

**DSM 550:
Analytics & Research Methodology
4 Units**

Spring 2024 – Thursday – 6:00-8:50pm

Section: 21865R

Location: ANN L105A

Instructors:

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*Note that you need to include both instructors and teaching assistant on all email communications in this course.

Course Description

Critical thinking and creative curiosity are the hallmarks of a good researcher and foundational to our understanding of the world—a world that generates a quintillion byte of data daily. In such a world, the ability to identify relevant, reliable, and accurate information—in other words, *data literacy*—is a necessary skill for survival and competition.

This course will cover a wide range of topics, including research design, basic principles in statistical analyses, common forms of cognitive biases that may impact the research project, and the interpretation and communication of the findings.

Students will get to participate in both the design and execution of qualitative and quantitative research methodologies. Along the way, they will get hands-on experience with outlining an analytical plan and using research software tools like SPSS and Qualtrics. As most assignments and deliverables will be group projects, students will have the opportunity to develop strong teamwork skills in the process.

Data visualization and communication are the other integral components of this course. Students will gain essential skills for creating memorable and actionable reports and presentations based on research findings. Emphasis will be placed on the importance of storytelling with data, ensuring that students can convey the implications of their findings in a manner that is both accessible and impactful.

Upon completing this course, students will learn to adopt a research mindset, to identify and recommend practical approaches for filling the knowledge gaps, apply critical thinking skills when presented with information, pose the right types of questions, and actively evaluate the validity and reliability of the data they are presented with.

Student Learning Outcomes

Through readings, lectures, quizzes, discussions, examination of case studies, and group and individual assignments, students will:

- Gain familiarity with research terminologies and concepts.
- Learn to clearly articulate the relevant research objectives for business questions.
- Apply different types of quantitative and qualitative research methodologies, and analysis methods to address the defined research objectives.
- Collect, analyze, and interpret research results, gaining a foundational understanding of the basic steps for approaching both qualitative and quantitative research.
- Critically assess the validity and reliability of data, differentiating between reliable information and misinformation.
- Create a research plan that defines data sources, sample, methodology, and data collection methods.
- Effectively communicate research findings and recommendations in a manner that is engaging, memorable, accurate, and actionable.

Prerequisite(s): DSM 510 - Introduction to Digital Media

Course Notes

The course requires extensive reading, research, teamwork, and research study development. In addition to weekly lectures and in-class exercises, this course is web-enhanced, with mandatory discussions on Blackboard. For each unit of in-class contact time, the university expects two hours of out-of-class student work; consequently, prepare to invest **eight hours per week** outside of class into course-related work.

Students will also use ChatGPT or other AI apps to complete projects.

Note that some class members will have in-depth expertise and experience in digital media, perhaps even on a professional level; others will have cursory experience limited to their own personal communications; and most will be somewhere in between. Regardless of where you fall, you can always learn from others AND even teach them — beginners can have stronger insights than those who have used a digital medium for years. Keep an open mind and adopt a helpful attitude, regardless of the topic.

Technological Proficiency and Software Required

USC computing support:

- [USC Computing Center Laptop Loaner Program](#)
- [Zoom information for students](#)
- [Blackboard help for students](#)
- [Software available to USC Campus](#)

This course requires the use of IBM SPSS and Qualtrics:

- [IBM SPSS](#)
- [Qualtrics](#)

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. However, phones, tablets, and computers may NOT be used during class meetings without permission of the instructor, and should be completely hidden away before class begins. Any unauthorized use of electronics will result in the loss of 1 participation point, and you might be asked to leave the session. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

Required Readings and Supplementary Materials

In addition to the following required books and newsletters, select media might be assigned throughout the course. Please see the lecture schedule for details.

- **Carl T. Bergstrom & Jevin D. West, *Calling Bullshit: The Art of Skepticism in a Data-Driven World*, 2020, Random House.** In the spirit of developing critical thinking skills as a graduate student, this book emphasizes the importance of skepticism and critical thinking in a society inundated with information, teaching readers how to navigate, challenge, and debunk the noise.
- **Daniel J. Levitin, *A Field Guide to Lies: Critical Thinking in the Information Age*, 2019, Dutton.** Building on the required reading for this class, this work provides additional tools to navigate and discern truth amid today's overwhelming flood of misinformation and data.

Description and Assessment of Assignments

The following are brief summaries; complete instructions, learning objectives, grading rubric will be posted on Blackboard.

- **Mid-term: Mixed Method Research Design (25%):** Students will work in their assigned groups, leaning on best practices in quantitative survey design and qualitative guide design to craft two strategic research instruments that address their client's needs. There are two components to this deliverable:
 1. Research Plan: Teams will design a research plan with a clear articulation of the objectives, areas of focus, sample, and methodology. They can create this based on the work already completed in weeks 2, 3, and 4.
 2. Research Instruments: Teams will work together and leverage what they have learned in class and during the week 7 workshop to design the research instruments (i.e., quantitative survey and qualitative guide).
- **Final Project: Research and Delivery of Key Findings (30%):** Students will work in their assigned groups for the final project. There are two components to the final project: a written report and the presentation of the findings.
 1. Written Report: Students will work in groups and create a report (up to five pages), focusing on evidence-based recommendations that address their client's business challenge as identified during the mid-term. This process will entail an analysis of data collected through your research instruments (designed for the mid-term).
 2. Presentation of Results: Each presentation will be 10-minutes (strict time limit) - supported by visual aids such as PowerPoint, Prezi, or any other similar software. Presentations are in-person, during class meetings.

- **Weekly Quizzes (20%):** Each student is required to complete the weekly online quizzes posted on Blackboard. The quizzes will generally consist of up to five questions ranging from multiple-choice and/or true/false questions. They are an opportunity to check your understanding of the week’s reading and practice. Note that the quizzes are mandatory and that completing them carries more weight with regard to the final grade than answering them all 100% correctly. Makeup quizzes are not offered, and exceptions cannot be granted. The accumulated point total from the week’s quizzes will be converted to a score that will make up 20 percent of your final grade.
- **Discussion Board (15%):** The discussion board activities require students to critically evaluate course readings and provided prompts. Evaluations, between 100 and 300 words, should address discussion questions and respond thoughtfully to classmates' posts.
- **Participation (10%):** Attendance is required, but attendance alone won’t earn participation points. Whether online, in class, or with your team, you must converse, ask questions, and debate respectfully. Staying silent is unacceptable, especially in the company of guest speakers since it conveys disengagement. On a related note, unauthorized use of phones and computers in class will result in a loss of 1 participation point per incident. In addition, arriving late or leaving early without instructor permission will also result in a 1 participation point deduction. Preparation is essential: review past lectures, complete assigned readings, research additional materials, and apply theories to personal experiences. Here is how your class participation is evaluated:
Please note that 75% of your participation grade is based on contributions during live class sessions.
 - Is it relevant to the discussion and respectful of others?
 - Does it address ideas offered by the readings, lectures, guests, or classmates?
 - Does it increase everyone's understanding or merely repeat facts?
 - Does it support views with data, third-party theories, and research?
 - Does it test new ideas and challenge assumptions, or just "play it safe"?
 The remaining 25% of your participation grade will be based on your contributions to your team assignment. At the end of the semester, you will confidentially rate each of your peers on a scale of 1-5 based on the value of their feedback throughout the term. Students will receive an average of their ratings as part of their final grade.

Grading Breakdown

Assessment Tool (assignments)	% of Grade
Mid-term: Mixed Method Research Design	25
Final Project: Data-Driven Team Plan	30
Weekly Quizzes	20
Discussion Board	15
Participation	10
TOTAL	100%

Course Grading Scale

Letter grades and corresponding point value ranges.

Letter grade and corresponding numerical point range		
94% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Course Specific Policies

- **Attendance:** Participation from each student is critical to the success of this course; therefore, class attendance is mandatory. You must attend all classes, arrive on time, and stay for the entire session. Although no points are awarded for attendance, an unexcused absence will result in the loss of 5 grade points (half a grade); 3 or more unexcused absences will result in an F for the course. In addition, any missed in-class assignments (such as quizzes and presentations) cannot be made up without a valid excuse. If you need to miss a class for a valid reason, such as religious observances or medical procedures, you must attain approval from the instructor in advance (except, of course, in emergencies). Student athletes should provide approved Travel Request Letters. For any excused absences, you will need to obtain lecture notes from classmates and Blackboard.
- **Illness:** If you are feeling ill, particularly with COVID symptoms, stay home to protect the health of your classmates, your instructors, and yourself. If you show up to class with an illness, you will be asked to leave and will be recorded as absent.
- **Electronics:** You must have a computer for accessing course materials from home; **however, phones, tablets, and computers may NOT be used during class meetings without permission of the instructor** and should be completely hidden away before class begins. Any unauthorized use of electronics will result in the loss of 1 participation point, and you might be asked to leave the session.
- **Artificial Intelligence Apps:** You are expected to use AI tools, such as ChatGPT, in this class; in fact, some assignments might require it. Here are the guidelines, with assignments containing more details:
 - AI is a useful tool for helping start an assignment — even help overcome writer’s block — but the final submission must reflect your ideas and revisions. Treat AI as a personal intern: someone who can help you, but who has shortcomings and may be prone to mistakes.
 - Don’t trust what AI says. Not only is ChatGPT’s database limited to the years 2021 and earlier, it draws its answers from fiction, nonfiction, and misinformation. It might even fabricate sources. Assume the answers it provides are wrong, and doublecheck them. (Consider using Google Bard or Bing AI as supplemental tools.) You will be held responsible for any errors.
 - Provide detailed prompts to get the best results. You might have to try multiple variations.
 - Your work will become part of the AI’s database, so do not include any sensitive information.
 - You must acknowledge using any AI tools, just as you would any other reference, in your assignments. Include a paragraph explaining what you used AI for and how you used it, including the specific prompts.
- **Respect:** Treat classmates, the instructor, and speakers with courtesy. You may certainly question and criticize ideas — that is encouraged in the learning environment — but never criticize the person. We are a community, so respect the opinions of others; instead of saying that you “disagree” or even “respectfully disagree,” offer a “different perspective.”

Course Evaluations

Students will participate in a university-wide course evaluation at the semester's end, providing essential feedback on the curriculum and teaching methodologies. This evaluation process is pivotal in maintaining academic standards and ensuring course relevance. Additionally, a mid-semester assessment is incorporated to facilitate timely adjustments based on students' insights. Your constructive feedback is instrumental for continuous improvement. We encourage all students to engage earnestly in these evaluations.

Grading Standards

Grade	Description
A	Excellent: A's and A-minuses must be earned by "going the extra mile" to produce professional-caliber work that could be presented to a client, supervisor, or investor. A-level work features high production quality with no mistakes, draws on in-depth research of authoritative sources, reflects comprehensive understanding of course materials, and demonstrates superlative creativity, critical thinking, and communication skills. Recommendations will be provided on request only to students who earn a solid A in the course.
B	Good: B's are earned for graduate-school caliber work featuring in-depth research of authoritative sources, critical thinking, and solid if not thorough understanding of course materials, with only minor substantive shortcomings. The ideas and production quality need to be stronger to succeed in a professional context.
C	Fair: C's are earned for undergraduate-caliber work, reflecting insufficient critical thinking, only basic understanding, superficial research, and/or flawed production quality. Note that for graduate students, a C- is equal to failing.
D	Marginal: D's are earned for amateurish work featuring insufficient research, many errors, incomplete sections, and/or superficial analysis. The work demonstrates only rudimentary understanding.
F	Failing: F's are earned for work that's incomplete, not researched, carelessly executed, and/or plagiarized. Note that plagiarism may also be subject to disciplinary measures. The work demonstrates little to no understanding. Three or more unexcused absences will also result in an F.

Grading Timeline

Every attempt will be made to grade assignments within two weeks of receipt. If you think a score is missing or inaccurate, you must notify the instructors within one week of the posting.

Assignment Submission Policy

Assignments will be submitted through Blackboard. Since this is a communication-management course, deadlines are critical. Without an exceptional circumstance and the instructor's permission, late assignments will penalized one grade level (e.g., A to B) per day of lateness. As in the working world, where lateness can result in lost opportunities or even lawsuits, missing a deadline by even one minute will result in a penalty. We also uphold a strict policy of no assignment resubmissions to encourage thoroughness and diligence in your initial submission, as there aren't always re-do's in real life. However, we are committed to your success and provide opportunities for extra credit to those eager to excel and deepen their understanding of the course material.

Course Schedule: A Weekly Breakdown

This schedule will likely change depending on class progress, world events, and guest speaker availability. For final requirements, please refer to the lecture slides, which will be posted to Blackboard the night before each class. Assigned readings and assignments should be completed prior to the NEXT class.

	Topics	Readings	Assignments and Due Dates
<p>Week 1 Date: 1/11/2024</p>	<p>Introduction The power of data literacy and critical thinking</p>	<p>Reading (complete <u>before week two, 1/18/2024</u>):</p> <ul style="list-style-type: none"> Bergstrom, C. T., & West, J. D. (2020). <i>Calling bullshit: The art of skepticism in a data-driven world</i> (Chapters 1-3). Random House: https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043407769903731 Levitin, D. J. (2019). <i>A field guide to lies: Critical thinking with statistics and the scientific method (Part 3: Evaluating the world)</i>. Dutton. Wheelan, C. J. (2013). <i>Naked statistics: Stripping the dread from the data</i> (Chapter 8). W.W. Norton: https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991026905759703731 	<p>Complete Weekly Quiz</p> <p>Discussion board (individual post):</p> <ul style="list-style-type: none"> Introduce yourself: Tell us about your most and least favorite school subjects when you were in secondary school, what you studied for your undergrad, your favorite film, book, and/or musician, a brand or product that you can't live without, and your dream job. <p>Then, share a brief story about yourself (an event, experience, etc.) that may or may not be true (you can share a real story or make one up). Due by EOD, Sunday, 1/7/24</p> <ul style="list-style-type: none"> Respond to two of your classmates' and guess if the story they shared is true or false. Briefly explain your reasoning (how you reached that conclusion). Due by EOD, Wednesday, 1/10/24
<p>Week 2 Date: 1/18/2024</p>	<p>Understanding the context and identifying what matters - <i>What is the environment and the macro view?</i></p>	<p>Reading (complete <u>before week three, 1/25/2024</u>):</p> <ul style="list-style-type: none"> Armstrong, J. S. (2022). <i>The scientific method: A guide to finding useful knowledge</i> (Chapter 9, Sections 9.1-9.2.1). Cambridge University Press. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_as_kewsholts_vlebooks_9781009090513 	<p>Complete Weekly Quiz</p> <p>Discussion board (individual post):</p> <ul style="list-style-type: none"> Describe the context for your "client" (their business, industry, marketplace, related trends, challenges, etc.). Use the "W"s to frame

	Topics	Readings	Assignments and Due Dates
		<ul style="list-style-type: none"> University of Southern California Libraries. (n.d.). <i>Evaluating your sources - How do I know this is reliable?</i> Retrieved from https://libguides.usc.edu/socialwork/evaluate Levitin, D. J. (2019). <i>A field guide to lies: Critical thinking with statistics and the scientific method, evaluating the world</i> (Parts 1 and 2). Dutton. 	<p>your post: who, what, where, when, how, and why/why not. All information included in the outline must be cited, with a complete list of references. This exercise counts toward your secondary/desk research, which you will use to help you define the research objectives, instrument design, and analysis. In other words, don't take it lightly!</p> <p>Due by EOD, Wednesday, 1/24/24</p>
<p>Week 3 Date: 1/25/2024</p>	<p>Identifying the business question/challenge - <i>Why are we conducting research?</i></p> <p>Defining the research objectives - <i>What information are we trying to uncover, and how will we use it?</i></p> <p>Groups will be assigned</p>	<p>Reading (complete <u>before week four, 2/1/2024</u>):</p> <ul style="list-style-type: none"> Bergstrom, C. T., & West, J. D. (2020). <i>Calling bullshit: The art of skepticism in a data-driven world</i> (Chapter 6). Random House. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043407769903731 "Backward" Market Research (1985, May). Harvard Business Review. https://hbr.org/1985/05/backward-market-research Davenport, T. H. (2020). <i>Keeping up with the quants</i> (Chapter 2). Random House. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043563123203731 Wheelan, C. J. (2013). <i>Naked statistics: Stripping the dread from the data</i> (Chapter 7). W.W. Norton & Company https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991026905759703731 	<p>Complete Weekly Quiz</p> <p>Discussion board (individual post):</p> <ul style="list-style-type: none"> Part 1: Following the guidelines discussed in class and benefiting from what you have learned about the "client's" business and market conditions, clearly define your client's business challenge. When articulating the business challenge or business objective (remember the difference between a symptom and a cause). Due by EOD, Wednesday, 1/31/24 Part 2 (NOTE: You must complete Part 1 before working on Part 2): Based on the business challenges you defined in Part 1 of this week's discussion post, come up with a list of information, insights, or data that you will need to address the business objective. What are the key questions that you need answered? Due by EOD, Wednesday, 1/31/24

	Topics	Readings	Assignments and Due Dates
<p>Week 4 Date: 2/1/2024</p>	<p>Research design and methodologies - <i>Who is our research population, and what is the best way to collect the data?</i></p>	<p>Reading (complete <u>before week five, 2/8/2024</u>):</p> <ul style="list-style-type: none"> • Bergstrom, C. T., & West, J. D. (2020). <i>Calling bullshit: The art of skepticism in a data-driven world</i> (Chapters 9-11). Random House. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043407769903731 • Hemann, C., & Burbary, K. (2018). <i>Digital marketing analytics: Making sense of consumer data in a digital world</i> (Chapter 13). Pearson Education https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043008558403731 • Beaudry, J. S., & Miller, L. (2016). <i>Research literacy: A primer for understanding and using research (Part II)</i>. Guilford Publications. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_as_kewsholts_vlebooks_9781462524655 	<p>Complete Weekly Quiz</p> <p>Discussion board (group post):</p> <ul style="list-style-type: none"> • Part 1: Work with your assigned team members to synthesize your thinking, considering your instructor's feedback, and collectively articulate a single clear and concise research objective for your team's project. Include a minimum of two (no more than three) related research questions or hypotheses. After defining the business challenge, this is arguably the most critical step in your research design. Without a clear and relevant research objective, your research efforts will be wasted. You will get a chance to work with your teammates to refine your research objective(s) based on instructor feedback. Appoint a member of your team to post on your team's behalf. Due by EOD, Wednesday, 2/7/24 • Part 2 (NOTE: You must complete Part 1 before working on Part 2): Work with your assigned team members to define the research population for your study. Explain your sampling method. You must offer a rationale for your recommendations. Your rationale must be based on evidence or existing information. Appoint a member of your team to post on your team's behalf. Due by EOD, Wednesday 2/7/24

	Topics	Readings	Assignments and Due Dates
Week 5 Date: 2/8/2024	Research instruments (part 1 - Qualitative)	Reading (complete <u>before week six, 2/15/2024</u>): <ul style="list-style-type: none"> • Bergstrom, C. T., & West, J. D. (2020). <i>Calling bullshit: The art of skepticism in a data-driven world</i> (Chapters 4-5). Random House. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043407769903731 • Brace, I., & Bolton, K. (2022). <i>Questionnaire design: How to plan, structure and write survey material for effective market research</i> (Chapters 3-4). Kogan Page. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_as_kewsholts_vlebooks_9781398604131 • Beaudry, J. S., & Miller, L. (2016). <i>Research literacy: A primer for understanding and using research</i> (Part III). Guilford Publications. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_as_kewsholts_vlebooks_9781462524655 	Complete Weekly Quiz Discussion board (group post): <ul style="list-style-type: none"> • Part 1: Work with your assigned team members to identify the “types” of data and information that you will need to address your research objectives. You must offer a rationale for your recommendations. Your rationale must be based on evidence or existing information. Appoint a member of your team to post on your team’s behalf. Due by EOD, Wednesday, 2/14/24 • Part 2 (NOTE: You must complete Part 1 before working on Part 2): Work with your assigned team members to design a research plan for qualitative data collection for your class project. You must offer a rationale for your recommendations. Your rationale must be based on evidence or existing information. Appoint a member of your team to post on your team’s behalf. Due by EOD, Wednesday, 2/14/24 • Part 3 (NOTE: You must complete Parts 1 and 2 before working on Part 3): Work with your assigned team members to create an outline for your qualitative research instrument. You must offer a rationale for your recommendations. Your reasoning must be based on evidence or existing information. Appoint a member of your team to post on your team’s behalf. Remember, you will get a

	Topics	Readings	Assignments and Due Dates
			<p>chance to refine and finalize your research instrument based on feedback from your instructors and the class workshop on WK07. Due by EOD, Wednesday, 2/14/24</p>
<p>Week 6 Date: 2/15/2024</p>	<p>Research instruments (part 2 - Quantitative)</p>	<p>Reading (complete <u>before week seven, 2/22/2024</u>):</p> <ul style="list-style-type: none"> • Brace, I., & Bolton, K. (2022). <i>Questionnaire design: How to plan, structure and write survey material for effective market research</i> (Chapters 3-4). Kogan Page. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_as_kewsholts_vlebooks_9781398604131 	<p>Complete Weekly Quiz</p> <p>Discussion board (group post):</p> <ul style="list-style-type: none"> • Part 1: Work with your assigned team members to design a research plan for quantitative data collection for your class project. You must offer a rationale for your recommendations. Your rationale must be based on evidence or existing information. Appoint a member of your team to post on your team’s behalf. Due by EOD, Wednesday, 2/21/24 • Part 2 (NOTE: You must complete Parts 1 before working on Part 2): Work with your assigned team members to create an outline for your quantitative research instrument. You must offer a rationale for your recommendations. Your reasoning must be based on evidence or existing information. Appoint a member of your team to post on your team’s behalf. Remember, you will get a chance to refine and finalize your research instrument based on feedback from your instructors and the class workshop on WK07. Due by EOD, Wednesday, 2/21/24

	Topics	Readings	Assignments and Due Dates
Week 7 Date: 2/22/2024	Workshop – Fine-tuning the research instruments	Midterm (Due WK08, by EOD, 3/6/2024) Reading: <ul style="list-style-type: none"> No reading assignments to allow time to work on your midterm. 	Complete Weekly Quiz Discussion board: <ul style="list-style-type: none"> Share three valuable tips, aha moments, or takeaways from Thursday’s workshop that you incorporated into your research instrument. Provide a brief explanation of what they were and how and why they will help enhance your research instrument and data quality. Due by EOD, Sunday, 2/25/24 Checkpoint (ungraded): Continue working on your Midterm (due by EOD 3/6/2024)
Week 8 Date: 2/29/2024 (Leap Year)	Data collection and creating an analytical plan Midterms due	No reading assignments to allow time to work on your midterms. Additional resources for data collection and analysis will be listed on Blackboard.	Complete Weekly Quiz No discussion posts to allow time to work on your midterm.
Week 9 Date: 3/7/2024	Analysis and interpretation of the results – Qualitative	Reading (complete <u>before week ten, 3/14/2024</u>): <ul style="list-style-type: none"> Smith, J., & Noble, H. (2014). Bias in research. <i>Evidence-Based Nursing</i>, 17(4), 100–101. https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?context=PC&vid=01USC_INST:01USC&search_scope=MyInst_and_CI&tab=Everything&docid=cdi_proquest_miscellaneous_1634743815 Vardeman, S. B., & Morris, M. D. (2003). Statistics and Ethics: Some Advice for Young Statisticians. <i>The American Statistician</i>, 57(1), 21–26. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_proquest_journals_228481373 <i>Harvard Scholar Who Studies Honesty Is Accused of Fabricating Findings</i> https://www.nytimes.com/2023/06/2 	Complete Weekly Quiz Discussion board (group post): <ul style="list-style-type: none"> Post a link to your team’s Qualtrics survey. Include your sample specifications in the original post, as well as your desired base size and timeframe for data collection. Appoint a member of your team to post on your team’s behalf. Due by EOD, Sunday, 3/10/24 Discussion board (individual): <ul style="list-style-type: none"> Complete at least five different surveys (from five teams) and post two to three comments and/or recommendations for each team. Due by EOD, Wednesday 3/13/24

	Topics	Readings	Assignments and Due Dates
		<p>4/business/economy/francesca-gino-harvard-dishonesty.html</p> <ul style="list-style-type: none"> Bergstrom, C. T., & West, J. D. (2020). <i>Calling bullshit: The art of skepticism in a data-driven world</i> (Chapter 8). Random House. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043407769903731 	
<p>Week 10 Date: 3/14/2024</p>	<p>Analysis and interpretation of the results - Quantitative</p>	<p>Reading (complete <u>before week eleven, 3/21/2024</u>):</p> <ul style="list-style-type: none"> Schwabish, J. (2017). <i>Better Presentations: A Guide for Scholars, Researchers, and Wonks</i>. (Chapter 1, pp. 11-28). Columbia University Press. https://www.jstor.org/stable/10.7312/schw17520.5 Hemann, C., & Burbary, K. (2013). <i>Digital marketing analytics: Making sense of consumer data in a digital world</i>. (Chapter 14). Pearson Education. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043008558403731 Knaflic, C. N. (2015). <i>Storytelling with data: A data visualization guide for business professionals</i>. (Chapter 8, p.187- 205). John Wiley & Sons. https://onlinelibrary-wiley-com.libproxy2.usc.edu/doi/10.1002/9781119055259.ch8 	<p>Complete Weekly Quiz</p> <p>Discussion board (group post):</p> <ul style="list-style-type: none"> Post at least one key takeaway from your qualitative data collection. Explain your analytical approach, how you reached the conclusion you did, and the steps you took for data reliability and validity. Be sure to articulate how your finding relates to your team’s research objective and client’s business challenge. Appoint a member of your team to post on your team’s behalf. Due by EOD, Sunday, 3/17/24 <p>Discussion board (individual):</p> <ul style="list-style-type: none"> Post your reactions, comments, and questions to at least two posts. Due by EOD, Wednesday, 3/20/24
<p>Week 11 Date: 3/21/2024</p>	<p>Integrating the findings and crafting the story</p>	<p>Reading (complete <u>before week twelve, 3/28/2024</u>):</p> <ul style="list-style-type: none"> Bergstrom, C. T., & West, J. D. (2021). <i>Calling bullshit: The art of skepticism in a data-driven world</i> (Chapter 7). Random House https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043407769903731 Schwabish, J. A. (2021). <i>Better data visualizations : a guide for scholars,</i> 	<p>Complete Weekly Quiz</p> <p>Discussion board (group post):</p> <ul style="list-style-type: none"> Post at least one key takeaway from your quantitative data collection. Explain your analytical approach, how you reached the conclusion you did, and the steps you took for data reliability and validity. Be sure to articulate how your

	Topics	Readings	Assignments and Due Dates
		<p><i>researchers, and works (Chapter 2).</i> Columbia University Press. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043493689003731</p> <ul style="list-style-type: none"> • Data visualization tips https://www.tableau.com/learn/articles/data-visualization-tips • <i>An Economist's Guide to Visualizing Data</i> (Jonathan A. Schwabish) https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/273cgt/cdi_unpaywall_primary_10_1257_jep_28_1_209 	<p>finding relates to your team's research objective and client's business challenge. Appoint a member of your team to post on your team's behalf. Due by EOD, Sunday, 3/24/24</p> <p>Discussion board (individual):</p> <ul style="list-style-type: none"> • Post your reactions, comments, and questions to at least two posts. Due by EOD, Wednesday, 3/27/24
<p>Week 12 Date: 3/28/2024</p>	<p>Data visualization - <i>Simplifying the complex</i></p> <p>Communication of findings - <i>Delivering an impactful presentation</i></p>	<p>Reading (complete <u>before week thirteen, 4/4/2024</u>):</p> <ul style="list-style-type: none"> • Heath, C., & Heath, D. (2008). <i>Made to Stick Success Model</i>. Retrieved from https://heathbrothers.com/download/mts-made-to-stick-model.pdf • 24Slides. (n.d.). <i>What is a Pecha Kucha Presentation?</i> Retrieved from https://24slides.com/presentbetter/what-is-a-pecha-kucha-presentation • Schwabish, J. (2020). <i>Elevate the debate : a multilayered approach to communicating your research</i> (Chapter 4). (J. A. Schwabish, Ed.; 1st edition). Wiley. https://uosc.primo.exlibrisgroup.com/permalink/01USC_INST/hs9vaa/alma991043411310103731 	<p>Complete Weekly Quiz</p> <p>Discussion board (individual post):</p> <ul style="list-style-type: none"> • Explore <i>The Economist</i> and <i>Information is Beautiful</i> and select one example of "effective" and one example of "ineffective" data visualizations - for each example, explain what works and what doesn't, and for the "ineffective" examples, provide recommendations on how to improve them. Due by EOD, Sunday, 3/31/24 • Respond to two of your classmates' posts with your comments and feedback. Due by EOD, Wednesday, 4/3/24 <p>Discussion board (group post):</p> <ul style="list-style-type: none"> • Work with your assigned team members. Use your research data (it could be either quantitative, qualitative, or both), and create five different data visualizations. Explain your reasoning for choosing the specific approach. List the tools you used to create them. Include

	Topics	Readings	Assignments and Due Dates
			the raw data. Outline the challenges (if any) - for example, if you were not able to create what you had in mind. For each data visualization, you need to include a descriptive title and blurb that reflects the key takeaway of the graphic. Due by EOD, Wednesday, 4/3/24
Week 13 Date: 4/4/2024	How to provide constructive criticism. Workshop - Fine tuning the final presentations (improv)	Reading: No reading assignments to allow time to work on your presentations.	Complete Weekly Quiz No discussion posts to allow time to work on your presentations.
Week 14 Date: 4/11/2024	<i>Team Presentations</i>	Reading: No reading assignments to allow time to work on your presentations	No Weekly Quiz No discussion posts to allow time to work on your presentations.
Week 15 Date: 4/18/2024	<i>Team Presentations</i>	Reading: No reading assignments to allow time to work on your presentations	No Weekly Quiz Discussion board (group post): <ul style="list-style-type: none"> • Work with your assigned team members. Reflect on your classmates' presentations from WK14. For each presentation, outline <u>three</u> key takeaways from the information they shared; list at least <u>two</u> things you liked about their presentation (style, delivery, flow, impact, relevance), and explain in one or two sentences your reasoning. Also, list at least <u>two</u> recommendations on things they could do to improve their presentation. Appoint a member of your team to post on your team's behalf. Due by EOD, Wednesday, 4/24/2024 • Continue working on your Final Plan due in Exam Week.

	Topics	Readings	Assignments and Due Dates
Exam Week: (no class)	<i>Submit Final Plans</i>		<p>Discussion board (group post):</p> <ul style="list-style-type: none"> Work with your assigned team members. Reflect on your classmates' presentations from WK15. For each presentation, outline <u>three</u> key takeaways from the information they shared; list at least <u>two</u> things you liked about their presentation (style, delivery, flow, impact, relevance), and explain in one or two sentences your reasoning. Also, list at least <u>two</u> recommendations on things they could do to improve their presentation. Appoint a member of your team to post on your team's behalf. Due by EOD, Wednesday, 5/1/2024

Policies and Procedures

Communication

If you have questions or concerns, whether academic, career, or personal, contact the instructor to arrange a meeting (please see email addresses on the first page of this syllabus). In emergencies, see the support systems below.

Statement on Academic Conduct and Support Systems

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#)

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class is prohibited without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is also prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Use of AI in this course

We expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and we welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.

- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.]
- Please ask us if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.
- Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
- Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.
- Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.
- If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

Annenberg Student Success Fund

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Annenberg Student Emergency Aid Fund

Awards are distributed to students experiencing unforeseen circumstances and emergencies impacting their ability to pay tuition or cover everyday living expenses. These awards are not intended to cover full-tuition expenses, but rather serve as bridge funding to guarantee students' continued enrollment at USC until other resources, such as scholarships or loans, become available. Students are encouraged to provide as much information in their application, as well as contact their academic advisor directly with questions about additional resources available to them.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

[TrojansAlert](#)

TrojansAlert is an alert system that allows university officials to contact you during an emergency. It is your connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information. Visit the website to sign up.

[Emergency Preparedness/Course Continuity in a Crisis](#)

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on [Campus Safety and Emergency Preparedness](#).

[ITS Customer Support Center \(CSC\)](#): (213) 740-5555

The ITS Customer Support Center (CSC) provides support to the USC community for connecting to the USC Network and using supported applications. For help with network connectivity and software, contact CSC. Walk-in support is available in Leavey Library's Information Commons.

Violence-Free Campus

Visit the website to read more about prohibited behaviors, reporting responsibilities and where to report.

Student-Athlete Travel Excuse Letters

Prior to a university-sponsored away competition, Student-Athletes are responsible for providing their Instructor with a Competition Excuse Letter (provided by their academic counselor) for the classes missed while on the road (i.e., excused absence). It is the responsibility of the Student-Athlete to provide the letter prior to leaving on their trip and to make arrangements for a make-up of any missed assignments or exams. Please refer to the SAAS site where they detail travel and travel excuse letters.

Add/Drop Dates for Session 001

(15 weeks: 8/21/2023 – 12/1/2023; Final Exam Period: 12/6-13/2023)

Link: <https://classes.usc.edu/term-20233/calendar/>

Last day to add: Friday, September 8, 2023

Last day to drop without a mark of "W" and receive a refund: Friday, September 8, 2023

Last day to change enrollment option to Pass/No Pass or Audit: Friday, September 8, 2023 [All major and minor courses must be taken for a letter grade.]

Last day to add/drop a Monday-only class without a mark of "W" and receive a refund or change to Audit: Tuesday, September 12, 2023

Last day to withdraw without a "W" on transcript or change pass/no pass to letter grade: Friday, October 6, 2023 [Mark of "W" will still appear on student record and STARS report and tuition charges still apply.]

*Please drop any course by the end of week three for session 001 (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges.]

Last day to drop with a mark of "W": Friday, November 10, 2023

About Your Instructors

- **Mahta Emrani** is a veteran of WPP and Kantar and the founding principal of Metis Collective, LLC, a research consulting firm based in Los Angeles. An industry specialist with over 25 years of experience practicing consumer insight, brand, and communication strategies, she believes in the importance of a multidisciplinary approach when tackling client's unique branding and communication challenges.

Over the years, she has worked with clients across a wide range of industries, such as financial services (ING), FMCG (Minute Maid and Simply Orange), education (Adtalem Global Education), technology (eBay), and healthcare (Anthem Blue Cross), to name a few.

A proud Trojan, Emrani holds an undergraduate degree from USC Marshall School of Business (emphasis on advertising and marketing) and a graduate degree from USC Annenberg. In addition to her formal education, she is also trained in design communication art/graphic design and branding principles. [Feel free to connect with Professor Mahta on LinkedIn.](#)

- **Misha Kouzeh** is a TEDx speaker, social entrepreneur, consultant, and distinguished lecturer with expertise in digital marketing, social impact, and sustainability across three continents. Over the past 15 years, she has led her consulting firm, TMH, and is currently collaborating with purpose-driven startups in the nutrition and medical sectors to develop market research programs, strategic plans, and innovative strategies supported by AI to drive sustainable growth. She has also worked with prominent organizations such as Coca-Cola, Unilever, the United Nations' World Health Organization, and Cal State Universities.

Misha is currently pursuing a Doctorate degree in Education at USC and holds two Master of Science degrees from RSM Erasmus University and Wageningen University in Marketing Management and Nutrition & Health, respectively, as well as a Bachelor of Science in International Business Administration from Erasmus University in the Netherlands. Located in Los Angeles, she has also obtained two UCLA Certificates in Marketing and Sustainability and a Harvard certificate in Higher Education. [Professor Misha also welcomes connections on LinkedIn.](#)