

## ICT 310: Exploring and Analyzing ICTs: Methodological Approaches

MWF 2:00-2:50pm

302 Lucille Little Library

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**Office:** LCLI 330

**Office Hours:** Mondays & Wednesdays, 9:00am – 11:00am and by appointment

### COURSE DESCRIPTION

Information and Communication Technologies (ICTs) are pervasive in our increasingly global society and, importantly, have the potential to improve lives and society. This course is designed to provide you with a sophisticated understanding of the philosophy, theory, design, and analysis of both qualitative and quantitative research in communication. During this course you will be exposed to a variety of methodological designs and analyses. Using a variety of methods ranging from the foundational (e.g., interviews, surveys) to cutting edge (e.g., big data analysis, geospatial mapping) and readings from a variety of contexts (e.g., education, healthcare, risk and crisis), this course is designed to equip you with the research and methodological tools to understand how ICTs affect individuals, relationships, groups, organizations, social movements, and policies and to use these methodological tools in applied settings.

### STUDENT LEARNING OUTCOMES

*After taking this course, students will be able to:*

1. Compare and contrast quantitative and qualitative methodologies
2. Demonstrate understanding of research ethics
3. Conceptualize a study from beginning to end including research questions, rationale, research design, recruitment, and data analysis
4. Analyze and interpret data
5. Present research in written, visual, and oral formats

### REQUIRED MATERIALS

Frey, L. R., Botan, C. H., & Kreps, G. L. (1999). *Investigating Communication: An Introduction to Research Methods*.

PDFs posted to Canvas

## COURSE POLICIES

### Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due, you will be allowed to hand in or make-up that work **only** if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. Other extenuating circumstances resulting in absence (e.g., emergency room visit) will be considered on a case by case basis. No make-up work is available for in-class exercises or workshops unless approved in advance by your instructor.

### Late/Make-up Work

You will receive **ZERO** points for assignments handed in after the scheduled due date. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. If you anticipate missing class for a university function, then you are expected to negotiate when the make-up work is due with your instructor and may include earlier due dates or later due dates. “Extenuating circumstances” will be considered on a case-by-case basis.

### Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when

students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

Regarding University Health Services Health Notes:

1. *Tier 1* excuses are not accepted as a valid excused absence. You may use your freebie coupons instead.
2. *Tier 2* excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the Tier 2 documentation.
3. *Tier 3* excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

### Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in

question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

### **E-mail Policy**

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to regularly check your official UKY e-mail address – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not the fault of your instructor.

Email is the best and preferred way to reach me and I will be checking it frequently throughout the business day (i.e., Monday-Friday 9:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! Please send all email correspondence to the email address provided above, and put ICT 310 in the subject line each time.

Additionally, use your emails as an opportunity to practice professional communication. All emails must include an appropriate greeting (e.g., “Hello, Dr. Vallade,” “Hi, Dr. V,” etc.), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. Writing emails to your friends/family can be informal, but when you are writing emails to your instructors, professors and potential employers, they should be well

written with as few mistakes as possible. Additionally, *if you email me with a question that could be easily answered by checking our Canvas site, I may choose not to respond.*

Please allow 24 hours for a response to your e-mail. If you haven't heard back within 24 hours, a) send a polite and professional follow-up email and/or b) ask your question before, during, or after class.

### **Responsible Technology Use: Cell Phones/Laptops/Tablets**

Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away. Turn cell phones on silent for the duration of class. Not on vibrate, but silent. This includes all devices that make noise (texts, calendar alerts, music, etc.). At NO time should you be using earphones during class time. These must be put away at all times.

### **Canvas**

Things may come up or change during the semester, which means that the daily schedule may change as well. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. All assignments and grading rubrics will be posted on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas.

All of your work in this class must be posted on Canvas unless otherwise instructed. You are responsible for keeping back-up (we recommend several) copies of all your work since electronic texts can be lost. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Canvas application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due before class begins.

### **Classroom Behavior**

You are expected to arrive to class on time, stay the entire time, and stay awake. During class, you will engage fully in every discussion, demonstrating knowledge and critical thought about readings and lecture materials. We will maintain an open, yet respectful, classroom environment that is inclusive of each other, instructors, and guest speakers. A respectful and engaged environment is one where electronic devices are used minimally (notice that I don't say they can never be used) and side conversations occur at a minimum. During class, you will be expected to engage in work with partners, in small groups, and to informally present frequently. I will treat you like adults and expect that you will behave like adults who are responsible for, and care about, their own education.

## **COURSE ASSIGNMENTS**

### **Attendance & Participation (100 points)**

Discussion in this class is critical to your success. You should come to class prepared every day to fully engage with me and with your peers. I will look for evidence that you have read and critically analyzed the assigned readings, prepared questions for discussion, and that you thoughtfully and respectfully respond to others' questions and opinions. This grade will be determined by attendance, in class questions

and comments, small group participation, discussion questions, overall respectful interaction, and appropriate technology use during class.

### Human Subjects Protection (HSP) Training (20 points)

You will be required to complete an online training program for CITI certification prior to engaging in any research activity this semester.

### Position Papers (50 points total)

Based on readings and discussion from class, you will be provided with a question on which you will need to choose a position and articulate a well-supported argument.

### Exams (50 points each; 200 points total)

Exams will test both conceptual and applied knowledge and may consist of multiple choice, true/false, and open-ended questions. Additionally, exams may include skills in data analysis (e.g., coding, SPSS). Exams will only include information covered prior to the exam; they will not be cumulative.

## Group Project

In groups of 3-4 students, you will conceptualize and design your own study of an important ICT issue. Over the course of the semester, your group will practice the skills we are reading about and discussing by conducting this study. The project proposed must be of social significance and include at least one methodological tool learned in this class. All group members must be equally involved in the project. To ensure each individual and each group stays on track with the project, there will be four research checkpoints during the semester in which the groups will have time to work together in class using an instructor guided workshop format. Additionally, each group will meet individually with the instructor for tailored guidance to ensure quality and ethical conduct of your research project.

### Research Checkpoints (200 points)

**#1 – Topic Proposal (Group Grade; 50 points)** – Your group should jointly construct a 3-4 page research proposal that answers the following questions. The proposal is due within one week of this workshop.

1. What type of technology would you like to study and why?
2. Why is the topic/research question you are proposing important to study?
3. What are some things we already know about this topic? What don't we know?
4. What are potential research questions and hypotheses?
5. Which two methods (one quantitative and one qualitative) will you use to study this topic and why?

**#2 – Annotated Bibliography (Individual Grade; 10 points per annotation)** – Your group should jointly construct an annotated bibliography of research articles that are relevant to your research topic. Each annotation should be 200 words long and summarize the key points of the article while also noting how it relates to your topic. **Each person is responsible for contributing 3 annotations to the group bibliography and will present these three annotations to his or her group during the research checkpoint.** The final document is due at the end of class.

**#3 – Data Collection Checkpoint (Group Grade; 25 points)** – Your group should demonstrate considerable progress on the data collection portion of your project. If you are using qualitative methods, this may include, but is not limited to, at least one focus group transcription,

development of a codebook, or observation notes from each group member. If you are using quantitative methods, this may include, but is not limited to, a fully developed survey and responses, or visual representations of quantitative data. This is due at the beginning of class.

**#4 – Data Analysis Checkpoint (Group Grade; 25 points)** – Your group should demonstrate considerable progress on the data analysis portion of your project. If you are using qualitative methods, this may include, but is not limited to, coding and analysis of interview or focus group transcripts or observation notes. If you are using quantitative methods, this may include, but is not limited to, descriptive statistics, preliminary analyses, or visual representations of quantitative data. This is due at the beginning of class.

**Group Meeting with Instructor (25 points)** – your group will sign up for a specified date and time to meet with me as you develop and pursue your research project; at this time, I will be able to provide more detailed guidance and feedback on any questions that you might be encountering, and monitor the quality of your research materials.

### **Final Research Report (100 points)**

A final research report should be provided to me prior to the presentation of your research results. More detailed information will be provided in Canvas.

### **Final Presentation (75 points group grade; 25 points individual grade)**

As a group, you will present the results of your study. The presentation should be 12-15 minutes long, include presentational aids, and each group member should speak. During the presentation, you should present your research problem, topic background, method, results, and proposed practical applications, policy recommendation(s), or other evidence of translational value of the results. Each group will field at least 3 questions during a Q&A session at the end of the presentation.

### **Group Member Peer Evaluations (25 points)**

Each person will evaluate their project group members; your group members' evaluations will be compiled to determine your peer evaluation grade.

## **GRADING**

### **Grading Policy**

I do not GIVE grades. Instead, you EARN grades. I do not believe in giving grades that are not earned. I do not grade effort; I grade product. Therefore, do not ask me to bump a grade, to give you an extra opportunity to earn points, or to change a grade. I give partial credit when possible and use standard mathematical rounding rules. For example, if you earn a 79.4%, then your grade is a 79%. If you earn a 79.5%, then your grade is an 80%. This is non-negotiable.

Additionally, I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any

circumstances. *Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.*

**Please NOTE:** I absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office.

Assignment	Points Possible	% of Final Grade
Participation	100	13.33%
HSP Training	20	2.67%
Position Paper 1	20	2.67%
Position Paper 2	30	4.0%
Exams	200 (4 exams; 50 each)	26.67%
Topic Proposal	50	6.67%
Annotated Bibliography	30	4.0%
Data Collection Checkpoint	25	3.33%
Data Analysis Checkpoint	25	3.33%
Group Meeting with Instructor	25	3.33%
Final Research Report	100	13.33%
Final Presentation	Group: 75 Individual: 25	Group: 10.0% Individual: 3.33%
Group Member Peer Evaluation	25	3.33%
<b>Total</b>	<b>750</b>	<b>100%</b>

### Grading Scale

Percentage	Points	Grade	Achievement Level
90-100%	675-750	A	<i>Exceptional</i>
80-89%	600-674	B	<i>High</i>
70-79%	525-599	C	<i>Average</i>
60-69%	450-524	D	<i>Below Average</i>
0-59%	0-449	E	<i>Failing</i>

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## Readings/References\*

*\*Note: Course readings may change based on any changes to the daily course schedule throughout the semester.*

- Aslan, B. (2015). The mobilization process of Syria's activists: The symbiotic relationship between the use of ICTs and the political culture. *International Journal of Communication, 92*, 507-525.
- Clark, L. S., Demont-Heinrich, C., & Webber, S. (2005). Parents, ICTs, and Children's Prospects for Success: Interviews along the Digital "Access Rainbow". *Critical Studies In Media Communication, 22*, 409-426.
- Cohen, E.L., Bowman, N.D., & Borchert, K. (2014). Private flirts, public friends: Understanding romantic jealousy responses to an ambiguous social network site message as a function of message access exclusivity. *Computers in Human Behavior, 35*, 535-541.  
doi:10.1016/j.chb.2014.02.050
- Davis, C. S., Powell, H., & Lachlan, K. A. (2013). Metatheoretical considerations, research perspectives, and research paradigms (pp. 27-44). In *Straight talk about communication research methods* (2<sup>nd</sup> ed.). Dubuque, IA: Kendall Hunt.
- Doran, M., & Daniel, S. (2014). Geomatics and Smart City: A transversal contribution to the Smart City development. *Information Polity: The International Journal Of Government & Democracy In The Information Age, 19*, 57-72.
- Favier, T. T., & van der Schee, J. A. (2014). The effects of geography lessons with geospatial technologies on the development of high school students' relational thinking. *Computers & Education, 76*, 225-236.
- Kania-Lundholm, M., & Torres, S. (2015). The divide within: Older active ICT users position themselves against different 'Others'. *Journal Of Aging Studies, 35*26-36.

doi:10.1016/j.jaging.2015.07.008

- Lu, R., Chorus, C., & Wee, B. v. (2014). Travelers' use of ICT under conditions of risk and constraints: An empirical study based on stated and induced preferences. *Environment & Planning B: Planning & Design*, 41, 928-944.
- Maxian, W. (2014). Power to the people? Emotional components of media power, mobile ICTs, and their potential to alter individual-media dependency relations. *Mass Communication & Society*, 17, 274-298.
- Nemer, D. (2016). Rethinking social change: The promises of Web 2.0 for the marginalized. *First Monday*, 21. Retrieved from <http://firstmonday.org/ojs/index.php/fm/article/view/6786/5516>
- Preece, J., Sharp, H., & Rogers, Y. (2015). *Interaction design: Beyond human-computer interaction* (4<sup>th</sup> ed.). West Sussex, United Kingdom: John Wiley & Sons.
- Schoon, A. (2014). Digital hustling: ICT practices of hip hop artists in Grahamstown. *Technoetic Arts: A Journal Of Speculative Research*, 12, 207-217.
- Svanaes, D., Alsos, O. A., & Dahl, Y. (2010). Usability testing of mobile ICT for clinical settings: Methodological and practical challenges. *International Journal of Medical Informatics*, 79, 24-34.

## Tentative Course Schedule

**Note:** Course schedule is tentative and subject to change. Additionally, the DUE on Canvas Column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor's updates in class. **\*ALL PDFs located on Canvas under Modules\***

*IC = Investigating Communication*

FOUNDATIONS OF ICT METHODS AND RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
<b>Wed 8/22</b>	Introduction to ICT Methods and Research		
<b>Fri 8/24</b>	Quantitative vs. Qualitative Approaches	<ul style="list-style-type: none"> <li>• Davis, Powell, &amp; Lachlan (2013)</li> </ul>	
<b>Mon 8/27</b>	Research Ethics: Human Subjects Protection (HSP) Training <i>(Out of Class Work Day)</i>		
<b>Wed 8/29</b>	Research Ethics (cont.)	<ul style="list-style-type: none"> <li>• IC 6</li> </ul>	<b>HSP Completion Report</b>
<b>Fri 8/31</b>	Finding, Reading, and Evaluating Research	<ul style="list-style-type: none"> <li>• IC 1 and 3</li> </ul>	
<b>Mon 9/3</b>	<b>Labor Day – No Class</b>		
<b>Wed 9/5</b>	Conceptualizing Research  Formulating Research Questions and Hypotheses	<ul style="list-style-type: none"> <li>• IC 2</li> </ul>	<b>Position Paper 1</b>
<b>Fri 9/7</b>	<b>Research Checkpoint #1 - Topic Proposal</b>		
<b>Mon 9/10</b>	<b>Exam 1</b>		
QUALITATIVE APPROACHES TO RESEARCH			
DATE	TOPIC	READINGS	ASSIGNMENTS
<b>Wed 9/12</b>	Key Ideas in Qualitative Methods & Interviewing	<ul style="list-style-type: none"> <li>• Clark, Demont-Heinrich, &amp; Weber (2005)</li> </ul>	

<b>Fri 9/14</b>	Interviewing (cont.)		<b>Topic Proposal</b>
<b>Mon 9/17</b>	Focus Groups	<ul style="list-style-type: none"> <li>• Kania-Lundholm &amp; Torres (2015)</li> </ul>	
<b>Wed 9/19</b>	Focus Groups (cont.)		
<b>Fri 9/21</b>	Thematic Analysis, Analyzing and Reporting Qualitative Data	<ul style="list-style-type: none"> <li>• IC 10</li> <li>• Preece, Sharp, &amp; Rogers (2015) – ch. 8</li> </ul>	
<b>Mon 9/24</b>	Case Studies	<ul style="list-style-type: none"> <li>• Preece, Sharp, &amp; Rogers (2015) – ch. 13.4: <i>Evaluation Case Studies</i></li> </ul>	
<b>Wed 9/26</b>	Ethnography	<ul style="list-style-type: none"> <li>• Schoon (2014)</li> </ul>	
<b>Fri 9/28</b>	Ethnography (cont.) <i>Guest Speaker: Dr. David Nemer</i>	<ul style="list-style-type: none"> <li>• Nemer (2016)</li> </ul>	
<b>Mon 10/1</b>	<b>Exam 2</b>		
<b>QUANTITATIVE APPROACHES TO RESEARCH</b>			
<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Wed 10/3</b>	Key Ideas in Quantitative Methods & Levels of Measurement	<ul style="list-style-type: none"> <li>• IC 4</li> </ul>	
<b>Fri 10/5</b>	Types of Quantitative Relationships	<ul style="list-style-type: none"> <li>• IC 8</li> </ul>	
<b>Mon 10/8</b>	Survey Design, Reliability and Validity	<ul style="list-style-type: none"> <li>• IC 5</li> </ul>	
<b>Wed 10/10</b>	Survey Design, Reliability and Validity (cont.)		

<b>Fri 10/12</b>	<b>Research Checkpoint #2 - Annotated Bibliography</b>		<b>Annotated Bibliography</b>  <i>*Decide on a Method</i>
<b>Mon 10/15</b>	Software and Usability Studies <i>Guest Speakers: Nathan Stevens &amp; Jesse Stallsworth</i>	<ul style="list-style-type: none"> <li>• Preece, Sharp, &amp; Rogers (2015) – ch. 14</li> </ul>	
<b>Wed 10/17</b>	Experimental Design	<ul style="list-style-type: none"> <li>• IC 7</li> <li>• Maxian (2014)</li> </ul>	
<b>F 10/19</b>	Experimental Design (cont.) <b>TECHub research lab (256 Bowman)</b>		
<b>M 10/22</b>	Social Media Analysis/Analytics <i>Guest Speaker: Dr. Elizabeth Cohen</i>	<ul style="list-style-type: none"> <li>• Cohen, Bowman, &amp; Borchert (2014)</li> </ul>	
<b>W 10/24</b>	Social Media Analysis/Analytics	<ul style="list-style-type: none"> <li>• Aslan (2015)</li> </ul>	
<b>F 10/26</b>	<b>Exam 3</b>		
<b>M 10/29</b>	<i>Individual Group Meetings with Dr. V</i>		
<b>W 10/31</b>	<i>Individual Group Meetings with Dr. V</i>		
<b>F 11/2</b>	<i>Group Work Day</i>		
<b>Mon 11/5</b>	Databases and Big Data		
<b>Wed 11/7</b>	Natural Language Processing <i>Guest Speaker: Dr. Zixue Tai</i>	<ul style="list-style-type: none"> <li>• Svanæs, Alsos, &amp; Dahl (2010)</li> </ul>	
<b>Fri 11/9</b> <b>*NCA</b>	Geo-Spatial Mapping <i>Guest Speaker: Dr. Sean Burns</i> <b>(Friday will take place as an ONLINE CLASS)</b>	<ul style="list-style-type: none"> <li>• Favier &amp; Van der Schee (2014)</li> <li>• Doran &amp; Daniel (2014)</li> </ul>	
<b>Mon 11/12</b>	<b>Research Checkpoint #3 - Data Collection Checkpoint</b>		<b>Documentation of all research materials &amp; data collection</b>

<b>ANALYZING AND USING DATA</b>			
<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
<b>Wed 11/14</b>	Descriptive Statistics and Frequencies	<ul style="list-style-type: none"> <li>• IC 11</li> </ul>	
<b>Fri 11/16</b>	Finding Relationships and Group Differences	<ul style="list-style-type: none"> <li>• IC 13</li> <li>• IC 14</li> </ul>	
<b>Mon 11/19</b>	Finding Relationships and Group Differences (cont.)		<b>Position Paper 2</b>
<b>Wed 11/21</b>	<b>Thanksgiving Break – No Class</b>		
<b>Fri 11/23</b>			
<b>Mon 11/26</b>	From Numbers to Arguments  Graphical Data	<ul style="list-style-type: none"> <li>• PDF on Canvas from Numbers to Words</li> </ul>	
<b>Wed 11/28</b>	<b>Exam 4</b>		
<b>Fri 11/30</b>	<b>Research Checkpoint #4 - Data Analysis Checkpoint</b>		<b>Documentation of all preliminary data analysis</b>
<b>Mon 12/3</b>	<b>Final Project Presentations</b>		<b>Executive Summary and Presentations</b>
<b>Wed 12/5</b>			
<b>Fri 12/7</b>			<b>Group Member Evaluations</b>