

MMC 5427 – Summer 2014

Research Methods in Digital Communication

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

Instructor: Jorie Scholnik, M.Ed., Ed.S., NCC

Email: jscholnik@gmail.com

Response time: I will respond within 24 hours over the week. I will try my best to check email on the weekends too, but plan on any email sent after 5 p.m. on Friday to be returned Monday morning.

Virtual office hours: By appointment on Connect

Course time: Wednesday 6:00 – 9:00 p.m.*

*Some lectures will be pre-recorded. These lectures will appear on Sakai by Wednesday at 6 p.m. of the week that we have that class. You can find which lectures are pre-recorded on the schedule at the end of this syllabus.

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

What you will learn

This course is designed to make you think strategically about how, why and with whom you interact via digital media. By the end of the course you should have a fundamental understanding of research tools that will help you both plan for and evaluate the effectiveness of online communication methods. You will also gain awareness that web design and marketing is strategic and there are tools to support data collection. Specifically, you will understand Search Engine Optimization (SEO) and analytics, as well as the consequences (costs and benefits) of local and global messaging and interactivity.

Expectations

Attend and participate in class lectures, use netiquette when communicating online, complete assignments on time, produce class presentations, stay current with SEO/Google Analytics articles, and be a contributing teammate for the final project (which involves pacing yourself).

Assignments

Students will produce weekly blog posts based on course readings and comment on blog posts by other students. In addition, students will be responsible for individually leading a discussion session during the term and facilitating a group presentation on a detailed aspect of SEO/Analytics. Students will also partner up (virtually) to work on a SEO and Google Analytics campaign for a company, which will require background research and a report to document the outcome. **Late work will not be accepted.**

Requirements

You must be prepared to create a WordPress blog for this course. Your blog will serve as a personal introspective on the work/readings covered each week. You will be provided instruction on how to set up the blog. There is no cost associated with creating a WordPress page.

Readings will be assigned weekly. 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 the course website (Sakai) weekly for assigned readings which will be included on the syllabus. A total of 11 of our 13 weeks of class have assigned readings. As much as 40% of your grade will be based on your blog posts and comments, which require you to read the course materials.

Recommended Readings:

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

Course Structure

For the first hour-and-a-half, the instructor will lecture on the weekly topics and ask discussion questions on the material. The instructor may facilitate in-class break-out activities during this time to determine that students have mastered the concepts. The next 50 minutes will consist of a discussion leader presentation. The instructor may lead a follow-up discussion after that point. The last portion of the class will be devoted to a SEO/Analytics group presentation. **On weeks when there is not a group presentation, final project groups will be called on to update the class on their progress.**

Grading Scale (rounding up)

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

Grading

Your work will be evaluated according to this distribution:

- Class attendance and participation in class discussions: 10%
- Weekly blog posts: 25%
- Weekly blog comments: 15%
- Discussion leader presentation: 10%
- Group SEO/Analytics Presentation: 10%
- SEO and Google Analytics Final Project: 30%
 - Situation Analysis...10%
 - Week 16 Presentation...5%
 - Report on SEO/Analytics Outcomes...15%

Class Participant & Discussion:

A portion of our class time will be spent in discussion. In addition, **you may be called on during class about the topic being discussed**. Completing the readings and paying 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 all be interested in the topic and want to engage in discussions on the topics. As there is no way to participate in discussion without attending the online class time, any unexcused absence will cause a 10-point deduction in your overall participation and discussion grade.

Make-up policy: Of course I prefer that you attend class, but I also understand that some students have conflicts with their work schedules. Please email me ahead of time if you plan on missing class so that I know to expect your make-up reaction paper. If this is going to be an ongoing issue, please make sure you also get permission from Vonne Smith.

Assignment - response paper (due before the start of the next class):

You can break the response paper into three subcategories: lecture, break-out activities (or discussion depending on the day) and student presentations. That way, you can just write about the portion of class that you missed. Obviously, if you miss the whole class, you'll include all three sections. For the lecture portion, just reflect on the content and write your contributions to the discussion. For the break-out activity, you can briefly write about your results and your experience/what you learned/any reflection on the topic. Lastly, for the student presentation, a response that shows you watched will do. I don't need anything extremely lengthy. I just want to see that you watched class and that you are thinking about the topics.

Recorded lectures: There are going to be a few weeks where the lecture is pre-recorded. Those dates will be noted on the course schedule at the end of the syllabus. Lectures will be available before the start time of a normally scheduled

class and will need to be watched prior to the next class date. Usually, for recorded lectures, the instructor will leave time to answer discussion questions and give an activity at the end. The answers to the discussion questions and the activity will need to be emailed to the instructor before the start of the next class period.

Weekly Blog Post:

You are expected to write a weekly blog post or “thought paper” (approx. 250-500 words based on the readings or topics assigned each week). Blog posts will be due by 4 p.m. each Monday throughout the term. **Please type the week number before writing the title of your blog post for organizational purposes on my end (ex. Week 2: Target Audiences).**

Blog posts should provide a short summary of the readings, but more importantly, your analysis or insight on the readings, as well as an example of the technology or method discussed. You should also include at least two questions based on the readings. Questions should be included as a means to demonstrate how you believe the topic could have been expanded or where you believe the reading did not fully cover a given issue. These questions will also be used to provide classmates ideas for comments they may post in response to your blog. Please follow appropriate netiquette rules. Your posts should discuss **ALL** the readings assigned to demonstrate you have completed the assigned readings.

You must be prepared to create a WordPress blog for the purpose of this course. If you do not already have a WordPress account, you can create one by going to <http://wordpress.com/>. Step-by-step instructions on how to create your blog are provided on their site. These should be set up by week TWO and you should inform the instructor of your WordPress site name. Be sure to allow comments when you create your blog.

Weekly blog posts are awarded points of 0 -100 according to levels of completion:

- 100 points: Completed task fully and on time and demonstrated an understanding of the reading and not simply a summary of what was read. It is your job to take the information and apply it to real-world situations. Should cover all the readings assigned and pose at least two questions to classmates.
- 90 points: No questions were posed to your classmates, but otherwise satisfied the objectives of the assignment.
- 85 points: Not all of the readings were covered in your post, but otherwise satisfied the objectives of the assignment.
- 75 points: Blog did not fulfill word requirements (250-500 words) or merely summarized the readings but did not advance the material.
- 50 points: Blog post was posted late and did not demonstrate any evaluation of the readings OR post did not include at least two questions AND did not cover all the readings.
- 0 points: No blog post listed.

Weekly Blog Comments

Blog posts seem pointless if no one is reading them, and blog comments show a blogger that someone is paying attention. Thus, each week you will be asked to comment on three posts by fellow students. Each comment of substance is valued as a completed response. To be counted, a comment must appear on the other student's blog by 12 p.m. on the Friday in the week assigned. No more than three comments will be counted in any single week.

Students will be required to read and comment on at least 3 posts of their classmates on their blogs. Comments must add something of value to the conversation thread (be thought provoking). You have the week to read and comment on the posts of the other members of the class. The instructor will evaluate the degree to which your posts add to the conversation and not done simply to fulfill the grade requirement. Remember, blog posts are due on Mondays and you have until Friday to comment on these posts.

To allow for a greater discussion on the blog posts, you will be required to check the comments made on your blog and respond back to them. In other words, you will comment on the comments made on your post.

Please note: In addition to actually posting on your classmates' blogs, please copy and paste your three main comments in Sakai so I can track who you are responding to. If you click on the blogs tab, there will be a link for the appropriate week. You will copy and paste your comments as a "comment" to my "weekly post."

Weekly blog comments will be awarded points of 0 – 100.

Grading For Blog Posts

Weekly blog posts are awarded points according to levels of completion:

- 100 points: Completed task fully and on time of three posts on other students' blogs that add substance to the discussion.
- 90 points: Failed to respond to comments on blog post, but otherwise satisfied the objectives of the assignment.
- 66 points: Two completed blog comments on other students' blogs that add substance to the discussion.
- 50 points: Two completed blog comments on other students' blogs that add substance to the discussion but failed to respond to blog comments.
- 33 points: One completed blog comment on other student's blogs that add substance to the discussion.
- 0 points: No blog comments posted or the comments posted do not add to the discussion.

The grading is partially subjective on the part of the instructor. While you may comment on the original post made by one of the students in the class, you may also feel compelled to react to a comment made by another student which could further the discussion.

Discussion Leaders:

Each student will lead a class discussion by preparing a 50-minute presentation on the topic scheduled for class that day. Students will sign up for the week they will lead 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 **additional examples** of the topic to share. These examples can be relevant websites, blogs, social media influencers, or magazine/newspaper articles about the topic.

This is not an opportunity to simply summarize the readings. Everyone in the class will already have done the readings and made blog posts about them. Use the readings as a starting point on the topic. As little as 10 minutes of your presentation should be about the readings, 30-minutes should be based on new material you provide to the class based on additional readings you find, and you should leave 10-minutes for Q&A. The best presentations will focus on new material you bring to the presentation, specifically new social and online media sites relevant to your topic. If you include videos in your presentation, limit them to less than 10 total minutes of your presentation and give the class time to watch the video before discussing.

Presentations will be done live with you presenting material while on your webcam.

The easiest way to present your class discussion will be through a PowerPoint which should be emailed to the instructor no later than one hour before class.

PowerPoint tips:

- The most boring presentations use only words with no visuals and involve the presenter reading the words aloud. Instead, use relatively few words and discuss the material. Present material but don't let the PowerPoint become your entire presentation. In addition, offer visuals (pictures, graphics, charts, etc.)
- Use the PowerPoint default for type size, which is usually 32-point. That keeps the slides readable and ensures that you use fewer words.
- A typical presenter takes about two minutes per slide.
- Incorporate your area of expertise to your presentation.

Grading For Presentations

Presentations are awarded points according to levels of completion:

- 100 points: Briefly covered readings for the week, majority of presentation on new material, incorporated visual elements into presentation, and responded to reactions from classmates to your presentation.
- 85 points: Majority of presentation only discussed week's readings and not new material, but was engaging and incorporated visual elements, and responded to class reactions.
- 75 points: Majority of presentation only discussed week's readings and not new material, but was engaging and incorporated visual elements, but no responses were made to classmates' reactions.
- 65 points: Majority of presentation only discussed week's readings and not new material, also was not engaging and did not incorporate any visual elements.
- 0 points: Did not present any material

Discussion Date, Topic And Discussion Leader

Send your instructor three topic preferences after the first class. I will operate on a first-come, first-served basis.

Students will be assigned a topic by Thursday, May 15 at 9 p.m. You can locate this information on Sakai.

Week	Topic	Student
W2	Developing target audiences/online communities	
W3	Online Surveys/Needs Assessments	
W4	Search Engine Optimization (SEO)	
W5	Web Analytics	
W6	Mobile Analytics	
W7	Crowdsourcing	
W8	Eye Tracking	
W9	Message Testing	
W10	Customer Relationship Management (CRM)	
W11	Reputation management	
W12	Digital Ethnography	

Group SEO/Analytics Presentation:

Each group of two 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-three credible current events articles** that discuss trends, best practices, etc. The sharing of any industry leaders, blogs or videos (no more than 10 minutes) that are related to the topic is encouraged.

Optional: You may record a brief interview with someone in the profession if s/he works with SEO or Google Analytics. If you include a video in your presentation, limit it to 10 minutes or less of your presentation and give the class time to watch the video before discussing.

Presentations will be done live with you and your partner presenting material while on your webcam. Please email your instructor three presentation date preferences after the first class. **Groups and presentation dates will be assigned after the Week 2 class period.**

Grading For Presentations

You will be able to find a detailed rubric on Sakai that breaks down the point values for this assignment (lessons tab).

SEO and Google Analytics Final Project:

Each student will partner up with three other classmates (virtually) and 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 first class, I will allow time for students to consider partners and 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).

By Week 4, you and your group members should send me an email with your client's name and contact information, along with confirmation that they are on board (a forwarded email will do).

By Week 7, 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 some additional research on SEO and Google Analytics and cite your sources in APA format at the end of your proposal. More specific guidelines will be posted on Sakai. I will also devote a portion of class to talking about how to write these documents.

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. I will also be sending out an evaluation form that your client will fill out at the end of the semester.

On Week 13, 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 13, you will present this information to the class in the form of a presentation. Feel free to invite your client to class (*please let me know if they plan on attending so I can send them a link to our Connect room). My hope is that you gain real-world experience from this assignment and have something in your portfolio after graduation from this program.

Grading

You will be able to find a detailed rubric on Sakai that breaks down the point values for this assignment (lessons tab).

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.

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>.

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/docs/NetiquetteGuideforOnlineCourses.pdf>

Getting Help:

For issues with technical difficulties for E-learning in Sakai, 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
- 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 expected 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/>.

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.**

WEEK ONE – 5/14

- 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 discussion leader presentation requests after class.

Think about selecting a partner(s) for the group SEO/Analytics presentation and the main course SEO/Analytics project.

WEEK TWO – 5/21

- Identifying goals and objectives of interactive media use
- Understanding and developing target audiences/online communities, both internal and external
- **Writing a situation analysis (needed for Week 7 assignment)**

READ

- <http://www.qscores.com/Web/Brands.aspx>
- http://www.comscore.com/Press_Events/Press_Releases/2012/1/comScore_Releases_Report_Next_Generation_Strategies_for_Advertising_to_Millennials
- http://www.booz.com/media/uploads/BoozCo_Digital-Commerce-Capabilities-Toolkit.pdf

Download whitepaper at

http://www.comscore.com/Press_Events/Presentations_Whitepapers/2012/Next_Generation_Strategies_for_Advertising_to_Millennials

You must have your WordPress blog set up by Week Two. You will need to have completed your first blog post by 5/19.

Your first blog comments will be due by 5/23.

WEEK THREE – 5/28

Using online surveys for both formative and evaluative research

- Survey Monkey
- Qualtrics

TO DO:

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:

Evans, J. R., & Mathur, A. (2005). The value of online surveys. *Internet Research*, 15(2), 195-219. <http://shlee.myweb.uga.edu/onlinesurvey/valueofonlinesurveys.pdf>
Familiarize yourself with <http://www.surveymonkey.com/>, <http://www.opinionlab.com/> and <http://www.qualtrics.com/>.

Identify one service, register for the free trial and explore how you might use one of these programs to answer a research opportunity/problem you may be considering. Blog about your experience.

WEEK FOUR – 6/4

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

READ

- <http://www.whichmvt.com/>
- [Google Webmaster Guidelines](#)
- <http://www.anvilmediainc.com/search-engine-marketing-resources/search-engine-marketing-glossary>
- <http://unbounce.com/ppc/improving-quality-score-adwords-search-terms-report/>
- <http://unbounce.com/ppc/the-definitive-adwords-audit-guide/>

RECOMMENDED READING:

- Unbounce Blog <http://unbounce.com/blog/>
- Marketing Experiments http://www.meclabs.com/marketing_experiments
- Internet Retailer <http://www.internetretailer.com/>
- SEOMoz <http://SEOMoz.org>
- Search Engine Land <http://SearchEngineLand.com>

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

WEEK FIVE – 6/11

- 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](#)
- <http://unbounce.com/landing-page-examples/10-landing-page-mistakes-youll-never-make-again/>

Start working on situation analysis.

WEEK SIX – 6/18

- Mobile analytics – Using mobile applications and sites and how they differ in use and analysis

READ

- http://www.cisco.com/en/US/solutions/collateral/ns341/ns525/ns537/ns705/ns827/white_paper_c11-520862.html
- <http://www.dummies.com/how-to/content/linking-consumers-to-your-cause-with-qr-codes.html>
- <http://techcrunch.com/2012/03/27/apsalar-user-segments/>
- For Mobile Devices, Think Apps, Not Ads: <http://hbr.org/2013/03/for-mobile-devices-think-apps-not-ads/>
- Study: Search Ads Work Way Better on Tablets, Smartphones: <http://www.forbes.com/sites/roberthof/2012/03/26/study-search-ads-work-way-better-on-tablets-smartphones/>
- How to Use Facebook “Like Ads” to Grow Your Fan Page & Business: <http://www.postplanner.com/how-to-create-use-facebook-like-ads-grow-fan-page/#sthash.5g23vH4Q.dpuf>
- What You Need To Know About Facebook Mobile Ads: <http://www.entrepreneur.com/article/225564>

WEEK SEVEN – 6/25 – PRE-RECORDED

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

READ:

- 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/Jan_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>

Submit your situation analysis (one per group).

WEEK EIGHT – 7/2 – PRE-RECORDED

- Mapping effective design with eye tracking and click tracking technologies

READ:

- 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/>
- Bazar, N. and Brigham, F. (2007) Eye tracking technology: An introduction, available online at <http://www.docstoc.com/docs/48112437/Eye-Tracking-Technology-An-Introduction>
- Download the free whitepaper, Eye Tracking and Click Mapping Google Places, available online at http://results.mediative.ca/Mediative_White-Paper-Eye-Tracking-and-Click-Mapping-Google-Places.html

WEEK NINE – 7/9 – PRE-RECORDED

- 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:

- You will need to be logged in to the UF Library system with your GatorLink Account for:
- 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.
- 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

Pace yourself with the final project.

WEEK TEN – 7/16

- User testing and social analytics/scores (Customer Relationship Management (CRM)): Looking beyond “likes” and “friends” as measurements of satisfaction

READ:

- <http://googleanalyticstutorials.com/>
- <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/>
- <http://www2012.org/proceedings/companion/p1221.pdf>
- http://www.americanbanker.com/btn/24_6/social-crm-tough-worthy-goal-1038025-1.html

WEEK ELEVEN – 7/23

- Reputation management and environmental scanning – have you “Googled” yourself?

READ

- <http://www.adweek.com/news/technology/data-points-social-faux-pas-142062>
- PR Newswire, http://content.prnewswire.com/documents/WP_Amplifying_Your_Social_Echo.pdf

You will need to be logged in to the UF Library system with your GatorLink Account for the next two:

- Bunting, M., Lipski, R (2000), Drowned out? Rethinking corporate reputation management for the Internet. *Journal of Communication Management* 5. 2 (2000): 170-178 – See file on Sakai
- Dellarocas, C. (2010). Online Reputation Systems: How to Design One That Does What You Need *MIT Sloan Management Review* 51. 3 (Spring 2010): 33-37.

WEEK TWELVE – 7/30

- Using information aggregators as information sources – what or who can you trust?

READ:

- <http://www.iab.net/media/file/FromInformationToAudiences-AWinterberryGroupWhitePaper-January2012.pdf>
- No Hiding Place – May 25, 2013 – The Economist

http://www.economist.com/news/science-and-technology/21578357-plan-assess-peoples-personal-characteristics-their-twitter-streams-no?frsc=dg|c&fsrc=scn/tw_app_iphone

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

READ:

- <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>
- Shilton, K, Burke, J., Estrin, D., Govindan, R., Hansen, M., Kang, J. and Mun, M., Designing the Personal Data Stream: Enabling Participatory Privacy in Mobile Personal Sensing (August 15, 2009). TPRC 2009. Available at SSRN: <http://ssrn.com/abstract=1999839>
- <http://money.cnn.com/2012/12/18/technology/social/instagram-sell-photos/>
- <http://online.wsj.com/article/SB10001424052970203937004578078820874744076.html?mod=djemalertNEWS>
- http://www.washingtonpost.com/business/at-linkedin-big-data-meets-human-resources/2013/08/09/7326ac44-f569-11e2-a2f1-a7acf9bd5d3a_story.html

WEEK THIRTEEN – 8/6

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

Submit: 1) client/peer Evaluations, 2) final report, 3) class presentation

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.