

Social Media Theory and Practice

JOUR 7330-01

Fall 2012

Th 5:30-8:30 PM Meeman 206

Professor: Dr. Carrie Brown-Smith

Office: Meeman 314

Office Hours: Thursday 3- 5 And By Appointment. I am available most afternoons, just email/text to set up a time

Can also “meet” virtually via Google+, Instant Messenger, Skype etc.

Phone: 202-251-5719 (call or text)

Email: cbrown14@memphis.edu or carrielisabrown@gmail.com

COURSE REQUIREMENTS

COURSE DESCRIPTION:

Examination of research and theory on the impact of social and new media on journalism, public relations, and advertising, and applying these core concepts to the real-world use of digital tools. Active use of blogs, RSS feeds, Twitter, widgets, social bookmarking, mapping, and other Web 2.0 tools to produce and curate content and interact with other professionals in the field.

COURSE OBJECTIVES:

This course will combine theory and practice to help you develop your understanding of the many changes rocking the media landscape and build the skills you will need to join the fray.

Social media is altering how journalists, advertisers and public relations professionals do their jobs and how we communicate in a Web 2.0 world. You will read research and theory by some of the most formative thinkers in our field examining the impact of social and new media, and then you will apply these core concepts to your real-world use of digital tools. We will be actively using tools like blogs, RSS feeds, Twitter, Facebook, LinkedIn, Foursquare, and many others to produce and curate content and interact with other professionals in our field.

It's important to note that particular sites like Twitter or Foursquare may come and go in this fast-changing environment in which it seems every month brings with it a new must-have app, toy, or social network. Ultimately, this course hopes to help you apply the core values of journalistic and media professional practice to new media forms in productive, creative, and intelligent ways. Flexibility and the ability to experiment and think critically will perhaps be among the most vital abilities of the new era.

PREREQUISITE:

None

TEXTBOOKS/MATERIALS REQUIRED:

Shirky, Clay. Here Comes Everybody: The Power of Organizing Without Organizations (2008).

A variety of additional articles will be assigned and will be available online, distributed to you via email or available using the UM drive. The UM drive is accessible from MyMemphis under the eCampus Resources tab (on the top left).

While not per se required, I strongly encourage all students to have a smart phone (iPhone, Android, etc.). I realize this is an expensive proposition and I'm extremely respectful of student finances. However, I fundamentally believe for you to prepare for your future career, you should be a true Web native – reading, playing, connecting, and creating (yes, Facebook counts as “work” in this equation) online all the time. It's how you develop a strong news sense and hone your skills as a producer of content. **It's worth the investment in your future.** It will also make many assignments for this class easier and more meaningful. Having a laptop and speedy Internet access at home will also be a huge help to you.

CLASSROOM FORMAT:
LECTURE/LAB

COURSE REQUIREMENTS/POLICIES:

1. Be sure you have **read all required material** and are prepared to discuss it. You will often be asked to reflect or comment on these readings online as well as in class.

2. **Assignments:** You will receive a wide variety of assignments throughout the semester that will allow you to practice using social media and to reflect on that experience. There will be a lot of assignments. If you have no interest in actually USING social media and would prefer to just hear a professor drone on in a lecture and then take a multiple choice test, **I would highly suggest that you drop this course.** It is an elective; nobody is forcing you. Reading about social media strategy in a book is one thing; actually doing it in a way that can garner you an engaged audience is quite another.

3. Borrowing a concept used at NYU, we will all be **contributing to a class blog that will function like a “travelogue” – a travel journal or field reporting -- from the social networking sites and new media ventures we will explore.** Like many of the web's best features, this web journal/class blog will be a space for our personal reflections as well as a collaborative one where we can interact with and learn from each other. **We will discuss the readings and our experiences using various social media platforms on the blog each week.** You can contribute to the blog by posting your own thoughts or observations, such as an insight from one of the readings you found particularly relevant or an interesting experience you had using a social networking site; posting a question for others to answer; commenting on another post insightfully (e.g. not just saying “good post!”), answering questions that others or I pose on the blog. Each Tuesday, please email me links to any and all contributions you have made to the class blog over the course of the past week (this is a pain, I know, but it just helps me to ensure that I don't miss anything when I'm trying to track multiple students all at once). I am not going to precisely quantify the exact number or size of contributions you should make – what is important is that you show me through your contributions that you have done the reading, thought critically about the subject at hand, and are willing to engage in online discussion with your peers and I about it. Some weeks you may be posing more questions and other weeks you might be answering more of them. Each week's class blog contributions will count as one assignment.

4. **Project** There will be no final exam or formal term paper in this class, but you will have an ongoing project due at the end of the semester in which you can put into practice the skills you have learned. Essentially, your final project will take the form of a topic-focused blog/website in which you will showcase the content you've created and shared on various social networks and also, importantly, cultivated an engaged and participatory community.

5. **How to turn in assignments:** Email unless otherwise specified. Often your assignments will be completed as a blog post or comment or other online activity; **you must email me a link to**

that assignment. Please use relevant email subject lines. This helps me to keep track of everybody in the class so that I don't miss anything. If your assignment is not sent to me via email, it may not be graded.

6. YOU WILL NEED TO GET IN THE HABIT OF CHECKING YOUR EMAIL, FACEBOOK, AND TWITTER AT LEAST ONCE A DAY. I use them frequently to communicate with the class, and you will use them to communicate with each other.

7. LATE WORK POLICY. I'm a generally laid-back person, but this is a deadline business, whether we like it or not. Deadlines are 11:59 pm on the day the assignment is due unless otherwise specified. Work received up to 24 hours past deadline will receive a one letter grade deduction. Work received more than 24 hours late will NOT BE ACCEPTED unless you have made specific prior arrangements with me.

8. Attendance. You are graduate students, so I'm assuming this is something you learned long ago. But please don't miss more than one class. Your presence helps contribute to our class discussion and make it more productive for us all. If you have a repeated problem with attendance, your final grade in the course will be penalized.

9. Doctoral students taking the class at the 8000 level must additionally complete a 15-20 page research paper in which they synthesize research on a specific topic related to social media. Talk to me before beginning this paper.

GRADING:

Assignments (many and varied, some big, some small): 70 percent

Project: 30 percent

Tentative Timetable

Week 1: Introduction to the Course

- Explanation of course objectives, expectations, syllabus
- Preparing for changing professions and a changing world: Why understanding social media and Web 2.0 matters
- Intro to setting up blog and posting on the class blog
- A few Wordpress intro basics

Assignment:

Intro post about yourself on the class blog tagged #bio: Include a brief personal bio and photo of yourself. Tell us a little bit about yourself. What are your career goals, your hobbies, work experience, etc. Then, tell us: What social networks do you use most often? How or why do you use them? What do you find interesting or important about social media (e.g. why are you taking this class?)

Project Step One: Choose a topic of focus for this class, or what journalists might call a "beat." It is VERY IMPORTANT to choose wisely, so put some serious thought into this. Choose a subject you are interested in and passionate about, personally or professionally. This could be anything from bowling to city/county school consolidation to local bakeries to the Memphis hip hop scene to the aviation industry to a particular company, industry or cause you are interested in promoting and/or understanding. Consider your post-graduation goals, but be sure you genuinely care about the subject. It will be critical for you to narrow your topic as much as possible. You will be eventually be creating a blog/website that will showcase your social media content around this topic.

One of your goals will be to develop your ability to create interesting and informative content around a particular subject. But a bigger goal will be your ability to cultivate a community around this topic, to listen to what others have to say and engage your audience. Write up a short description. Be as clear and specific as possible.

Week 2: Overview of Disruptive Forces Affecting Journalism, Advertising, and Public Relations, and How We Communicate

- Everyone is a media outlet
- Publish, then filter
- Two-way communication with audiences/customers
- Changes to business models and best practices
- Social media and social change: The Arab Spring

Read: Shirky Chapters 1-4 AND “Newspapers and Thinking the Unthinkable”

<http://www.shirky.com/weblog/2009/03/newspapers-and-thinking-the-unthinkable/>

Johnson “Old Growth Media and the Future of News”

<http://www.stevenberlinjohnson.com/2009/03/the-following-is-a-speech-i-gave-yesterday-at-the-south-by-southwest-interactive-festival-in-austiniif-you-happened-to-being.html>

Solis, Brian. (2011) The State of Social Media in 2011: Social is the New Normal.

<http://www.briansolis.com/2011/10/state-of-social-media-2011/>

Counterpoint by Malcolm Gladwell. Small Change: Why the revolution will not be tweeted.

http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell

Assignment:

If you are not already on Twitter, or if you want to set up a separate professional account for the purposes of this class, you need to set up an account with a bio and a photo and send me your “handle” or Twitter name. If you are new to Twitter or haven’t used it much, start getting into the habit of both posting and browsing your stream a little at least once a day. Write down any questions you have about how to use Twitter as we will be talking about it more next week. If you are already an experienced Twitter user, think about some ways to expand and improve your presence and community there. Even if I’m already following you, send me a reminder to add you to the class list I’ll be building.

Project Step Two Develop a list of at LEAST three other blogs or Web sites that meaningfully address your topic of interest. Summarize and evaluate some of the key features of each blog or site using bullet points. Answer all of the following questions: What kind of problem do these websites/blogs help solve for their audience and/or what needs do they fulfill? What do they do well? What could they improve? Can you identify any gaps in their content or features that a competitor could fill, and how is what you could offer different or better? Look at their comments or interaction via social media: Are they cultivating an active community around their site?

Week 3: Microblogging (Twitter)

- Using Twitter for reporting/finding information/monitoring a topic or issue
- Using Twitter for promotion
- Twitter and conversation – Getting to know people
- Twitter and covering events and breaking news
- Storify

Pew Research Center – Twitter Use 2012 <http://pewinternet.org/Reports/2012/Twitter-Use-2012.aspx>

Steve Buttry: Suggestions, but not standards, for live Tweeting

<http://stevebuttry.wordpress.com/2011/09/06/suggestions-but-not-standards-for-live-tweeting/>

and Denver Post staffers' #theatershooting coverage demonstrates Twitter breaking news techniques <http://stevebuttry.wordpress.com/2012/07/23/denver-post-staffers-theatershooting-coverage-demonstrates-twitter-breaking-news-techniques/>

Zeynep, Tufekci. "The #freemona Perfect Storm: Dissent and the Networked Public Sphere" <http://technosociology.org/?p=566>

"How to Verify a Tweet" by Craig Kanalley: <http://www.twitterjournalism.com/2009/06/25/how-to-verify-a-tweet/>

Storyful's Validation Process <http://blog.storyful.com/2012/04/24/inside-storyful-storyfuls-verification-process/#.UDWbUd1mQmw> by Malachy Brown

What Makes a Tweet Popular by Megan Garber, *Mashable*
<http://mashable.com/2012/06/11/what-makes-a-news-tweet-popular/>

Johnson & Yang. (2009) Uses and Gratifications of Twitter: An Examination of User Motives and Satisfaction of Twitter Use. Presented at the Association for Journalism in Education and Mass Communication in Boston, MA. (See UM Drive)

Meredith Ringel Morris, Scott Counts, Asta Roseway, Aaron Hoff, and Julia Schwarz. (2012). Tweeting is Believing? Understanding Microblog Credibility Perceptions. CSCW. Seattle, WA February. (See UM Drive)

The following link is a resource you should skim over and bookmark for reference:

"Twitter Guide Book" by Mashable
<http://mashable.com/guidebook/twitter/>

One way to find some journalists to follow: <http://www.presspass.me/>

Assignment:

- Special assignment TBA
- Create some lists on Twitter related to your beat and other interests. Find some new people to follow related to your beat and other interests. Start interacting with others in your beat.

Week 4: Blogging

- Basics of blogging using Wordpress, Tumblr, Posterous
- Why journalists and public relations practitioners and other professionals blog
- RSS feeds
- Finding a blogging topic, niche or beat
- What makes blogging social?
- Blogging vs. Journalism (please make it stop)

Read:

Technorati State of the Blogosphere 2011 <http://technorati.com/blogging/article/state-of-the-blogosphere-2011-introduction/> (browse full report)

Salmon, Felix. "How blogs have changed journalism" <http://blogs.reuters.com/felix-salmon/2011/03/16/how-blogs-have-changed-journalism/>

Lewis, Nick. Making Your Blog the Focus of Your Social Media Marketing
<http://www.bloggodown.com/2011/03/making-your-blog-the-focus-of-your-social-media-marketing.html>

Griffin, K. 5 questions to help you discover your blogging niche http://www.profkrg.com/5-questions-to-help-you-discover-your-blogging-niche?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:profkrg/HBVCTheKR&utm_content=Brizzly

Rosen, Jay. The Twisted Psychology of Bloggers vs. Journalists
<http://pressthink.org/2011/03/the-psychology-of-bloggers-vs-journalists-my-talk-at-south-by-southwest/>

Li, Dan Why Do You Blog: A *Uses-and-Gratifications* Inquiry Into Bloggers' Motivations. Conference Papers -- International Communication Association; 2007 Annual Meeting, p1-1, 1p (see the UM Drive)

“Why beatblog?” by Patrick Thorton, Beatblogging.org <http://beatblogging.org/2009/04/25/bcni-philly-why-beatblog-and-why-news-should-be-social/>

Assignment:

- Set up Wordpress blog. Choose name, theme. Create “about me” and “about this blog” page
- Set up blogroll on your blog.
- Set up Google Reader and select at least 10 RSS feeds to monitor
- Set up Google Alerts
- If you are already a blogging whiz, are there any new features you could add? Here’s one list of things you can do to clean up a blog: <http://w-shadow.com/blog/2012/04/10/wordpress-spring-cleaning-the-master-list-for-cleaning-up-your-blog/>
- Make a list of at least five ideas for content (can be any platform, e.g. text, video, etc.) you could include in your blog. Ideas don’t have to be refined.

Week 5: Crowdsourcing, Collaboration, and Networking

- Using social media can help you develop sources of information, get feedback, find answers to questions, and nurture contacts (and even...make friends)
- Feedback via social media can help you understand what your audience/customers want and how to serve them

Read: Shirky Chapters 5&6

10 Rules for Increasing Community Engagement [http://mashable.com/2009/12/16/community-engagement/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:%20Mashable%20\(Mashable\)&utm_content=Google%20Reader](http://mashable.com/2009/12/16/community-engagement/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:%20Mashable%20(Mashable)&utm_content=Google%20Reader) by Leah Betancourt (Mashable)

Rules for participating in chats <http://www.profkrg.com/?p=777>

Hermida, A, Lewis, S. C. and Zamith, R. (2012). Sourcing the Arab Spring: A case study of Andy Carvin’s Sources During the Tunisian and Egyptian Revolutions. Presented at the International Association of Online Journalism Conference in Austin, TX. Related slides:

<http://www.reportr.net/2012/04/23/slides-from-isoj-talk-on-andy-carvin-sourcing-of-the-arab-spring/>

Assignment:

- Twitter chat assignment details TBA

Project Step Four: Show your blog (essentially a prototype) and explain your idea to a member (potential member) of your blog's community/audience. Ask them for early feedback on your idea. What kinds of content or features would they be looking for in a blog like yours? What do they think they might be willing to contribute to a blog like yours?

How could you solicit some type of user-generated content for your site? For example, if you have a travel blog, could you ask people to post a favorite vacation picture? How could you use social networks to facilitate this?

Week 6: Social Photography

- Some introductory basics on photography
- Flickr, Picasa, Instagram, Pinterest and other photo sharing tools and communities

Read:

Mindy McAdams: "Learn how to shoot decent photos."

<http://mindymcadams.com/tojou/2009/rgmp-7-learn-how-to-shoot-decent-photos/>

Shirky Chapters 7+8

Former student Kathleen Fox summarizes Chapter 6 of Mark Briggs' Journalism Next book

<http://foxkd100.posterous.com/mark-briggs-journalism-next-chapter-6>

Photo editing online, easy as pie

<http://www.nytimes.com/2011/03/10/technology/personaltech/10basics.html?src=me&ref=general>

How journalists and newsrooms can use Pinterest by Steve Buttry

<http://stevebuttry.wordpress.com/2012/05/09/how-journalists-and-newsrooms-can-use-pinterest/>

Everything you need to know about Pinterest (guide to the basics)

http://thenextweb.com/apps/2012/01/15/everything-you-need-to-know-about-pinterest-invites/?utm_source=dlvr.it&utm_medium=twitter

Assignment:

- You will need to produce 5-10 GOOD photographs related to a specific event or topic. (You will want to take many more and select from those).
- You will need to share these photos on **at least** one of social sites we talked about in class – Instagram, Flickr, Picasa, etc. using proper tags/hashtags.
- Interact with others in the class and others with similar interests online regarding your photographs
- Personal reflection on the class blog on your experiences taking and uploading and discussing the photos. What are some of the advantages and disadvantages of the sites you've used? How can you use photos to enhance your blog or website? How do you think professionals in your future desired career – journalism, public relations, advertising, or any other - could utilize these sites?

Week 7: Social Video

- Some basic tips on shooting and editing videos.
- When to use video
- Examination of YouTube, Vimeo, Blip.tv, Ustream, Livestream and other social video sharing services

Reading:

Mindy McAdams “How to gather, shoot, and write for video”

<http://mindymcadams.com/tojou/2009/how-to-gather-shoot-write-for-video/> and “How to edit your video with iMovie or Windows Movie Maker” <http://mindymcadams.com/tojou/2009/rgmp-13-edit-your-video-with-imovie-or-windows-movie-maker/>

Tenore, Mallery Jean. “How The Miami Herald cultivates loyal audience for video, its second biggest traffic driver” <http://www.poynter.org/latest-news/top-stories/116612/how-the-miami-herald-cultivates-loyal-audience-for-video-its-second-biggest-traffic-driver/>

Gahran, Amy “How YouTube can help the news biz: Insights from Pew, Old Spice Guy” http://www.knightdigitalmediacenter.org/leadership_blog/comments/20110726_how_youtube_cann_help_the_news_biz_insights_from_pew_old_spice_guy/

A NEW KIND OF VISUAL NEWS, Project for Excellence in Journalism

http://www.journalism.org/analysis_report/youtube_news

5 lessons from the most viral video ever by Jon Thomas

<http://www.ragan.com/Main/Articles/44588.aspx>

Assignment:

- Create a video, upload it to YouTube and share it via social media.
- Personal reflection on class blog on your experiences creating and sharing the video. How can you continue to use video to enhance your blog? How do you think professionals in your future desired career – journalism, public relations, advertising, or any other could utilize these sites?

Week 8: Location, Location, Location

- Intro to Foursquare, Yelp, etc. and their journalistic and persuasive communications applications
- Mobile: The future?

Read:

7 Ways Journalists Can Use Foursquare <http://mashable.com/2010/05/14/journalists-foursquare/> by Shane Snow

10 ways to get the most out of Foursquare <http://www.ragan.com/Main/Articles/44510.aspx>

Humphreys, L. (2008). Journal of Computer-Mediated Communication 13, 341–360 Mobile Social Networks and Social Practice: A Case Study of Dodgeball [Dodgeball was precursor to Foursquare. Overall themes still relevant.]

Resource to bookmark: <http://www.journaliststoolbox.org/archive/mobile-journalism/> Mobile Journalism from SPJ Journalism Toolbox

Assignment:

- Experiment with using at least one of the location-based checkin services for one week and reflect on the experience. Leave some tips for others. Reflect on class blog on the experience; what do you see as the best opportunities for journalists and public relations practitioners in this space?
- Write a review for Yelp and browse some other reviews.

Week 9: Building Audience and Understanding Metrics

- Learn the basics of SEO
- Understanding your metrics and how to improve them

Read:

How to Track Social Media Traffic With Google Analytics

<http://www.socialmediaexaminer.com/how-to-track-social-media-traffic-with-google-analytics/>

8 questions Google real-time analytics can answer right now about what's happening on your

website [http://www.poynter.org/latest-news/top-stories/150682/questions-google-real-time-](http://www.poynter.org/latest-news/top-stories/150682/questions-google-real-time-analytics-can-answer-right-now-about-whats-happening-on-your-website-2/)

[analytics-can-answer-right-now-about-whats-happening-on-your-website-2/](http://www.poynter.org/latest-news/top-stories/150682/questions-google-real-time-analytics-can-answer-right-now-about-whats-happening-on-your-website-2/)

20 free tools to evaluate social media <http://www.prdaily.com/Main/Articles/10711.aspx>

Clashing ideas on metrics and privacy : Wall Street Journal

<http://online.wsj.com/article/SB10001424052748703940904575395073512989404.html?mod=W>

[SJ_hps_LEFTTopStories#project=COOKIESLIDE1007&articleTabs=article](http://online.wsj.com/article/SB10001424052748703940904575395073512989404.html?mod=W) vs. Jeff Jarvis:

<http://www.buzzmachine.com/2010/07/31/cookie-madness/>

Assignment:

- Blog assignment TBA
- Riding the Google Wave assignment TBA

Project Step Six

Decide what metrics you will be collecting about your blog/social media presence. Make a specific list or spreadsheet.

Begin collecting this info on a regular basis. It will be part of your final project.

Week 10**Part A: The Two Way Street: Conversation and Engagement**

- Building credibility and trust through online engagement
- Customer/audience acquisition and customer service
- Creating better online communities

Selections from Journalism as Conversation by Doreen Marchionni:

<http://blog.sasquatchmedia.com/>

Marchionni, D. (2008). "Journalism-as-a-Conversation: A concept explication." Award winning paper presented at the Association for Education in Journalism and Mass Communication conference, Chicago. (note: If you enjoy this study, there are many others like it!!)

boyd, danah, Golder, Scott, and Lotan, Gilad. (2010). Tweet Tweet Retweet: Conversational Aspects of Retweeting on Twitter. *Proceedings of HICSS-43*. Kauai, HI January 5-8.

<http://www.danah.org/papers/TweetTweetRetweet.pdf>

Continuing the Participatory Revolution by Steve Yelvington

<http://www.yelvington.com/content/continuing-participatory-revolution>

Why Comments Suck (And Some Ideas on Unsucking Them), Xark

http://xark.typepad.com/my_weblog/2009/05/why-comments-suck-ideas-on-unsucking-them.html

If you can't manage comments well, don't offer them

<http://www.ojr.org/ojr/people/robert/201003/1836/>

Joy Mayer and Reuben Stern. A resource for newsrooms: Measuring the success of audience engagement efforts <http://www.rjionline.org/news/resource-newsrooms-measuring-success-audience-engagement-efforts-0>

Part B: LinkedIn and Your Personal Brand

- Uses of LinkedIn and best practices
- Building a personal brand online using social media

Assignment:

- Establishing a LinkedIn profile if you don't have one. Enhancing your profile if you do have one; joining groups and interacting with others.
- On class blog – what are you doing to establish your personal brand online? What could you be doing better? What do you plan to do in the future? What strategies will you employ to do so?
- Optional/extra credit. If you don't have one already, creating a personal portfolio website, or enhancing your existing site.

Project Step Six

Solicit specific content of some kind from your audience relevant to your blog. You thought about how to do this earlier this semester; you may have made some revisions. Now it is time to give it a try.

Week 11:

Part A: Social Media Demographics And Uses and Gratifications

- Who is using social media? Are there any differences in how different groups use social media?
- Bridging and bonding social capital
- How or why are people using social media, and how should that shape your strategy in using it effectively?

Reading:

- Viewing American Class Divisions Through Facebook and MySpace
<http://www.danah.org/papers/essays/ClassDivisions.html> and MySpace and Facebook: How Racist Language Frames Social Media (and Why You Should Care)
<http://www.zephoria.org/thoughts/archives/2010/07/21/myspace-and-facebook-how-racist-language-frames-social-media-and-why-you-should-care.html> by danah boyd
- Clashing ideas: How Black People Use Twitter by Farhad Manjoo, Slate:
<http://www.slate.com/id/2263462> and response by Jessica Faye Carter
<http://jessicafayecarter.com/a-response-to-farhad-manjoods-how-black-people-use-twitter/> (Note: Manjoo's piece is meant to be provocative. It should elicit some opinions!)
- Twitter Offers News Orgs Opportunity to Reach Diverse, Underserved Communities
<http://changingnewsroom.wordpress.com/2012/06/05/twitter-offers-news-orgs-opportunity-to-reach-diverse-underserved-communities/>
- Hargittai, E., and Hsieh, Y.P. 'From Dabblers to Omnivores: A Typology of Social Network Site Usage', in Z. Papacharissi (ed.) *A Networked Self: Identity, Community, and Culture on Social Network Sites*, pp. 145 - 168. Routledge: New York. (UM Drive)
- Naaman, Mor, Becker, Hila, and Gravano, Luis. (2011). Hip and Trendy: Characterizing Emerging Trends on Twitter. *Journal of the American Society for Information Science and Technology*, 62 (UM Drive)

Part B: Facebook, The Social Juggernaut

- Some background, history and facts about Facebook
- Facebook and journalism
- Facebook and brands
- Facebook uses and best practices

Read/Watch:

Watch The Social Network movie

Recommended: Read David Kirkpatrick's The Facebook Effect

4 important ways to increase engagement on your Facebook page <http://www.poynter.org/latest-news/media-lab/social-media/177760/4-important-ways-to-increase-engagement-on-your->

facebook-
page/?utm_source=twitterfeed&utm_medium=twitter&utm_campaign=Feed%3A+jeffsonderman
all+%28Jeff+Sonderman%29

Conflicting Facebook Brand Page Studies Highlight Universal Truths in Online Marketing
<http://searchenginewatch.com/article/2166492/Conflicting-Facebook-Brand-Page-Studies-Highlight-Universal-Truths-in-Online-Marketing>

Assignment:

Blog post Details TBA

Project Step Seven

Informal usability testing. You will be creating a survey instrument that will tell you what people think of your blog/website, how easy they find it to navigate. Questions can be a mix of quantitative and qualitative (long answer, open-ended). Questions will depend of course on your goals and topic. You should collect some basic demographic information as well. You can use Google Forms for this survey. You should try to get 10 respondents.

Week 12: Data and Mapping

- Learning to create a map using Google Maps
- How and why journalists and public relations practitioners might use data and maps to engage audiences
- Interactive, customizable data: Searchable online databases
- Visualizing data for better storytelling

Reading:

“The "Lack of Vision" thing? Well, here's a hopeful vision for you” Dan Conover, Xark
http://xark.typepad.com/my_weblog/2009/05/the-lack-of-vision-thing-well-heres-a-vision-for-you.html

Whitney Mathews How to use fun (and free) data visualization tools for online storytelling
<http://www.poynter.org/how-tos/digital-strategies/115906/how-to-use-fun-and-free-data-visualization-tools-for-online-storytelling/>

Want to make your own data visualizations? Check out this awesome set of tools
http://thenextweb.com/dd/2012/05/10/want-to-make-your-own-data-visualizations-check-out-this-awesome-set-of-tools/?utm_source=dlvr.it&utm_medium=twitter

5 Ways to find, mix and mash your data <http://www.10000words.net/2009/11/5-ways-to-find-mix-and-mash-your-data/>

Assignment:

- Map assignment
- On class blog, describe to me how you might utilize interactive databases or data visualizations to enhance your Wordpress blog. What could you offer to readers?
- Optional but recommended: Play around with some of the tools above and try to create your own simple data visualization or infographic related to your blog.
- Start thinking about final project if haven't already

Week 13: Web Curation and Linking

- What is curation, and why does it matter?
- How has gatekeeping and agenda setting changed in the 21st century?
- Why is linking so important on the Web? What is the “link economy”
- Social bookmarking

Reading:

Brian Solis, The Curation Economy and The 3C's of Information Commerce
<http://www.briansolis.com/2011/04/the-curation-economy-and-the-three-3c%E2%80%99s-of-information-commerce/>

Littau, J., Brown, C., Hendrickson, E. and Oyedeji, T. “Curated Creativity: The relationship between Twitter use and blog productivity.” Presented at the AEJMC conference, Denver, 2010. Ethan Zuckerman,” Interview with Andy Carvin on curating Twitter to watch Tunisia, Egypt” <http://www.ethanzuckerman.com/blog/2011/02/04/interview-with-andy-carvin-on-curating-twitter-to-watch-tunisia-egypt/>

Curation, and Journalists As Curators by Mindy McAdams

<http://mindymcadams.com/tojou/2008/curation-and-journalists-as-curators/>

Watch - Rosen, Jay “The Ethic of the Link” <http://www.youtube.com/watch?v=RIMB9Kx18hw>

Content is No Longer King. Curation Is King by Scott Rosenberg

<http://www.businessinsider.com/content-is-no-longer-king-curation-is-king-2010-6>

The Link Economy vs. the Content Economy by Jeff Jarvis

<http://www.buzzmachine.com/2008/06/18/the-link-economy-v-the-content-economy/> Related

video: <http://www.guardian.co.uk/media/video/2008/jun/24/jarvis.future2>

What is link journalism? Publish2 <http://blog.publish2.com/what-is-link-journalism/>

Why Does the BBC Want to Send Its Readers Away? The Value of Linking

<http://www.niemanlab.org/2010/05/why-does-the-bbc-want-to-send-its-readers-away-the-value-of-linking/>

Counterpoint: The case against linking http://www.readwriteweb.com/archives/links_in_text.php

Assignment:

- Blog assignment TBA
- Linking/curation exercise related to your beat

Project Step Eight

You will be pairing up with another student in the class to give each other feedback on your blogs.

Week 14: The Dark Side of Social Networks: Privacy and other Bugaboos

- The privacy debate: Just how concerned should we be? How do we evaluate the relative advantages of privacy vs. openness?
- How are social media shaping our society in terms of what we share and what we keep private?
- How should journalists and public relations practitioners respond to/anticipate/handle public concerns about privacy?
- Are social norms surrounding privacy changing, and if so, how?
- Who is responsible for protecting privacy?
- Are social networks making us stupid, ruining our relationships, or otherwise doing other nefarious things to us and our society?

Facebook’s Move Ain’t About Changes in Privacy Norms, by danah boyd:

http://www.zephorie.org/thoughts/archives/2010/01/16/facebooks_move.html

Oversharing on Oversharing by Jeff Jarvis

[http://www.buzzmachine.com/2010/06/21/oversharing-on-oversharing/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+buzzmachine+\(BuzzMachine\)](http://www.buzzmachine.com/2010/06/21/oversharing-on-oversharing/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+buzzmachine+(BuzzMachine))

Is Google Making Us Stupid? By Nicholas Carr

<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>

The Web Means the End of Forgetting, Jeffrey Rosen, NYT magazine

<http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html>

Assignment: Blog assignment TBA

Week 15: Bringing It Home – Review and Discussing Your Projects

- Review of main themes of the course
- Presentations of your projects

Reading: Finish Shirky Book

10 Questions for Journalists by Matt Thompson

<http://www.rjionline.org/projects/thompson/stories/journalism-overload/index.php>

Project Step Nine: Show the class what you did and what you learned in the class. What are you most proud of? What could you do better? How did you put theory and research into practice? What did you learn from getting feedback from your audience and classmates? Which social networks did you find most useful to achieving your goals and why?

Final Project Step 10:

Written reflection on what you did all semester with your project. More details TBA. Deadline TBA.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR SOCIAL MEDIA THEORY AND PRACTICE:

- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy fairness and diversity.
- Think critically, creatively and independently.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
- Critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness.
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL STANDARDS WILL BE MET:

- Students will learn about the many ways the use and presentation of images and information are shifting in the new media landscape, and how these changes affect journalism, public relations, advertising, and society as a whole.
- Students will develop the ability to use numerous tools and technologies that have become vital to journalism, public relations and advertising
- Students will hone their written and visual communication skills through content production in multiple media.
- Students will learn how to apply their existing knowledge of best practices and core values of journalism, public relations, and advertising to new contexts.
- Students will learn about the ethical implications of social network use, such as the concerns surrounding privacy.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET:

- Students will read and critically reflect, both orally and in writing, on a number of contemporary texts that explore how social networking is changing the use and presentation of images and information.

- Students will complete numerous assignments that will require them to master the basics of how to use social networking tools and to improve their written and visual skills to create content for these sites.
- Students will interact with other journalism students, professors, and professionals all over the United States and even the world to enhance their understanding of the collaborative power of social media.
- Students will complete a final project that allows them to apply and advance the skills they learned in the course.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELLPHONES:

You must turn them off during class. ****This policy does not apply for social media class *only*, although you should turn it on vibrate in order to not disturb others. We may be using your phone in many ways during class!**

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. It will only take a few minutes of your time. We take the

evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.