MMC 5427 – Spring 2015
Research Methods in Digital Communication
University of Florida, Online Masters in Digital Media
3 Credit Hours
Section 13A3

Instructor: Kenny Zaron, M.S.
Email: kzaron@ufl.edu (Please put MMC5427 in subject line)
> 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 replied to on Monday.

Virtual office hours: By appointment on Connect
Connect Room: https://uflcoj.adobeconnect.com/mmc5427_spring15/
Course time: Wednesday 6:00 – 9:00 p.m.
Course website: Canvas - http://lss.at.ufl.edu

Course Overview

What you will learn
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. 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 with it.

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).

Assignments
In this course, students are expected to write weekly blog posts responding to course readings and to comment on other students' blog posts in a meaningful way. Students are also responsible for leading a discussion session during the term and working with a group to present on an aspect of SEO/Analytics. Students will also work on a SEO/Google Analytics campaign for a company. This will require background research and a report to document the outcome.

Requirements

You will be required to create a WordPress.com blog for this course. Your blog will serve as a personal introspective on the 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.

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 the course website on Canvas weekly for assigned readings which will be included on the syllabus. A total of 14 of our 16 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://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.**

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 Breakdown:
Your grade in this course will be determined as follows:

- 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%
  - Peer Evaluation…3%
  - Week 16 Presentation <u>and</u> Report on SEO/Analytics Outcomes…17%

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 all 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.**

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.

<u>**Make-up Assignment - Response Paper:**</u>

In lieu of missing a class (and having communicated with the instructor prior to class), students will be required to submit a response paper in order to receive full attendance and participation points.

Requirements: Response papers are due before 6pm of the class following the class that a student missed. Response papers must be submitted in 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, and must be submitted to me via email as an attachment.

You can break the response paper into three subcategories: lecture, break-out activities (or discussion depending on the day) and student presentations. 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 three sections. For the lecture portion, you should reflect on the content presented 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, you should write a response that communicates that you watched the presentation and gained something 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.

Weekly Blog Posts:

Students are expected to write a weekly blog post of approximately 250-500 words based on the readings or topics assigned each week. **Blog posts are <u>due by 11:59 p.m. each Monday</u> throughout the term. Please type the week number as the first thing within the title of your blog post so that I am able to navigate your blogs more easily (ex. Week 2: Target Audiences).** I am not grading your blog post titles, only the post itself.

Blog posts should use the weekly readings as a basis for discussion, but your analysis and insight on the readings should be the majority of the content you write each week. The purpose of the blog posts are to provide an additional discussion forum for course topics where students can share their own experiences and thoughts on each week's topic beyond the window of weekly class meetings. **As such, and because everyone should be completing each week's readings before writing their blog posts, you should not be merely recapping the readings in your writing.** You should also **<u>pose at least two questions based on the readings clearly marked at the end of your post</u>**. 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. Your classmates will in turn respond to these questions when they post in response to your blog.

Even though these assignments are in the form of blog posts, I still expect that you write without using internet shorthand, smilies, etc. Your writing tone is allowed to be more casual, but I still expect that your content to be well written. Your posts should discuss **ALL** the readings assigned to demonstrate you have completed the assigned readings.

You must be prepared to create a WordPress.com blog for the purpose of this course. If you do not already have a WordPress.com account, you can create one by going to http://wordpress.com/. Because students are going to use their WordPress.com account to comment on your blog each week, you may not self-host your blog, as any technical issues that you run in to will prohibit students from entering in discussion on your blog and delay the proceedings of the class as a whole.

<u>Your first blog post is due on the Monday before the second lecture, so your blog should be set up as early as possible</u>. Once you set up the blog, contact the

instructor with the URL to your WordPress site. <u>Be sure to allow comments from other WordPress.com users when you create your blog.</u> You are encouraged to customize your blog using the tools provided within your blog's site administration area, but you do not need to pay for any premium features on WordPress.com.

<u>Weekly blog posts are awarded points of 0 -100 according to levels of completion:</u>
- 100 points: Completed post fully and on time and demonstrated an understanding of the reading. Took the information and applied it to real-world situations/examples using outside sources beyond the reading as reference. Poses 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: Blog post demonstrated an understanding of the reading, but did not expand upon the reading with new ideas or personal insight.
- 75 points: Blog did not fulfill word requirements (250-500 words) or merely summarized the readings and 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 was not completed.

Late blog posts are subject to a 25 point deduction in addition to being subject to this grading scale.

Weekly Blog Comments

As part of your weekly blog assignment, you will need to <u>comment on three posts written by your classmates.</u> The same principles of writing your blog apply to writing your comments; I expect that your comments are well written and respond to the questions posed in your classmate's blog that you are commenting on. To be counted, a comment must appear on the other student's blog <u>by 11:59 p.m. on the Friday for each week a blog post is assigned</u>. No more than three comments will be counted toward your grade 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 written 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, <u>you will be required to check the comments made on your blog and respond back to them.</u> In other words, you will comment on the comments made on your post. **Comments made responding to comments on your blog are due by Sunday nights at 11:59 pm**. If you do not respond to comments left on your blog, or do not post a blog for a given week for students to comment on, you will lose 10 points from your overall blog comment score for that week.

Grading For Blog Comments:
Weekly blog comments are awarded points according to the following items:

- 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.
- 60 points: Two completed blog comments on other students' blogs that add substance to the discussion.
- 30 points: One completed blog comment on another student's blog that adds substance to the discussion.
- 0 points: No blog comments posted or the comments posted do not add to the discussion.

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 Leader Presentations:

Each student will lead a class discussion by preparing a 30-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.

The topics for many weeks of class will mirror the lecture. As such, I am not looking for students to give a presentation that repeats the introduction that I present to the topic as an instructor. Instead, I am looking for you to become knowledgeable about the topic you are presenting and take the next step in researching new ideas, trends and best practices regarding a topic and present them to the class in order to further everyone's overall knowledge of the subject. I understand that pieces of your presentation may unintentionally mirror something brought up in lecture, but I am looking for you to take your own professional experiences, research the topic and make the presentation your own.

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 5 minutes of your presentation should be about the readings as possible. 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 (less than 5) for Q&A at the end. 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 8 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:
- Unengaging presentations use only words on their slides with no visuals, and involve the presenter mostly reading the slides out loud. Instead, use fewer words and discuss the material thoroughly as the presenter. Present material but don't let the PowerPoint become your entire presentation.
- 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.
- Incorporate your area of expertise to your presentation.

You will be able to find a grading rubric for discussion leader presentations on Canvas.

Grading For Presentations
Presentations are awarded points according to levels of completion in the following:
- 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 & below: Majority of presentation only discussed readings and not new material, also was not engaging and did not incorporate any visual elements.

I require that the final slide(s) of your presentation contain the sources your researched that are referenced in your presentation. 10 points will be deducted from your presentation for not including your sources, and I will still require students to provide me their sources used in order to receive a grade for their presentation.

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, but if a student demonstrates a specific, valid need it may outweigh another student's topic/date request.

Students will be assigned a presentation topic by Friday, January 9th at 9p.m. You will be able to locate this information on Canvas.

Week	Topic	Student(s)
W2	Target Audiences	

W3	Online Surveys (1) A/B Testing* (2)	
W4	Search Engine Optimization	
W5	Web analytics	
W6	Mobile Analytics	
W7	Crowdsourcing (1) Virtual Worlds* (2)	
W8	Eye Tracking*	
W10	Usability Testing*	
W11	Customer Relationship Management	
W12	Reputation Management*	
W13	Aggregators	
W14	Message Testing*	
W15	Big Data, Data Security & Privacy	

* I recommend that these presentations especially should focus on case studies.

Group Assignments

Group Selection
During class in Week 2, students will be asked to form groups. This will be your group for both the Group SEO/Analytics Presentation and the SEO/Analytics Final Project.

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 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 credible current events articles** that discuss trends, best practices, etc. The sharing of any industry leaders, blogs or videos (videos may last no more than 10 minutes total) that are related to the topic is encouraged, but inclusion of a video is not required for a successful presentation.

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(s) presenting material while on your webcam. Please email your instructor three presentation date preferences after the class where groups are formed.

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

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.

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 from the client will suffice).

By 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 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 Canvas. 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 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. 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.

Peer Evaluations
By Thursday at 6pm after the last week of class, you will submit peer evaluations for your group members this semester using the peer evaluation form provided on Canvas.

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

General Policies

University Policy on Accommodating Students with Disabilities:
Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

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 Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

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

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
- 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.

Any readings marked with " (Canvas) " should be accessed by logging in to Canvas and finding the document in its folder in the "Files" section

WEEK ONE – 1/7

- 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 – 1/14

- Identifying goals and objectives of interactive media use
- **Writing a situation analysis (needed for Week 7 assignment)**

READ:
- What is Audience Development? - Forbes (Canvas: What Is Audience Development-Forbes.pdf)
- http://www.booz.com/media/uploads/BoozCo_Digital-Commerce-Capabilities-Toolkit.pdf
- Canvas (Media Use Goals Folder): Next-Generation Strategies for Advertising to Millennials.

You must have your WordPress blog set up before Week Two. You will need to have completed your first blog post by 1/12.

Your first blog comments will be due by 1/16 (responses by 1/18).

WEEK THREE – 1/21

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

Identify one service, register for it, and explore how you might use it to answer a research opportunity/problem you may be considering. I encourage you to create a survey and explore the different options for creating questions. In your weekly blog, write about your experience with the survey tool along with the assigned reading.

WEEK FOUR – 1/28

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

READ
- Google Webmaster Guidelines Watch video and read the guidelines.
- http://www.anvilmediainc.com/search-engine-marketing-resources/search-engine-marketing-glossary - Look through the terms and become familiar with the ideas. This is a good resource to refer back to!
- http://unbounce.com/ppc/improving-quality-score-adwords-search-terms-report/
- Canvas (SEO folder): How to measure SEO success.pdf

RECOMMENDED READING:
- Canvas (SEO folder): SEOmoz-The-Beginners-Guide-To-SEO-2012.pdf
  - Visit SEOmoz (http://SEOmoz.org) for more readings
- Canvas (SEO folder): Dont_Risk_Your_Rankings_With_Unethical_SEO.pdf
- 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

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

WEEK FIVE – 2/4

- 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 – 2/11

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

READ
- Canvas (Mobile Analytics folder): cisco_mobile_analytics_white_paper_2014.pdf – Read about the trends of mobile data traffic
- 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 actual analytics parts.)
- 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/
- For Mobile Devices, Think Apps, Not Ads: http://hbr.org/2013/03/for-mobile-devices-think-apps-not-ads/
- What You Need To Know About Facebook Mobile Ads: http://www.entrepreneur.com/article/225564
- Linking Consumers to Your Cause With QR Codes: http://www.dummies.com/how-to/content/linking-consumers-to-your-cause-with-qr-codes.html

WEEK SEVEN – 2/18

- 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
- 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 EIGHT – 2/25

- Mapping effective design with eye tracking and click tracking technologies

READ:
- Canvas (Eye Tracking folder): 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:
- **Submit your situation analysis (one per group).**

WEEK NINE – 3/4

- Spring Break – No Class

WEEK TEN – 3/11

- Usability testing – How to make sure that users will be able to navigate your site

WATCH:
- UX prototyping tutorial: Paper prototyping techniques: https://www.youtube.com/watch?v=FS00UIo12Xk

READ:
- Canvas (Usability Testing folder): Usability Testing Demystified.pdf
- 4 forgotten principles of usability testing: http://www.userfocus.co.uk/articles/4-forgotten-principles-of-usability-testing.html

WEEK ELEVEN – 3/18

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

READ:
- Canvas (Social Analytics Folder):
    - 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/

WEEK TWELVE – 3/25

- 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 folder):

- o Online reputation the only asset worth protecting.pdf
- o Reputation Management Is Becoming Increasingly Important Socialnomics.pdf

WEEK THIRTEEN – 4/1

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

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

WEEK FOURTEEN – 4/8

- 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 folder): reducing sugar beverage consumption.pdf
    - o 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.
- Canvas (Message Testing folder): comparing website visitors.pdf
    - o 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

Don't Forget! Pace yourself with the final project.
WEEK FIFTEEN – 4/15

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

READ:
- Canvas (Big Data folder):
    - o LinkedIn connects big data human resources.pdf

- o 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

WEEK SIXTEEN – 4/22

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

DUE:
- **Final Report**
- **Class Presentation**
- **Peer Evaluations**

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.