CI660: Social Media
SPRING 2012
Mo 2:30 pm – 5:15 pm, COM 420

Instructor:
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PREREQUISITES
This course requires completion of CI610 and CI615 or consent of instructor.

ABOUT THIS COURSE
Social media are influencing how people communicate and share information. Social media are a powerful communication channel that provides a venue for people to connect with one another as well as interactive opportunities for users through participation of creating and commenting on content. This course explores the use of social media's influence on society, business, and individuals. The course briefly discusses the enabling technologies which encompass a wide variety of formats and which allow users to easily cross platforms. During the exploration of social media's influence, we will discuss the theory and methods used to study social media, we will critically evaluate research about social media, and we will investigate the role of social media in how people use and communicate information.

COURSE GOALS/OBJECTIVES
Upon the completion of this course, students should be able to:
- define social media
- review the history of social media
- understand how social media affects communication and information behaviors and outcomes
- evaluate social media related research
- identify appropriate theory and methods for studying social media
- identify a social media research area of personal interest related to communication and information
- write knowledgably about social media

660 LEARNING COMMUNITY
This is a seminar course with a stimulating collaborative learning atmosphere. Our learning community includes graduate students, at both the masters and doctoral level, who are interested in social media for a variety of reasons, and who have a variety of professional goals. We will establish a general foundation for common knowledge together, however, this class will allow you to follow your own passion, and to learn about the areas that capture the interest of your colleagues. Our learning community also includes faculty throughout the college, who are willing to share their expertise and to provide guidance to students working within their areas of interest.   Successful students in this class will (1) take advantage of the opportunity to pursue their own interests; and (2) actively engage in class readings, discussion, and activities.

CONTACTING THE PROF

I'm here to help – so always feel free to ask questions or share ideas! You are encouraged to drop in during office hours, or we can talk after class or we can set up an appointment at another time that is more convenient for you. E-mail is a sure-fire way to contact me. E-mail is an excellent communication tool, and I check mine on a very regular basis. The best things about e-mail is that it is 24/7; that means you can ask a question when it's fresh on your mind – 24 hours a day, 7 days a week. I'll usually answer within 48 hours, but I may get back to you even faster! In class I will talk about our communication via social media.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Please contact the Office of Disability Services at 191 Hoskins Library at 865.974.6087 if you need course adaptations or accommodations. They will work with you to arrive at the appropriate program and register you for services. They will provide you with information to be presented to me so we can discuss your situation and identify solutions.

DIVERSITY

An essential component of your learning experience will come from the contributions of your fellow students and your instructors. In order for everyone to feel comfortable sharing their thoughts and opinions, and asking questions, we must speak and listen with respect and courtesy. In this classroom, we will not discriminate on the basis of gender, race, ethnicity, religion (or lack thereof), age, sexuality, physical ability, political or ideological beliefs, or any other difference.

The College of Communication and Information recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

TEXTBOOKS – REQUIRED

1. Zarella, D. (2011). Zarella's Hierarchy of Contagiousness. The Domino Project.

READINGS

There will be many additional readings for this class beyond the textbooks. Some articles are noted in this syllabus and other instructor assigned readings for each session will be shared via BB at least one week in advance. BB is used because it requires a password for access that allows us to share items under fair use for educational purposes.

GRADED ASSIGNMENTS (DUE DATES ON CLASS SCHEDULE)

Throughout the semester you are expected to participate in class activitieswhich will include "assignments" to prepare for our discussions each week. These are part of class participation.

There are five graded assignments and below are the titles and percentage of each so you can see how they fit into our curriculum. Descriptions of each assignment are listed underneath this list. Due dates are noted on the syllabus.

RCR Certification	**5%**
Annotated Bibliography	**20%**
Book Review & Presentation	**20%**
Class Participation	**20%**
FINAL PROJECT	**35%**
TOTAL	**100%**

Responsible Conduct of Research Certification
RCR Certification is required for researchers working on NSF and NIH funded grants, but it is a required component of this class because it provides the student with important knowledge for conducting responsible research. Before the end of the semester each student is required to complete the RCR training available through the UT Office of Research. See http://research.utk.edu/rcr/ This is a self-paced course of online modules. Completion of the RCR training earns an A. Not completing the training is an F. You will receive an A when you present the certificate of completion. If you already have the certificate you do not need to complete the training again – simply provide a copy of the certificate.

Annotated Bibliography
An annotated bibliography allows scholars to identify and utilize the body of literature related to their specific research interest. Over the course of the semester, each student will develop an annotated bibliography about an area of social media that s/he designates as the prime area of interest. The bibliography should represent key readings in the area of interest and, when completed, it will provide the student with a valuable resource for future research and/or teaching in the chosen area. Developing an annotated bibliography provides the student with a useful resource for continued scholarship in this area after the class is complete.

The annotated bibliography will be reviewed three times during the semester to assist you in developing the bibliography. At each review the student should have at least five new items, and by semester end, the bibliography should have at least 18 items. There is no grade assigned on the first review – however you will be provided with comments to help you successfully continue to build your annotated bibliography. Grades will be assigned during the final two reviews of your bibliography. At each review the student should have at least five new items, and by semester end, the bibliography should have at least 18 items. The grade on the second review of your annotated bibliography will be worth 5% of your class grade, and the final submission of your annotated bibliography will be worth 15% of your class grade.

The annotated bibliography will be graded based on thoroughness of each entry, appropriateness of selected items, analytical insight and completeness of the collection of entries. Each entry for the annotated bibliography should include a full citation in APA style and several descriptive paragraphs that (1) briefly reviews the content of the article, (2) notes how it is pertinent to the particular domain of interest, and (3) briefly evaluates the article.

Book review & Presentation
Critical review of disciplinary literature is an essential part of being a scholar. Throughout an academic's career s/he will be asked to review papers of their peers to assess the papers' value for presentation and publication. Depending on the scholar's discipline, writing book reviews also may be an opportunity for publication, although book reviews are not valued highly compared to original research when an individual's scholarly record is reviewed. Developing the skills to conduct a meaningful review provides students with an essential "skill" for the scholarly toolbox.

Each student will select a book that addresses their prime area of interest related to social media. It may be a scholarly or popular press title and it must address social media topics that relate to communication and information.   Your choice of book for review must be approved by the professor. The student will write an academic-style book review.

For this assignment, choose a book that interests you and that will provide support your future studies (perhaps your thesis or dissertation) or your professional goals. Be an active reader as you read. Some suggestions include (1) summarizing the argument frequently as your read and making notes about your own analysis; (2) evaluating the content of the book including the basic argument, the accuracy, the currency, etc; (3)considering other aspects of the book -- even items such as the title, the table of contents, the preface (if it has one) and the index; and (4) developing your own analysis and evaluation as you read.

The written review will be at least 1000 words but no more than 2000 words. Your written review should include: (1) Complete bibliographic citation including pages, special features, ISBN # and price. (2) Paragraph identifying the thesis and noting if the stated purpose of the work is achieved. (3) Summary of the book. (4) Discussion of book's strengths. (5) Discussion of book's weaknesses. (6) Discussion of your overall assessment of the book. It is okay to praise or to be critical of the book. The key is to support your assessment with a good, logical argument. This written review will be shared with your colleagues via posting on our BlackBoard site so everyone can benefit from your review.

The presentation should consist of prepared comments of at least 8 minutes and no more than 12 minutes. You should be prepared to facilitate a class discussion based on your book report. Think of questions that will encourage discussion. For example, they may be directly about issues raised in the book, or they may extend the argument from the book.

Class Participation
This is a seminar and it is important to join the conversation and this can include needing to complete activities to be prepared! Students are expected to come to class prepared for discussion, and ready to participate.   Everyone is encouraged to share their opinions, but it is important that each person also honor the opinions of others. If there is a topic or situation that makes you uncomfortable, please let me know privately so we can improve the situation.

Final Project
There are three options for the final project. Students must elect one of the three options and have the idea for their project approved by the professor by the third class meeting. The final project consists of three parts: (1) a proposal due by the sixth class meeting; (2) the final product as noted below; and (3) the class presentation. The proposal should be no more than five pages outlining the option chosen, the topic, a general discussion of how the topic will be addressed, and examples of resources likely to be used. Descriptions of the final product are noted below. The presentation should be between 15-20 minutes of prepared material and the presenter should be prepared to facilitate a discussion with the class of 15-20 minutes. The proposal must be turned in and it will receive a provisional grade so you have an idea of how you are doing. The final grade on your final project will be based on the complete body of your finap project work – the proposal, the presentation and the final deliverable. If there is no proposal, your final project grade will be lowered by one full grade.

OPTION ONE: Research Paper. You will identify and research an issue related to your selected area of interest. I am willing to help you develop a topic of interest to you or to suggest possible topics. It is expected that you will use all the resources available to you, including journals, books, websites, and interviews with relevant parties. If you are interested in conducting original research with human subjects (for example, surveying students about their use of social media), please talk to me as soon as possible so we can plan for human subjects approval. The paper should be written using APA style, and should be between 18-25 pages.

OPTION TWO: Research proposal. You will prepare a research proposal for a study related to your area of interest complete with a research statement or research question. An example of a quantitatively based proposal would include an introduction (approx 3-5 pages), a literature review (approx 10-15 pages) and a methods section with details about participants, variables etc. The whole document should be approximately 20-25 pages. A qualitatively based proposal would include a discussion of your research question including relevant literature and would include an explicit outline of your methods. It should also be approximately 20-25 pages. A completed IRB form (ready for submission but not submitted) is required.

OPTION THREE: Creative work. This class is open to students from different disciplines and each may offer different opportunities for creative work. For example, it may be appropriate for an anthropologist to apply communication theory to produce a document and presentation that presents his/her work to a non-technical audience. Or it may be appropriate to create a plan and materials for a specific campaign or public education project. There are other possibilities as well. Please talk to the professor about your ideas.

COURSE POLICIES

1. **ATTENDANCE:** This is a seminar course and attendance is important to participate in class discussions and activities. Excessive absences will negatively affect your grade.
2. **LAPTOPS, CELL PHONES:** The judicious use of a laptop during class is both useful and encouraged. However, please limit non class-related surfing or other activities. Please set your cell phones on vibrate and limit conversations—either by voice, text, or messging to our breaks.
3. **ASSIGNMENTS:** Please submit your work via BlackBoard. Your filename should include your last name and a reference to the assignment (for example, Allard_BookReview). Late assignments will not be accepted unless the professor has been informed via email prior to the assigned due date and the professor has granted permission.
4. **PLAGIARISM & ACADEMIC DISHONESTY:** (i.e., presenting someone else's work as your own or without proper acknowledgement) or any other type of academic dishonesty will be considered justification for <u>failure in the course</u> and possible dismissal from the University of Tennessee. Further information is available in <u>Hill Topics</u>, the UTK student handbook.
5. **FAILING THE COURSE:** A student may fail the course if the student does not complete assignments or meet expectations for assignments as outlined in the syllabus. **IMPORTANT: Missing the session(s) featuring the final student presentations or failing to turn in the final project will result in course failure.**

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS:

MANY ADDITIONAL READINGS WILL BE ASSIGNED TO MATCH CLASS INTERESTS: CHECK ON BB
**PLEASE NOTE FOR READINGS: These items should be READ BEFORE our class meeting.
***PLEASE NOTE FOR ASSIGNMENTS: These items are DUE AT THE START of our class.

Week	Class Date/ Day	Topics	Assignment Due ***
		Readings Due **	
1	**1/23**	**Introduction** : This meeting will be conducted via BB Collaborate. More details about how we will meet with this technology will be forthcoming.	
		Complete reading Zarella & come ready to talk!	
2	**1/30**	**Web 2.0, social media & communication:** enabling technologies, social media inventory, social media scholarship	
		boyd, D.M., and Ellison, N. B. 2008. Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication* 13: 210-230. Article DOI: 10.1111/j.l083-6101.2007.00393.x URL: http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html Beer, D. 2008. Social network(ing) sites…revisiting the story so far: A response to danah boyd & Nicole Ellison. *Journal of Computer-Mediated Communication* 13: 516-529. DOI: 10.1111/j.1083-6101.2008.00408.x	
3	**2/6**	**Social media and society (see BB for current articles)**	**Elect Final Option**
		Bennett, W. L., and Segerberg, A. 2011. Digital Media and the Personalization of Collective Action. *Information, Communication & Society* 14: 770-799. DOI: 10.1080/1369118X.2011.579141 PDF URL: http://www.tandfonline.com.proxy.lib.utk.edu:90/doi/abs/10.1080/1369118X.2011.579141 Burgess, J., Foth, M., and Klaebe, H. 2006. Everyday Creativity as Civic Engagement: A Cultural Citizenship View of New Media. Presented at the *Communications Policy and Research Forum*, Sydney, Australia, 2006. URL: http://www.eprints.qut.edu.au Kahn, R., and Kellner, D. 2004. New media and internet activism: from the 'Battle of Seattle' to blogging. *New Media and Society* 6: 87-95. DOI: 10.1177/1461444804039908 Liu, S., Palen, L., Sutton, J. Hughes, A, & Vieweg, S. 2008. In search of the bigger picture: The emergent role of on-line photo sharing in times of disaster. *Proceedings of the 5ᵗʰ International ISCRAM Conference,* Washington DC, May 2008.	
4	**2/13**	**Social media and society (see BB for current articles)**	**Biblio Review 1**
		Rahimi, B. 2011. The Agnostic Social Media: Cyberspace in the Formation of Dissent and Consolidation of State Power in Postelection Iran. *Communication Review* 14: 158-178. DOI: 10.1080/10714421.2011.597240 URL: http://www.tandfonline.com.proxy.lib.utk.edu:90/doi/abs/10.1080/10714421.2011.597240 Loader, B. D. and Mercea, D. 2011. Networking Democracy*? Information, Communication & Society* 14: 757-769. DOI: 10.1080/1369118X.2011.592648 URL: http://www.tandfonline.com.proxy.lib.utk.edu:90/doi/abs/10.1080/1369118X.2011.592648 Brejzek, T. 2010. From social network to urban intervention: On the scenographies of flash mobs and urban swarms. *International journal of Performance Arts and Digital Media.* 6(1): 109- 122. DOI: 10.1386/padm.6.1.109_1	

5	2/20	**Predicting events using social media**	
		Becker, H., Naaman, M., and Gravano,L. 2009. Event Identification in Social Media. URL: infolab.stanford.edu/~mor/research/beckerWebDB2009.pdf Chakrabarti, D., and Punera, K. 2011. Event Summarization Using Tweets. *Proceedings of the Fifth International AAAI Conference on Weblogs and Social Media*. Sunnyvale, CA: Yahoo Research. Chua, A. Y. K., Razikin, K., and Goh, D. H. 2011. Social tags as news event detectors. *Journal of Information Science* 37: 3-18. DOI: 10.1177/0165551510389108 URL: http://jis.sagepub.com.proxy.lib.utk.edu:90/content/37/1/3.short	

6	2/27	**Social media and business**	**Proposal for final project**
		Ghose, A. and Ipeirotis, P. G. 2011. Estimating the Helpfulness and Economic Impact of Product Reviews: Mining Text and Reviewer Characteristics. *IEEE Transactions on Knowledge & Data Engineering* 23: 1498-1512. DOI: 10.1109/TKDE.2010.188 URL: http://ieeexplore.ieee.org.proxy.lib.utk.edu:90/xpls/abs_all.jsp?arnumber=5590249&tag=1 Kozinets, R. V., De Valck, K., Woinicki, A. C., and Wilner, S. J. S. 2010. Networked Narratives: Understanding Word-of-Mouth Marketing in Online Communities. *Journal of Marketing* 74: 71-89 ISSN: 00222429	
7	3/5	**Book Review Presentations**	**Book review presentation**

8	3/12	**Social Media Panel**	**Biblio Review 2**
		TBA – Panelists choice	
9	3/19	**SPRING BREAK**	

10	3/26	**Social media and the individual**	**Book Review Due**
		Hogan, B. 2010. The Presentation of Self in the Age of Social Media: Distinguishing Performances and Exhibitions Online. B*ulletin of Science Technology Society* 30: 377-386. DOI: 10.1177/0270467610385893 URL: http://bst.sagepub.com.proxy.lib.utk.edu:90/content/30/6/377.abstract Van Doorn, M., van Loenen, E., and de Vries, A. 2007. Performing in Ambient Narratives: Supporting Everyday Life Performances with Technology. *TDR* 51: 68-79.	

11	4/2	**Social media and the individual**	
		Doyle, D., and Kim, T. 2007. Embodied narrative: The virtual nomad and the meta dreamer. *International Journal of Performance Arts and Digital Media* 3: 209-222. Print ISSN: 1479-4713 Electronic ISSN: 2040-0934 Goldsmith, E., and Goldsmith, R. 2011. Social Influence and sustainability in households. *International Journal of Consumer Studies* 35: 171-121. DOI: 10.1111/j.1470-6431.2010.00965.x PDF URL: http://onlinelibrary.wiley.com.proxy.lib.utk.edu:90/doi/10.1111/j.1470-6431.2010.00965.x/full Tong, S.T., Van Der Heide, B.,Langwell, L. & Wather, J.B. 2008. Too much of a good thing? The relationship between the number of friends and interpersonal impressions on Facebook. *Journal of Computer-Mediated Communication*, 13: 531-549. DOI: 10.1111/j.1083-6101.2008.00409.x Kramer, N.C. & Winter, S. 2008. Impression Management 2.0: The relationship of self-esteem, self-effiacy, and self-presentation within social networking sites. *Journal of Media Psychology.* 20(3):106-116. DOI 10.1027/1864-1105.20.3.106 Zhao, S., Grasmuck, S., &Martin, J. 2008. Identity construction on Facebook: Digital empowerment in anchored relationships. *Computers in Human Behavior.* 2: 18-16. DOI:10.1016/j.chb.2008.02.012 Ellison, N.B., Steinfield, C. & Lampe, C. 2007. The benefits of Facebook "Friends:" Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication,* 12:1143-1168. DOI:10.1111/j.1083-6101.2007.00367.x	
12	4/9	**Social media forum**	
		TBA based on the focus we, as a class, choose	
13	4/16	**Final Presentations**	

14	4/23	**Final Presentations**	**Final Biblio RCR Certificate (last chance to turn it in)**
FINAL	**Tues 12:30-2:30**	**Final Presentations (if needed)**	**Final Project**
		NOTE: Based on the university schedule Class meets on TUESDAY 5/8 12:30-2:30 PM	