Twitter/TAGS Mini-Paper Prompt

Submit in Canvas by class time
Format: Please submit a Word Document.
14.5 points

So far in this course, we have learned to collect "public" data from TAGS. Next, we built from our existing skills with word clouds and we learned to do very simply concordance analysis to look at words in context. Lastly, we look at very simple networks with https://onodo.org/. You may have also created a Summary or Dashboard sheet in TAGS to look at things like timelines, or you may have used Excel to create your own timelines or to parse through your data for other interesting aspects of your data like average number of retweets, most prolific Tweeter, etc.

Your **main task** in this mini-paper is to start making claims about this data, considering both the limitations of the data and the ethical questions that come up with this data. The paper will be about 3-4 double spaced-pages before citations, and it will use an **academic writing style and prose**. I recognize the validity of multiple languages and grammars. However, since I am your audience for this paper, please broadly follow the standard academic conventions in the papers that we have read. This means you will include in-text and end of paper references for scholarly sources.

We will talk about it in class, but please make sure to talk to me about your topic before the paper is due.

Successful papers will answer the questions below and use the following headings and organizational structure.

1. **Research Question.** First, tell readers what your research question is. You have been working on these and revising them throughout the class based on the limitations of our tools and big data more generally, so this should be relatively easy.
   o I highly suggest picking a research question that addresses an issue with which you have familiarity, or a community of which you are a part. To make sense of your data later, you will need context, and we cannot speak for other communities.

2. **Methods.** First, tell readers about your methods; give readers information about how you collected information and how you analyzed that information and created visualization for transparency. Transparency is important because it lends you credibility of **ethos** as an author. You will tell the reader **what you did and why**. Include information about when you collected the data, what time period the data covers, which search terms you used and why. It should also include information about any key terms that you might use that non-specialist readers would not know about.
   o For word clouds, make sure to answer basic questions like, what is a word cloud? What information did you put into the word cloud and how many total words were there? How many times did the words that were used the most often show

up? Did you exclude certain words from the data visualization? Which ones? Why?

- o For timelines, make sure to include basic information about things like the length of time and why that particular time period is important or significant. What tools did you use to create the timeline.
- o For networks, make sure to include information about basic network definitions, any computer analyses that you ran, why you ran those analyses, what those analyses mean, and what they tell you (be specific!) and
- o For concordance analyses, tell readers what tools you used, why you looked for those terms in context, and what the context of those terms told you.
- o If you will use examples, what ethical considerations did you take when incorporating those examples? Why?
- o **Limitations.** Based on the tools that you just outlined, the methods and the choices that you made, and the readings that we have gone over in class, please briefly outline the limits to your methods. **Cite at least one reading from this class to back up why this is a limitation.**

3. **Results/Evidence.** The next section will include at least **one** of your **data visualizations** from this class that meaningfully begins to illuminate your research questions. To be sure you connect the evidence to the research question, it might be helpful to add a sentence like: "This visuzliation answers my question about X because Y." This section should include **descriptions** of that visualization and any relevant numberical data about follower counts, view counts, etc. here. Basically, since visualizations are representations, you need to tell the reader what they are seeing a representation of and how to understand that representation. For clarity about what I mean when I refer to evidence please see the Evidence Handout. For clarity, we will not be conducting interviews or surveys for this course.

- o In this case, some of your evidence will derive from some **statistical evidence** and *at least* one of the **data visualizations** that you created in class for this Mini-Paper.
- o The data visualization should be appropriately labeled with basic things like legends for timelines and figure labels in appropriate MLA or APA format.

4. **Analysis.** Start to **analyze** that evidence to develop a tentative "**mini-claim**." Look back to the Evidence handout to recall how evidence needs to be analyzed to develop a claim. Eventually, you will want to use this mini-paper to write your final paper, which will be unified around a **specific** and **focused** claim. For this mini-paper, you are starting to develop those claims, so the claim here will be tentative and less specific for right now. For clarity about what I mean when I refer to claims, please see the Claims Handout.

- o Even with this tentative claim, it will be important to limit your claims to the **scope** of the evidence. You should look back to the sources that we have read all semester about the limits of our data here, and incorporate them into this tentative analysis. Make sure to think about how the evidence that you use might limit your claims (e.g., we cannot make claims about the intentions of people without talking to them.).

5. **Mini-Claim.** A **clear statement** about what mini-claim you have begun developing around this data. I suggest clear language like "I claim…" Again, this claim will likely be

tentative and it will not be the claim for your final paper, but use this mini-claim as a jumping off point to articulate further questions.

6. **Further Questions**. As your analysis is meant to help you articulate further questions, considering the limits of your evidence here, artifculate *three* further questions that you might ask for the Final Paper. We have been talking about how to pose further qualitative questions about your data in class, and I have suggested several ways to start to pose further humanist questions on our handouts. These questions should be specific to your case study, and they should be more than yes/no questions.

    o Please use bullet points for these questions in their own separate section to make them easy to find and read.

7. **References/Works Cited**. Since you will be citing sources telling me why you made certain choices, what data collection tools you used, and what analysis tools you used, you will also have a references and works cited page that is not included in the page count requirement.

Resources:
You can see how to take screenshots on Windows [here] and [here].
You can see how to take screenshots on Mac [here].
You can see how to include images in Word documents [here].

Examples of Twitter Mini-Paper Topics:

- Hashtags for upcoming films or franchises
- Information about particular music artists
- High-profile (more than 1K followers) influencers
- Hashtags or associated media around particular brands in which you are interested
- Hashtags or associated media and commercials or other types of advertising about a particular service
- Public communications or relations about particular topics or news events

Examples of Twitter Mini-Paper Questions:

- Who are some of the most prominent people Tweeting about X issue during Y time period? Who do they "talk" to the most frequently on Twitter?
- Who are some of the most prominent people Tweeting about X issue during Y time period? What types of language are they using and how does that compare to the types of language that other people on Twitter use?
- When do people Tweet about a particular topic? Were there any spikes in your timeline about when those Tweets were sent? Did those Tweets address a specific event?

Rubric

Please note: I have included this rubric here for clarity and transparency about my expectations. However, all of these criteria are linked to each other and cannot be separated.

	Excellent	Good	Developing
Research Question and Methods **3 points**	The research question is clearly stated and feasible to answer. The question can be answered by the methods and tools that we used. The methods, tools, and decisions are described in enough detail for a non-expert reader (peer) to understand. Be sure to answer things like: • What tools you used. • What those tools can feasibly tell you • What exactly you did (search terms, limiters you put on your data, why you picked those terms) • When you used these tools and why The limitations to the methods and tools that the author used are clearly outlined, and the author cites at least one reading from this class to explain why this is a limitation.	The research question is clearly stated and although it may not be feasible to answer given the methods and tools we talked about and used in this class. The methods, tools, and decisions are described, but without enough detail for a non-expert reader (peer) to understand. The author may answer some of the following elements, but they may ignore some crucial details: • What tools you used. • What those tools can feasibly tell you • What exactly you did (search terms, limiters you put on your data, why you picked those terms) • When you used these tools and why The limitations to the methods and tools that the author used are clearly included, but only in a cursory manner, and without much engagement. The author cites at least one reading from this class to explain the limitation.	The research question is not clearly stated. The research question is not be feasible to answer given the methods and tools we talked about and used in this class. The methods, tools, and decisions are not described at all, or they are not described in with nearly enough detail. The limitations to the methods and tools that the author used are not included clearly included, or they are only cursorily mentioned. The author does not cite at least one author from this class to explain the limitation.
Results and Data Visualization **3 points**	The paper includes at least one data visualization that meaningfully connects to the research question. The author describes the visualizations and tells	The paper includes at least one data visualization although the visualization is less clearly connected to the research question. The author describes the visualizations and tells readers	The paper either does not include a visualization, or it does not connect the visualization to the research question at all.

	readers what the visualization represents. The author describes other relevant statistical evidence and other types of evidence. The author appropriately labels the visualizations in MLA or APA.	what the visualization represents, although the author may be inaccurate or unclear in some places. The author describes other relevant statistical evidence and other types of evidence. Again, the author may be inaccurate or unclear in some places. The author appropriately labels the visualizations in MLA or APA, although there may be minor issues with the labels.	The author describes the visualizations in very little detail, and/or does not accurately explain what the visualization represents. The author either does not include, or does not accurately describe other relevant statistical evidence and other types of evidence. The author does not appropriately label the visualizations.
Analysis and Mini-claim **3 points**	The author thoughtfully begins to analyze this evidence in light of the limitations of their data collection tools and methods. The analysis does not extend beyond the scope of the evidence that we collected. The author poses a tentative "mini-claim" that is clearly stated based on the analysis of their evidence. This claim may not be fully developed yet (see Claims Handout for what I mean when I say a fully developed claim), but the author has started to think about the implications of their evidence and analysis.	The author begins to analyze this evidence, although they may be less mindful of the limitations of their data collection tools and methods. The analysis may try to extend their claims beyond the scope of the evidence that we collected. The author poses a tentative "mini-claim" that is clearly stated based on the analysis of their evidence. The author may not have started to think about the implications of their evidence and analysis yet though.	The author has done little analysis of their evidence, and/or they are not mindful of the limitations of their data collection tools and methods. The analysis tries to extend their claims much beyond the scope of the evidence that we collected. The author does not clearly state a tentative "mini-claim" or the claim is not clearly connected to their analysis of their evidence. The author has not started to think about the implications of their evidence and analysis yet.

Further Questions **2.75 points**	The author poses three thoughtful questions that extend the analysis and claims that they have begun to develop. Specifically, as big data flatten nuance, the author poses further qualitative and humanist questions of the data that they have begun to analyze. These questions are specific to the author's case study. These questions are not just yes/no questions.	The author poses three questions that extend the analysis and claims that they have begun to develop, although these questions may be less specific to the author's case study. These questions are not just yes/no questions.	The author either does not pose three questions that extend the analysis and claims that they have begun to develop, or these questions are not specific to the author's case study. These questions are just yes/no questions.
Language and meeting the assignment requirements **2.75 points**	The language is clear and adheres to academic writing well, with few issues. Writing is coherent and expresses the writer's ideas well. Teachers and peers can understand the text with little difficulty. The text is broken up into paragraphs and meets the required page count. Follows appropriate reference style format (headers, reference pages, etc.) (APA or MLA for this course) *Remember: I am your audience.* The paper meets the required word count and is organized as described above. The paper answers all of the questions above fully and thoughtfully.	There are a few grammatical, word choice, or spelling issues that deviate from academic writing, or the language is cumbersome or wordy enough to make the ideas unclear for teachers and peers. Paragraphs are very long, or there are transitions that do not make sense. The paper meets the required page count. Mostly follows appropriate reference style format (headers, reference pages, etc.) (APA or MLA for this course). *Remember: I am your audience.* The paper meets the required word count although it may miss some headings etc. The paper answers all of the questions above, although it may do so less thoughtfully.	Writing is confusing and hard to follow for teachers and peers, and there are many issues with grammar and spelling that interfere with readers' understandings. The paper has few or no paragraphs. The paper is under page count. The paper barely follows appropriate reference style format (headers, reference pages, etc.)., or the paper does not follow an appropriate reference style format at all. (APA or MLA for this course). *Remember: I am your audience.* The paper does not meetsthe required

| | | | word count and it is not organized as described above.

The paper does not answer all of the questions above. |