

Social Media Practices

JOUR 4901-01

Spring 2013

TR 11:20 – 12:45 Meeman 112

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COURSE REQUIREMENTS

COURSE DESCRIPTION:

This course will introduce you to the basics of using social media in strategic ways as reporter and/or as a public relations or advertising professional. It will help you develop an understanding of the many changes rocking the media landscape and build the skills you will need in today's media careers.

Social media is altering how journalists and persuasive communication professionals do their jobs and how we communicate in a Web 2.0 world. We will be using blogs, Facebook, Foursquare, RSS feeds, Twitter, widgets, mapping, and many other Web 2.0 tools 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. Ultimately, this course hopes to foster the ability to apply the core values of journalistic 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 will be 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 or tablet and at least fairly 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 the material** and be prepared to discuss it. You may be asked to comment on these readings online and in class.
In addition to the assigned readings, you should make a habit of keeping up with new developments in social media, technology, and journalism. Pay attention to what smart people in our field are sharing on social networks. Read blogs/sites like Mashable, TechCrunch, ReadWriteWeb, PandoDaily, Buzz Machine, Poynter, MediaShift, and more.
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. Of course, one might wonder what you will say to future employers that will ask you to use these tools, but I digress. The choice is yours.
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.
5. **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. No dead trees allowed. Often, you will just be sending me a link to an assignment you've posted online.
6. **YOU WILL NEED TO GET IN THE HABIT OF CHECKING YOUR EMAIL, FACEBOOK, AND TWITTER AT LEAST ONCE A DAY, and potentially other social networks we will discuss as well. 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. 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.** If you are having an issue completing an assignment due to your personal circumstances, illness, work schedule, etc. talk to us **BEFORE** the deadline.
8. **ATTENDANCE POLICY:** I take attendance very seriously. Everybody gets one (1) free pass, no questions asked, because life happens. After that you **MUST** notify me **BEFORE** 11:20 a.m. if you will not be in class. You can call me, text me, email me, IM me, Tweet me etc. etc. It's not hard to do. **Each unexcused absence will result in TWO PERCENTAGE POINTS being deducted from your final grade in the class.**

GRADING:

Assignments (many and varied, some big, some small): 70 percent
Readings/keeping up on social media news: 10 percent
Final Project: 20 percent
****See attendance policy, above**

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 matters

Assignment:

Joining class Facebook group; introducing self to class [details TBA]

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 music 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.

One of your goals over the course of this semester will be to develop your ability to create interesting and informative content around a particular subject. You will also want ability to cultivate a community around this topic, to listen to what others have to say and engage your audience.

If you are stuck, imagine you could create your own magazine or television show about any topic you wanted. What would it be about?

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: Case study of 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>

Beyond Gingras: Tech Innovation Alone Will Not Democratize Media by Seth Ashley

<http://www.pbs.org/mediashift/2012/09/beyond-gingras-tech-innovation-alone-will-not-democratize-media254.html>

Does the Internet Make you Dumber? Or Smarter? Shirky vs. Carr

<http://online.wsj.com/article/SB10001424052748704025304575284981644790098.html> and

<http://online.wsj.com/article/SB10001424052748704025304575284973472694334.html>

Assignment:

1. 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. You can do this via email or an @reply.
2. Post/comment on readings [Details TBA]
3. Develop a list of at LEAST two to three other blogs/websites 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/>

“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

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
- 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, or Blogger
- 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/>

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/>

Assignment:

- Finishing setting up your blog – blogroll, about, theme, etc.
- Set up Google Reader and select at least 10 RSS feeds to monitor
- Set up Google Alerts
- 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 and Conversation: Building Community on Social Media

- 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
- Engagement – getting readers to share or comment on your work – is an increasingly critical goal of both journalists and persuasive communicators. The big question, of course, is how you do this.
- Understanding wikis, Twitter chats, managing comments, and more

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>

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

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:

- Twitter chat assignment details TBA

Week 6: Social Photography

- Flickr, Instagram and other photo sharing tools and communities
- A few photography basics

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 your beat/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 –using proper tags/hashtags. You will also post at least one of the photos on your blog and/or create a slideshow.
- Interact with others in the class and others with similar interests online regarding your photographs
- Personal reflection 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: Location, Location, Location

- Intro to Foursquare, Yelp, etc. and their journalistic and persuasive communications applications related to location/checkins.
- Many social networks are used on mobile devices, and in the future, we’ll continue to see even more apps that revolutionize the distribution of information and advertising.

Read:

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/>

6 reasons why most journalists are underestimating the mobile revolution by Cory Bergman <http://corybe.com/post/38262171088/6-reasons-why-most-journalists-are-underestimating-the>

The future of mobile news http://www.journalism.org/analysis_report/future_mobile_news

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. What do you see as the best opportunities for journalists and public relations practitioners in this space?
- Write a review for Yelp
- Experiment with a new app you've never used before that will either a) improve your ability to consume news/information or b) make your life/work more efficient and effective. Reflect on the experience.

Week 8: Social Video

- Some basic tips on shooting and editing videos.
- When to use video
- Examination of YouTube, Vimeo, Ustream, 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, Mallary 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 related to your beat/topic, upload it to YouTube and share it via social media. You should also embed it in a blog post. You will compete with your classmates for the greatest number of hits
- Commenting on another video [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 9: Understanding Analytics/Metrics to Build Audience and Engagement

- Learn the basics of SEO
- Understanding your metrics, how to get them and how to improve them
- Klout and other measures of influence

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-analytics-can-answer-right-now-about-whats-happening-on-your-website-2/>

Gather and use Twitter metrics <http://www.wikihow.com/Gather-and-Use-Twitter-Metrics>

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 vs. Jeff Jarvis:

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

Assignment:

- Make a specific list or spreadsheet of metrics you will track over the course of the rest of the semester.
- What insights can you currently derive from your metrics? What do they tell you about what is working or not working in terms of not only followers/views but also engagement/community?
- Begin collecting this info on a regular basis. It will be part of your final project.

Week 10: Data and Mapping

- Learning to create a map using Google Maps and embedding it into your blog
- How and why journalists and public relations practitioners might use data and maps
- How mapping and data can be social
- 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:

- Mapping assignment (see handout)

Week 11 LinkedIn, Facebook, Google + and your Personal and Professional Brand

- Uses of LinkedIn and best practices
- Building a personal brand online using social media
- Facebook uses and best practices for journalism and persuasive communication

Assignment:

- Establishing a Google+ profile if you don't already have one.
- Establishing a LinkedIn profile if you don't have one. Enhancing your profile if you do have one; joining groups and interacting with others.

- 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 12:

Social Media Demographics And Uses and Gratifications

- Who is using social media? Are there any differences in how different groups use social media?
- What does research tell us about 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.zephorie.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/> by Carrie Brown

Assignment:

- Google+ Hangout

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/>

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/>

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

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

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: WORK ON PROJECT

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:

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 and zip them up in a backpack, purse or pocket.

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 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 the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

EXIT EXAM FOR ALL JOURNALISM MAJORS:

All Journalism majors are required to take the Journalism Exit Exam their last semester before graduation. Please contact the Journalism office staff anytime during the semester to sign up. You may take the test anytime there are open lab hours during the semester. You will not be certified to graduate until you have completed the test.