

MMC 5427 – Fall 2019

Research Methods in Digital Communication

University of Florida, Online Masters in Digital Media
3 Credit Hours – Section 2A48



Instructor: Kenny Zaron, M.S.

Online Live Classroom: <https://ufl.zoom.us/j/682717318>

Course Time: Wednesdays 6:00pm – 9:00pm (Times on this syllabus are EST/EDT)

Contact Information

Please contact me through email at kzaron@ufl.edu and include “MMC5427” in your subject. I will do my best to respond within 24 hours during weekdays. I try to check messages on the weekends, but plan on any email you send after 5:00pm on Friday to be replied to on Monday.

Office Hours

If you wish to schedule a meeting with me, please send me an email. I am always flexible to meet with you virtually to answer your questions.

Instructor Biography

I am currently a web application developer at UF-IFAS IT and have a lifelong passion for working with new technologies. Most of my current projects are in the .NET environment, but I also have experience with other languages and tools such as Java, PHP, and Perl. I have also worked for a local nonprofit and built their website which eventually attracted (former) First Lady Michelle Obama to visit their organization during the 2012 Obama campaign tour. I earned my bachelor's and master's degrees from UF.

Course Website

Our course shell is hosted on Canvas via UF e-Learning. Visit <http://elearning.ufl.edu/> and click on the blue e-Learning button to log in via Gatorlink.

It is your responsibility to check Canvas regularly for all information needed for your coursework.

I recommend logging in throughout each week and enable email notifications from our course in order to not miss important information.

Contact the UF Helpdesk (<http://helpdesk.ufl.edu/> or (352) 392-HELP (4357) if you have any trouble accessing our course or e-Learning in general.

Live Class Meeting

Our class meets live Wednesdays evenings, 6pm to 9pm using the Zoom platform.

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.

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.

Expectations

Students in this course are expected to:

- Participate actively in class discussions each week
- Communicate with the instructor and their peers professionally
- Be on time and prepared for class each week
- Submit assignments in advance of their deadlines

This course is taught through live meetings each week of the semester. Being an online platform, this requires students to actively engage with the content and participate consistently in order to build an enriching classroom experience.

Students are expected to arrive on time and participate in the material for that week. Participation occurs through communicating in the chat box and through discussion questions posed by the instructor during class time.

Students are expected to turn in assignments on time, stay current with readings, and be a dependable contributor to group projects.

Technical Issues

Technical issues uploading work, or file format/corruption/viruses/etc are not a valid reason to receive an extension. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email the document, .zip files, or even links to Dropbox folders to Instructor via UF email in a pinch.

Students should prepare for technical difficulties by not waiting until the last minute to submit work. You are all responsible adults taking courses in a technology-focused program - you are expected to be problem solvers!

Submitting a corrupted document, non-working links, etc. are equivalent to not submitting the work at all and will be subject to the course policy on late work.

Webcam & Internet Expectation

Students are expected to have a working webcam and microphone at all times for this course. **There are no exceptions for a student not having a functioning webcam and microphone.**

I strongly encourage you to test your equipment using the webcam software on your computer regularly to ensure that things are working properly. As this course is in a live online format, students need to have a working webcam with microphone at all times.

Any pre-recorded presentation submissions must have functional audio and video to receive full credit. If you are having difficulty with your equipment, I encourage you to notify me and submit a ticket at the UF Help Desk (<http://helpdesk.ufl.edu/>).

Reading Materials

Because of the changing nature of the technologies we discuss, a traditional textbook is replaced by weekly readings that students are responsible for reviewing each week before class meets. The readings are curated for each week's topics and are found under the Canvas modules area, divided by each week's topic.

Teaching Philosophy

I believe that learning occurs best when students are in a comfortable environment and are presented with information that benefits them in a practical way. I also believe that learning occurs best when students are actively participating in discussion instead of listening passively. The best way to recall information later on is to have been actively thinking about and discussing that information. Actively engaging with the material in this course is the key to understanding new concepts.

Course Policies:

Assignment Submission

All coursework for this class (aside from response papers) will be submitted through our Canvas shell. Response papers are to be submitted to the instructor via Canvas mail or email before their deadline.

Deadlines

Coursework for this class is normally due before the start of class, similar to how you would turn in an assignment in a typical classroom when you arrive to class that day.

Final Grade Values

- Class attendance and participation in class discussions: 5%
- Weekly Quizzes: 10%
- Discussion Leader presentation: 15%
- SEO Assignment: 10%
- Usability Testing Assignment: 10%
- Group SEO/Analytics Presentation: 10%
- SEO and Google Analytics Final Project: 40% (breakdown below)
 - Situation Analysis...10%
 - Peer Evaluation...5%
 - Final Presentation... 10%
 - Final Report on SEO/Analytics Outcomes...15%

Grading Scale

A	93 - 100%	C	73 - 76.99%
A-	90 - 92.99%	C-	70 - 72.99%
B+	87 - 89.99%	D+	67 - 69.99%
B	83 - 86.99%	D	63 - 66.99%
B-	80 - 82.99%	D-	60 - 62.99%
C+	77 - 79.99%	E	below 60%

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Late Work Policy

All work in this course is expected to be turned in on time. Extensions for deadlines will only be given for a valid emergency. Minor inconveniences such as family vacation, losing your documents, corrupted files, 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.

Late Penalties:

Less than 1 hour late:	- 15 points
< 48 hours late	- 25 points
> 48 hours late	Not accepted

If a student submits an assignment late, the late penalty deducted from their total score. For example, a paper submitted over 1 hour but less than 48 hours after the deadline that normally would have earned 90 points would result in a final score of 65 points.

Attendance & Participation

Policy & Guidelines

Much of our class time will be spent in discussion. Students are expected to engage in the chat during class by reacting to and discussing the material presented. This portion of your grade should be the easiest to complete as you should be interested in the topics as a student in this program.

As this course is taught live, you should participate as if you were attending this class in a traditional classroom. Set aside time for this class when it is scheduled to meet each week for the semester the same as you would for an “offline” class.

Grading

- All students start with 100 points, and can only lose A&P points from there.
- Losing attendance or participation points for any week of class will result in a 10-point deduction from your semester A&P grade.

Actions that will result in losing your A&P points for a week of class are:

- Absence from class without an on-time response paper
- Being present in the online chatroom without participating
- Not responding to “check in” requests after the conclusion of a break
- Not responding to discussion questions posed in the class chat box
- Attending class from a cellular device

Missed Class Meetings: Response Paper

In lieu of missing a class, students are required to submit a response paper in order to keep their attendance and participation points for that day.

You will need to watch the class recording for that week and submit a response paper to me via Canvas mail or email before 6pm Eastern on the day of the following class. For example, if you missed class on Week 2, your response paper should be in my inbox no later than 5:59pm on the Wednesday before class on Week 3.

I will not remind students to turn in response papers for class time that they have missed. The responsibility falls on you to turn in your paper on time.

Attendance Points & Deductions:

- Failure to turn in a response paper for a missed class will result in 10 points deducted from your A&P grade
- Three (3) or more absences/partial attendances during the semester without a response paper submitted on-time **will result in a 0% for your attendance and participation score for the semester.**

Description & Requirements:

Response papers may 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.

If you were only absent from a portion of class, you may complete a partial response paper that covers the portions of class that you missed. If you missed the whole class, you'll respond to all material presented on that day.

For the main portion of your paper, you should reflect on the content presented during class discussion, and write your thoughts on the material. If there is a question posed in the chat box for the class, you should respond to that question as if you were present for the class in person. For student presentations, you should write a response that communicates to me that you watched the entire presentation and expresses what you learned from it.

I do not want your class notes. The response paper requires you to write about your understanding of the material presented on that day, not just to summarize it. You should be writing about your thoughts and reactions to the material. The objective is for you to watch the class you missed **and** understand the material that was covered.

Length:

Each section does not have a minimum length, but for an entire day of class missed the paper should be **no less than 2-3 pages for a full missed class** (partial papers of course, can be shorter).

Format:

- Submit your paper in Microsoft Word document format
- Use font size 12 and the normal/default spacing setting.
- **Response papers are to be written in essay format**, using complete sentences and proper grammar
 - Do not simply submit a bulleted list of notes for each section
- Include your name and the week of class missed at the top of your document.

Due Date / Deadline:

Response papers are due 6pm before the beginning of the class following the class that a student missed. **Late response papers will not be accepted.**

Submission Method:

Response papers may be submitted to me via Canvas mail or email as an attachment. Title your message: "MMC5427 – Response Paper – [Date of class missed]."

Submission via Canvas mail allows both you and me to have a record of exactly when your paper was submitted, so I recommend this method.

Grading:

Response/makeup papers are graded on a pass/fail basis. If a student sufficiently covers the material missed according to the above guidelines, they will retain full Attendance and Participation credit for the class meeting missed.

Individual Assignments

I expect that students thoroughly read ALL available documentation in the course shell for each assignment, including but not limited to the assignment's written description and grading rubric.

Document Format

All assignment submissions should be in Microsoft Office or compatible document format. PDF files may be submitted as supplemental to your assignment submissions. Please check each assignment description for additional details about what file types are required.

Research Citations

All research sources must be cited in each of your assignments in APA format. I recommend using a tool like citationmachine.net to properly format your research sources.

Weekly Quizzes

In conjunction with your attendance and participation in class, there will be a short quiz to complete each week of class for every week except the final week of class. Quizzes will cover class discussion and the readings for that week of class. Quizzes will contain 6 multiple choice questions each and have a time limit of 10 minutes. Each question is worth one point for a maximum of 6 points. Your quiz scores over the semester are converted into an average that is worth 10% of your final grade.

You are allowed one attempt per quiz. Please be sure to review the class discussion and readings in advance to be adequately prepared for the quiz.

Each week's readings are available by clicking the link marked "Weekly Readings" on the course home page in Canvas.

It is the student's responsibility to be sure that they are taking the quiz using a steady internet connection. Quiz makeups for internet issues will not be allowed, so be sure to take the quiz comfortably in advance of the deadline. Having internet trouble on Tuesday night right before the quiz is due will not be accepted as a reason to re-take a quiz.

The quizzes themselves should be a boon to your grade if you participate in class discussions and keep current on the readings each week. They are simply there to ensure that you are staying current with the course material.

Submission & Deadlines

The weekly quizzes will be available on Canvas each week of class beginning at 9:01pm after class has concluded and will be open through 11:59pm on Tuesday night before the next class.

In the event that our class schedule contains a break week (Thanksgiving, Spring break, etc.) the quiz for the previous class will remain open an additional week until 6pm Wednesday before the next class meeting.

Discussion Leader Presentation

For this assignment, students are tasked with preparing a 25-minute presentation on an assigned topic. Students will sign up for their presentation weeks at the beginning of the term. As discussion leader, students should **facilitate thought and discussion about the topic** after conducting research and identifying case studies and examples about 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. Students should not give a presentation that merely repeats what was discussed in class. Your task is to become knowledgeable about the topic you are presenting. The objective of this presentation is for you to 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.

Do not copy material from the slides that we discussed in class. If you would like to do a short recap to begin your presentation, please do so in your own words.

Some small parts of your presentation may quickly review something initially brought up in class, but overall you are expected to research the topic and present new ideas, information, and case studies.

This is also not opportunity to 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 reference, but they do not count as research towards your grade.

Presentations need to 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. Be careful to avoid marketing disguised as a case study.

Structure & Requirements:

Discussion Leader presentations have a minimum length of 25 minutes:

- 0-5 minutes of your presentation should be about the readings or previously covered information.
- The remaining 20 minutes should focus on new material you present to the class based on additional research you find. You may allow a few minutes for Q&A at the end.
- If you include videos in your presentation, limit them to less than 5 total minutes of your presentation.

Presentations will be done live with you presenting on your webcam. Please review the webcam requirement policy and make sure that you are completely prepared to present live on camera **before** your presentation.

Research Requirement

You are required to have a **minimum of five (5) high quality sources of research for your presentation.**

Sources need not all be scientific, but all should be notable authorities on the topic. If you have any doubt if a source would be considered high quality, you may contact me well in advance of your presentation and I will review it.

The final slide(s) of your presentation must contain the sources your researched that are directly referenced in your presentation. Five (5) points will be deducted from your presentation for not including your sources, and you will be required to provide your sources used in order to receive a grade for your presentation. Please do not lose easy points for forgetting to include your sources!

Submission

Your presentation should be accompanied by a **PowerPoint file which needs to be submitted on Canvas no later than the start of class (6:00pm Eastern) on the day you present.** After this point, the assignment will be considered late, even if you present on time!

Using Prezi or similar medium through screen share is also acceptable, but you are still required to submit a PDF copy of your presentation before the 6pm deadline.

Grading

A detailed rubric for this assignment is available in the assignments section of Canvas.

Dates & Topic Assignment

Send your instructor top three topic/date preferences after the first class using the presentation topic schedule from Canvas, which will not be available until after the conclusion of the first class.

Scheduling

I will schedule presentations based on the priority of requests made, and then on a first-come, first-served basis. If a student demonstrates a valid need, it may outweigh another student's topic/date preference.

If you have a 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.

Late Policy

Due to this assignment being a live presentation, you must present your discussion leader presentation on time. Failure to do so will result in a zero for this assignment.

Make-ups for late credit will not be allowed for this presentation except in the case of a documented medical emergency or other serious matter.

Pre-Recording Presentations

Students need to select presentation dates where they will be able to conduct their presentation in person during live class. If you are unable to be in class for your presentation for a valid reason **and obtain instructor approval well in advance**, it is possible to pre-record your presentation.

Pre-recorded presentations must be submitted with your presentation slides and a **separate** video file of you conducting your presentation in front of your webcam, as you would normally be if you were present in class.

Search Engine Optimization (SEO) Assignment

After learning about SEO in class, students will evaluate real SEO data along with a case study 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 SEO.

Components / Deliverables

Students 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 is an individual assignment to be submitted through Canvas.

Grading

A detailed rubric for this assignment is available in the assignments section of Canvas.

Usability Testing Assignment

This assignment gives students a chance to understand the importance of conducting a usability test on websites before launching them into production by conducting their own usability test.

Students will conduct a usability test with two different people to see first-hand if their sites are working as intended. Students will read a test script to each subject, and then asking them to complete a number of tasks on their site.

I encourage students to use their personal portfolio websites for this assignment if possible. By testing your portfolio site, not only will you learn about how to usability test, but you will also gain valuable feedback for your portfolio site that will hopefully help you in a future job search.

Components / Deliverables

For this assignment, students will write a report that includes their pre-test expectations, a test script with task scripts, documentation of their testing process, and a conclusion that reflects upon what they learned through the testing experience.

Grading

A detailed rubric for this assignment is available in the assignments section of Canvas.

Group Assignments

Group Member Selection

Students will form groups during the first two weeks of class. These groups will work together for the SEO/Analytics Client Project and the group SEO/Analytics presentation.

Presentations & Participation

For all group presentations in this class, **every member of your group is required to present a portion of each presentation.**

If you are unable to be present in the live class for your part of a group presentation, I expect that you pre-record your portion(s) of the presentation for your group to play in your absence.

Without a valid excuse accompanied by written documentation, failing to present along with your group **will result in a zero percent grade**, regardless of what you may have contributed to the presentation materials.

Group SEO/Analytics Presentation

Each group will give a 30-minute presentation about a more in-depth topic related to SEO or Web Analytics. Topics will be assigned to your group in class after all relevant topics are covered in class.

The structure and approach for this group presentation is similar to the 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.

Due Date

Presentations are due by 6:00pm on the day your group is scheduled to present.

Grading

A detailed rubric for this assignment is available in the assignments section of Canvas.

SEO and Google Analytics Group Project

Each group will locate a small business/non-profit/organization to work with for the entire semester. The final report produced by this project will provide your client with recommendations to improve their web presence, including recommendations for their SEO, Analytics, website design, etc.

Students may not be employed by the organization that they select for this project.

You are required to create a Google Adwords campaign for your client. No funding is required for this account. Google provides an avenue for creating a functioning Adwords account without funds. Instructions for this are available on Canvas.

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.

This is a 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 prohibit you from being able to do the comprehensive work necessary for a high grade.

Project Deadlines

Week 3: Before the start of class, your group needs to contact me with your client's name, contact information, and forward **email confirmation** that they agree to work with your group and understand the student-client expectations document.

Failure to meet this deadline will result in a **20-point deduction** from your overall Situation Analysis assignment grade.

Week 8: Your group will submit the **Situation Analysis** report in Canvas. The situation analysis details your client's current position of their web presence using research. You will write about their competition, what the company has tried before, their SEO/Analytics goals, etc. It is expected that you do additional research on SEO and Google Analytics and cite your sources at the end of your proposal. A more detailed assignment description is available on Canvas under the assignments tab.

You should maintain contact with your client and work on this report throughout the entire semester. **This is not a last-minute assignment.** You will be unable to build a quality report if you wait until the last minute.

Week 16: You will submit your final report that combines your situation analysis and the research-based recommendations that you have created for your client, along with a final presentation that describes your group's findings.

I encourage you to invite your client to class to attend your presentation in person. It is very rewarding for both you and your client if they can listen to your presentation in addition to 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!

Grading

You may find a detailed rubric for the Situation Analysis, Final Project Report, and Final Presentation in Canvas in the assignments section.

Peer Evaluations

After the final class, you will submit a peer evaluation form for your group members using the template provided on Canvas.

Deadline

Your peer evaluation form is due by 6:00pm Thursday following Week 16's class.

Late peer evaluations will not be accepted. Failure to meet this deadline will result in a zero, regardless of the scores your group members give you. No exceptions can be made to this policy.

Grading

Peer evaluations will be graded with your group member's evaluations of you averaged and weighted to 90% of your total score, and your self-evaluation accounting for 10%.

In extenuating circumstances, I reserve the right to alter the final score if I feel strongly about comments that you or your partners have written. Please take both the scoring of the peer evaluations and the comments you write very seriously. Your comments and scores will remain confidential.

UF & COJC 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 quizzes. Accommodations are not retroactive, therefore, students should contact the office as early as possible in the semester.

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 <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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 and professionalism in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Getting Technical 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://elearning.ufl.edu/help.shtml>

Additional Resources & Technical Help

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 in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to

instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

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.

Course Schedule

Week	Date	Topic	Assignments Due by 6:00pm
1	8/21	Course Overview & Introduction to Research Methods	
2	8/28	Audience Development	
3	9/4	Search Engine Optimization	Client Confirmation
4	9/11	Search Engine Optimization	
5	9/18	Web Analytics	
6	9/25	Surveys	SEO Assignment
7	10/2	Usability Testing	
8	10/9	Communicating with Mobile Device Users	Situation Analysis Group Report
9	10/16	Message Testing	
10	10/23	Reputation Management	
11	10/30	Customer Relationship Management	Usability Testing Assignment
12	11/6	Information Aggregators	
13	11/13	Eye & Click Tracking	
14	11/20	Big Data & Data Security	
15	11/27	Thanksgiving Break – No Class	
16	12/4	Final Presentations	1. Final Group Project Report 2. Final Group Project Presentation

* All times for this course are in EST/EDT

Presentation Slides are due by 6:00pm on the day of your presentation

Response Papers are due by 6:00pm Wednesday following the class you missed

DUE BEFORE CLASS (6:00 PM) WEEK 16:

- Final Group Project Report
- Final Group Project Presentation

DUE BEFORE 6:00 PM DAY AFTER FINAL CLASS (THURSDAY):

- Peer Evaluations