and well written, addressing the required content elements of the assignment with substance and depth. Outside content is cited appropriately. Paper meets length requirements and is without grammatical or spelling errors.

		appropriate ly cited.			

C) Weekly Critical Review of a Data and Ethics Issue in the media (CR)

The Weekly Critical Review (CR) will be a reaction to data and ethics issues in the media. A weekly article (one each week) will be shared by the instructor, such as the story below:

Netflix calls out 53 'Christmas Prince' viewers and Twitter claps back

(https://www.google.com/search?q=netflix+tweet+christmas+prince&rlz=1C1GGRV_enUS762US764&oq=netflix+tweet+&aqs=chrome.1.69i57j0l5.12499j0j4&sourceid=chrome&ie=UTF-8

For each weekly CR, you will provide a critical assessment by answering the 5 questions below:

- What were the main conclusions?
- Do you trust the conclusions? Why?
- What do you know about the source?
- Are the main points supported by credible evidence?
- What is missing? Are different viewpoints presented?

Weekly Critical Review (CR) Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No review is written or review includes plagiarize d content (all outside content must be in quotation s or student will receive a '0')	The review responds to at least 1 question. The responses do not offer a thoughtful, well-developed review. Response is not well organized. There are many spelling or grammar errors.	The review responds to at least 2 questions posed. The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several	The review answers at least 3 questions posed. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well.	Review is thoughtful, relevant, and well written. The student responds to at least 4 questions posed with thoughtful and reflective ideas that have substance and depth.	Review is relevant and well written. The student addresses all 5 questions posed with thoughtful, reflective ideas that have substance and depth.

		grammatical or spelling errors.			

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC can be contacted by phone at 352-392-8565.

University Counseling Services and Mental Health Services: Sometimes, happenings outside of the classroom can affect our performances within it, including virtual ones. Please do not hesitate to take advantages of university resources in this area, for whatever reason. If it is affecting you, it is important to get the support you need, which includes some online services:

UF Counseling and Wellness Center: Ph. 352-392-1575
http://www.counseling.ufl.edu/cwc/Counseling-Services.aspx

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to participate in class and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Getting Help:
For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:
● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
  • Counseling and Wellness resources
    http://www.counseling.ufl.edu/cwc/Default.aspx
    352-392-1575
• Disability resources
• Resources for handling student concerns and complaints
• Library Help Desk support

Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.
Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Course Schedule

Week of January 8

Module 1: Introduction to Data; Valuing Data; How to Assess the Quality of Data? Introduction to the Ethical Implications of Data Management

Learning Objectives
- Describe common ways to define data
- Understand how and why data is valued
- Identify tools and techniques to assess the quality of data
- Describe ethical implications of analyzing data

Watch
Video 1: Assessing the value and quality of data
Video 2: George Ivie, Exec. Director, Media Rating Council (5 min.):
https://www.beet.tv/2017/08/george-ivie.html

Video 3: Ad Fraud/Ad Blocking: Impact on Measurement (Dr. Augustine Fou, 55 min. webinar):
https://vimeo.com/174744848

Explore
Web site of the Media Rating Council, www.mediaratingcouncil.org generally
and its Education page: http://www.mediaratingcouncil.org/Education.htm

Read

Thomas Davenport and D.J. Patil. October 2012. Data Scientist: The Sexiest Job of the 21st Century. Harvard Business Review.

Michael Li, Madina Kassengaliyeva and Raymond Perkins. November 2016. Better Questions to Ask Your Data Scientists. Harvard Business Review.

Dominic Barton and David Court. October 2012. Making Advanced Analytics Work for You. Harvard Business Review.

Sam Ransbotham, David Kiron and Pamela Kirk Prentice. March 2016. Beyond The Hype: The Hard Work Behind Analytics Success. MIT Sloan Management Review.

The Media Rating Council's Digital Roadmap for Enhancing Digital Measurement: http://www.mediaratingcouncil.org/082815_MRCDigitalRoadmapPDRF%20paper_Final_in12pt Font.pdf

Assignments
Lecture Posting (LP) by Wed. @ 11pm EST
Reaction Posting (RP) by Fri. @ 11pm EST

All reading-related postings should be posted in the Canvas Discussion tab.

Weekly Critical Review of a Data and Ethics Issue in the Media (CR)

Week of January 15

Module 2: Balancing Big Data and Ethics: The Trade-Off Between Data Transparency and Personal Privacy

Learning Objectives
- Define Big (and small) data
- Know why Big Data matters so much for Audience Analytics
- Identify the ethical trade-off between data transparency and personal privacy

Watch
Your video lecture

Read

Erin Gloeckner and Melanie Lockwood Herman. 2017. Data Privacy and Cyber Liability: What You Don't Know Puts Your Mission at Risk. Nonprofit Risk Management Center.

Yves de Montcheuil, "43 Percent of Marketing Organizations Sell Data" InfoWorld, www.infoworld.com.

CRE's Big Data Primer: http://www.researchexcellence.com/files/pdf/2015-02/id114_big_data_primer_10_23_14.pdf

Big data: Too many questions, not enough answers:
https://www.forbes.com/sites/bernardmarr/2015/08/25/big-data-too-many-answers-not-enough-questions/#63e19b591361

How Netflix is using your data:
http://fortune.com/2016/09/19/netflix-streaming-tv-movies/

Observations…State of Big Data
https://www.forbes.com/sites/gilpress/2015/09/04/6-observations-from-a-new-survey-on-the-state-of-big-data-analytics/#1aad1c447884

Bassa, A. (2017, Aug. 28). Data Alone Isn't Ground Truth. *Medium*.
https://medium.com/@angebassa/data-alone-isnt-ground-truth-9e733079dfd4

Assignments
Lecture Posting (LP) by Wed. @ 11pm EST
Reaction Posting (RP) by Fri. @ 11pm EST

All reading-related postings should be posted in the Canvas Discussion tab.

Weekly Critical Review of a Data and Ethics Issue in the Media (CR)

Week of January 22

Module 3: Data Management Best Practices: The Processes, People and Tools that Enable Analytics

Learning Objectives
- Understand the relationship between data maturity and analytics maturity
- Identify the processes, tools and roles (people) for successful data management
- Know how to get started with data management and to measure success

Watch
Your video lecture

Read

Li Cai and Yangyong Zhu. 2015. The Challenges of Data Quality and Data Quality Assessment in the Big Data Era. Data Science Journal.

David Loshin. Building a Data Quality Scorecard for Operational Data Governance. SAS White Paper.

Domo and BusinessIntelligence.com, "What Business Leaders Hate about Big Data," Domo, 2013, https://web-assets.domo.com/blog/wp-content/uploads/2013/09/Data_Frustrations_Final12.pdf.

Losowsky, A. (2016, July 21). "Looking at metrics? Here are 55 questions to consider first." Poynter. https://www.poynter.org/news/looking-metrics-here-are-55-questions-consider-first

Kaushik, A. (2017). "Strategic & Tactical Dashboards: Best Practices, Tips, Examples": https://www.kaushik.net/avinash/digital-dashboards-strategic-tactical-best-practices-tips-examples/

Lee, J. (2017, June 15). "What's the difference between a data analyst, scientist, and engineer?" Dataquest.io. https://www.dataquest.io/blog/data-analyst-data-scientist-data-engineer/

Assignments
Lecture Posting (LP) by Wed. @ 11pm EST
Reaction Posting (RP) by Fri. @ 11pm EST
All reading-related postings should be posted in the Canvas Discussion tab.

Weekly Critical Review of a Data and Ethics Issue in the Media (CR)

Application Paper due 11 PM EST on Friday, January 26

Week of January 29

Module 4: Practical Applications for Getting the Most from Data

Learning Objectives
- Know how to filter out Bot (non-human) traffic from your data to help ensure quality
- Know how to validate results to build confidence in conclusions
- Identify steps for getting the most from data
- Making sure to never stretch the truth; ethical considerations

Watch
Your video lectures (2)

Read

LexisNexis, "Communications & Media Services Companies are Key Targets for Identity Fraud," White Paper, September 2017.

The Data Quality Benchmark Report. January 2015. An Experian Data Quality White Paper.

Barry Devlin. July 2017. The New Ethics of Data Management. The Data Warehousing Institute.

Council for Research Excellence, "CRE Guide for Validating New and Modeled Audience Data," November 2016.

Experian News, "New Experian Data Quality Research Shows Inaccurate Data Preventing Desired Customer Insight," Experian, 2015, https://www.experianplc.com/media/news/2015/new-experian-data-quality-research-shows-inaccurate-data-preventing-desired-customer-insight.

"4 Questions You've Always had about Ad Fraud," *LiveRamp*. Pt 1: https://liveramp.com/blog/4-questions-youve-always-had-about-ad-fraud-with-dr-augustine-fou/

"How Ad Fraud Impacts your Measurement, with Dr. Augustine Fou," *LiveRamp* Pt 2: https://liveramp.com/blog/how-ad-fraud-impacts-your-measurement-with-dr-augustine-fou/

Assignments
Lecture Posting (LP) by Wed. @ 11pm EST
Reaction Posting (RP) by Fri. @ 11pm EST

All reading-related postings should be posted in the Canvas Discussion tab.

Weekly Critical Review of a Data and Ethics Issue in the Media (CR)