

Advanced Social Media & Community Engagement

JOUR 7205-001, M50

Spring 2016

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

Meeman 106/Online

Dr. Melissa L. Janoske

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COURSE REQUIREMENTS

CATALOG DESCRIPTION:

A continuation of both writing and management, this course looks at how to build 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.

PREREQUISITE:

Graduate status

TEXTBOOK:

There is no formal textbook for this course. 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 theoretical 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.

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 Thursday, 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 Thursday, January 28.

2. Weekly Short Papers

Each week, students will be asked to respond to the readings in the form of a 1-2 page paper (double-spaced). 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. Students 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. Given the brevity of the papers, there is no need to define concepts or theories, and students should place a focus on providing examples where appropriate.

Students will turn in 11 papers, one for each week of the semester except for the first two and final weeks of class.

Papers should BOTH be uploaded to Dropbox (for grading) and be brought to class in some form (printed, on a laptop/tablet, etc.) in order to help the student remember their ideas and connections during the class discussion.

3. *Organizational Analysis Paper*

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 (Thursday, April 21). More details will be provided in class.

4. *Twitter Chat*

Students are responsible for finding one Twitter chat over the course of the semester in which to substantially participate. The chat must be relevant to their professional interests, or relevant to the content they are creating over the course of the semester. Participation requirements are for a one hour chat (chats of different length may have different participation expectations; if this is the case, please inform me prior to the chat so we can discuss what those expectations will be): 4 unique tweets of more than 5 words each; 3 retweets; 4 direct interactions with other chatters (@ mentions/replies).

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.

Students should also write a brief (2-3 pages) paper discussing what they learned during the chat, and how it is relevant to material discussed in this class, and what they feel they gained from interacting with industry professionals in this way.

Participation and paper are due by the last day of class, Thursday, April 21.

5. *Creation of Content*

Students will be choosing an area they are interested in professionally and creating new and unique content for that area through a variety of platforms. More detail on this will be provided in class.

GRADING:

There are 600 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>Weekly Short Papers</i> (11)	10 points each	110 points
<i>Organizational Analysis Paper</i>		120 points
<i>Boot Camp</i>		85 points
<i>Twitter Chat</i>		65 points
<i>Content Creation</i>		100 points
<i>Class Participation</i>		120 points
<i>Total</i>		600 points

A	537-600	B	477-536	C	417-476	D	357-416
						F	356 and below

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:

This is a basic schedule for topics and major assignments over the course of the semester. Although every effort will be made to stick with this schedule, please understand that some material may require more or less discussion and class time. Thus, changes to the schedule may occur. All changes will be announced in class.

Note: Readings should be completed prior to the session they will be discussed. Articles and links are available on eCourseware.

<i>Week Of</i>	<i>Topic</i>	<i>Other</i>
January 21	Syllabus/Course Overview Boot camp sign up	Discuss assignments
January 28	Social media boot camp Individual presentations	
February 4	Diversity and Understanding Who is online and what do we know about them?	Pew Internet Research
February 11	Organizational Voice How does your organization sound on social media?	
February 18	Building and maintaining relationships The myriad ways we can connect with one another	
February 25	Communities of Practice What are they, and should you build one?	
March 3	Writing, photo and video creation Infographics, content calendars	
<i>**Tuesday, March 1: First Amendment lecture (extra credit opportunity)**</i>		
March 10	No class, Spring Break!	
March 17	Emotion and expression What emotions are expressed online? When? To whom?	
March 24	Privacy and ethics What can we rightfully expect? Dark side of social media	
March 31	Sharing and linking and going viral The tangled web of what goes viral	
April 7	<i>Serial</i> storytelling How to keep people coming back for more	
April 14	Using social media in a crisis The importance of community and knowledge sharing	

April 21

Personal branding and best practices
Organizational analysis paper presentations

Friday, April 22: Department of Journalism's Spring Awards Banquet

Final Paper Due

Thursday, May 5 @ 5:30 p.m.

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR 7205:

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communication;
- 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 communication professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Apply tools and technologies appropriate for the communication professions in which they work

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability To Explain, Analyze, Understand, Think Critically):

- Students will develop an understanding of what constitutes social media, including the benefits, drawbacks, and best practices of a wide variety of platforms and technologies.
- Students will attain familiarity with the broad range of theories relating to social media and community engagement in the field of journalism and mass communications, as well as an understanding of how this body of theory and research has developed over the history of the field.
- Students will learn how to meaningfully apply mass communication theory to the practical daily work of journalists, advertisers and public relations professionals.
- Students will learn how to develop understanding of and apply analytical skills to current social media output for a variety of organizations.
- Students will develop skills in synthesizing substantial amounts of complicated information and identifying important points in literature and knowledge bases.
- Students will learn the important role gender, race, ethnicity, sexual orientation and other forms of diversity play in the production and effects of mass communication.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

- Students will read, critically analyze, and apply information from journal articles and book chapters on major mass communication concepts and theories.
- Students will practice creating social media content in fresh and engaging ways to facilitate their understanding of the first steps in building relationships and community online.
- Students will lead and participate in class discussions that deepen their understanding of theories and content and how they apply to the real world.
- Students will be able to work effectively in a group.
- Students will be able to recognize and analyze social media and community building concepts and theories both around them and in the news

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR 7205:

This class is designed to offer an overview of dominant and emerging crisis communication theory and practice, and to offer students the opportunity to both read case studies where those items were utilized, and to have the opportunity to put those theories into practice for themselves. Therefore, assessment will occur on the following levels:

Awareness: learn about the importance of research and theory application and building in social media and community building

Understanding: understand how to recognize and apply theory and principles in social media events around them; see how social media and community building best practices and principles are utilized

Application: able to apply best practices, theoretical concepts, and social media and community building strategies in their own content creation and in analyzing the work of a current organization.

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

PORTFOLIO REQUIREMENT:

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentration.

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 <http://iam.memphis.edu> 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. Personal student information, such as grades, is restricted to your UM email address.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for his/her specific 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. Your instructor will set the policy for his/her specific class. Students with excessive absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. Assignments turned in late will **NOT** be accepted unless arrangements have been made with the instructor.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers any fabrication of content and/or sources, misappropriation and plagiarism of facts or other content, turning in substantially the same assignment for credit in two different courses, receiving any assistance from others for work assigned to be completed on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and/or department chair. Penalties might include grade reductions, failure of the course and/or 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).

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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.

DISABILITY:

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

DIVERSITY:

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

WEATHER POLICY:

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.

AP STYLE AND GRAMMAR:

All written work 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.