

# MMC 5427 – Spring 2016

## Research Methods in Digital Communication

University of Florida, Online Masters in Digital Media  
3 Credit Hours  
Section 047G

**Instructor:** Kenny Zaron, M.S.

**Email:** [kzaron@ufl.edu](mailto:kzaron@ufl.edu) (Please include “MMC5427” in subject line)

Response time: I will do my best to respond within 24 hours during weekdays. I will also try my best to check email on the weekends too, but plan on any email sent after 5 p.m. on Friday to be replied to on Monday.

**Virtual office hours:** By appointment on Connect

**Connect Room:** [https://uflcoj.adobeconnect.com/mmc5427\\_spring2016/](https://uflcoj.adobeconnect.com/mmc5427_spring2016/)

**Course time:** Wednesday 6:00 p.m. – 9:00 p.m (Times on this syllabus are EST/EDT)

**Course website:** Canvas - <http://lss.at.ufl.edu>

## Course Overview

### Course Description

This course will help you think about how you use digital media and enable you to gain an effective working knowledge of methods and strategies to use when evaluating online communication tools. We often focus on discovering the meaning behind information through research and development. As a result of taking this course, students will learn how marketing on the web functions and how that relates to web design as well as the tools used to collect data on the web. You will understand Search Engine Optimization (SEO) and analytics tools, and how to successfully research and position your online marketing efforts. Finally, you will learn about communicating with consumers, stakeholders, and the general public in the online marketplace, as well as the costs, risks, and benefits associated therein.

### Course Goal

The purpose of this course is for students to gain an understanding of how communication in digital media works, and how to research and understand best practices, consumer trends and technologies in today’s online environment.

### Expectations

Students in this course are expected to attend class lectures and participate in a constructive way. They are also expected to communicate with both the instructor and classmates in a professional way. This includes using professional language when presenting in front of the class, in written assignments, in the class chat box, and in any email communications. Students are expected to turn in assignments on time, stay current with assigned readings, and be a dependable contributor to group project(s).

## **Course Objectives**

By the end of this course, students will:

- Learn how to research a wide array of topics in digital communication media.
- Be able to manage website Analytics and SEO tools effectively.
- Use actual testing methods to determine what elements on a website are effective, which elements are ineffective, and why.
- Work with a real world client to create an SEO proposal for their business based on their industry and business needs.

## **Canvas**

This course will utilize the Canvas LMS provided through <http://lss.at.ufl.edu>. The vast majority of your course files will be available through Canvas. Particularly, I make heavy use of the modules section, where I have course materials grouped into separate modules for each week of readings and each assignment. If you are unable to find a file you need, chances are it can be found in the modules section of Canvas.

## **Vantage Point**

The WDOC program utilizes a system called Vantage Point in addition to the Adobe Connect classroom software. Through Vantage Point, the instructor will be able to view student webcams throughout the duration of class time, not just when students are actively presenting. Students should be aware of this arrangement and be prepared to be constructive classroom citizens at all times.

## **Assignments**

In this course, students will complete supplementary assignments to learn further about SEO and Usability Testing. You will also work with group members and give a group presentation centered on an assigned SEO/Analytics topics. Students are also responsible for leading two individual discussion leader presentations during the term. Finally, students will also work on a group SEO/Google Analytics campaign for a company. This will require background research and a written report.

## **Reading Requirements / Required Text**

In lieu of a textbook, there are weekly readings required for this course. The posted readings should be read for the week listed on the syllabus and not as homework for the following class. Students will be responsible to check their syllabus for weekly assigned readings. 13 of our 15 weeks of class have assigned readings. Students are expected to have read assigned readings before class each week. While each specific reading may not be addressed individually during class, the knowledge acquired by reading the assigned material will give students an enhanced ability to understand and participate in the class lecture and discussion each week. The final pages of this syllabus contain a calendar for this course, and the calendar of assigned readings for each week of class.

## Additional Recommended Readings/Resources

1. Search Engine Marketing, Inc.: Driving Search Traffic to Your Company's Web Site by Mike Moran and Bill Hunt
2. <http://SEOmoz.org>
3. <http://unbounce.com/blog/>
4. <http://searchengineland.com/>
5. <http://searchenginewatch.com/>

## Course Structure

For the initial hour-and-a-half of each class, the instructor will lecture on the weekly topics. During this time, students will be continuously asked to engage in the online dialog about the material being covered and ask questions as they arise. The instructor may facilitate in-class break-out activities during this time to determine that students have mastered the concepts. The following 50 minutes will consist of a discussion leader presentation. The instructor may lead a follow-up discussion after this presentation. The final portion of class will be devoted to a SEO/Analytics group presentation. **On weeks when there is not a group presentation, final project groups may be allowed to meet during class time if instructor provides time.**

## Prerequisite Knowledge and Skills

Students are not required to enter this class with a pre-existing understanding of the topics presented. Reading the required materials for each week's class is enough for students to be able to participate in and understand each class lecture/discussion.

## Grading Scale (Round up to next percentage point at .51% or above)

A	92-100%	C	72-76%
A-	90-91%	C-	70-71%
B+	87-89%	D+	67-69%
B	82-86%	D	62-66%
B-	80-81%	D-	60-62%
C+	77-79%	E	below 60%

## Grading Breakdown

- Class attendance and participation in class discussions: 10%
- Discussion leader presentations: 20%
- Analytics Assignment: 7.5%
- Usability Testing Assignment: 7.5%
- Group SEO/Analytics Presentation: 15%
- SEO and Google Analytics Final Project: 40%

- Situation Analysis...10%
- Peer Evaluation...5%
- Final Presentation... 10%
- Final Report on SEO/Analytics Outcomes...15%

### **Coursework Submission**

The following is a specific breakdown of how your coursework will be submitted. Submitting an assignment outside of the method specified here may result in you not receiving a grade for that assignment. Refer to each assignment's details further ahead in this syllabus for specifics about submitting each assignment as applicable.

- |   |                     |
|---|---------------------|
| • Individual assignments (Analytics, Usability Test): | Canvas              |
| • Reaction papers for a missed class:                 | Email to Instructor |
| • Presentations (Group & Individual):                 | Canvas              |
| • Final Project Report:                               | Canvas              |
| • Group Peer Evaluation:                              | Canvas              |

### **Late Work & Make-Up Policy**

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be given for preapproved emergencies. Minor inconveniences such as family vacation, losing your documents (I strongly suggest all students take advantage of a cloud storage platform such as Dropbox, OneDrive, etc. for all of their coursework), or minor illness are not valid reasons for extensions. In case of a medical emergency, written proof from your doctor submitted in a timely manner will be required to receive an extension.

The penalties for late work are:

- |                           |              |
|---------------------------|--------------|
| • Less than 48 hours late | 25% Off      |
| • Over 48 hours late      | Not Accepted |

If a student submits an assignment late, I will first grade the assignment as I would normally, and then deduct the appropriate amount of points for lateness. For example, a paper submitted less than 48 hours after the deadline graded initially at a 90 points would result in a final score of 80 points after late points are deducted.

Requirements for class attendance and make-up exams, 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>

# Individual Assignments

## Class Participation & Discussion

Much of our class time will be spent in discussion. **You may be called upon during class to share your thoughts about the topic being discussed.** Completing the readings before each class and paying full attention during the online discussions will be crucial in being able to participate fully. This portion of your grade should be the easiest to complete as you should be interested in the topics already and want to engage in discussions on the topics. There is no way to participate in discussion without attending the online class time. **As such, any unexcused absence will result in a 10-point deduction in your overall participation and discussion grade.**

Attending class while engaging in another activity is not considered full participation and a response paper will need to be submitted to earn credit for the week (ex. being out to dinner, still engaging in work activities, etc). Also please note that failure to have a working webcam/mic on a regular basis can result in a lower attendance and participation score because it takes away from the class experience.

Students should not attend class from a cellular device, as the adaptation of the Connect platform on mobile devices does not allow for students to participate in the class discussion and view the lecture material and presenter simultaneously and effectively. As this is a live course, live participation is expected, just as if you were attending this class in a traditional setting.

**Make-up policy:** I understand that sometimes students may have conflicts with their work schedules and class. Please email me ahead of time if you plan on missing class so that I know to expect your make-up reaction paper (see below). If this is going to be an ongoing issue, please make sure you also get permission from Vonne Smith.

## Missed a Class? Make-up Assignment: Response Paper

In lieu of missing a class (and having communicated with the instructor prior to class that you will be absent), students are required to submit a response paper in order to keep the 10 attendance and participation points for that day. **Keep in mind that I take attendance each class, and also mark down when a student is late or leaves early. It is your responsibility to turn in a response paper to me before the next class for any portions of class that you miss. I will not request or remind students to turn in response papers for class time that they have missed. The responsibility falls on you to turn one in on time. Failure to turn in a response paper will result in 10 points being deducted from your final attendance and participation grade.**

## Response Paper Requirements

**Guidelines for writing:** Response papers can be broken into subcategories: lecture, break-out activities (or discussion depending on the day), student presentations, etc., depending on what happened in class that day. In this manner, if you were only absent from a portion of class, you will write in response to the portions of class that you missed. If you missed the whole class, you'll include all relevant sections.

For the lecture portion of your paper, you should reflect on the content presented and write your thoughts on the material covered. For any break-out activities, you can briefly write about your results and your experience/what you learned/any reflection on the topic. For student presentations, you should write a response that communicates to me that you watched the entire presentation and what you learned from it. Each section does not have a minimum length, but the paper as a whole should be sufficient enough to show that you watched the entire class and understood the material for that day so that you will have the knowledge required going forward in the course.

For all portions of a response paper, I am not only looking for you simply to create a summary of what was discussed, but to also add your own thoughts and reactions to the material. The goal is for me to be able to see that you watched the class you missed and understood the material that was covered that day in full.

**Format:** Response papers must be submitted in Microsoft Word document format using 12 sized font and single spacing. The paper should be written in paragraph format (i.e. not bulleted lists of each section) using full sentences and proper grammar. The top of your document should include the date of class missed and your first and last name.

**Due Date / Deadline:** Response papers are due before the beginning (6pm) of the class following the class that a student missed. **Late response papers will not be accepted without explicit permission from the instructor in advance of the missed class in question (see the late policy for examples of reasoning that would grant an extended deadline).**

**Submission Method:** Response papers must be submitted to me via email ([kzaron@ufl.edu](mailto:kzaron@ufl.edu)) as an attachment. Email subject format should read: "MMC5427 – Response Paper – [Date of class missed]. Confirmation of your response paper being accepted will be sent as a reply to this submission email only. I will directly state in the reply email if your paper has been accepted in full.

## Discussion Leader Presentation

Each student will lead **one class discussion** by preparing a 30-minute presentation on an assigned topic. Students will sign up for their presentation week at the beginning of the term. As discussion leader, students should prepare to **facilitate thought and debate about the topic** having read through the materials and identified **case studies**

**or examples** about of the topic. These examples can be relevant websites, blogs, social media influencers, or magazine/newspaper articles about the topic.

The topics for these presentations mirror what we discuss in class. As such, I am not looking for students to give a presentation that repeats what I present on the topic as an instructor. Instead, **I am looking for you to become knowledgeable about the topic you are presenting on. Take the next step in researching new ideas, trends and best practices regarding your topic and present them to the class in order to further everyone's knowledge and understanding of the subject beyond what you learned during lecture.**

I understand that some small parts of your presentation may quickly review or otherwise touch upon something brought up in lecture, but overall I expect you to take your own experience, research the topic, and present new ideas, information, and case studies to the class.

This is also not opportunity to simply summarize the readings. Everyone in the class will already have done the readings well before your presentation takes place. You may use the readings as a reference, but they do not count as research towards your final grade.

### **DL Presentation Structure & Requirements**

Discussion Leader presentations are allowed a maximum of 30 minutes long. As little as 5 minutes of your presentation should be about the readings or previously covered information. The remaining 25-minutes should be based on new material you provide to the class based on additional readings you find, and should allow a few minutes (5 or less) for Q&A at the end. If you include videos in your presentation, limit them to less than 7 total minutes of your presentation and give the class time to watch the video before discussing. Presentations will be done live with you presenting on your webcam.

**Submission:** Your presentation should be accompanied by a **PowerPoint file which needs to be submitted on Canvas no later than one hour before class (5:00 pm) on the day you present.** After this point, the assignment will be considered late, even if you present on time! Using Prezi through a screen share is also acceptable, although I recommend PowerPoint as it is friendlier to your bandwidth and being able to have a stable audio/video connection while you are on camera. If you decide to screen share using Prezi or any other medium, I still require you to submit a PDF copy of your presentation before the 5pm deadline or it will be considered late.

**Research Requirement:** I require that the final slide(s) of your presentation contain the sources your researched that are referenced in your presentation. 5 points will be deducted from your presentation for not including your sources, and I may still require students to provide me their sources used in order to receive a grade for their presentation. Please do not lose “easy” points for forgetting to include your sources!

Research is a critical component of all assignments in this course, including these presentations. I expect that you have a minimum of 6 high quality sources of research for your presentation. Sources need not all be scientific in origin, but should be notable

authorities on the topic. If you have any doubt if a source would be considered high quality, you may email me well in advance of your presentation and I will review it.

**Grading:** You may find a detailed rubric for your discussion leader presentations in Canvas in the modules section. Students will be graded on how well their presentation is researched, and how effectively they present new ideas and information to the class.

**Dates & Topics: Send your instructor top three topic/date preferences **after** the first class (**do not email them to me during class time**).** I will schedule on a first-come, first-served basis, but please note that if a student's demonstrates a specific, valid need, it may outweigh another student's topic/date request. All scheduling will be done at the instructor's discretion.

If you have a specific and valid reason why you cannot present on your assigned presentation date, I need to hear from you via email within 24 hours after presentation assignments are distributed.

Students will be assigned a presentation topic no later than 4 days after the first class.

<b>Week</b>	<b>Topic</b>
W3	Audience Development
W4	Online Surveys
W5	SEO – Organic
W6	SEO – Non Organic
W7	Web analytics
W7	Usability Testing
W8	Communicating on Mobile Platforms
W10	Eye/Click Tracking
W11	Message Testing
W12	Customer Relationship Management
W13	Crowdsourcing
W14	Information Aggregators

**Presentations should include case studies and real-world examples of the topic in action to share with the class.** Find an example of when a company used a platform effectively or ineffectively. Why did it work or not work? One of the best ways to learn about how to operate in the current marketplace is to look at what others have done and understand why their efforts were successful or unsuccessful.

**Late Policy:** Due to this assignment being a presentation, you must present your discussion leader presentation on time. In order to keep the course on track and cover all of the material, it will not be possible for students to make up their individual presentation for late credit. If a student is unable to present on their assigned date, they must contact the instructor well in advance to arrange a pre-recorded showing of their presentation.

## Web Analytics Assignment

After learning about analytics in class lecture, students will evaluate real web analytics data in order to understand how to process and make decisions from it.

**Description:** You will read a case study on a company's SEO data and conduct analysis to determine what approach the company should take in future campaigns to achieve the highest amount of success. You will need to back up their conclusions with sound reasoning and data. More instructions will be given when the assignment is handed out after the class discussion on Web Analytics.

**Components:** You will write a 2-3 page paper responding to a set of questions regarding the data and information presented to you in the case study that takes a position and comes to a conclusion using analysis and insight into the data.

**Submission:** This assignment is due Week 10 by 5:00pm before the start of class. This assignment is an individual assignment to be submitted through Canvas.

## Usability Testing Assignment

The usability testing assignment gives students a chance to understand the importance of conducting a usability test on websites before launching them into production and to gain experience in successfully conducting a usability test. Students will use their own portfolio websites as the site to be tested for this assignment. In this way, you will gain experience conducting a usability test and receive valuable feedback that can be used to improve your professional portfolio site.

Students will conduct a live usability test with two different people using their own websites built in their previous classes, and see first-hand if their sites are 'getting the job done'. Students will begin this assignment by reading a usability test script to each subject, and then asking them to complete a number of tasks on their site (examples would be: having the test subject identify what field the student is in, locating and downloading the student's resume, finding and viewing work samples the student may have, finding the student's contact information, etc.)

**Components:** For this assignment, students will need to complete the following:

- Write a one-page introduction for the test you will conduct:
  - Identify 4 tasks on your portfolio site that users will need to complete.
  - Explain why those goals are important success markers for your site.
  - Record what your expectations are going in to the test. Do you expect that users will have difficulty completing your tasks? Why or why not?
- Create a usability testing script based on what you have learned during class.

- Find 2 test subjects (not directly related to you) and have them complete your test. Record their thoughts and actions throughout the test. Did they have any trouble navigating components of your site that you weren't directly testing? Did they provide valuable feedback? Were they able to complete the tasks? Etc.
- Provide a written account for each test subject of the results of each of the 4 tasks. Do not simply say "yes they were able to do it", provide a detailed description of what happened during each test.
- Write a 1-2 page conclusion that summarizes your findings from the test, what changes you will be considering for your portfolio site going forward, and the meaning behind your test results and how that compared to your expectations going in to the assignment.

## Group Assignments

### Group Selection

Students will be asked to form groups in class during Week 1. This will be your group for both the SEO/Analytics Final Project and the group SEO/Analytics presentation.

### Presentations & Participation

For both group presentations during this class, I expect that all members of your group present a portion of each presentation. If a student is unable to be present in the live class for their part of their group's presentation, along with notifying me well in advance, I expect that the student is able to pre-record their section of the presentation and share that file with me a minimum of 24 hours before their presentation begins. While I am flexible, I require that students are able to present for each presentation in order to receive a proper grade. Barring an extreme circumstance, a student's failure to present along with your group in some form will result in a zero for that presentation.

### Group SEO/Analytics Presentation

Each group will give a 30-minute presentation about a more in-depth topic related to SEO or Google Analytics in order for the class to gain additional preparation for their final project. The topics will be given in week two and will depend on the prior level of SEO/analytics knowledge that everyone in the class has at the beginning of the semester. Some sample topics could include bidding on Google Adwords, understanding the Google Analytics dashboard, etc. Most importantly, you will include **two or three relevant case studies** that discuss trends, best practices, etc. The sharing of any industry leaders, blogs or videos (videos may last no more than 7 minutes total) that are related to the topic is encouraged.

The structure and approach for this group presentation is similar to your individual discussion leader presentations. Groups are expected to conduct quality research on their topic and present their ideas, case studies, and research to the class.

## SEO and Google Analytics Final Project

Each group will select a small business/non-profit/organization with the goal of assisting with their SEO and Google Analytics. Students should not currently be working for the company/organization that is selected. At the end of the second class, I will allow time for students to draft a sample memo to send to the client, along with presenting a detailed handout of student expectations (e.g., that you will be in contact, virtually) and client expectations (e.g., that you are not their personal Web designers).

**Note:** I require that you do not pick a business that is restricted from advertising on Google Adwords. You may view Google's list of restricted business types here: <https://support.google.com/adwordspolicy/answer/6008942?hl=en#res>. This policy is in place so that you may gain the full experience of working with a client and creating a project plan, and not because of any personal views or opinions of the instructor.

Additionally, this project will require you to build a Google Adwords campaign for your client. However, **you and your client are not required to fund the account**. Google provides an avenue for creating a functioning Adwords account without needing to enter billing information. Instructions for this will be provided for you on Canvas.

This is a very large project. I **strongly advise that you do not wait to begin working on this project**. Waiting until the last minute to work on this project will absolutely prohibit you from being able to do the comprehensive work necessary for a high grade.

If at any time your group has a question about any part of this project, I encourage you to contact me. I am more than happy to assist you with guidance throughout this project, and highly recommend that you use me as a resource over leaving a question your group may have unanswered.

**By Week 4**, your group needs to send me an email with your client's name, contact information, and confirmation that they are on board (a forwarded email from the client will suffice).

**On Week 8**, you will submit a situation analysis, which involves research on the client's strengths, weaknesses, opportunities and threats. You will also write about their competition, what the company has tried before, their SEO/Analytics goals, etc. In addition, you will include a section that talks about how you would go about increasing their SEO, the Google Analytics goals that you will set up, and how the company can increase their online presence. It is expected that you do additional research on SEO and Google Analytics and cite your sources in APA format at the end of your proposal. Specific guidelines will be posted on Canvas.

If time permits, during class on week 8, each group will be asked to talk about their client and their situation analysis in front of the class. This will be an informal way for the other students to learn about what other groups are doing. No formal presentation is required for this activity. Students will simply be asked to tell us a little bit about their client and their business needs and upcoming challenges related to the project.

Throughout the term it is expected that you maintain contact with your client and work on their analytics goals. **This is not a last-minute assignment. You will be unable to build a quality proposal if you wait until the last minute to start your work.**

In order to receive a grade for your final report, I require that you have your client fill out a form for providing feedback about your group and the project experience. **It is your group's responsibility as a whole to have this form turned in no later than 5pm on the day after the final day of class (when your peer evaluation form is also due).**

**Before class on Week 16**, you will submit a report that details what you and your partners did throughout the semester, your goals, the outcomes, etc. You will also write about suggestions for future SEO and Google Analytics efforts.

**During class on Week 16**, you will present this information to the class in the form of a presentation. I encourage you to invite your client to class and send them a link to our Connect room for them to attend. It is very rewarding for your client to hear the presentation portion of your project as well as receiving your proposal report. It is my hope that you gain real-world experience from this assignment and have something to add to your portfolio after graduation from this program, as well as a potentially helpful professional reference from your client!

### Peer Evaluations

**By 5:00pm the day following the last day of class**, you need to submit peer evaluations for your group members this semester using the peer evaluation form provided on Canvas. I will use the information you provide in your evaluations to evaluate how each group member performed during the semester. **Failure to submit a peer evaluation by the 6:00pm deadline will result in your individual grade for the final project report being deducted by 10 points (your other group members' scores would be unaffected).** No exceptions can be made to this policy.

Peer evaluations will be graded with your group member's evaluations of you accounting for 80% of the total score, and your own self-evaluation accounting for 20% of the total score. Please also note that in extenuating circumstances, I reserve the right to alter the final score if I feel strongly about comments that your partners have written.

## UF / General Policies

### My "Open Inbox" Policy

I encourage students to contact me with any questions they have about anything relating to this class or any difficulties they encounter throughout the semester. As this is an online course, I call this an "open inbox" policy. If you encounter any issues during the semester that may affect your performance in the class, please feel free to contact me and I will do my best to work with you in order to help you be successful.

## **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 is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.  
University counseling services and mental health services: 352-392-1575

## **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.

## **COJC Academic Honesty Policy**

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.

### **Netiquette: Communication Courtesy**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### **Getting Help**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto: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 Evaluations**

Students are highly encouraged to provide feedback on the quality of instruction in this course by completing online evaluations 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/>.

### **Class Demeanor**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live 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 course 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.

# Schedule

**\*This class covers topics that change quickly. Therefore, as the semester goes on, I may find more relevant and timely articles. If the reading list is ever updated, students will be notified in advance.**

**Any readings marked with “(Canvas)” should be accessed by logging in to Canvas and finding the document in its Module in the “Modules” section**

## **WEEK ONE – 1/6 – COURSE INTRO & OVERVIEW OF DIGITAL MEDIA**

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- Explanation of course requirements and assignments
- Introduction and overview of research tools for digital media
- Introduction to Social Media: Why they matter and what you need to know about their impact including blogs, wikis, tweets, podcasts, social networks, apps, bookmarking, etc.

**Email individual discussion leader date requests **AFTER** class (not during).**

## **WEEK TWO – 1/13 – AUDIENCE DEVELOPMENT**

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- Audience Development & Goals of Interactive Media Use
- Discovering, reaching, and retaining your target audience.

### **READ:**

- Canvas: Audiences Module:
  - What is Audience Development? - Forbes
  - Strategy and Digital Commerce Capabilities Toolkit
  - Next-Generation Strategies for Advertising to Millennials.

## WEEK THREE – 1/20 – SURVEYS

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Using surveys for both formative and evaluative research

Be ready to talk about a survey you have done recently (this may mean taking a survey if you have not done so recently) and we will discuss its validity and use in class.

### READ:

- Canvas (Surveys Module): value of online surveys.pdf
- Canvas (Surveys Module): Overcoming Challenges Online surveys.pdf
- Familiarize yourself with <http://www.surveymonkey.com/> and Qualtrics (get a free Qualtrics account through UF e-Learning at <https://ufl.qualtrics.com/> )

Register for Qualtrics, and explore how you might use it to answer a research opportunity/problem you may be considering. Create a mock survey and explore the different options for creating questions.

## WEEK FOUR – 1/27 – SEARCH ENGINE OPTIMIZATION

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- Search Engine Optimization (SEO) – Understanding who you want or need to reach and how to target them using optimization tools.

### REQUIRED READING:

- [Google Webmaster Guidelines](#) - Watch video and read the guidelines.
- Canvas (SEO Module): Search Engine Marketing Glossary.pdf - Look through the terms and become familiar with the ideas. This is a good resource to refer back to later on during this course!
- Canvas (SEO Module): Secret Power of the Search Terms Report.pdf
- Canvas (SEO Module): How to measure SEO success.pdf
- Canvas (SEO Module): How Not To Do Local SEO In A Post-Pigeon Era.pdf

### RECOMMENDED READING:

- Canvas SEO Module:
  - SEOmoz-The-Beginners-Guide-To-SEO-2012.pdf
  - Dont\_Risk\_Your\_Rankings\_With\_Unethical\_SEO.pdf
- Visit SEOmoz ( <http://SEOMoz.org> ) for more readings
- Unbounce Blog <http://unbounce.com/blog/>
  - <http://unbounce.com/ppc/the-definitive-adwords-audit-guide/>
- Internet Retailer <http://www.internetretailer.com/>
- Search Engine Land <http://SearchEngineLand.com>

**DUE: Submit client information and confirmation that they agree to participate in this class project.**

## WEEK FIVE – 2/3 – WEB ANALYTICS

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- Web Analytics (i.e. Google Analytics)
- Measuring, collecting, analyzing and reporting Internet data for the purposes of understanding and optimizing Web usage.

### READ:

- [Google 101: How Google crawls, indexes and serves the web.](#)
- [Google Analytics – social reports](#)
- Canvas (Analytics Module): Landing Page Mistakes You'll Never Make Again.pdf

## WEEK SIX – 2/10 – USABILITY TESTING

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- Usability Testing

### WATCH:

- UX prototyping tutorial: Paper prototyping techniques:  
<https://www.youtube.com/watch?v=FS00Ulo12Xk>

### READ:

- Canvas (Usability Testing Module): Usability Testing Demystified.pdf
- Canvas (Usability Testing Module): 4 forgotten principles of usability testing.pdf

**DUE:** Situation Analysis Progress Check (5:00pm before start of class)

## WEEK SEVEN – 2/17 – COMMUNICATING WITH MOBILE USERS

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- Communicating effectively with mobile users and best practices
- Marketing opportunities and the second screen phenomenon

### READ

- Canvas (Mobile Module):
  - cisco\_mobile\_analytics\_white\_paper\_2014.pdf – Read about the trends of mobile data traffic
  - Search Ads Work Way Better on Tablets Smartphones.pdf
  - Think Apps Not Ads.pdf
  - What You Need To Know About Facebook Mobile Ads.pdf
- [https://developers.google.com/mobile/articles/analytics\\_end\\_to\\_end](https://developers.google.com/mobile/articles/analytics_end_to_end) (Note: For the purposes of this class, I do not expect you to understand the code parts, just focus on the analytics parts.)

## WEEK EIGHT – 2/24 – EYE & CLICK TRACKING

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- Mapping effective design with Eye Tracking and Click Tracking technologies

### READ:

- Canvas (Eye Tracking Module): Eye Tracking and Web Usability – A Good Fit.pdf
- <http://www.fastcompany.com/3019886/buyology/eyetracking-and-the-neuroscience-of-good-web-design>
- <http://www.economist.com/news/technology-quarterly/21567195-computer-interfaces-ability-determine-location-persons-gaze>
- Poynter eyetracking and newspapers: <http://www.poynter.org/extra/Eyetrack/previous.html>
- Poynter eyetracking and tablets: <http://www.poynter.org/how-tos/newsgathering-storytelling/visual-voice/191875/new-poynter-eyetrack-research-reveals-how-people-read-news-on-tablets/>

**DUE:** Situation Analysis by 5:00pm (One group member can submit on behalf of the rest of the group)

## WEEK NINE – 3/2 – SPRING BREAK HOLIDAY

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- No class – Enjoy your holiday!

## WEEK TEN – 3/9 - MESSAGE TESTING

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- Message testing – How do you know who's reading your online media and how are they reacting to what you say? An exploration of multicultural perspectives.

### READ:

- Canvas (Message Testing Module):
  - media interventions.pdf
    - [Jordan, A., Piotrowski, J.T., Bleakley, A., & Mallya, G. \(2012\). Developing media interventions to reduce household sugar-sweetened beverage consumption. \*The ANNALS of the American Academy of Political and Social Science\*, 640\(1\), 118-135.](#)
  - comparing website visitors.pdf
    - Mazaheri, E., Richard, M., and Laroche, M. (2011). Online consumer behavior: Comparing Canadian and Chinese website visitors. *Journal of Business Research*, Volume 64, Issue 9, September 2011, Pages 958–965

## WEEK ELEVEN – 3/16 – CUSTOMER RELATIONSHIP MANAGEMENT

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- Managing customers through effective brand management and customer management techniques.

### READ:

- Canvas (CRM Module):
  - Effective social media analytics.pdf
  - Effects of the Recession on Public Mood in the UK.pdf
  - Social CRM a Tough Worthy Goal.pdf
- <http://hootsuite.com/features/custom-analytics>
- <http://mashable.com/2012/05/05/adobe-digital-selves/>
- <http://mashable.com/2012/03/28/google-adobe-social-media/>

**DUE:** Analytics Assignment by 5:00pm

## WEEK TWELVE – 3/23 – CROWDSOURCING

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- Crowdsourcing - Harnessing the power of online communities using mashups to create measurable change

### READ:

- Kickstarter Serves Up Potato Salad By The Numbers:  
<http://techcrunch.com/2014/08/05/kickstarter-serves-up-potato-salad-by-the-numbers/>
- WIRED, The Rise of Crowdsourcing, online at  
<http://www.wired.com/wired/archive/14.06/crowds.html>
- IBM's "Jamming for a Smarter Planet" available at  
[http://download.boulder.ibm.com/ibmdl/pub/software/dw/university/smartplanet/Jam\\_Report2009.pdf](http://download.boulder.ibm.com/ibmdl/pub/software/dw/university/smartplanet/Jam_Report2009.pdf)
- DiStasco, M. (2012) Measuring Public Relations Wikipedia Engagement: How Bright is the Rule? Available online at  
<http://www.prsa.org/intelligence/prjournal/documents/2012distaso.pdf>

## WEEK THIRTEEN – 3/30 – INFORMATION AGGREGATORS

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- Opportunities and struggles for content creators on the web in dealing with third party aggregators.

### READ:

- Canvas (Aggregators Module):
  - Spain set to introduce new law against aggregators.pdf
  - Media, old and new, takes heat for Boston coverage - Chicago Tribune.pdf
  - Reddit launches 'pressiquette' guidelines for journalists.pdf
  - FromInformatonToAudiences-January2012.pdf

**Remember to pace yourself on your final project!**

## WEEK FOURTEEN – 4/6 – BIG DATA AND DATA SECURITY

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- Big Data, Data security, privacy and ethical issues of collecting data online.

### READ:

- Canvas (Big Data Module):
  - LinkedIn connects big data human resources.pdf
  - I'm Being Followed How Google and 104 Other Companies Are Tracking Me on the Web.pdf
- <http://mashable.com/2012/04/08/employer-facebook-password/>
- <http://verdict.justia.com/2012/03/27/can-employers-legally-ask-you-for-your-facebook-password-when-you-apply-for-a-job>

**DUE: Usability Testing Assignment by 5:00pm**

## WEEK FIFTEEN – 4/13 – REPUTATION MANAGEMENT

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- Reputation management and environmental scanning

### READ

- <http://www.adweek.com/news/technology/data-points-social-faux-pas-142062>
- <https://blog.kissmetrics.com/guide-to-reputation-management/>
- Canvas (Reputation Management Module):
  - Online reputation the only asset worth protecting.pdf
  - Reputation Management Is Becoming Increasingly Important Socialnomics.pdf

## WEEK SIXTEEN – 4/20 – FINAL PRESENTATIONS

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- Final presentations
- Students will present their SEO/Analytics process and outcomes to the class

### DUE:

- **Final Report**
- **Class Presentation**
- **Peer Evaluations (Day after final class)**

### Disclaimer:

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.