Social Media Data and Analytics: MMC6936
Fall 2016
Zimmerman School of Advertising and Mass Communications

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Office hours: Tuesday 1-2:30 p.m.,
Thursday 1-4 p.m.
Classroom: CIS 3077
Class Times: Thursday 5-7:45 p.m.

Course Goals

As strategic communications campaigns continue to become more integrated and digital and an increasing number of consumers are turning to social media to share comments about brands, products, services and organizations, students and professionals must understand how to effectively measure online key performance indicators, identify digital influencers, make predictions with data, and communicate about data through visualization strategies. Students will learn to apply the following types of tools: social media platform management, social media monitoring, data coding, website metrics, and data visualization. In addition to the applied projects in this course, students will gain insight through relevant and timely readings, online tutorials, and guest lectures from professionals in the field.

Learning Outcomes

Students who successfully complete this course will be able to:

- Understand the metrics and tools for assessing the effectiveness of social media strategies
- Collect, analyze, and derive insights from social media conversations through a variety of tools
- Learn how to identify online influencers
- Display data with data visualization tools
- Track online behavior and choose appropriate keywords through Google Analytics
- Propose actionable insights based on social media data

Tableau's data visualization software is provided through the Tableau for Teaching program.

Readings

All readings are available on Canvas or the university library database.

Course Requirements and Grading

Social Media Platform Analytics Presentation. You will present the tools that are available to analyze data from an assigned social media platform, such as Facebook, Twitter, Instagram, etc. You will work on this project with a partner.

Social Media Analytics Report and Presentation. You will work with a client to address a strategic communications problem or opportunity. This is a team assignment with a 3-4 member team.

In-class Tool Assignments. You will have several in-class assignments related to the tools that are introduced throughout the course. If you miss class, you will be able to make these up afterwards.

Midterm and Final. You will have a take-home midterm and final that will cover the readings from the course.

Participation. You are expected to actively participate in class discussions.

Descriptions of all projects will be available on Canvas. In addition, I will also provide you with the grading rubric.

Platform Analytics Presentation	15% (75 points)
Analytics Report and Presentation	40% (200 points)
In-class Tool Assignments	20% (100 points)
Midterm and Final	20% (100 points—each is 50 points)
Participation	5% (25 points total)

Course Grade: Total your points from all course requirements. See the table below to determine your final grade for the course. No rounding.

500-465 A	414-400 B-	349-335 D+
464-450 A-	399-385 C+	334-315 D
449-435 B+	384-365 C	314-300 D
434-415 B	364-350 C-	Below 300 F

Class Values

- Integrity and honesty: All work must be your own.
- Completeness and thoroughness: Read assignment guidelines carefully and make sure you have met all requirements.
- Preparedness: Complete reading assignments on time and be prepared to participate in online discussions.
- Accuracy: Do not misrepresent the people or organizations you encounter during this course.
- Professional courtesy: Respect the opinions of others, work together in a spirit of cooperation, and treat your fellow class members with courtesy.

Course and University Policies

First Day Attendance
If you do not attend class on the first day, you will be marked absent and dropped from the course.

Attendance
Graduate students are expected to attend every class, especially because we meet only once a week. One absence is acceptable, but more than one absence may have an impact on your final grade.

Canvas
Canvas will be used for the entirety of our course, including for posting course materials, grades, and to make announcements. It is your responsibility to ensure you have access to Canvas and that your contact preferences within Canvas are up-to-date.

Every effort will be made to provide accurate and timely record of your progress throughout the term through Canvas. However, please note that a grade in Canvas is not an official record and is subject to change at the instructor's discretion. In other words, I reserve the right to correct errors that are made in the grade book at any time during the semester. However, because errors do happen, please do not hesitate to contact me if there are glitches or other grading questions, such as missing or changed grades. Contact me as soon as possible! I will do my best to work our fair solutions to whatever problems arise.

Be sure to set up your Canvas notification preferences so that you can stay alert on course news and updates, including, but not limited to changes in the course that will be announced via Canvas. Please consult the Canvas help pages on how to set up your Canvas notification preferences. You can even have Canvas text you about important activity within our class. Utilize this great resource to help you stay up to speed in all of your classes!
http://guides.instructure.com/m/4152/l/73162-how-do-i-set-my-notification-preferences

Readings
You are expected to read the assigned readings and case studies and come to class prepared to discuss them.

Communication and Meetings
Unless I provide other notice, I will do my best to respond to your emails within two business days (Monday-Friday). You may contact me via the Canvas email function or by standard USF email, but I will reply faster on USF email. My email is at the top of the first page of the syllabus. Always email me from your USF email address and include your full name in your signature.

If my office hours are not convenient for your schedule, we can schedule another time.

Extensions and Missed Coursework
In general, extensions are given only with an advanced request (meaning you ask before you miss the deadline, unless circumstances prevent that from occurring). Extensions requested after the deadline has been missed must come within 48 hours of the missed deadline.

Acceptable reasons for requesting an extension are medical (individual or immediate family only) or an immediate family funeral. Missing an assignment due to technical glitches, oversleeping, traffic, etc. are not valid reasons for an extension. Please be sure to always allow yourself sufficient time to complete your work and to avoid technical issues.

To request extensions: Requests for extensions must come in writing (i.e., via email) to me. Reasons for extensions must include documentation from an involved professional. Examples include a doctor's note with the student's name and date of illness, a hospital visitor's pass or funeral program (illness/death of a close family member). The instructor retains the right to make additional inquiries concerning documentation. The instructor also reserves the right to give an assignment that is different in exact content and/or style than the missed coursework.

Team Projects
You will work with classmates on two projects in this class. If problems arise, I am available to help deal with the conflict. I expect all members of a team to contribute equally and if one member is not contributing, I need to be notified. The team member may have to complete the project individually or with another students in the same situation. Peer evaluations will be used to measure each team member's contribution and students who do not carry their weight will receive a deduction from several points to a grade of 0, depending on the level of effort.

Academic Dishonesty
The University of South Florida does not tolerate academic dishonesty of any kind. Students must complete all assignments through their own independent effort. Copying or verifying answers from another student's work is prohibited as is allowing another student to view your answers.

Engaging in plagiarism is also a form of academic dishonestly, even though a student may plagiarize without intent to be dishonest. It is your responsibility as a student to understand the nature of plagiarism. If you have doubt about whether something is plagiarism, ask our TAs or me! A brief, but informative discussion of plagiarism can be found at http://www.tarleton.edu/departments/library/library_module/unit10/10plagiarism_lm.html. Please read this short overview and click on and read the two bulleted links "Avoiding Plagiarism" and "How to Recognize Unacceptable and Acceptable Paraphrases". Please also review the current USF Undergraduate catalog for more information on plagiarism and academic dishonestly.

If any plagiarism or other incidents of academic dishonesty are discovered, failure of this course will result. Additionally, the Zimmerman School, CAS, and USF have the right to impose further academic penalties on students engaging in academic dishonesty including, but not limited to, the assignment of a grade of "FF" (which indicates on your transcript failure as a result of academic dishonesty) or dismissal from the University.

Religious Observances
Students who anticipate the necessity of an extension due to the observation of a major religious observance must provide notice of the date(s) to the instructor within the first week of the semester. See the University policy on this matter at http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Students with Disabilities
USF policy specifies that all programs are open to students with disabilities. Students in need of academic accommodations for a disability may consult with the office of Services for Students with

Disabilities to arrange appropriate accommodations in conjunction with the online course instructor.

Students with needed accommodations for a disability must provide the instructor with documentation of those needs from Students with Disability Services (SDS) at the beginning of the term. Students with disabilities are responsible for registering with SDS in order to receive accommodations. Please let me know if you require any special accommodations by the end of the first week of class. More information about Students with Disabilities Services can be found here: http://www.sds.usf.edu/.

Lecture Notes and Course Materials
All course materials, including but not limited to lectures, PDFs and other documents, and guest speaker presentations, are not permitted to be copied for the purpose of sale or distributed or shared outside of our course.

Campus Closure
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to Canvas, Blackboard Collaborate, Skype, and emailing messaging or within an alternate schedule. It is the responsibility of the student to monitor Canvas for specific communication about each class, as well as the main USF, College of Arts and Sciences, and department websites, email, and MoBull messages for important information in such situations.

Gender-Based Crimes
USF has a commitment to the safety and well-being of our students. Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence that come to their attention. I am required to report such incidents in order for the Office of Student Rights and Responsibilities or the Office of Diversity, Inclusion, and Equal Opportunity can investigate the incident or situation as a possible violation of the USF Sexual Misconduct/Sexual Harassment Policy and provide assistance to the student making the disclosure. If you disclose in class or to me personally, I must report the disclosure and will assist you in accessing available resources.

The Center for Victim Advocacy and Violence Prevention, the Counseling Center and Student Health Services are confidential resources where you can talk about such situations and receive assistance without the incident being reported.

Schedule

Class date	Topic	Due for Today
8/25 (1)	Introduction	(Provided during class to review). Harrysson, M., Metayer, E., & Sarrazin, H. (2012, November). How social intelligence can guide decisions. *McKinsey Quarterly.* http://www.mckinsey.com/industries/high-tech/our-insights/how-social-intelligence-can-guide-decisions (Provided during class to review). Cision (2011). Earned media, owned media, and the new marketing mix. White paper.
9/1 (2)	Managing Social Media: Hootsuite (in-class assignment) Predictive Analytics	Hootsuite's Social Marketing Training (specific sections TBD) https://education.hootsuite.com/collections/courses Asur, S., & Huberman, B. A. Predicting the future with social media: http://www.hpl.hp.com/research/scl/papers/socialmedia/socialmedia.pdf Furnas, A. (2012, May 15). *The Atlantic.* You can't use Twitter to predict election results. http://www.theatlantic.com/technology/archive/2012/05/you-cant-use-twitter-to-predict-election-results/257201/
9/8 (3)	**Analytic Tool Presentations** Strategic Communication Campaigns	Prepare your presentation Jacobson, J. & Mascaro, C. (2016). Movember: Twitter conversations of a hairy social movement. *Social Media + Society,* April-June, 1–12 http://sms.sagepub.com/content/2/2/2056305116637103.full.pdf+html Social Media Strategy for the Minnesota Wild http://www.tc.umn.edu/~moses004/writ3672/MN%20Wild%20Case%20final.pdf Sisco, H. F., & McCorkindale, T. (2013). Communicating "pink": An analysis of the communication strategies, transparency, and credibility of breast cancer social media sites. *International Journal of Nonprofit and Voluntary Sector Marketing, 18*, 287–301.
9/15 (4)	Introduction to Social Networks: NodeXL	Analyzing Media Networks with Node XL: Chapters 3 and 5 Easley, D., & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a Highly Connected World.* Cambridge University Press **(Chapter 2)** https://www.cs.cornell.edu/home/kleinber/networks-book/ Granovetter, M.S. (19730. The strength of weak ties. *American Journal of Sociology 78* (6), 1360-1380. https://sociology.stanford.edu/sites/default/files/publications/the_strength_of_weak_ties_and_exch_w-gans.pdf

9/22 (5)	Social Media Communities Continue with NodeXL (in-class assignment)	Analyzing Media Networks with Node XL: Chapters 4 and 7 Feng, Y. (2016). Are you connected? Evaluating information cascades in online discussion about the #RaceTogether campaign. *Computers in Human Behavior 54*, 43-53. Himelboim, I., Golan, G.J., Moon, B.B., & Suto, R.J. (2014). A social networks approach to public relations on Twitter: Social mediators and mediated public relations. *Journal of Public Relations Research 26*, 359–379. Getchell, M.C., & Sellnow, T.L. (2016). A network analysis of official Twitter accounts during the West Virginia water crisis. *Computers in Human Behavior 54*, 597-606.
9/29 (6)	Analyzing Facebook and Twitter	Analyzing Media Networks with Node XL: Chapters 10 and 11 Kumar, S., Morstatter, F., & Huan, L. (2013). Twitter Data Analytics. **(Chapter 4).** Shaw, F., Burgess, J., Crawford, K., & Bruns, A. (2013). Sharing news, making sense, saying thanks. *Australian Journal of Communication, 40* (1), 23-39. http://search.proquest.com.ezproxy.lib.usf.edu/docview/1446431327/fulltextPDF/869A29CC69E94F9BPQ/1?accountid=14745 Bruns, A., Highfield, T., & Burgess, J. (2013). The Arab Spring and social media audiences English and Arabic Twitter users and their networks. *American Behavioral Scientist, 57*, 871–898.
10/6 (7)	Social Media Monitoring: Sysomos Studying Crises	**Midterm Due** Chewning, L.V. (2015). Multiple voices and multiple media: Co-constructing BP's crisis response. *Public Relations Review 41*, 72-79. Brummette, J., & Sisco, H.F. (2015). Using Twitter as a means of coping with emotions and uncontrollable crises. *Public Relations Review 41*, 89-96.
10/13 (8)	Social Media Monitoring: Sysomos Sentiment (In-class assignment)	Stieglitz, S., & Krüger, N. (2011). Analysis of sentiments in corporate twitter communication – A case study on an issue of Toyota. *ACIS 2011 Proceedings.* Misopoulos, F., Mitic, M., Kapoulas, A., & Karapiperis, C. (2014). Uncovering customer service experiences with Twitter: the case of airline industry. *Management Decision, 52* (4), 705 – 723.
10/20 (9)	Identifying Influentials	Cha, M., Haddadi, H., Benevenuto, F., & Gummadi, K.P. Measuring user influence in Twitter: The million hollower fallacy. Proceedings of the Fourth International AAAI Conference on Weblogs and Social Media

		Wills, A., Fisher, A., & Lvov, I. (2015). Mapping networks of influence: Tracking Twitter conversations through time and space. *Participations 12* (1). Dubois, E., & Gaffney, D., (2014). The multiple facets of influence: Identifying political influentials and opinion leaders on Twitter. *American Behavioral Scientist 58* (10), 1260–1277.
10/27 (10)	Coding Social Media Data: Texifter (In-class assignment)	Blaszka, M., & Burch, L.M. (2012). #WorldSeries: An empirical examination of a Twitter hashtag during a major sporting event. *International Journal of Sport Communication 5*, 435-453. Lin, J.-S., & Pena, J. (2011). Are you following me? A content analysis of TV networks' brand communication on Twitter. *Journal of Interactive Advertising, 12*(1).
11/3 (11)	Data Visualization: Gephi and Tableau (In-class assignment)	Kumar, S., Morstatter, F., & Huan, L. (2013). Twitter Data Analytics. **(Chapter 5).** In class: Highlights from Hans Rosling and David McCandless Ted Talks, NYTLabs.com
11/10 (12)	Google Analytics Group Project Work Day	**Final Exam Due** Resources for Google Analytics and Search Engine Marketing/Advertising https://www.google.com/onlinechallenge/dmc/modules.html https://analyticsacademy.withgoogle.com/course/1
11/17 (13)	Google Social Media Analytics Group Project Work Day (In-class assignment)	
11/24	No class: Thanksgiving	
12/1 (14)	Gaining a Perspective	Brabham, D.C. (2015). Studying normal, everyday social media. *Social Media + Society*, 1-2 http://sms.sagepub.com/content/1/1/2056305115580484.full.pdf+html **Social Media Analytics Report and Presentation Due**