**Social Media and Mass Communication**
JOURN 4910-001
Spring 2015
5:30 p.m. - 8:30 p.m., Wednesday
112 Meeman

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## COURSE REQUIREMENTS

**CATALOG DESCRIPTION:**
Introduction to basics of using social media in strategic ways as a reporter and/or a public
relations or advertising professional; many changes in the media landscape and skills needed in
today's media careers will be discussed.

**PREREQUISITE:**
None

**TEXTBOOKS:**
Shirky, Clay. Here Comes Everybody: The Power of Organizing Without Organizations (2008).
Kissane, Erin. Elements of Content Strategy

A variety of additional articles will be assigned and will be available online, distributed to you via
email or the class Facebook group.
I know books are expensive. Feel free to buy used, share with a friend or pick up an electronic
copy for whatever device works for you.

**COURSE OVERVIEW:**
Social media is altering how journalists and persuasive communication professionals do their jobs
and how we communicate. We will be using blogs, Facebook, Foursquare, RSS feeds, Twitter,
widgets, mapping, and many other web tools to produce and curate content and interact with
other professionals in our field.

It's important to note that particular sites like Twitter, Facebook or Foursquare may come and go
in this fast-changing environment, but the need for high quality digital content is a constant.
Ultimately, this course will help you apply the core values of journalistic practice to new media
forms in productive, creative, and intelligent ways.

While not required, it's recommended that you have (or have regular access to) some sort of
mobile device (smart phone, tablet, iPhone, Android). You're also going to need reliable Internet
access. These sorts of things can get expensive, and I respect your financial situation. However,
this is web-based class, and learning to publish from (and for) these devices is a huge part of our
class and your future as digital content creators.

In order to get the most out of this class and prepare for your future career, it's important to be a digital native, which means that you should constantly reading, interacting, playing and creating online. It's nearly impossible to learn online news values and produce quality online content without consuming it. Consider the time you spend online (even scrolling through Facebook) an investment in your future.

**CLASSROOM FORMAT:**
Lecture/Lab

**COURSE POLICIES:**
**Reading / Participation**
Be sure that you've read all assigned material and are prepared to discuss it before you come to class. You will be asked to comment on the readings and to discuss your thoughts about them in class.
In addition to reading the assigned materials, please get in the habit of paying attention to developments in social media, technology and news. You may be called on to share something interesting that you've seen in your independent reading. In addition to being involved on Twitter, Facebook, Instagram and other social networks, I suggest reading Mashable, TechCrunch, ValleyWag, the Pastry Box Project and keeping up with local and national news.

**Assignments**
You will have a variety of assignments throughout the semester, most of which will involve you using or discussing social and digital media. **All assignments are to be turned in to me via email - NO PAPER.** Please use relevant subject lines, as I get a ton of mail.

**Late Work**
Journalism is a deadline business, so this class is, too. Assignments are due at the assigned time on their due date. **Anything received more than 24 hours after deadline will not be graded unless you've made prior arrangements with me.**

**Attendance Policy**
Because this class only meets once a week, it's important that you show up. I understand that life stuff happens. That's why you get one free pass on missing class, no questions asked. **If you need to miss more than once, you must let me know via email, IM, phone call, text, semaphore, Twitter, singing telegram, etc. by 2 p.m. on Wednesday. For every class you miss without letting me know first, two points will be deducted from your final grade.**

**Communication**
Get in the habit of checking your email, Facebook and Twitter at least once per day. I will use them frequently to communicate with you, and you'll need them to communicate with each other.

**GRADING:**
Assignments (many and varied, including weekly assignments and quizzes): 70 percent
Final: 15 percent
Reading and Participation: 15 percent

**Week 1: Introduction to the Course / Overview of Digital Media Changing Journalism, PR and Communication**
- Explanation of the course and syllabus
- Why social media matters
- What happens when everyone is a content producer
- How digital media has changed journalism
- Two-way communication and best practices

**Assignments**
- Join class Facebook group, introduce yourself to the class [Details TBA]
- If you are not already on Twitter (or would rather set up a separate account for this class), create an account. Follow me @skeletonkey and send me your account email or @reply.
- Choose a topic of focus (or, what reporters might consider a beat) for this class. You'll be creating content around this beat for the duration of the semester, so it's important to choose wisely. Pick something you're interested in or passionate about, either personally or professionally. It could be music, TV, local politics, national politics, an industry or cause you're interested in. Consider your future goals, but be sure that your topic is something you actually care about because you'll be spending a lot of time with it and be expected to engage with others online about this topic. Narrowing your focus is critical.
- Write a short description of your beat and email it to me.


**Week 2: Blogging**
- Basics of blogging and using blogging platforms (Wordpress, Blogger, Tumblr) and how to set up your blog for class.
- Why journalists and PR professionals blog, and the debate over blogging as journalism
- Choosing a niche and other blogging best practices
- Coming up with great ideas for blog content

**Social Networks / Skills we'll cover:** Blogging, Using blogging platforms

**Reading**
- Shirkey, chapters 1-3
- Shirkey: "Newspapers and Thinking the Unthinkable" - http://www.shirky.com/weblog/2009/03/newspapers-and-thinking-the-unthinkable/
- Why Beatblog (and why news should be social) - http://beatblogging.org/2009/04/25/bcni-philly-why-beatblog-and-why-news-should-be-social/
- Blogging vs. Journalism - The Ongoing Debate
- http://thenextweb.com/us/2010/08/18/blogging-vs-journalism-the-ongoing-debate/

**Assignments**
- Set up your blog (theme, RSS, social integration, etc.). We'll go over how to do this in class.
- Make a list of at least five content ideas for your blog. Think about questions you want to answer, your opinions, current topics related to your area. The ideas can be for content in any format (text, videos, interviews, photos, etc.) They don't have to be refined or perfect

- just make a list of initial content ideas. **Email them to me.**
- 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? **Post this assignment to your blog and send me a link via email.**
- Share the link to your blog on the class Facebook group.


## Week 3: Microblogging (Twitter) and Facebook
- The basics of Twitter and Facebook and Best Practices
- Talking to Strangers 101: How to be Human on the Internet
- The relationship between breaking news and social media
- Using Twitter and Facebook for Reporting
- Telling a story with Twitter

**Social Networks / Skills We'll Cover:** Twitter, Facebook

**Reading**
- Shirkey, chapters 4-6
- Pew Research Center - Social Media Update 2014
  http://www.pewinternet.org/2015/01/09/social-media-update-2014/
- Suggestions (but Not Standards) for Live Tweeting -
  http://stevebuttry.wordpress.com/2011/09/06/suggestions-but-not-standards-for-live-tweeting/
- Inside Storyful's Verification Process -
- http://blog.storyful.com/2012/04/24/inside-storyful-storyfuls-verification-process/#.UsRaqo3Kcm0

**Not a reading, but a reference you'll want to have:**
- Mashable Twitter Guidebook - http://mashable.com/guidebook/twitter/

**Assignments**
- Create a Twitter account if you don't have one already. If you do have one, make sure it's complete (we'll go over what this means in class).
- Create a few lists on Twitter of relevant accounts for your beat, your personal life or your interests. Find new people to follow related to your beat, and send at least two tweets interacting with them. Email me / tweet me the links to these tweets.
- **Blog Post:** make a list of AT LEAST four Twitter accounts or Facebook pages related to your beat. List and link to their account name, and give a brief summary that answers the following questions for each: Who are they and what do they do that makes them relevant to your beat? What sorts of content do they post? What is it about? **Post it to your blog, as well as on Twitter and the class Facebook group, and email it to me.**

**Week 4: Social Photography and Video**
- Basics of social photography and video (Instagram, YouTube, Vimeo, SnapChat, Vine, etc.)
- Using social photo and video for journalism and PR
- Basics of taking quality photos and video
- What happens when everyone is a photographer?
- Best practices for using social photos sites for journalism

**Social Networks / Skills we'll cover:** Flickr, Instagram, Vine, YouTube

**Reading**
- Shirkey chapters 7-8
- Learn How to Shoot Decent Photos - http://mindymcadams.com/tojou/2009/rgmp-7-learn-how-to-shoot-decent-photos/
- How to Gather, Shoot and Write for Video - http://mindymcadams.com/tojou/2009/how-to-gather-shoot-write-for-video/
- 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/
- 14 Instagram Photojournalists Who Will Open Your Eyes to the World - http://mashable.com/2013/12/26/instagram-photojournalism/

**Assignment**
- Blog post: Create 5-10 QUALITY photos related to your beat or topic. Know that you'll have to take more than that in order to get 10. Post at least one to your blog with captions and share them via at least one social network that we've talked about with proper hashtags.
- Create a video related to your beat or topic. Upload it to YouTube, Vimeo or a social video site (we'll discuss) with proper captions and tags. You can create it using iMovie (or something like it), Instagram, Vine or another video app. Embed it to your blog and send it out over your social networks. You'll be competing with the class to see who's video gets the most views, so make sure it's good.

**Week 5: Location-Based Social Media and Social Review Sites**
- Uses for location-based social media
- Location rules everything around you: how brands (and news sites) are using location as a means of providing content.
- Social Review sites and why they matter
- Mobile apps and the future of journalism. How does mobile change what we do? How does mobile change how people consume content?

**Social Networks / Skills we'll cover:** Foursquare, Yelp, Field Trip, as well as sites like Air B'n'B, Lyft, etc.

**Reading**
- 7 Ways Journalists Can Use FourSquare - http://mashable.com/2010/05/14/journalists-foursquare/
- 6 Reasons Why Most Journalists are Underestimating the Mobile Revolution - http://corybe.com/post/38262171088/6-reasons-why-most-journalists-are-

underestimating-the

**Save this resource:**
Mobile Journalism Toolbox - http://www.journaliststoolbox.org/archive/mobile-journalism/

**Assignments**
- Post a review to Yelp and email me a link.
- Live event coverage assignment using all of the social networks and skills we've covered up to this point. Details TBA (We'll discuss this in class.)


**Week 6: Grow It, Use It: Audience Development, Community Management and Crowdsourcing**

**Social Networks / Skills We'll Cover:** Applying Twitter, Facebook and blogs as tools for community growth; crowdfunding sites
- Finding an audience for your work is essential. We'll explore ways to create and grow community through the social web
- Engagement is the core of social media, and it's critical to your work as a journalist or with a brand. How do you create engagement?
- Making the most of the communities you build and participate in
- Community Moderation, wikis and chats
- Crowdsourcing and crowd funding - what it is, and how it works.
- Three kinds of haters and how to handle them.

**Reading**
- 12 Community Managers Share Their Tips for Better Engagement - http://mashable.com/2012/03/15/community-manager-engagement-tips/
- The Future of Community Management: http://mashable.com/2013/01/28/community-management/
- Why Comments Suck (and Ideas on Un-Sucking Them) - http://xark.typepad.com/my_weblog/2009/05/why-comments-suck-ideas-on-unsucking-them.html
- Columbia Journalism Review - Croudsourcing Done Right - http://www.cjr.org/data_points/crowdsourcing_done_right.php?page=all
- Slate: "Haters are Gonna Hate, Study Confirms"
- http://www.slate.com/blogs/xx_factor/2013/08/28/haters_are_gonna_hate_dispositional_attitude_study_confirms_it.html
- 7 Tips for Building a Social Media Audience - http://mashable.com/2013/12/24/grow-social-audience/

**Assignments**
- Blog post: Find an article or blog post related to your beat that allows comments. Give a brief summary of the post, then analyze the comments. What are people saying about the topic? What are the most meaningful comments? How is the discussion on the comments furthering (or not furthering) the topic?
- Comment on at least three articles or social media posts related to your beat. Try to provide meaningful insight and contribute to the conversation. Try to encourage engagement with other commenters.
- Create a moderation policy for your social media, taking into account the following

questions: When should a comment be deleted? What are the rules of your community? What sort of discussion do you want to encourage and discourage? Add it to the about section of your blog.


**Week 7: Content and Context: Basic Content Strategy, Curation and Linking**
- The basics of content strategy
- What is content curation, and why does it matter?
- Who are the gatekeepers now and do they matter?
- The importance of linking
- Finding and creating relevant content
- Voice: Why is it important? How should you talk to your users? How do you create voice in your writing, posting and social media?

**Social Networks / Skills we'll cover:** The networks we've already covered and how to create meaningful content for them.

**Reading**
- Halverson, Chapters 1-3
- Tone and Voice: Showing Your Users That You Care - http://uxmag.com/articles/tone-and-voice-showing-your-users-that-you-care

**Not exactly a reading, but something I want you to check out:**
http://voiceandtone.com

**Assignment**
- Think about your site's voice, tone and content strategy. Do you have a defined voice? If not, start considering what changes you could implement to further define your voice.
- Blog post: Create a piece of content (any type) relevant to your users. Focus on your user - consider who they are, what they care about and think about the meeting point of the things you care about and the things they care about. Use at least one link to another relevant source. Tag it, send it out over social media and email it to me.


**Week 8: Showing Value: Social Metrics and Analytics**

- The importance of showing value through metrics and analytics
- Learn Basic SEO
- Understand metrics, how to find them and how to improve them
- Understanding social influencers and their importance

**Reading**
- Dear Social Media Managers, It's Time to Grow Up: http://squawk.im/social-media/dear-social-media-managers/
- Role of Journalists is Changing in the Semantic Web - http://www.journalism.co.uk/news-commentary/-role-of-journalist-is-changing-in-semantic-web-/s6/a554326/
- How To Track Social Media Traffic with Google Analytics - http://www.socialmediaexaminer.com/how-to-track-social-media-traffic-with-google-analytics/

- Mashable: Metrics that Matter - http://mashable.com/category/metrics-that-matter/

**For Reference:**
How to Get Started on Google Analytics - http://mashable.com/2011/05/23/how-to-use-google-analytics/

**Assignments**
- Make a specific list or spreadsheet of the metrics you want to track for the rest of the semester. Include details of how you're going to track them.
- Answer the following questions: What insights are you hoping to derive from your metrics? What do you want to know about your users? What's your initial hypothesis on what types of content or engagement you think will work or not work towards growing your metrics?
- Implement a metrics system on your site and social networks. We'll talk about how to do this in class and which services are free. Do this now - you'll need it for your next assignment and for your final project.

## Week 9: Data and Mapping

- How to create meaningful social maps and data sets
- Why data and maps are important for storytelling
- How maps and data can be social

**Social Networks / Skills we'll cover:** Google Maps, Storify,

**Reading**
- 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/
- 10 Fascinating Data Visualization Projects - http://mashable.com/2013/03/05/data-visualization-projects/

**Assignments**
- Blog post: Create a data set, infographic or map related to your beat and post it to your blog. Give it context with a meaningful headline and text.

## Week 10: Going Viral and Social Sharing
- The basics of viral content
- Can you make content go viral?
- Pinterest (and other social sharing sites)
- Where is your information coming from? The ways social sharing can limit experiences.

**Reading**
- Mizzou Grad Quits Job in a Blaze of Glory with Viral Video -
- http://www.kansascity.com/2013/09/30/4519383/mizzougrad-quits-job-in-blaze.html
- Why 'Viral Mills' Like BuzzFeed and Upworthy Are Content Marketing at its Worst - http://venturebeat.com/2013/12/24/why-viral-mills-like-buzzfeed-upworthy-is-content-marketing-at-its-worst/

- You Won't Believe What Viral Content Does to News - http://www.ft.com/cms/s/0/05c084ae-69cc-11e3-89ce-00144feabdc0.html#axzz2pB11QOX6
- How to Make That One Thing Go Viral (Just Kidding) - http://www.upworthy.com/how-to-make-that-one-thing-go-viral-just-kidding

**Assignment**
- Try to make something go viral. Create a new piece of content related to your beat (it can be any type of content). Attempt to make it go viral. Track the number of shares, retweets, views, or comments it gets using the metrics systems you set up last week.
- Blog Post: Reflect on your experience with viral content. Did it work? What did you do to try to make your content go viral, and what (if anything) should you have done differently? Consider viral content you've seen recently. What about it made you want to click, share or like? Why?
- Share at least one piece of content (not yours) via Facebook and Twitter. Be sure to link to the original source, but give it context. Tell people why they should look at it.


**Week 11: Social Media Demographics and Research**
- How to use social media for research and reporting
- Demographics across social media platforms
- Who uses social media? Why? How does that affect our strategies?
- User interviews - how to do them, how to understand them and the reasons you need them.

**Reading**
- Pew Research Center - Social Media Update 2013: http://www.pewinternet.org/Reports/2013/Social-Media-Update/Main-Findings/Demographics-of-key-social-networking-platforms.aspx
- Farhad Manjoo: How Black People Use Twitter - http://www.slate.com/articles/technology/technology/2010/08/how_black_people_use_twitter.html
- Poynter: How Social Media Can Help Journalists Reach Ethnically Diverse Groups - http://www.poynter.org/how-tos/newsgathering-storytelling/diversity-at-work/104224/how-social-media-can-help-journalists-reach-ethnically-diverse-groups/
- NYT: Does Social Networking Breed Social Division? - http://gadgetwise.blogs.nytimes.com/2009/07/09/does-social-networking-breed-social-division/
- Boyd, Danah: Viewing American Class Divisions Through Facebook and MySpace - http://www.danah.org/papers/essays/ClassDivisions.html

**Assignment**
- Blog Post: Your choice. Must be relevant to your beat.
- Conduct an interview with one of your users / community members about your work (refer to the question list we'll make in together in class).
- Examine the demographics of your readership / followers / community that you've created based on your metrics and your user interview. Who are your users? What do they care about? What can you tell about them from the way they interact with your content? Are they the people you were hoping to target? Email your reflections to me.

**Week 12: Everything is Public: Social Media and Your Personal and Professional Brand**
- How do brands use social media? What are best practices?
- Building a personal brand on social media
- Professionalism and social media

**Assignments**
- Create a LinkedIn profile and connect it to your blog. If you already have a LinkedIn profile, enhance it.
- Write a brief essay answering the following questions: 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?
- Blog post: Your choice. Must be beat relevant.

**Week 13: Privacy, Longevity and Other Very Real Concerns**
- Social media and the right to privacy. Should we be worried?
- The lasting effects of social networks, or, what happens to your Facebook when you die?
- What affects do social networks have on our real lives and relationships?
- How is social media shaping our society? How is it changing what we share and what we choose to keep private? Should we be concerned?
- Who controls privacy? How does this affect our work?

**Reading**
- 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
- Facebook's Move Ain't About Changes in Privacy Norms - http://www.zephoria.org/thoughts/archives/2010/01/16/facebooks_move.html
- The Web Means the End of Forgetting - http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html
- Facebook Added 'Research' to User Agreement Four Months After Emotion Manipulation Study http://www.forbes.com/sites/kashmirhill/2014/06/30/facebook-only-got-permission-to-do-research-on-users-after-emotion-manipulation-study/

**Assignment**
TBA

**Week 14: Course Overview, Loose Ends and Final Project Prep**
- Review main themes of the course
- Prepare for final
- Discuss anything that we missed or need to spend more time with.

**Reading**
- (Well, listening) David Foster Wallace, "This is Water"
- http://postgradproblems.com/frustrated-with-growing-up-shut-up-and-watch-this-video/
- Shirkey - Chapters 9 - 11 (finish the book)

**Assignment**
TBA

We'll either have a final exam or a final project.

# 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.

**FIVE PILLARS OF JOUR4910**
- *Professionalism:* Students learn the professional standards and routines of creating and maintaining content for social media sites.
- *Writing:* Students write content and plans of action for social media campaigns.
- *Multimedia:* Students create content with photographs and videos for social media.
- *Critical Thinking:* Students must demonstrate an understanding of the audience that will consume work.
- *Media Literacy:* Students learn the vocabulary and tools of social media. Students learn how content and platforms are researched, planned, and created.

**ASSESSMENT**

**PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR4910:**
- 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;
- 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 tools and technologies appropriate for the communications 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):**

- 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.
- Develop the ability to use numerous tools and technologies that have become vital to journalism, public relations and advertising
- Hone their written and visual communication skills through content production in multiple media.
- Apply knowledge of best practices and core values of journalism, public relations, and advertising to new contexts.
- Learn about the ethical implications of social network use, such as the concerns surrounding privacy.

**Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):**

- 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.
- 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.
- Interact with other journalism students, professors, and professionals worldwide to enhance their understanding of the collaborative power of social media.
- Complete a final project that allows them to apply and advance the skills they learned in the course.

**HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET IN JOUR4910:**
The class is designed to equip students with knowledge necessary to work in the social media industry.
*Awareness*

- Becoming aware of social media tools, resources and ethics.

*Understanding*

- Understanding the process of creating content driven to a specific audience and brand channel.

*Application*

- Creation of multiple content posts for varying social media platforms.

**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.