Research Fundamentals Digital Communication Analytics
aka
Qualitative Analytics

JOUR 5261 • Fall 2018 • 100% Online

Professor
Valarie J. Bell, M.A., Ph.D.

Contact info
Office: 213 Sycamore   Phone: 940.369.7976   Cell: 630.853.4089
Email: Valarie.Bell@unt.edu . Any email, cell phone call, or text message received after 5pm on a Friday or last day prior to a holiday/campus closing will not be returned until the next school day. Text messages and cell phone calls are for emergencies or time-sensitive matters.

Office hours
213 Sycamore. Mondays & Thursdays 8-11am via the course’s CONFERENCES menu link, or by appointment either on campus, via Go To Meeting link, Skype or the Zoom application within Canvas.

Teaching Assistant:  Shanae Jefferies, M.A., Shanae.Jeffereies@unt.edu , on campus by appointment or via weblink by arrangement

Description
This course explores the fundamental concepts and principles that underlie qualitative analytics and methods most frequently used by digital communication analysts. The primary goal of the course is to help you develop competence and confidence in selecting and applying qualitative methods and then in interpreting and reporting qualitative findings in language that is easily understood so that stakeholders can readily apply those findings. Further, students will continue the work they began in Valarie J. Bell 9/13/2018
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JOUR 5000, and if relevant JOUR 5251, by building on their critical thinking skills and their understanding of the structures and characteristics of different types of data. Throughout this course it is critical that students come to an understanding of the variety of forms that data can assume, the many increasing ways in which data can be modeled and conceptualized, and the virtually limitless sources of data available to the digital communication analyst.

Course Learning Outcomes
1. Select, plan, and specify the appropriate qualitative models and methods to test hypotheses and/or investigate research questions.
2. Analyze and report the findings of qualitative and/or analytical models using language and visuals accessible and understandable by non-experts and stakeholders.
3. Design, execute, and analyze structured, open, and semi-structured interviews to test hypotheses or investigate research questions.
4. Select, plan, and execute appropriate and effective focus groups to investigate and explore organizations’ market and brand management needs and goals.
5. Choose and apply the necessary analytics tools and techniques required to develop and exploit marketing personas for industry in furtherance of strategic marketing plans.

Course Philosophy
This course will be applied and interactive. Assigned work has been developed to integrate and facilitate students’ simultaneous learning of analytical concepts and techniques, as well as the application of the requisite qualitative tools critical to digital communication analysts. As students you are encouraged to apply your real-world professional experience to the learning process throughout the course. Further, any
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previous coursework in business-related fields such as sales and marketing or advertising, and in human behavior, such as sociology, psychology, and social psychology will be immensely useful as you build your skills in analytical thinking and practice these new techniques.

**Prerequisites:** Graduate standing; JOUR 5000 & preferably JOUR 5251

**Course Structure**
This online course consists of readings, discussions, writing assignments, analytics’ assignments, tutorials, and regular check-ins with the professor. The materials will introduce the principles, tools, and professional applications of digital communication analytics. Periodically, pre-recorded lectures from developers of various analytics tools may supplement the course materials. Other course activities are opportunities to apply those principles and tools. Students will learn how to collect and translate digital content into data that can be used to enhance decision-making by marketers, advertisers, and public relations and social media professionals, as well as many others. Students are required to keep up with readings and recorded lectures, to turn in all assigned work on time, and actively engage in any Canvas forum discussions.

**Required texts**

There are no required textbooks for this course as the professor will provide all necessary reading materials in Canvas.

**Deadlines**
Because a key characteristic of the position of digital analyst requires the ability to quickly plan, execute, and report simple and complex analyses in a very short period of time, students are expected to meet all deadlines without exception.

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Reading assignments
Readings should be completed as soon as possible during each new module so that you are prepared for forums and assignments. Readings from texts, articles and/or review of certain websites will be assigned to support achievement of the course objectives. Weekly readings may include last minute articles and tweets as they relate to the class.

Writing requirements
The course’s written assignments must be completed using either the American Sociological Association (ASA) or American Psychological Association (APA) style guides and must follow data analytics reporting conventions.

How your course grade will be determined

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas Discussion Forums</td>
<td>5 @ 25</td>
</tr>
<tr>
<td></td>
<td>points</td>
</tr>
<tr>
<td></td>
<td>each for</td>
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<td></td>
<td>a total</td>
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<tr>
<td></td>
<td>of 125</td>
</tr>
<tr>
<td></td>
<td>points</td>
</tr>
<tr>
<td>Check-ins with Professor</td>
<td>4 @ 15</td>
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<tr>
<td></td>
<td>points</td>
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<tr>
<td></td>
<td>each for</td>
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<td>a total</td>
</tr>
<tr>
<td></td>
<td>of 60</td>
</tr>
<tr>
<td>E-lab Book/Professional portfolio</td>
<td>2 @ 20</td>
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<tr>
<td></td>
<td>points</td>
</tr>
<tr>
<td></td>
<td>each for</td>
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<td></td>
<td>a total</td>
</tr>
<tr>
<td></td>
<td>of 40</td>
</tr>
<tr>
<td>Reaction paper Assignments</td>
<td>3 @ 100</td>
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<td></td>
<td>points</td>
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<td>each for</td>
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<td></td>
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<tr>
<td></td>
<td>of 300</td>
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<tr>
<td>Analytics Assignments</td>
<td>2 @ 100</td>
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<td></td>
<td>points</td>
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<td></td>
<td>each for</td>
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<td></td>
<td>a total</td>
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<tr>
<td></td>
<td>of 200</td>
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<tr>
<td>Final Analytics Project</td>
<td>1 @ 125</td>
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<td></td>
<td>points</td>
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<td>each for</td>
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<td>a total</td>
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<td></td>
<td>of 125</td>
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Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89.9</td>
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<tr>
<td>C</td>
<td>70 - 79.9</td>
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<tr>
<td>D</td>
<td>60 - 69.9</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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</tbody>
</table>

COURSEWORK
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Canvas Introductory Student Biography post (1 @ 25 points)

The first week of the course each student should navigate to the “Student Introductory Bio” in Module one to introduce themselves and also to interact with their professor and classmates. This is the opportunity for students to begin to develop a professional network and to find study group or study team partners for the program. Students are encouraged to make use of this opportunity.

Canvas Student Discussion Forums (4 @ 25 points each; 1 advanced @ 100 points each)

Each week to promote students’ critical thinking and decision-making skills concerning the application of analytic techniques to strategic communication there will be an examination of an analytics question or problem. In some instances, a visualization will be posted and students will be asked to analyze it or proffer an alternative? Other times, students may be asked to develop a strategy or solution to a question or problem. Whatever the topic, the forum gives students the opportunity to exercise skills in brief problem-solving scenarios.

There are two requirements for this forum. First, each student must post a minimum of 100 words and a maximum of 200 words in response to the professor’s posted material. This is called the “Applied post” and should be so labeled by each student every week. The Applied post should respond critically to the points or questions posed by the professor. Use APA or ASA style references and in-text citations to support your ideas. The second part of each weekly post means that each student must respond to at least one fellow student’s Applied post. This response post, should be labeled, “Critique post” and should be a minimum of 100 words and a maximum of 200 words in which the student evaluates (using his or her professional experience, and if so desired, references using APA or ASA style references and in-text citations of scholarly, professional, or trade publications as support) the other student’s Applied post. Bear in mind that references are not part of the word count. Examples of critiquing include explaining how they would improve on the fellow student’s applied post recommendations and why or noting what alternatives might be tried/implemented and why. Statements such as "I agree with X" or "I found the X very interesting" are meaningless and are unacceptable for any assignments in this course. You must provide specific evidence that shows why you feel or think as you do. Creativity will be rewarded as will critical thinking and original solutions. All applied and critique posts must be completed by the deadlines posted in the Module To-do List. If students do not complete the forum requirements, they will not receive full credit for the written assignment tied to the forum.

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E-lab Book and Professional Portfolio (2 Reviews by the Professor, 2 @ 20 points each)

To support students’ active learning of programming, coding, and analytical techniques as well as to facilitate their future career ambitions, all students will be expected to create a web-based professional portfolio using UNT’s Career Connect platform. Code, coding comments, why steps were taken and the results of those steps, as well as any diagrams or other content that students use in their programming and analyses should be saved as an E-lab book in the form of a Word or Libre Office document, which in turn should be uploaded to the student’s portfolio. Other materials such as links to useful reference websites and tutorials, important readings, etc. should be included as well so that the entire portfolio site is an easily accessible personal reference library for each individual student to have forever.

At weeks four and seven of the course, students are required to share their portfolio with the professor for grading and feedback purposes. Successfully completing the E-lab book and building the portfolio is a condition of passing the course and other professors will continue to support and expect students’ portfolio development. Examples of E-lab books will be available on Canvas for students to review and the link to the UNT portfolio site complete with a video tutorial and instructions is in the main menu for this course. Students should create their basic portfolio framework and settings by the end of Module two so that they are prepared to begin adding any useful content they acquire during the course.

Student-Professor Check-ins (4 @ 15 points each)

Because research studies conducted on online education consistently indicate that distance education students typically feel isolated and alone, this course makes use of regularly scheduled Go To Meeting video chats between each student and the professor. Also, budding analysts benefit greatly from personal mentoring, and the resulting student empowerment. Each week students are expected to contact the professor via the permanent link https://www.gotomeet.me/ValarieBell during their regular weekly meeting scheduled via email with the professor. Throughout all my years of teaching statistics and analytics, without exception, the individual check-in has overwhelmingly been the course feature my students loved and valued most of all. It is their time to use as they wish and the time can range from 5-10 minutes to 4 or 5 hours—all depending on what the individual student wants and needs.

During each check-in the student will apprise the professor of the following: 1) their progress in the course thus far; 2) any worries or concerns about the coursework and requirements for it; 3) the need for individual tutoring; 4) personal emergencies or

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issues that may hinder the student’s ability to successfully complete all coursework on time assigned; 5) additional resources or assistance the student may require; and, 6) any other issues as needed. Students will be awarded points for meeting this requirement. Students who fail to fulfill all four check-ins will lose points. Also, students who complete all check-ins may be granted consideration if they are reasonably close to the next higher letter grade. Students should email the professor by 5pm Wednesday of the first week of the course to arrange their bi-weekly check-in time. Of course this time can always be changed to accommodate both the professor’s and student’s changing schedule and obligations.

Analytics Assignments (2 @ 100 points each; 1 @ 50 points each)

After Module two, students will begin analytics tutorial exercises that will give them the opportunity to practice new techniques and learn new tools. Each student should be careful to save the resources they use for these exercises as well as the codes, syntax, videos, handouts, and other material in their personal e-lab book and portfolio for future reference. The instructor will work with each student individually to help them successfully navigate and complete these tutorials.

Reaction Papers (3 @ 100 points each)

During the course, students will be challenged to apply the readings and other course material to addressing real-world issues and projects. To this end, students will write three reaction papers intended to promote their application of methods, tools, models, and concepts to industry. Each paper will ask students to relate the readings to a specific question or series of questions or to a scenario. All papers will be submitted in Canvas in 12-point New Times Roman font in a Word or Libre Office document by 11:59pm on the due dates indicated in Canvas. All students must choose either ASA or APA style in their creation of their papers. Purdue University’s site Purdue OWL has current guidelines for writing and citing sources in both APA and ASA, simply navigate to this site and search for APA or ASA


Final Analytics Project & Presentation (1 @ 125 points)

During the course, each student will develop their analytical and critical thinking skills as well as their ability to present analytical findings to non-analyst stakeholders by reviewing and analyzing either a case study or a dataset. Students will then present their findings through a written report as well as a live or pre-recorded 10-15-minute presentation of their findings. The student may choose whether to pre-record their presentation or to gain the experience of a live presentation before stakeholders. Since Valarie J. Bell 9/13/2018
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this assignment is intended to hone your professional analytical skills, you must prepare and present your analysis as if you are presenting results to a client. It is therefore essential that your presentation makes use of simple and easy to interpret/read data visualizations and that the overall language used in the presentation is easy to understand by non-analysts.

In Module four, Dr. Bell provides a complete packet of information, resources, a final paper template as well as several differing datasets in Canvas from which students can select a dataset to analyze for the project. Nonetheless, Dr. Bell strongly urges students to gain their employer’s permission to collect and analyze their organization’s data in order to address 3-5 research questions or hypotheses. This demonstrates to the employer that their employee’s continuing studies provide a real value, even at an early stage.

Project considerations when analyzing the data:

1) What immediately ‘grabs’ you in the data? What secondary impressions do you get beyond any immediately apparent observations? What patterns or anomalies have you observed? Ultimately, what are the takeaways you can find in these data?

2) Which metrics would you identify as being most critical to examine in this case or for these data?

3) Identify both the best and worst performers. Describe how you could apply your findings to a future campaign.

Presentation Guidelines:

1) All presentations, whether live or pre-recorded, should be no less than 10 minutes and no more than 15 minutes.

2) All presentations should be prepared using Power Point or open source software Libre Office Suite’s presentation program called Impress, which can be found at https://www.libreoffice.org/discover/impress/. Presentations should consist of 6-8 slides including 1 cover slide and 1 reference slide. The other 4-6 slides should include the following content: summary of the problem with the case or dataset, outline of your conclusions, and an explanation of how you arrived at those conclusions, and at least 1 data visualization.

Students presenting live instead of via recording should be careful to schedule their presentation time, no later than the second-to-last Monday of the course by 5pm, to occur sometime during the final week of the course.

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Academic Fraud and Dishonesty
Honesty, integrity, and professionalism are essential to success in business and academic environments. Because of the potential for grievous consequences connected with dishonesty, fraud, or misrepresented work products in the field of analytics, serious repercussions are mandated for students who choose to cheat, deceive, misrepresent or misappropriate materials, ideas, or content for their own work. Students are responsible for the content of their work once it is posted in Canvas.

Academic dishonesty includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the professor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the professors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or unpublished works without full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the university. This is explained in the UNT Student Handbook but it is also posted online in the course under “Academic Dishonesty Policy.”

Students suspected of committing academic fraud on the first offense will be subjected to the full discipline of the Mayborn School of Journalism, The Toulouse Graduate School and the University of North Texas. It is a condition of enrollment and participation in this course that all students will read the University’s dishonesty policy, understand and accept it.

MSOJ ACADEMIC INTEGRITY POLICY
The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America, as well as the Digital Analytics Association address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school’s policy aligns with UNT Policy 18.1.16 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

Netiquette
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All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Here are some important netiquette guidelines from UNT CLEAR:

- Remember you are communicating with a human being.
- Behave online in the same way that you would in-person.
- Communication in the online classroom is different from other places in cyberspace.
- Respect other's time and bandwidth: be concise.
- Make yourself look good by using proper grammar and punctuation.
- Share your knowledge.
- Keep flame wars from escalating.
- Respect the privacy of your classmates.
- If you have advanced IT skills, don't abuse your power.
- Be kind when addressing others' mistakes.
- Follow the Golden Rule

For more information, see https://www.untdallas.edu/sites/default/files/page_level2/ajc0262/pdf/brochure_netiquette.pdf

Acceptable Student Behavior:

Student behavior that interferes with an professor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the professor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu. Further, the UNT Netiquette Guidelines are posted in the course in Canvas in the “Discussions” link.

ACCESS TO INFORMATION

As you know, your access point for business and academic services at UNT occurs within the my.unt.edu site www.my.unt.edu. If you do not regularly check Eagle Connect or link it to your favorite e-mail account, please so do, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. The website that explains Eagle Connect and how to forward your email: http://eagleconnect.unt.edu/

Important Notice for F-1 Students taking Distance Education Courses

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To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the professor) can include activities such as taking an on-campus exam, participating in multiple on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:  
(1) Submit a written request to the professor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the professor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, students should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

EMERGENCY NOTIFICATION & PROCEDURES  
UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your professor will communicate with you through Canvas regarding assignments, exams, field trips, and other items that may be impacted by the closure.

STUDENT PERCEPTIONS OF TEACHING (SPOT)  
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to provide you with an opportunity to evaluate how this course is taught. For the fall 2016 semester you will receive an email from "UNT SPOT Course Evaluations via IA System Notification" (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox. Simply click on the link and complete your survey. Once you complete the survey you will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu. Spots survey dates:
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- Regular session  11/19/18 through 12/6/18
- 8W1 session         10/8/18 through 10/18/18
- 8W2 session         12/3/18 through 12/13/18

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

JOURNALISM REQUIREMENTS & GUIDELINES

RE-TAKING FAILED JOURNALISM CLASSES
Students will not be allowed to automatically take a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for one calendar year after the date you received the second failing grade. Once a student has waited one calendar year after failing a course twice, the student may submit a written appeal to the director to be approved to enroll a third time. Students will not be allowed to re-take a failed journalism course more than three times.

TEXTBOOK POLICY
The Mayborn School of Journalism doesn’t require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online.

ACADEMIC ADVISING
Students should meet with their Academic Advisor at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.
It is imperative that students have paid for all enrolled classes. Please check your online schedule daily through late registration to ensure you have not been dropped for non-payment of any amount. Students unknowingly have been dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student’s responsibility to ensure all payments have been made.

### Fall 2018 Important Dates

<table>
<thead>
<tr>
<th>Deadline</th>
<th>8W1</th>
<th>8W2</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug 27</td>
<td>Oct 22</td>
</tr>
<tr>
<td>Labor Day (no classes; university closed)</td>
<td>Sept 3</td>
<td>Sept 3</td>
</tr>
<tr>
<td>Census</td>
<td>Sept 4</td>
<td>Oct 29</td>
</tr>
<tr>
<td>Beginning this date a student may drop a course with a grade of W by completing the <a href="#">Request to Drop a Course</a> form and submitting it to the Registrar's Office. See link for complete instructions <a href="#">Dropping a Class</a>.</td>
<td>Sept 5</td>
<td>Oct 30</td>
</tr>
<tr>
<td>Last day for change in pass/no pass status</td>
<td>Sept 14</td>
<td>Nov 9</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Sept 21</td>
<td>Nov 16</td>
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<tr>
<td>Last day for a student to drop a course.</td>
<td>Oct 1</td>
<td>Nov 26</td>
</tr>
<tr>
<td>Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.</td>
<td>Oct 1</td>
<td>Nov 26</td>
</tr>
<tr>
<td>Last day to withdraw (drop all classes). Grades of W are assigned.</td>
<td>Oct 12</td>
<td>Dec 7</td>
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<tr>
<td>Thanksgiving Break (no classes, university closed)</td>
<td>Nov 22 - Nov 25</td>
<td>Nov 22 - Nov 25</td>
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<tr>
<td>Pre-Finals Days</td>
<td>N/A</td>
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<tr>
<td>Last Regular Class Meeting</td>
<td>Oct 18</td>
<td>Dec 13</td>
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<tr>
<td>Reading Day (no classes)</td>
<td>N/A</td>
<td>Dec 7</td>
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<table>
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<tr>
<th>Final Exams</th>
<th>Oct 19</th>
<th>Dec 14</th>
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<tbody>
<tr>
<td>End of term</td>
<td>Oct 19</td>
<td>Dec 14</td>
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ACADEMIC ORGANIZATIONAL STRUCTURE

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow the step outlined below:

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Individual Faculty Member/Advisor
↓
Associate Dean, Mayborn Graduate Institute
↓
Dean, Mayborn School of Journalism
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OFFICE OF DISABILITY ACCOMMODATIONS

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

COURSE SAFETY STATEMENTS

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling...
chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

Discussions/Student Forums: 5 X 25 points each; 1 @ 100 points each

1) Student Forum #1 Introductory posts. All students’ posts are due by Sunday, Oct. 28 by 11:59pm.

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2) Student Forum #2. All students’ posts are due by Sunday, Nov. 4 by 11:59pm.
3) Student Forum #3. All students’ posts are due by Sunday, Nov. 11 by 11:59pm.
4) Student Forum #4. All students’ posts are due by Sunday, Nov. 18 by 11:59pm.
5) Student Forum #5. All students’ posts are due by Sunday, Nov. 25 by 11:59pm.
6) Student Forum #6. All students’ posts are due by Sunday, Dec. 2 by 11:59pm.

Check-ins: 4 X 15 points each

1) Check-in #1. By Nov. 10
2) Check-in #2. By Dec. 1
3) Check-in #3 (final project planning). By Dec. 5
4) Check-in #4. (final project assistance). By Dec. 10

Reaction Papers: 3 X 100 points each

1) Reaction Paper #1 due Oct. 28 by 11:59pm
2) Reaction Paper #2 due Nov. 4 by 11:59pm
3) Reaction Paper #3 due Nov. 18 by 11:59pm

Analytics’ Assignments 2 X 100 points each; 1 @ 50 points each:

1) Analytics Assignment #1 due Nov. 25 by 11:59pm
2) Analytics Assignment #2 due Nov. 30 by 11:59pm
3) Analytics Assignment #3 (50pts) due Dec. 2 by 11:59pm

E-lab Book/Portfolio 2 Reviews by the Professor X 35 points each:

1) Submit to Professor for Review #1 by Nov. 9-13 by 11:59pm
2) Submit to Professor for Review #2 by Dec. 4-7 by 11:59pm

Final Analytics Project 150 points:

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Paper and presentation due by Dec. 15 by 11:59pm