

Advanced Social Media & Community Engagement

JOUR 7330-001, M50

Fall 2017

Tuesday 5:30 p.m. to 8:30 p.m.

Meeman 106/Online

Dr. Stephanie Madden

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COURSE REQUIREMENTS

CATALOG DESCRIPTION:

This course looks at how to create campaigns and relationships that build organizational voice, serial storytelling, and working with a community to encourage strong organization-public relationships. Will also look at content creation on multiple technologies and platforms, including both social and traditional media. Students will be exposed to a variety of case studies and community examples for analysis.

PREREQUISITE:

Graduate status

REQUIRED BOOKS:

- Finger, L., & Dutta, S. (2014). *Ask measure learn: Using social media analytics to understand and influence customer behavior*. Sebastopol, CA: O'Reilly.

Additional course readings will be available via eCourseware. A tentative list of readings is included in the syllabus; course readings may be altered during the semester.

CLASSROOM FORMAT:

This is a graduate seminar with lecture and class discussion. Each week, we will discuss a new topic and I and/or designated classmates will be responsible for presenting the class with ideas for debate from the readings or examples from the field, and critically analyze the week's concepts. Please note that failure to attend class or to actively take part – even if all your assignments are turned in on time and done acceptably - will significantly affect your final grade. Be sure you have read the material BEFORE class and come prepared to discuss it.

HYBRID CLASSROOM FORMAT

- Blue Jeans is a web-based video conferencing platform. Students in the M50 section will receive an invitation to join Blue Jeans from your instructor.
- This hybrid class, with students on campus and also online synchronously, operates in a seminar format.
- Online students must have a stable Internet connection, speakers and a microphone (or a headset with a built-in mic). Headsets can be purchased for approximately \$20. Students will need to be able to have video turned on for the entire class. Online students will not be permitted to attend class using a cellphone.
- Class time will primarily be spent in discussion of theories, issues, and applications. To that end, on campus and online students must complete the assigned readings and be prepared to discuss the night's topic. Please note that failure to attend class or to actively take part — even if all your assignments are turned in on time and done acceptably — will significantly affect your final grade.

CLASSROOM ETIQUETTE:

I do allow laptops in class for taking notes, accessing readings, or other course-related purposes. I ask that you refrain from checking your email and social media accounts during our class time together. Since graduate classes are largely based on discussion, the quality of the course will be determined by the quality of your contributions to the discussion. This is not only a courtesy to me but to your classmates.

COURSE ASSIGNMENTS:

This is meant as a general guideline to the major assignments within the class. More detail will be provided in class and on eCourseware. Deadlines are also listed in the Class Schedule. All work should be turned in as a Word document via Dropbox in eCourseware unless otherwise noted. All work is due at the start of class, 5:30 p.m. CT on the assigned Tuesday, unless otherwise noted.

1. Boot Camp

Boot camp is designed to prepare you to know of and understand a wide variety of social media platforms, how they work, and how or why they might best be used by public relations/advertising/journalism professionals.

Each presentation should be 7-10 minutes and must include the following topics:

1. What is the social media technology?
 - a. Background of the technology—who started it, where did the idea come from, how does it fit into the current social media landscape?
2. Personal/professional use
 - a. How you and your classmates can use the new media technology for personal/professional use, and the differences between the two.
3. How to sign up/create an account, including important potential settings and/or privacy settings that can be changed or adjusted
4. Best practices and strengths and weaknesses of the platform and how it's been utilized.

You can get as creative and interactive as you'd like, but you must incorporate multi-media or new media in some way (PowerPoint, Prezi, SlideShare, YouTube, podcasts, handouts, activities). The presentation should cite sources/evidence, or perhaps a case study for best practices, and internal citations (APA format) should be evident where appropriate.

In terms of content, this is just an overview. You can't cover everything in 7-10 minutes, so choose what is most important/informative. Try to give the class a top-level, practical understanding of the technology.

All presentations will be Tuesday, September 5.

2. Reading Blog Posts

You will be asked to respond to the readings in the form of a 500-word blog post. The idea is not to regurgitate the readings but to analyze them by providing insights and comments that demonstrate knowledge and deep thinking about theories, methods, and concepts found in the week's readings. You may make connections to readings from other weeks, connections to something they have read about or learned, either in popular media or another course, among others. The purpose is to interact with the material in such a way as to be prepared to discuss it in class, and to write out your thoughts on the ideas presented. The purpose of this assignment is also to help you develop your voice as a writer throughout the semester. The blog format is designed to allow you maximum flexibility in finding creative, engaging, and fun ways to synthesize the readings and develop killer content.

You will be given a writing prompt the week before each blog post is due to help guide the direction of their writing. You should post their blog in eCourseware using the blog tool and bring a copy (either printed or electronic) to class to remember your ideas and connections during the class discussion. Deadlines are indicated on the course syllabus.

3. Organizational Analysis Paper & Presentation

Students will choose one organization and conduct a complete and thorough social media audit and analysis of their efforts. Students will both report on current efforts and make suggestions for improvement based upon discussions and readings from the course. This will take the form of an official audit (paper) and presentation to the class (Tuesday, December 5). More details will be provided in class.

4. #MLK50 Social Media Analytics

Our class will be collaborating with the #MLK50 initiative to provide social media data insights for this project. A significant portion of this assignment will be started in class. More details will be provided.

5. Article Selection and Discussion Leading

On the first day of class, each student will be assigned to a class topic for which they are to provide on academic or industry-related article that relates to that topic. The article must be submitted to and approved by Dr. Madden one week before the topic is to be discussed in class. You must also come up with at least 3 discussion questions to help guide an approximately 30 minute discussion with the class about your assigned article. More information will be provided in class.

6. *Departmental Research Brownbag Live Tweeting*

Students are responsible for attending (in-person or through Facebook Live) one departmental research brownbag this semester and live tweeting the event. Afterwards, you will be required to write a 2-3 page paper describing your experience live tweeting, what you learned during the brownbag, and its relevance to material discussed in this class. Students must take screenshots of their contributions and interactions and upload them to Dropbox, along with the relevant information for the chat (date/time, host(s), hashtag used) and, if not clear from the screenshots, their Twitter handle. Participation and paper are due by the last day of class.

7. *Creation of Content*

Students will have the opportunity to create new and unique content for either Nerd901 or #MLK50 through a variety of platforms. More detail on this will be provided in class.

8. *Portfolio*

All graduate students are required to finish the program with an online professional portfolio. A particular emphasis will be placed on your professional social media presence in this course. More details will be provided in class.

9. *Class Participation*

You are expected to attend class and participate in discussion. Because of the focus of the class on social media, you are also expected to actively engage with our class hashtag on Twitter.

ADDITIONAL ASSIGNMENT:

Graduate students must attend and write a reflection paper about at least one Research Colloquium sponsored by the Department. Attendance and papers will count for at least 2% of your course final grade. Dates for the colloquia are: Friday, Sept. 22, Friday, Oct. 20 and Friday, Nov. 17. All at are Noon in 212 MJ. Those who cannot attend will receive instructions about remote viewing from your instructor.

Students enrolled in more than one course (JOUR 7000, 7015, 7050 and 7100, and 7330) may write multiple reflections of one research presentation as long as the topic is customized to the individual class. For example, for JOUR 7050, a student should reflect on theories, while for 7330, a student should reflect on the use of social media.

GRADING:

There are 1000 possible points in this class. At the end of the semester, your class average will be calculated and fractions will be rounded to the nearest whole number. Letter grades will be determined according to the scale below.

<i>Reading Blog Posts (11)</i>	20 points each	220 points
<i>Organizational Analysis Paper & Presentation</i>		200 points
<i>Boot Camp</i>		75 points
<i>Content Creation</i>		125 points
<i>#MLK50 Social Media Analytics</i>		70 points
<i>Class Participation</i>		140 points
<i>Article Selection and Discussion Leading</i>		50 points
<i>Research Brownbag Live Tweeting</i>		20 points
<i>Portfolio (social media focus)</i>		100 points
<i>Total</i>		1000 points

Grading will be on a 1000-point system, so the following grades will be given for the following total points at end of the semester:

967 – 1000 = A+	867 – 899 = B+	767 – 799 = C+	667 – 699 = D+
930 – 966 = A	830 – 866 = B	730 – 766 = C	630 – 666 = D
900 – 929 = A-	800 – 829 = B-	700 – 729 = C-	600 – 629 = D-
			below 600 = F

QUALITY OF WORK:

All work in this course should follow AP Style, including proper spelling, grammar, and language. A large part of mass communication is having a polished written concept of what you are communicating. This includes all class work and presentations. Although line editing is unlikely, problems in these or other areas will result in the deduction of points.

I expect your work to be good and to be yours. What is not yours should be fully cited. In documenting sources you should use APA formatting (both internal and external). If you need help with writing and citing sources, please see me for resources. In addition, Purdue University’s Online Writing Lab is an excellent resource, and can be found at <http://owl.english.purdue.edu>.

I am willing to read over and provide comments/edits on rough drafts of all work, but require a minimum of 24 hours for turnaround. This should be done via email, not eCourseware.

QUESTIONS ABOUT GRADES:

If you would like to ask about a grade, please make an appointment to meet with me outside of class time, as I will not discuss grades via email or during class. If you have a question or problem with a grade, exam question, or in-class assignment, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question or appeal must be stated in writing, citing your position and why you feel the mark is incorrect. The appeal should be turned in to the professor or sent via email within the stated time frame.

Additionally, you are responsible for tracking your grade online and meeting with me early in the semester if you are concerned about your overall grade. Meeting with me early and often can help both parties involved find ways to improve student-professor understanding and quality of work.

COURSE SCHEDULE

**Please note that this schedule is tentative and subject to change at the instructor's discretion. Readings should be completed prior to the session they will be discussed. Articles and links are available on eCourseware.*

Unit I: Basics of Social Media

1. August 29 Course Introduction

- Sign up for social media boot camp platforms
- Pick discussion-leading weeks

2. September 5 Social Media Boot Camp

- *Social Media Boot Camp Presentation Due

3. September 12 SEO and Analytics Workshop with Bryan Grossbauch

- Blog Post 1 due
- Finger, L., & Dutta, S. (2014). *Ask measure learn: Using social media analytics to understand and influence customer behavior*. Sebastopol, CA: O'Reilly. (Introduction through Ch. 4)

4. September 19

Monitoring, Analysis, and Networks (Meltwater training)

- Blog Post 2 due
- Finger, L., & Dutta, S. (2014). *Ask measure learn: Using social media analytics to understand and influence customer behavior*. Sebastopol, CA: O'Reilly. (Ch. 5 to end)
- Create a Netlytic account and watch Netlytic video tutorials (https://netlytic.org/home/?page_id=11280)
 - Introduction
 - Data Home Screen
 - Preview Screen
 - Importing Twitter
 - Text Analysis
 - Network Analysis

4. September 26

Personal Branding, Ethics, and Privacy (2)

- Blog Post 3 due
- Abril, P.S., Levin, A., & del Riego, A. (2012). Blurred boundaries: Social media privacy and the twenty-first century employee. *American Business Law Journal*, 49(1), 63-124.
- Dutta, S. (2010, September). What's your personal social media strategy? *Harvard Business Review*. 1-5.
- Richmond, H. (2015, March 26). Should emoji hold up in court? *Center for Digital Ethics and Policy*. Retrieved from <http://digitaletics.org/essays/should-emoji-hold-up-in-court/>
- Rynne, A. (2016, August 1). 5 free ways to build your personal brand on LinkedIn. *LinkedIn Marketing Solutions Blog*. Retrieved from <https://business.linkedin.com/marketing-solutions/blog/best-practices--thought-leadership/2016/5-free-ways-to-build-your-personal-brand-on-linkedin>

Unit II: *Finding Your Voice and Your Audiences on Social Media*

5. September 26

Organizational Voice & Listening (2)

- Blog Post 4 due
- Avery, E. J. (2017). Public information officers' social media monitoring during the Zika virus, a global health threat surrounded by public uncertainty. *Public Relations Review*, 43(3), 468-476.
- Beese, J. (2015, November 18). What is social listening & why is it important? *Sprout Social*. Retrieved from <https://sproutsocial.com/insights/social-listening/>
- Garner, J. T., & Garner, L. T. (2010). Volunteering an opinion: Organizational voice and volunteer retention in nonprofit organizations. *Nonprofit and Voluntary Sector Quarterly*, 1-16.
- Kelleher, T., & Miller, B. M. (2006). Organizational blogs and the human voice: Relational strategies and relational outcomes. *Journal of Computer-Mediated Communication*, 11, 395-414.

6. October 3 Diversity and Understanding

- Blog Post 5 due
- #MLK50 Social Media Analytics due
- Anderson, M., & Perrin, A. (2017, May 17). Tech adoption climbs among older adults. Pew Research Center. Retrieved from <http://www.pewinternet.org/2017/05/17/tech-adoption-climbs-among-older-adults/>
- Anderson, M., & Hitlin, P. (2016, August 15). Social media conversations about race. Pew Research Center. Retrieved from <http://www.pewinternet.org/2016/08/15/social-media-conversations-about-race/>
- Perrin, A. (2017, May 19). Digital gap between rural and nonrural American persists. Pew Research Center. Retrieved from <http://www.pewresearch.org/fact-tank/2017/05/19/digital-gap-between-rural-and-nonrural-america-persists/>
- Messing, S., & Westwood, S. J. (2012). Selective exposure in the age of social media: Endorsements trump partisan source affiliation when selecting news online. *Communication Research*, 41(8), 1042-1063.

7. October 10 Building and Maintaining Relationships

- Blog Post 6
- Dodaro, M. (2014, October 7). 5 best ways to develop and maintain relationships on LinkedIn. *Social Media Camp Blog*. Retrieved from <http://socialmediacamp.ca/5-best-ways-develop-maintain-relationships-linkedin/>
- Honan, M. (2014, August 11). I liked everything on Facebook for two days. Here's what it did to me. *Wired*. Retrieved from <https://www.wired.com/2014/08/i-liked-everything-i-saw-on-facebook-for-two-days-heres-what-it-did-to-me/>
- Levenshus, A. (2010). Online relationship management in a presidential campaign: A case study of the Obama campaign's management of its internet-integrated grassroots effort. *Journal of Public Relations Research*, 22(3), 313-330.

8. October 17 No Class – Fall Break

9. October 24 Emotion and Sentiment

- *Blog Post 7 due
- Berger, B. (n.d.). How to use social media sentiment analysis in your listening. *Mention*. Retrieved from <https://mention.com/blog/social-media-sentiment-analysis/>
- Brummette, J., & Sisco, H. F. (2015). Using Twitter as a means of coping with emotions and uncontrollable crises. *Public Relations Review*, 41, 89-96.
- Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive scale emotional contagion through social networks. *PNAS*, 111(29), 8788-8790.
- Lake, L. (2017, June 15). What is social sentiment and why is it important? *The Balance*. Retrieved from <https://www.thebalance.com/what-is-social-sentiment-and-why-is-it-important-3960082>
- Sexton, J. Y. (2017). *The people are going to rise like the waters upon your shore: The story of American rage*. Counterpoint: Berkley, CA. (Chs. 9 and 10)

Unit III: Social Media in Action

10. October 31 Communities of Practice and Community Engagement (2)

- Blog Post 8 due
- Bourhis, A., Dube, L., & Jacob, R. (2005). The success of virtual communities of practice: The leadership factor. *The Electronic Journal of Knowledge Management*, 3(1), 23-34.
- Hills, M. (2015). The expertise of digital fandom as a 'community of practice': Exploring the narrative universe of *Doctor Who*. *Convergence: The International Journal of Research into New Media Technologies*, 21(3), 360-374.
- Pavez, M. (2014, June 14). 8 tips for a foolproof community engagement strategy. *Social Media Today*. Retrieved from <http://www.socialmediatoday.com/content/8-tips-foolproof-community-engagement-strategy>
- Procopio, C. H., & Procopio, S. T. (2007). Do you know what it means to miss New Orleans? Internet communication, geographic community, and social capital in crisis. *Journal of Applied Communication Research*, 35(1), 67-87.

11. November 7 Content Creation and Management

- Blog Post 9 due
- Miranda, S. (2013, December 3). 10 reasons why infographics still matter in SEO. *Advanced Web Ranking*. Retrieved from <https://www.advancedwebranking.com/blog/10-reasons-infographics-still-matter-seo/>
- Navarro, A. (2016, August 25). 19 tools to create social media content. *Social Media Examiner*. Retrieved from <http://www.socialmediaexaminer.com/19-tools-to-create-social-media-content/>
- Walters, K. (2017, June 27). How to create a social media content calendar: Tips and templates. *Hootsuite*. Retrieved from <https://blog.hootsuite.com/how-to-create-a-social-media-content-calendar/>
- Walters, K. (2016, February 2). Social media Groundhog Day: Why you should embrace repetition. *Hootsuite*. Retrieved from <https://blog.hootsuite.com/how-to-create-a-social-media-content-calendar/>

12. November 14 Tour of FedEx Social Media Hub

13. November 21 Storytelling (2)

- *Content Creation Due
- Blog Post 10 due
- Chuo, W-Y. S., Hunt, Y., Folkers, A., & Augustson, E. (2011). Cancer survivorship in the age of YouTube and social media: A narrative analysis. *Journal of Medical Internet Research*. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3221357/>
- Fisher, W. R. (1984). Narration as a human communication paradigm: The case of public moral argument. *Communication Monographs*, 51, 1-22.
- Grimms, K. (2015, January 30). 8 ways to become a better storytelling through social media. *Adweek*. Retrieved from <http://www.adweek.com/digital/8-ways-to-become-a-better-storyteller-through-social-media/>
- Lua, A. (2017, February 22). 20 creative ways to use social media for storytelling. *Buffer Social*. Retrieved from <https://blog.bufferapp.com/social-media-storytelling>
- Wang, R., Kim, J., Xiao, A. & Jung, Y. J. (2017). Networked narratives on Humans of New York: A content analysis of social media engagement on Facebook. *Computers in Human Behavior*, 66, 149-153.

14. November 28 Social Media and Crisis

- Blog Post 11 due
- Ch. 9 – CERC, Social Media, and Mobile Devices (pp. 257-292) - https://emergency.cdc.gov/cerc/resources/pdf/cerc_2014edition.pdf
- Madden, S., Janoske, M., & Briones, R. L. (2016). The double-edged crisis: Invisible Children's social media response to the Kony 2012 campaign. *Public Relations Review*, 42(1), 38-48.
- Oh, I. (2014, April 22). This NYPD idea backfired horribly on Twitter. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/2014/04/22/mynypd-nypd-twitter_n_5193523.html
- Petersen, A. H. (2016, February 4). What to expect when you're expecting the collapse of society. *Buzzfeed*. Retrieved from https://www.buzzfeed.com/annehelenpetersen/hunkering-down-with-the-survival-mom?utm_term=.hu7MJYDKyW#.dxLJV70RDZ
- Veil, S. R., Buehner, T., & Palenchar, M. J. (2011). A work in-process literature review: Incorporating social media in risk and crisis communication. *Journal of Contingencies and Crisis Management*, 19(2), 110-122.

15. December 5 Final Presentations

- *Organizational Analysis Paper Due
- *Research Brownbag Live Tweeting Due

15. December 12 No In-Class Meeting

- *Portfolio Due

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900 and contribute to it from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

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.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for her/her specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism and Strategic Media. 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 because of 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 and Strategic Media 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.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"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 course. 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.

DEADLINES:

Remember there's a reason "DEAD" makes up half the word "deadline." All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Always check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.