USCAnnenberg

COMM 620: Qualitative Social Media Research Methods

4.0 Units

Spring 2020 – Thursdays 12:30 – 3:20pm
Section: TBA
Location: TBA

Instructor: Robert Kozinets
Office: ASC 201A
Office Hours: TBA.
Contact Info: rkozinets@usc.edu, Skype: rob.kozinets,
Twitter: Kozinets

I. Course Description

Online ethnographic, interview, and other qualitative social media research methods have been used in communication research and cultural studies for over two decades. These methods have many names, including digital ethnography, online interviewing, mobile ethnography, virtual ethnography, online interviews, computer-assisted webnography, and netnography. This course is designed to provide clear methodological grounding in these methods and their histories and to systematically guide graduate students in the development and completion of a research project using the latest methods of qualitative social media research. Students will gain a toolkit of up-to-date digital research frameworks, tools, terminologies, and approaches through which to undertake rigorous qualitative social media research in communication and related fields.

Skills learned in this course include the collection, analysis, and interpretation of multimedia social media data and the scholarly communication of research findings. This course is suitable for Ph.D. and Master-level students in communication, cultural studies, media studies, media anthropology, sociology, and related fields who want to be able to discover and apply qualitative methods to obtain research insights from all forms of social media data.

II. Overall Learning Objectives and Assessment

At the end of this course, students will be able to:
- Use the fundamental concepts and history of social media studies
- Deploy the role of qualitative research in the social scientific understanding of social media
- Work with the most prominent theories for understanding online socialities
- Ask better qualitative research questions
- Apply over 25 different data collection, data analysis, and data interpretation practices to the understanding of social media phenomena
- Collect large social media datasets from social media datasites
- Qualitatively code large social media datasets
- Engage with deep data operations using an immersion journal
- Implement a variety of specialized techniques for social media data analysis and interpretation
- Navigate the ethical minefields of social media research with confidence
- Research, write, and present their own online ethnography, with scientific findings and/or policy implications

The professor expects that each class member will:

- attend all classes having completed all assigned readings;
- participate regularly in class discussions
- respect the rights of other students and of research participants
- submit the assignments by the date specified
- adhere fully to USC's ethical research policies and procedures.

III. Description of Assignments

Class participation and readings (all classes; 30 points)

Every class in this course is driven by student input and student interpretation. In addition, the course focuses on learning through reading, writing, and doing research—qualitative social media research. Class participation can take many forms, but its essential core in this course lies in you leading a discussion about one or more readings every single class, and coming to the seminar prepared to be the point person for questions regarding it. Missing a class means missing a grade that day—every day counts. Over the course this is evaluated at 30 points (=17.6% of final grade).

Individual QSMR Exercise Assignments (5 assignments; 50 points total)

This course runs on exercises the way an ecosystem runs on sunshine and water. Skills will be taught in class, then reinforced with exercises. The exercise become assignments you work upon outside of class, deepening the learning with your own experimentation and process of discovery. There are five research exercise assignments which are each worth 10 points (about 5.9%) of your grade. Together, they are worth about 30% of your final grade. You MUST complete and submit all 5 assignments in order to get the one grade. Submitting something acceptable on time guarantees you an 80% or better in these exercises. The skills you will learn in the assignments are as follows:

1. *Research universe reflection*: deliverable 1 is a research reflection report (10 points)
2. *Ethics research plan*: deliverable 2 is for an institutional review board , like the one at USC, (10 points)
3. *Interaction research plan*: deliverable 3 concerns your interview guide, your digital diaries, or your mobile ethnography plans, (10 points)
4. *Dataset and analysis delivery*: deliverable 4 takes a look at the goods and your initial coding of them, (10 points)
5. *Interpretations*: deliverable 5 asks you to link your results to the world of history, culture, and significance, to respond with big picture thinking about your research findings (10 points)

These skills will be assigned as written work assigned in five structured written assignments. The assignments will each be explained and given initially as exercises in class. Following on the in-class exercises, the assignments are then to be completed individually and submitted via Turnitin. Each one will be graded using a clear rubric. Each assignment counts for either 10 points, as indicated above. In total, the five assignments will count for almost 30% of your total final grade in the course.

QSMR Project (done individually; Four Phases; 90 points)

The online qualitative data collection, analysis, and interpretation project constitutes 52.9% of your final grade in this course, and beginning in Week 5 will become an inescapable focus of your time in the course. The course project is complementary with the written assignments and leads you step-by-step through the creation and presentation of your own individual netnography project. That project will take the final form of an article or conference paper targeted and then submitted to a particular journal or conference. You must use online ethnography, but can choose and name brand your specific methodological weapon set. Any English-language journal or conference is acceptable. The course project is expected to highlight the methodological learnings in this course, but also to pursue a coherent theoretical research agenda that expresses a sophisticated awareness of the

research outlet, field, and theoretical domain it will be targeting. The paper MUST be submitted to a journal or conference before it is submitted to me—a receipt will be required as part of your deliverable.

The Four Phases of the QSMR project / paper are as follows:

1) Formulation of the research question, plus netnographic research design and plan to address or answer it —20 points (due Week 6)
2) Midterm presentation and submission of a spreadsheet with your initial investigative data, alongside a developed 1-2 page starter of analysis and findings for the final paper--20 points (due in Week 9)
3) Final in-class presentation of your project, including theory, method, data, findings, and implications, final data analysis; we will be workshopping the paper with lots of feedback and comments—it is also graded, but only at 10 points (you will be presenting either Week 14 or 15)
4) Written final research paper is due, along with a record of its submission to a journal or conference, and correctly formatted for the outlet —40 points (due final exam week)

The final paper will likely have the following section headings (creative deviations are, of course, permitted, provided all topical areas are covered):

1. Introduction (explanation of the central conceptual and substantive topic)
2. Theory (related conceptual work on the topic, drawn from the field and literature of your choice)
3. Research Gap and Research Question
4. Method (which will be a variant of qualitative social media research)
5. Findings (presentation of data along with analysis, as explained in Week 13's class)
6. Discussion/ Implications (the specific theoretical and substantive advancements made due to the empirical research)

VIII.   Breakdown of Grade

Assignment	Points	% of Grade
Class Reading Presentation and Discussion Participation	30	17.6
Individual QSMR Exercise Assignment Deliverables (5 deliverables)	50	29.4
Individual QSMR Project (4 phases/deliverables)	90	53.0
	170	**100%**

b. Grading Scale

Qualitative Assessment	Numerical Percentage grade	Alphabetical grade	GPA equivalent
Excellent work	96-100	A	4.0
Very strong performance	92-95.9	A-	3.7
Strong performance	88-91.9	B+	3.3
Good work	84-87.9	B	3.0
Satisfactory performance	80-83.9	B-	2.7

Needs lots of improvement	76-79.9	C+	2.3
Weak performance	72-75.9	C	2.0
Unsatisfactory work	68-71.9	C-	1.7
Highly unsatisfactory	64-67.9	D+	1.3
Barely acceptable	60-63.9	D	1.0
Marginally unacceptable	56-59.9	D-	0.7
Unacceptable work	0-55.9	F	0

c. Grading Standards

Across all assignments, grading in this class will emphasize: (1) academic level thinking and writing, (2) critical and critical thinking and writing, (3) a grasp of complex and theoretical material, (4) an ability to understanding scientific methodology and follow it, (5) an ability to analyze and interpret empirical data, and (6) the ability to recognize and generate relevant scholarly research insights from data. Excellence in this class is marked by consistent outstanding performance in some or all of these aspects. Excellence on these characteristics is usually accompanied by a high degree of intellectual curiosity, motivation, ambition, empathy, and cultural competence.

Class Participation Policy

Your Class Participation will be evaluated, and if it is not good, it will count as a demerit against your final grade. This potentially demerited grade will be assigned based upon (1) your attendance, (2) contributions to in-class discussions (quality as well as quantity), (3) fluency with and insights on the readings and central course topics, (4) leadership roles in discussing articles assigned to you and in participating in interesting and relevant discussions of these and other readings, and (5) your performance when called upon for class exercises. Poor attendance (more than two classes missed without reason/permission) will definitely affect your participation grade. If a demerit situation exists, I will inform the student as soon as it does. I am happy to discuss my impressions of your current class participation at any point in the semester.

V. Assignment Submission Policy
A.   All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
B.   Assignments must be submitted via Turnitin on Blackboard, as explained in class.

VI. Required Readings and Supplementary Materials

Most of the course readings consist of chapters from scholarly books and academic journal articles. Many of these articles are available publicly online, and all of them are available through the University's electronic resources system. Students will be responsible for locating their own copies of books and articles. However, a self-organized system of sharing is highly recommended. The printing and provision of hard copies of the articles is optional, and is the sole responsibility of the student. The required text for this course is:

Kozinets, Robert V. (2020), *Netnography 3e: The Essential Guide to Qualitative Social Media Research.* **London: SAGE.**

Required and ancillary reading texts, with their abbreviations, are presented in the following table.

Week / Date Required	Abbreviation	Full Reference
ALL	Netnography 3e	Kozinets, Robert V. (2020), *Netnography 3e: The Essential Guide to Qualitative Social Media Research*. London: Sage.
1 (Jan 16)	Digital Environments	Frömming, Urte Undine, Steffen Köhn, Samantha Fox, and Mike Terry (2017) *Digital environments: Ethnographic perspectives across global online and offline spaces.* Bielefeld, Germany: Transcript Verlag.
2 (Jan 23)	Cybersociety 2.0	Jones, Steve, ed. (1998), *Cybersociety 2.0: Revisiting computer-mediated community and technology, Vol. 2.* Thousand Oaks, CA: Sage.
2 (Jan 23)	The Virtual Community	Rheingold, Howard (1993), *The virtual community: Homesteading on the electronic frontier.* New York: Addison-Wesley.
3 (Jan 30)	The Culture of Connectivity	Van Dijck, José (2013), *The culture of connectivity: A critical history of social media.* Cambridge: Oxford University Press.
3 (Jan 30)	Ethnography for the Internet	Hine, Christine (2015), *Ethnography for the Internet: Embedded, embodied and everyday.* London: Bloomsbury Publishing
4 (Feb 6)	Networked	Rainie, Lee, and Barry Wellman (2012), *Networked: The new social operating system.* Cambridge, MA: MIT Press.
4 (Feb 6)	Digital Ethnography:	Pink, Sarah, Heather Horst, John Postill, Larissa Hjorth, Tania Lewis, and Jo Tacchi, eds.(2015), *Digital ethnography: Principles and practice.* London: Sage.
5 (Feb 13)	QMCR	Belk, Russell, Fischer, Eileen, and Robert V. Kozinets (2013), *Qualitative marketing and consumer research.* London: Sage; Chapter two
5 (Feb 13)	Developing Research Questions	White, Patrick (2017), *Developing research questions, 2nd edition.* London: Palgrave Macmillan.
7 (Feb 27)	Understanding Research in the Digital Age	Quinton, Sarah, and Nina Reynolds (2018), *Understanding research in the digital age.* London: SAGE.
7 (Feb 27)	Liquid Modernity	Bauman, Zygmunt (2013), *Liquid modernity*, New York, NY: John Wiley & Sons.
9 (March 12)	Qualitative Online Interviews	Salmons, Janet (2014), *Qualitative online interviews: Strategies, design, and skills.* London: Sage Publications.
10 (March 26)	eFieldnotes	Sanjek, Roger and Susan W. Tratner, eds. (2016), *eFieldnotes: The makings of anthropology in the digital world.* Philadelphia, PA: University of Pennsylvania Press.
11 (April 2)	Using Software in Qualitative Research	Silver, Christina and Ann Lewins (2014), *Using software in qualitative research: A step-by-step guide, 2nd ed.* London: Sage.
11 (April 2)	Qualitative Data Analysis	Miles, Matthew B., A. Michael Huberman, and Johnny Saldaña (2014), *Qualitative data analysis: A methods sourcebook.* London: SAGE.
12 (April 9)	Assemblage Theory	DeLanda, Manuel (2016), *Assemblage Theory.* Edinburgh, UK: Edinburgh University Press.
12 (April 9)	Transforming Qualitative Data	Wolcott, Harry (1994), *Transforming Qualitative Data: Description, Analysis, and Interpretation.* Thousand Oaks, CA: Sage.
13 (April 16)	Writing Up Qualitative Research	Wolcott, Harry (2009), *Writing Up Qualitative Research, 3rd ed*. London: Sage.

Required readings that are published in journal articles are available online through the USC library system.

Required readings that are single chapters of published books will be shared on the course Blackboard page

VII. Laptop and Technology Policy

This is a class about technology use. We study it, close-up. We use search technologies as our research technique. However, we have a complete on/off code of ethics. When we are doing exercises, laptop use (and perhaps mobile phones) is permitted in class and indeed necessary for you to participate in the class. YOU WILL NEED YOUR LAPTOP EVERY CLASS. Unauthorized laptop or mobile phone use is not permitted during academic or professional sessions.

- All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Virtual Commons** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

VIII. Course Schedule A Weekly Breakdown

	Topics/ Activities	Readings and Homework (bold = everyone reads) (not bold = skim/ we assign readings in class)	Deliverable/Due Dates
Week 1 Date: 1/16	Introducing Qualitative Social Media Research Methods	**Course Syllabus** **Netnography 3e, Ch 1** - Digital Environments	**In-class Exercise 1**
Week 2 Date: 1/23	The History of Social Media, and Its Researching	**Netnography 3e, Ch 2** - Baym, Nancy K. (1003), "Interpreting soap operas and creating community: Inside a computer-mediated fan culture," *Journal of Folklore Research*, 30, 143-176. - Correll, Shelley (1995), "The ethnography of an electronic bar: The lesbian cafe." *Journal of Contemporary Ethnography*, 24 (3), 270-298. - Jones, Steve, ed. (1998), *Cybersociety 2.0: Revisiting computer-mediated community and technology. Vol. 2*, Thousand Oaks: Sage Publications. - Rheingold, Howard (1993), *The Virtual Community: Homesteading on the electronic frontier*, New York: Addison-Wesley.	**Class Deliverable 1: Research Interest-based Reflective Focalization Exercise (10 points)**
Week 3 Date: 1/30	Research in the Age of Social Media	**Netnography 3e, Ch 3** - The Culture of Connectivity - Ethnography for the Internet - Van der Nagel, Emily (2013), "Faceless bodies: Negotiating technological and cultural codes on Reddit Gonewild", *Scan: Journal of Media Arts Culture*, 10, 1-10. - Piacenti, David Joseph, Luis Balmore Rivas, and Josef Garrett (2014), "Facebook ethnography: The poststructural ontology of transnational (im)migration research," *International Journal of Qualitative Methods*, 13 (1), 224-236.	**Class discussion and presentations (graded: semester total = 30 points)/ Mandatory Attendance to get this grade**

		• Snelson, Chareen (2015), "Vlogging about school on YouTube: An exploratory study," *New Media & Society*, 17 (3), 321-339. • Wargo, Jon M. (2015), "Spatial Stories with Nomadic Narrators: Affect, Snapchat, and Feeling Embodiment in Youth Mobile Composing," *Journal of Language and Literacy Education*, 11 (1), 47-64.	
Week 4 **Date:** **2/6**	Understanding Online Socialities	• **Netnography 3e, Ch 4** • Digital Ethnography • Networked • Bjork-James, Sophie (2015), "Feminist ethnography in cyberspace: Imagining families in the cloud." Sex Roles 73 (3-4), 113-124. • Bettany, Shona M., and Ben Kerrane (2016), "The socio-materiality of parental style: negotiating the multiple affordances of parenting and child welfare within the new child surveillance technology market," *European Journal of Marketing* 50 (11), 2041-2066. • Rendell, James (2019), "Black (anti)fandom's intersectional politicization of "The Walking Dead" as a transmedia franchise," *Transformative Works and Cultures*, March 15, available online at https://journal.transformativeworks.org/index.php/twc/article/view/1477. • Zwick, Detlev, Samuel K. Bonsu, and Aron Darmody (2008), "Putting consumers to work: Co-creation and the new marketing govern-mentality," *Journal of Consumer Culture*, 8 (2), 163-196. • Gretzel, Ulrike (2017), "Social Media Activism in Tourism," *Journal of Hospitality and Tourism*, 15 (2), 1-14.	**Class discussion and presentations (graded: semester total = 30 points)/ Mandatory Attendance to get this grade**
Week 5 **Date:** **2/13**	Praxis: Doing Qualitative Social Media Research	• **Netnography 3e, Ch 5** • QMCR, Ch. 2 • Developing Research Questions • Agee, Jane (2009) 'Developing qualitative research questions: A reflective process', International Journal of Qualitative Studies in Education, 22 (4): 431–447.	**In-class Exercise 2**
Week 6 **Date:** **2/20**	Ethical Social Media Research Procedures	• **Netnography 3e, Ch 6** • Association of Internet Researchers (2012), Ethical decision-making and Internet research 2.0, available online. • Protection of Human Subjects, US Federal Code Title 46, Section 46 (2018), available online at: https://www.ecfr.gov/ • Golder, Su, Shahd Ahmed, Gill Norman, and Andrew Booth (2017) "Attitudes toward the ethics of research using social media: A systematic	**QSMR Research Project Deliverable, Phase 1:** Research Question & Research Plan --Formulation of the research topic/ question, plus research design plan to address or answer it –(20 points) **In-class Exercise 3**

		review," *Journal of Medical Internet Research*, 19(6). Available at www.ncbi.nlm.nih.gov/pmc/articles/PMC5478799 /. • Kantanen, Helena, and Jyri Manninen (2016) 'Hazy boundaries: Virtual communities and research ethics', *Media and Communication*, 4(4), 86–96. • Tucker, Anne-Marie, Chau Nguyen, and Kai K. Kimppa (2017) 'Ethical questions related to using netnography as research method', *ORBIT Journal*, 1(2). • Markham, Annette (2012) 'Fabrication as ethical practice: Qualitative inquiry in ambiguous internet contexts', *Information, Communication & Society*, 15(3), 334–53. • Zimmer, Michael (2010) '"But the data is already public": On the ethics of research in Facebook', *Ethics and Information Technology*, 12, 313–25.	
Week 7 **Date:** **2/27**	Data Philosophy and Research Methodology	• **Netnography 3e, Ch 7** • Understanding Research in the Digital Age • Liquid Modernity • Moreno MA, Grant A, Kacvinsky L, Moreno P, Fleming M. (2012), "Older adolescents' views regarding participation in Facebook research," *Journal of Adolescent Health*, 51 (5), 439–44. • Whalen, Elizabeth A. (2018), "Understanding a shifting methodology: A content analysis of the use of netnography in hospitality and tourism research," *International Journal of Contemporary Hospitality Management*, 30 (11), 3423-3441.	**Class discussion and presentations (graded: semester total = 30 points)/ Mandatory Attendance to get this grade** **Class Deliverable 2: Ethical research plan/ IRB (10 points)**
Week 8 **Date:** **3/5**	Investigation: Unobtrusive Social Media Data Collection	• **Netnography 3e, Ch 8** • Berdychevsky, Liza, and Galit Nimrod (2015), "'Let's talk about sex': Discussions in seniors' online communities," *Journal of Leisure Research*, 47 (4), 467-484. • Eriksson, Henrik, Mats Christiansen, Jessica Holmgren, Annica Engström, and Martin Salzmann-Erikson (2013), "Nursing under the skin: a netnographic study of metaphors and meanings in nursing tattoos," *Nursing Inquiry*, 21 (4), 318-326. • Litchman, Michelle L., Dana Lewis, Lesly A. Kelly, and Perry M. Gee (2018), "Twitter analysis of# OpenAPS DIY artificial pancreas technology use suggests improved A1C and quality of life," *Journal of Diabetes Science and Technology*, 1932296818795705. • Van Hout, Marie Claire, and Evelyn Hearne (2016), "Confessions of contemporary English opium-eaters: a netnographic study of consumer negotiation of over-the-counter morphine for	**Class discussion and presentations (graded: semester total = 30 points)/ Mandatory Attendance to get this grade** **In-class Exercise 5**

		misuse." *Journal of Substance Use*, 21 (2), 141-152.	
Week 9 Date: 3/12	Interactive Research Practices in Social Media: Interview, Involvement, Connection	• **Netnography 3e, Ch 9** • Qualitative Online Interviews • Biraghi, Silvia and Rossella Chiara Gambetti (2018) 'How to use digital diaries in data collection to engage networked consumers', *Mercati e Competitività*, 4, 105–23. • Wallace, Ruth, Leesa Costello, and Amanda Devine (2018), "Netnographic slog: Creative elicitation strategies to encourage participation in an online community of practice for Early Education and Care," *International Journal of Qualitative Methods*, 17 (1). .	**QSMR Project Deliverable, Phase 2:** Initial Investigatory Dataset and Paper Outline: Midterm class presentation and submission of a spreadsheet with your initial investigative data, alongside 1-2 page bullet point outline of initial ideas (outline) for the final paper—(20%) In Class Exercise 6
SPRING BREAK! 3/16-20	No Class :(	SPRING/ /	/ BREAK
Week 10 Date: 3/26	Immersive Practices: Deeply Personal Human Cultural Intelligence Engagement with Data	• **Netnography 3e, Ch 10** • eFieldnotes • Jackson, Jean E. (2016), "Changes in Fieldnote Practice over the Past Thirty Years in U.S. Anthropology," in eFieldnotes • Postill, John, and Sarah Pink (2012). "Social media ethnography: The digital researcher in a messy web." *Media International Australia*, 145 (1), 123-134. • Hubbs, Delaura L., and Charles F. Brand (2005), "The Paper Mirror: Understanding reflective journaling," *Journal of Experiential Education*, 28 (1), 60-71.	**Class Deliverable 3: Interaction (data collection) Plan:** a 1-3 page overview including your plan for collecting interactive data; may include interview guide, sampling guide, social media interaction web-page design (10 points)
Week 11 Date: 4/2	Analysis: Elemental Data Transformation Operations	• **Netnography 3e, Ch 11 and 12** • Qualitative Data Analysis • Using Software in Qualitative Research • Jackson, Kristi, Trena Paulus, and Nicholas H. Woolf (2018), "The Walking Dead genealogy: Unsubstantiated criticisms of qualitative data analysis software (QDAS) and the failure to put them to rest." *The Qualitative Report*, 23 (13), 74-91. • Reichertz, Jo (2007), "Abduction: the logic of discovery of Grounded Theory," in: Bryant, Anthony (Ed.) ; Charmaz, Kathy C. (Ed.), *The SAGE handbook of Grounded Theory*. London : Sage, pp. 214-228. • Elo, Satu, and Helvi Kyngäs (2008), "The qualitative content analysis process," *Journal of Advanced Nursing*, 62, 1, 107-115. • Hine, Christine (2014), "Headlice eradication as everyday engagement with science: An analysis of online parenting discussions," *Public Understanding of Science*, 23 (5), 574-591.	**Class discussion and presentations of readings** **In Class Exercise 7**

		• McNaught, C., & Lam, P. (2010), "Using Wordle as a Supplementary Research Tool," *The Qualitative Report*, 15(3), 630-643.	
Week 12 Date: 4/9	Interpretation: Discovering and Making Meaning from Social Media Data	• **Netnography 3e, Ch 13** • QMCR, Ch. 7 • Assemblage Theory • Transforming Qualitative Data • Denzin, Norman K. (2012), "Triangulation 2.0.," *Journal of Mixed Methods Research*, 6 (2), 80-88. • Mantzavinos, C. (2016), "Hermeneutics", *The Stanford Encyclopedia of Philosophy (Winter 2016 Edition)*, Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2016/entries/hermeneutics/>. • Spiggle, Susan (1994), "Analysis and interpretation of qualitative data in consumer research," *Journal of Consumer Research*, 21 (3), 491-503.	**Class discussion presentations of readings** **Deliverable 4: Dataset and Analysis (complete dataset turned in as a MAXQDA dataset, with some sort of analysis attached; 10 points)** **In Class Exercise 8**
Week 13 Date: 4/16	Communicating: Presenting and Publishing Your Research	• **Netnography 3e, Ch 14** • Writing up Qualitative Research • Locke, Karen, and Karen Golden-Biddle (1997), "Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing in organizational studies," *Academy of Management Journal*, 40 (5), 1023-1062. • Bruckman, Amy (2006), "Teaching students to study online communities ethically," *Journal of Information Ethics*, 15 (2), 82-95. • Markham, Annette (2012), "Fabrication as ethical practice: Qualitative inquiry in ambiguous internet contexts," *Information, Communication & Society*, 15 (3), 334-353.	**Class discussion presentations of readings** **Deliverable 5**: **Dataset interpretation (1-10 page interpretation of your choicest, juiciest segments of deep data; 10 points)**
Week 14 Date: 4/23	Class Presentations session 1	• Individual class presentations and feedback/ workshopping session	**(10 points, graded) QSMR Project Presentations, Phase 3:** **•In-class presentation of your project, including theory, method, data, findings, and implications, final data analysis (10 points, graded)**
Week 15 Date: 4/30	Class Presentations session 2	• Individual class presentations and feedback/ workshopping session	**Research Project Presentations (10 points)**
Final Exam Period	Final Project Deliverable due May 5, 2019	Final paper due. 9 MAY 2019. Must be submitted to a journal or conference, and proof of this submission screenshot and appended to the file or included as visual images within it	Exam Week **Final Paper of Project Deliverable, Due, Phase 4 (40 points):** Between 15-25 pages, double spaced New Times Roman 12-pt font, pages numbered, 1" margins. Final Revised Research Paper to be submitted by this deadline no later than May 5, 2019 on Turnitin

IX. Policies and Procedures
Additional Policies

Statement on Academic Conduct and Support Systems
a. Academic Conduct
Plagiarism
Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (http://policy.usc.edu/scientific-misconduct/).

USC School for Communication Policy on Academic Integrity
The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School for Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor, or from the graduate program.

b. Support Systems
Equity and Diversity
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* (http://equity.usc.edu/) or to the *Department of Public Safety* (http://dps.usc.edu/contact/report/). This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, adviser, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. The *Relationship and Sexual Violence Prevention and Services* (https://engemannshc.usc.edu/rsvp/) provides 24/7 confidential support, and the sexual assault resource center webpage (https://sarc.usc.edu/) describes reporting options and other resources.

Support with Scholarly Writing
A number of USC's schools provide support for students who need help with scholarly writing. Check with your adviser or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* (http://ali.usc.edu/) which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs (http://dsp.usc.edu/) provides certification for students with disabilities and helps arrange the relevant accommodations.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

Stress Management
Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at (213) 740-7711. The service is confidential, and there is no charge.

Emergency Information
If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* (http://emergency.usc.edu/) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

X. About Your Instructor

Robert Kozinets *(BBA, MBA, Ph.D.) is an academic who has developed qualitative research methods and social media theories that are currently used around the world. In 1995, in a study of fan utopian community, he discovered netnography. Since that time, he has systematized the technique, developed videographic methods and visual semiotic institutional analysis, theorized influencer ecosystems, wrote some of the earliest ethnography of Burning Man, and continued to develop theory about activism and the politicization of digital consumer culture. Asking questions about technology's effect on our desire, entertainment's importance to our utopias, and why everyone seems to worship Elon Musk, his research continues to push scientific boundaries to open wider to accommodate a rigorous but also more cultural, moral, interconnected, and passionate form of studying and theorizing social media. His method changed marketing and consumer research, and is impacting social media research everywhere. He has consulted with over 300 companies worldwide, including , L'Oréal cosmetics, Sony Entertainment, Lowe's Hardware, American Express, Nissan Motors, TD Bank, Campbell Soup Company, and many others. He currently holds the Jayne and Hans Hufschmid Chair at the University of Southern California's Annenberg School for Communication and Journalism and the Marshall School of Business.*