

Social Media Theory and Practice/JOUR 7330-M50

Spring 2012

T 5:30-8:30 – Meets Online

Professor: Dr. Carrie Brown-Smith

Office: Meeman 314

Office Hours: Tuesday and Thursday 1-2:30 And By Appointment

Can also “meet” virtually via AOL Instant Messenger (BrownTheGoddess2) or Skype or Google+

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COURSE REQUIREMENTS

CATALOGUE/COURSE DESCRIPTION:

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:
ONLINE LECTURE/LAB

COURSE REQUIREMENTS/POLICIES:

1. Be sure you have **read the material** BEFORE class and be 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. **Many of them will be posted on a blog you will be maintaining for the purposes of this course.** Borrowing a concept used at NYU, these blogs will function like “travelogues” -- travel journals or field reporting -- from the social networking sites and new media ventures we will explore. 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.
3. **Final project** There will be no final exam in this class, but you will have a final project in which you can put into practice the skills you have learned and delve into a social network we have not had time to examine in class.
4. **How to turn in assignments:** Email unless otherwise specified. **You MUST use relevant email subject lines;** I get a lot of email and that helps me to keep track of things. If your email does not have a relevant subject line, it may not be graded. Often you will just be sending me a link to an assignment you’ve posted online.
5. **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.**
6. **LATE WORK POLICY.** I’m a generally laid-back person, but this is a deadline business, whether we like it or not. No foolin around. 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.
7. **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.

GRADING:

Assignments (many and varied, some big, some small): 80 percent

Final Project: 20 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
- Watch social media revolution and Googlezon videos
- Intro to setting up blog and posting on the class blog

Assignment:

Set up your blog

About me section: Include a brief personal bio and photo of yourself. Tell us a little bit about yourself. What are your career goals, your hobbies, your major/emphasis, etc.
First blog post: 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?)
When you have done all of the above, send me a link.

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 1-3 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/>

Selection from Gary Vaynerchuk’s Crush It! TBA

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:

1. Blog post details TBA
2. 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.

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 – Twitter Update 2011 http://pewinternet.org/Reports/2011/Twitter-Update-2011.aspx?utm_source=twitter&utm_medium=pip&utm_campaign=twitter

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

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

Tenore, Mallery Jean. “10 Ways journalists can use Twitter before, during, and after reporting a story.” <http://www.poynter.org/how-tos/digital-strategies/146345/10-ways-journalists-can-use-twitter-before-during-and-after-reporting-a-story/#.TnlzmTN06Gs.twitter>

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/>

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

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

Assignment:

- Special assignment TBA
- Over the course of the next week, create some lists on Twitter organized by topic.
- Blog assignment TBA

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:

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

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

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

Assignment:

- Blog post assignment TBA.
- Develop a list of at least three to five other blogs or Web sites that meaningfully cover a topic of interest to you. Summarize and evaluate some of the key features of each blog or site using bullet points. You are essentially analyzing the competition/collaboration partners.

- Set up blogroll on your blog.
- Set up Google Reader and select at least 10 RSS feeds to monitor
- Set up Google Alerts

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.profkr.com/?p=777>

Assignment:

- Blog assignment details TBA
- Wiki assignment details TBA
- Twitter chat assignment details TBA

Week 6: Social Photography

- Some introductory basics on photography
- Flickr, Picasa, Instagram 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

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 (more details TBA).
- Personal reflection blog post 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/>

Tanzina Vega. Viral Videos Catch On That Only Hint at a Sponsor’s Purpose <http://www.nytimes.com/2011/03/17/business/media/17viral.html>

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/

Assignment:

- Create a video, upload it to YouTube and share it via social media
- Leave a comment on other’s videos details TBA
- Personal reflection blog post on your experiences taking and uploading and discussing the videos. What are some of the advantages and disadvantages of the sites you’ve used? 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, Gowalla, Loopt, Yelp, etc. and their journalistic and persuasive communications applications
- Mobile: The future?

Read:

21 Unique Location Examples from Foursquare, Gowalla, Whrrl, and MyTown by Jason Keith <http://socialfresh.com/foursquare-case-studies/>

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

Ashley Brown, 5 Digital Marketing Trends to Watch <http://mashable.com/2011/03/15/digital-marketing-trends/>

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

Assignment:

- Class blog assignment
- Experiment with using at least one of the location-based checkin services for one week and reflect 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

Week 9: Data and Mapping

- Learning to create a map using Google Maps
- How and why journalists and public relations practitioners might use data and maps
- How mapping and data can be social: Searchable databases, Document Cloud, services like Map My Run, etc.
- 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/>

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:

- Blog assignment
- Mapping assignment (see handout)

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/>

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>

Assignment:

- Blog Assignment
- Live chat details TBA
- Google+ Hangout!

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.
- Blog post – 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.

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:

- How social media can help journalists reach ethnographically diverse groups:
<http://www.poynter.org/column.asp?id=58&aid=186491> by Angie Chuang, Poynter
- 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.zephorio.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!)
- Most recent Pew data – TBA as we will use the most recent data available.
- Additional journal article TBA

Assignment:

- Class blog assignment
- Start working on project

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'

Read selection from David Kirkpatrick's The Facebook Effect TBA

Assignment:

Blog post Details TBA

Week 12: Building Audience and Understanding Metrics

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

Read:

The missing Google Analytics manual by Bryan Eisenberg

<http://www.grokdotcom.com/2009/02/16/the-missing-google-analytics-manual/>

What Web Analytics Can - And Can't - Tell You about Your Site's Traffic and Audience

<http://www.poynter.org/column.asp?id=31&aid=188162> by Dorian Benk

Rachel Gerson, 10 New Google Analytics Features You Need to Start Using

<http://mashable.com/2011/11/30/google-analytics-new-features/>

Clashing ideas: Wall Street Journal

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

SJ_hps_LEFTTopStories#project=COOKIESLIDE1007&articleTabs=article vs. Jeff Jarvis:

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

Assignment:

- Class blog assignment
- Riding the Google Wave assignment
- Begin charting your blog/site/Twitter etc. analytics

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?

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.readriteweb.com/archives/links_in_text.php

Assignment:

- Blog assignment
- Linking/curation exercise related to your beat
- Work on project

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

Facebook's Gone Rouge, by Ryan Singel <http://www.wired.com/epicenter/2010/05/facebook-rogue>

Assignment: Blog assignment TBA

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

- Review of main themes of the course
- Discussion of any social networks we missed

Reading: Finish Shirky Book

10 Questions for Journalists by Matt Thompson

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

Assignment: Concluding Reaction Post - everybody

Finish project

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR SOCIAL MEDIA AND 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 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.