MMC6936 SOCIAL MEDIA COMMUNITY MANAGEMENT
FALL 2019
3 CREDIT HOURS

INSTRUCTOR

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Contact Me

Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If you would like to speak to me on the phone or over Skype, email me and we can set up an appointment.

Office Hours

Given the time difference between the UK and the US, I do not keep regular office hours but I am available weekly for consultation and discussion. Email me to set an appointment.

Instructor Bio

I have spent almost ten years helping public media across Europe use social media effectively. As a Faculty Member of the EBU (European Broadcasting Union) Academy, I have supported editors and content makers from more than 50 broadcast organizations.

Previously, I led news and programme teams for the BBC's radio station for London, achieving record high audiences, and I was Head of News for the UK largest commercial radio group serving 16 million weekly listeners.

COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to http://elearning.ufl.edu/. Click the orange "Log in to e-Learning" button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on "All Courses" on this menu. After clicking "All Courses", you have the option to put the course on your dashboard by clicking on the star to the left of the course's name.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Zoom

We will be using Zoom for live class meetings. Instructions on how to download and operate Zoom can be found in the course website.

THIS COURSE

Course Layout

There are 5 live lectures and 1 recorded lectures. Coursework includes reading reactions posted via a class Facebook Group, articles written on Medium, and practical assignments using Instagram and/or Twitter.

There are 3 project elements – a project to create a Facebook Group strategy and a final project to implement the strategy. A progress report on the final project is also required.

Description

The role of a Social Media Community Manager has never been more complex to master. The skills required to build and grow communities and lead/moderate conversation are central for organizations to succeed on these platforms.

While many users continue to participate in open discussions that are visible to the public on social media, a growing number of people are also choosing more private, closed forums on which to interact such as private Facebook Groups or messaging apps. In fact in May of 2019, the CEO and Founder of Facebook Mark Zuckerberg announced that Groups would become a central part of the platform.

This course will equip students with the necessary insights and skills to become an effective Social Media Community Manager in this ever changing environment.

It is vital to understand how to lead constructive and meaningful conversations in open social media platforms which are crucial for our democracy (and business). At the same time, it is also necessary to know how to seize the opportunities of closed groups which prevent conversations about your content and products from being open to public discussion.

Students will learn by doing in this course – for example, applying best practices to create highly interactive Instagram Stories targeting Generation Z and creating and growing a Facebook Group aimed at a specific community of people.

Objectives

By the end of this course, students will be able to:

- Define the attributions of a high functioning offline community
- Apply knowledge of successful face-to-face communities to help build meaningful social groups
- Understand best practice for setting up and leading closed groups on Facebook and messaging apps (chiefly Messenger and WhatsApp)

- Build a Facebook Group from setting strategy to implementation, including setting guidelines/rules for members
- Create social media content that generates constructive discussion
- Effectively moderate groups to encourage interaction
- Use Instagram Stories to generate interaction
- Use hashtags and other tools to better expose content to target communities
- Discover, verify and repost user generated content
- Understand the opportunities offered by collaboration, with opportunities to demonstrate this
- Become an effective Community Manager

Students will be able to answer the following 10 questions by the end of this course:

- What are the key trends for dialogue on social media?
- How do you define a well-functioning community?
- What makes an effective Social Media Community Manager?
- How do you build and grow a community on social media?
- What are the best practices for leading a Facebook Group?
- What are key elements of successful moderation online?
- How can you make social media dialogue more constructive and respectful?
- How can you make content more visible to communities?
- What techniques can you use to easily find and verify user generated content on social media?
- How are different groups – including companies, extremists and pressure groups – using social communities?

Course Deliverables

In this course, there will be weekly lectures (live or pre-recorded), articles to be written, reading reactions, practical assignments and three project elements.

COURSE EXPECTATIONS

This course allows students the opportunities to build on course materials with independent research and to apply learnings in a practical sense. Participants who seize these opportunities will be rewarded with an enriching experience and good grades!

This course is 16 weeks long.

Attendance

Students are expected to attend the six live lectures. The opportunity to discuss points and seek feedback will be an important element of these lectures hence the importance of attending. Students who cannot attend because of a valid reason will be required to watch the lecture on demand and submit a 300-500 word reaction to it. For more details, see the 'Course and Assignment Details' section of this syllabus.

Naturally it is mandatory for students to watch all pre-recorded lectures.

Interactions

In live lessons, Zoom allows all of us to have a voice in an online environment. Students are expected to speak up, utilize the chat feature, and be actively engaged in class – the more interaction, the richer the learning experience! Please adhere to the netiquette communications guidelines posted on Canvas.

Accountability

Students are expected to log into the Canvas course multiple times each week. Work is expected to be completed on time and you are expected to remain actively involved throughout the semester.

All discussions, inside and outside of Canvas and Zoom, are expected to be held in a professional manner. You should always be respectful of the instructor and your fellow students.

Students, alumni, and professors outside of the class may be invited to join the class Facebook Group where again respectful conduct is expected. Open forums like this are a good opportunity for students to show what has been learned in exchanging constructive comments with others.

Similarly there are opportunities for constructive feedback on the work of fellow students in class. Praise what you like and if you don't like something, explain why and suggest alternatives.

Students also need to be open to receiving constructive feedback of this manner.

Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

REQUIRED TEXT

There are no textbooks in this course but there will be assigned online readings. Students will be expected to use Facebook, Instagram, Medium and Twitter which will require public facing (but not personal) accounts on these platforms.

PREREQUISITE KNOWLEDGE & SKILLS

For this course, you should be interested in how to use social media to build online communities of people – including how to build and moderate conversations and relationships with users.

TEACHING PHILOSOPHY

I have been a communications professional for more than 25 years, specializing in social media for almost a decade. I aim to teach and inspire by sharing my firsthand experiences. I have developed the course to enable students to use practically what they learn. I hope students seize these opportunities and support my teaching by sharing their own experiences to enrich everyone's learnings.

COURSE POLICIES

Attendance Policy

You are expected to log onto the course multiple times per week to check for important announcements.

You must attend live class. If you miss class for a valid reason, notify me and, as already indicated, you will need to watch the recording of the lecture and submit a summary of what we covered.

The attendance policy is consistent with UF's policy, found at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Late Work & Makeup Policy

You will not be penalized for missing live classes with a valid excuse, but you will also need to submit the summary within 48 hours of the class. If this is not done, you will be graded at zero for that week.

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for approved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Less than an hour late   05 points off
- More than an hour late but less than 24 hours late   10 points off
- More than 24 hours late but less than 48 hours late   15 points off
- More than 48 hours late   25 points off
- A week or more late   Not accepted at all

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. For example, students may email me the assignment in a PDF through email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Email your academic advisor and put "dropping a course" in the subject line. Your academic advisor will reply with the necessary procedures.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Coursework Submissions

Reading reactions must be made through the class Facebook Page. Articles must be written using Medium with links posted in the Assignments section of Canvas. All other work, including screengrabs, should be posted in the Assignments section of Canvas.

Deadlines

This class, like others, involves many deadlines. Here is a reminder. Each week begins on a Monday, and ends on a Sunday.

- Reading reactions   11:59pm EST Thursdays
  Articles   11:59pm EST Saturdays
- IG/Twitter Assignments   11:59pm EST Saturdays
- Strategy project   11:59pm EST on Saturday of week 5
- Final project update   11.59pm EST on Saturday of week 11
- Final project   11:59pm EST on Saturday of week 16

Grading

All assignment grading will be on 100 point scale.

Your work will be evaluated according to the following distribution:

Reading reactions	20%
Articles	30%
IG/Twitter practical assignments	5%
Participation in live lectures	5%
Strategy project	10%
Final project progress report	5%
Final project	25%
TOTAL	100%

Your final grade will be rewarded as follows.

A   (93-100)
A-   (90-92)
B+   (87-89)
B   (83-86)
B-   (80-82)
C+   (77-79)
C   (73-76)
C-   (70-72)
D+   (67-69)
D   (63-66)
D-   (60-62)
E   (below 60)

Final grades of x.05 or above will be rounded up to the next whole number i.e. 92.5 becomes 93.

UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing

your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources
Other are available at http://www.distance.ufl.edu/ getting-help for:

- Counseling and Wellness resources
  - http://www.counseling.ufl.edu/cwc/ 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation
Students in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

University Policy on Academic Misconduct
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ .

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

The Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty
All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to

ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

COURSE & ASSIGNMENT DETAILS

Assignment Details

Reading reactions
Each week, you will be required to respond to a question posted by the instructor in the class Facebook Group. All reactions are due at 11:59pm Thursdays. Discussions are meant to facilitate insightful conversation among students. Please respond thoughtfully to the instructor and to each other and think critically. The discussions throughout the semester account for 20% of your grade.

Reactions will be assessed using this rubric:

	100% **Excellent**	90% **Good**	80% **Satisfactory**	70% **Poor**	0% **None**
Insights – 25%	Compelling, persuasive and new views	Competently makes relevant	Basic insights are provided but	Point is unclear, either through	Nothing.

	are presented that add to the discussions.	points, but does not add new insights to the discussion.	lacks a deeper analysis.	misunderstanding or lack of focus.	
Sourcing – 20%	Sources course readings and videos as well as relevant additional outside materials.	Demonstrates competence in sourcing course readings and videos and adds additional outside resources that add little to overall discussion.	Indirectly refers to course materials but does not provide relevant additional sources OR provides no additional sources.	Little or no reference to course materials or any other source provided and instead response is based heavily on opinion.	Nothing.
Relevance – 25%	Expertly cites personal experiences and/or real life context to provide a deeper relevance to the topic and understanding.	Cites personal experience to provide additional context, but lacks a significant real world context to develop discussion.	Some reference to given to real world context but it is nether new to the class or personal.	Material is presented without real world relevance or any personal experience that is relevant to the discussion.	Nothing.
Discussion – 30%	Takes a leading role in discussion throughout, often posing new questions or ways of thinking in reply. May post additional readings or video links.	Actively responds to comments and questions with relevant responses, but does not add to the overall discussion.	Some responses provided albeit limited to shorter replies that does not add to the overall discussion.	No meaningful attempts at interaction besides posting a reading reaction to fulfill requirement.	Nothing.

There are 8 articles to be written inspired by the week's lecture topics. These should be written using the platform, Medium. Articles should be between 500-750 words. Students are required to conduct independent research and include multi-media materials. Social media posts should be embedded as illustrations.

Week 5's article will take a different format – students are expected to produce a piece of visual content designed to be shared socially - e.g. an infographic, explainer video etc. - that shares the most important tips for successfully running a Facebook Group. This content should be embedded on a page on your Medium.

All links to articles need to be posted within the Assignments section of Canvas.

Articles will be assessed using this rubric:

	100% Excellent	90% Good	80% Satisfactory	70% Poor	0% None
Topic – 20%	Expertly describes and contextualizes subject matter of assignment.	Capably describes subject matter of assignment with context	Gives a basic description of the subject matter with some context that is not fully explained or realized.	Fails to fully describe subject matter of assignment or fails to contextualize it	Nothing.
Sourcing – 10%	Refers not only to course learnings but to substantial outside materials. Web links and other multi-media content may be present.	Refers to course learnings and some outside materials.	Refers only to course materials.	Little reference is made to course learnings and there is no evidence of outside materials.	Nothing.
Relevance – 20%	Thoroughly cites own experiences and so far undiscussed real life incidents to highlight learnings.	Cites some personal experiences or so far undiscussed real life incidents to give additional context.	Some reference to given to real life context but it is nether new to the class or personal.	Material is presented without real world relevance.	Nothing.

Insight – 25%	Compelling, focused and persuasive views are offered.	Competently makes relevant points.	Basic insights but lacks analysis.	Point is unclear, either through misunderstanding or lack of focus.	Nothing.
Writing – 10%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear with no grammar, punctuation or spelling errors,	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.	Nothing.
Shareable – 15%	Article is fully optimized for social media sharing including: attention grabbing headline, use of key words and engaging multi-media content. There may be evidence of sharing with results, i.e. RTs etc, on social media platforms.	Article is optimized for social media sharing but notably lacks engaging multi-media content.	Article includes some aspects which would support social media sharing but misses opportunities that would create the potential to reach a wider audience.	Little or no evidence of thought towards the shareability of the article. E.g. Headline sparks no curiosity or creativity, little or multi-media material etc.	Nothing.

IG/Twitter Practical Assignments

In weeks 8 and 9 there are practical assignments involving Instagram and/or Twitter.

In week 8, students will be expected to create an Instagram Story aimed at a Generation Z audience. This should have interaction at its heart. The Story should be posted using a public facing (but not necessarily personal) Instagram account. Once its initial 24 hours of publication

is over, it should be pinned to the Instagram profile page as a Highlight to give the instructor time to review and grade. Students should post the name of the Highlight story and the account name to the Assignments section of Canvas, together with the total number of impressions and retention rate.

In week 9, students are expected to use techniques discussed in the lecture – and others they can find others independently – to make posts visible within social communities. Either Instagram or Twitter can be used. Students will be expected to use targeted hashtags and other tags and interact in order to make their posts engage users. Students should explain what they have done, include embedded posts and the results in the Assignments section of Canvas.

The IG/Twitter assignments will be assessed using this rubric:

	100% Excellent	90% Good	80% Satisfactory	70% Poor	0% None
Purpose – 20%	There is a focused, original and engaging purpose which is made clear to the target audience.	There is a focused purpose which is made clear to the audience.	There appears to be a purpose to the content but it may not be obvious to the audience or understood.	There is no clear purpose for this Story which appears unfocused and muddled.	Nothing.
Attracts Target Demo – 20%	Demonstrates an impressive understanding of the target audience in its subject matter, style and language used.	The content appears to appropriately target its audience	Generally the content appears to target the appropriate audience but there may be some ambiguity as content may be more generalized.	Demonstrates a lack of understanding of the target audience.	Nothing.
Creativity – 20%	Compelling and refreshing content to grab the audience's attention using superior writing and multi-media content.	Interesting content to attract audience through creative writing and multi-media content.	Aspects of content may engage an audience but there are missed opportunities at fully engaging the targeting audience.	Uncreative content that lacks enough compelling content to cut through and interest audience.	Nothing.

Visibility – 40%	Impressive evidence of techniques to maximize the visibility of the content to social communities. It may include posting to third parties e.g. others' Facebook Groups, responses to others' tweets etc.	Good evidence of techniques to increase the visibility of content. It demonstrates a general understanding but it does not demonstrate advanced application.	Basic use of techniques to increase visibility with room for further optimization.	Unsatisfactory use of techniques to increase the visibility of content. This work is unlikely to be effective in achieving reach or engagement.	Nothing.

Attendance and Participation in Live Lectures

As already indicated, attendance of the six live lectures and participation is required by all students. However, all live lectures will be recorded if you have a valid reason why you cannot attend. You will be required to watch the lecture on demand and submit a 300-500 word reaction paper on it within 48 hours of the original class. Your paper should be emailed to the instructor.

The live lectures will give students a chance to ask questions of the instructor and interact with your peers. You will be required to be an active participant during the live lectures to help make it an interactive experience.

There are opportunities for you to provide feedback on the work of your fellow students in class. Be constructive and respectful at all times. Students also need to be open to receiving constructive feedback of this manner.

To repeat, if you fail to participate live with a valid excuse, you must watch on-demand and submit a paper within 48 hours of the original lecture. If you fail to do this, you will be graded zero for that week.

Attendance to and participation in live lectures or, with a valid excuse for not attending live, watching on demand and submitting a report within 48 hours earn 100 points.

You are expected to watch the recorded lectures as well during weeks when the lecture isn't live.

Develop a Facebook Group Strategy - Students will demonstrate what they have learned in the course by creating a strategy for a new Facebook Group OR a revised strategy for an existing Facebook Group they alone run.

The strategy must explain the purpose of the community page/profile, its target audience, how that target audience will be reached, potential for growth, measureable objectives (refer to the grading rubrics), content plan, guidelines and moderation policy.

This should be posted to the Assignment section of Canvas by the end of week 6.

The Strategy Project will be assessed using this rubric:

	100% Excellent	90% Good	80% Satisfactory	70% Poor	0% None
Purpose – 20%	There is a focused, original and engaging purpose for this Facebook Group. It is original and fulfills a need or want of the audience.	There is a focused purpose which fulfills a need or want of the audience.	There appears to be a purpose but it is broad in appeal and unspecific to a target audience.	There is no clear purpose for this Group which seems unfocused and muddled.	Nothing.
Sets measureable objectives – 30%	Clear, comprehensive and measureable objectives are set. Any non-measureable objectives are justified and a description of how to asses these is suggested.	Clear measureable objectives are provided.	Basic objectives are set out but it may not be clear how they all can be measured and/or if the objectives are attainable.	Unsatisfactory thought is given to establishing objectives – including non-measureable aims without any justification or consideration to their assessment.	Nothing.
Attracts target demo – 5%	Demonstrates an impressive understanding of the target audience, with	The strategy appears to target an appropriate audience.	Generally the strategy appears to target an appropriate audience but there may be some ambiguity.	Demonstrates a lack of understanding of the target audience.	Nothing.

	a plan of how to reach it.				
Content plan – 25%	A detailed and creative content plan likely to engage audiences and encourage interaction. Includes details of tone of voice, was there something more here?	Interesting content to attract audiences but lacking the detail and creativity of excellent strategies to attract target audience.	Some content likely to engage audiences but there is room for improvement to attract target audience.	Uncreative content that lacks enough compelling content to cut through and interest audience.	Nothing.
Moderation plan – 20%	User guidelines are clearly written in an appropriate tone of voice. A comprehensive plan for admin's sets out what is not acceptable and remedies. Includes an admin Q and A.	A thorough moderation plan includes user guidelines.	A workable moderation plan including user guidelines is included but it may not cover all issues comprehensively and be open to some level of interpretation.	An unsatisfactory moderation plan is included, showing a lack of thought. Many questions are left unanswered. User guidelines may be missing or unclear.	Nothing.

Final Project Update

The Final Project requires the realization of the strategy project (more details follow about the Final Project). In week 11, a one page progress report should be submitted. It should detail the work completed so far and what is left to be done, including any foreseen challenges.

The Final Project Update will be assessed using this rubric:

	100% Excellent	90% Good	80% Satisfactory	70% Poor	)%None

Review of work done to date – 40%	A comprehensive assessment of work done so far, including how any challenges have been met and lessons learned.	A good assessment of work done so far but may lack reflection on learnings from course.	Includes details of work completed but without discussion e.g. a bulleted list.	It is unclear what elements of the strategy have so far been completed.	Nothing.
Work to be done – 30%	There is a thoughtful and well organized review of the work to be done. Clear deadlines are given.	A good and well organized account of work to be done.	Includes details of work still to be done but without discussion e.g. a bullet list.	Reference to work still to be done is broad and so without much practical use.	Nothing.
Assessment of challenges – 20%	There is a comprehensive and honest exploration of the challenges ahead and a plan on how to meet them.	There is a comprehensive and honest exploration of the challenges ahead.	Future challenges are recognized and mentioned.	There is little evidence that the student has assessed future challenges.	Nothing
Writing – 10%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear with no grammar, punctuation or spelling errors,	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.	Nothing.

Final Project

Students will build and organically grow a Facebook Group OR revise an existing Facebook Group (that the student currently runs as an individual) using their mid-semester strategy. They will take all that they have learned throughout the course to create an interactive and engaging online community of people.

These Facebook Groups should be created or their revision should begin directly after the instructor's feedback on strategies has been received i.e. in week 6. At this time, links to the Groups should be posted within the Assignments section of Canvas for other students to be able to visit immediately, to enable feedback in the live lecture at the start of week 14.

A final report should be submitted via the Assignments section of Canvas in Week 16 detailing how the strategy was realized and the achievements of the Group including the percentage growth in members from weeks 6-15 and the average engagement rate in percentage from weeks 6-15. Posts should be embedded to illustrate points.

The Final Project will be assessed using this rubric:

	100% Excellent	90% Good	80% Satisfactory	70% Poor	0% None
Purpose – 5%	There is a focused, original and engaging purpose which is made clear to the target audience.	There is a focused purpose which is made clear to the audience.	There appears to be a purpose but it is not made clear to the audience.	There is no clear purpose for this Group which seems unfocused and muddled.	Nothing.
Attracts Target Demo – 5%	Demonstrates an impressive understanding of the target audience in its subject matter, style and language used.	The content appears to appropriately target its target audience	Generally the content appears to target the appropriate audience but there may be some ambiguity.	Demonstrates a lack of understanding of the target audience.	Nothing.
Creativity – 20%	Compelling and refreshing content to grab the audience's attention using superior writing and multi-media content.	Interesting content to attract audience through creative writing and multi-media content.	Aspects of content may engage an audience but there are missed opportunities.	Uncreative content that lacks enough compelling content to cut through and interest audience.	Nothing.

Moderation planning posts – 10%	Outstanding posts will include clear group guidelines written in the appropriate tone of voice. It also include use of the "rules" section. This is done in a way which is original and engaging and so likely to be highly effective.	Good moderation planning including clear group guidelines in the appropriate tone of voice. Includes use of the "rules" section.	A satisfactory plan for moderation is included for Group members to read.	Ineffective group guidelines or no group guidelines are posted at all.	Nothing.
Evidence of moderation – 20%	Superior moderation may include leading or steering conversation, reminding members of expected behavior or taking action against offenders. Copies of private message replies may be included.	Regular moderation by the Group's admin is evident. And there do not appear to be unanswered questions within the member facing page.	Some moderation by the Group's admin is evident but there may be missed opportunities e.g. comments or questions left unanswered.	Little or no evidence of moderation by the Group's admin.	Nothing.

Growth (organic) – 20%	Group membership has grown by 0.25% or over between weeks 8 and 15.	Group membership has grown by between 0.2%-0.24% between weeks 8 and 15.	Group membership has grown by 0.19% – 0.14% between weeks 8 and 15.	Group membership has grown by less than 0.14% between weeks 8 and 15.	Nothing.
Engagement – 20%	Average engagement rate is 1.5% or more between weeks 8 and 15.	Average engagement rate is between 1.5% - 1% between weeks 8 and 15	Average engagement rate is 0.9% - 0.5% between weeks 8 and 15.	Average engagement rate is lower than 0.5% between weeks 8 and 15.	Nothing.

COURSE SCHEDULE

Week 0 – Course and instructor introduction
Watch
- Course classroom (Zoom link)

Week 1 – Social Media Dialogue
Learning Objectives
- Understand what are open and closed social media platforms and the latest information regarding usage
- Assess the societal implications of open and closed social media platforms.

Watch
- LIVE LECTURE in Course classroom (Zoom link) Tues Aug 20 @ 6pm EST

- Recording of the lecture will be found here, if you miss live lecture

Required Readings
- Lorenz, Taylor – Social And Media Will Split - https://www.niemanlab.org/2017/12/social-and-media-will-split/
- Clarke, Todd – 8 Ways Brands Are Using Messenger Apps to Reach Their Audience - https://blog.hootsuite.com/brands-using-messenger-reach-audience/
- Kraus, Rachel – WhatsApp Bans 2 Million Fake Accounts Per Month -https://mashable.com/article/whatsapp-fake-news-bots-india/?europe=true&utm_cid=a-seealso

Assignments
- Reading reaction due 11:59pm Thursday
- Article 1 due 11:59pm Saturday

Week 2 – Defining a Successful Community

Learning Objectives
- Define a well-functioning face to face community
- Understand how elements of a well-functioning community can be replicated on-line

Watch:
- LIVE LECTURE - Course classroom (Zoom link) Mon Aug 26 @ 6pm EST
- Recording of the lecture will be found here, if you miss live lecture

Required Readings
- Pfortmüller, Fabian - What does "community" even mean? A definition attempt & conversation starter - https://medium.com/@pforti/what-does-community-even-mean-a-definition-attempt-conversation-starter-9b443fc523d0
- Pfortmüller, Fabian – From Me To We: The Shift In Behavior I See In Powerful Communities - https://medium.com/@pforti/from-me-to-we-the-shift-in-behavior-i-see-in-powerful-communities-cd8af635858b
- Various – What Makes A Good Community - https://www.agendani.com/what-makes-a-good-community/

Assignments
- Reading reaction due 11:59pm Thursday
- Article 2 due 11:59pm Saturday

Week 3 – What Makes an Effective Social Media Community Manager

Learning Objectives
- Define the role of a Social Media Community Manager and identify the key skills required to fulfill it
- Assess your own strengths and weaknesses

Watch:
- Recording of the lecture (Zoom link)

- Wiltshire, Emma – The Difference Between A Social Media Manager and A Community Manager - https://www.socialmediatoday.com/news/the-difference-between-a-social-media-manager-and-a-community-manager/549370/
- Wolitarsky, Katie - How To Host An Ask Me Anything Session on Reddit - https://www.prdaily.com/how-to-host-an-ask-me-anything-session-on-reddit/
- Claveria, Kevin – Beyond Facebook: 4 Types of On-Line Communities And Best Practices on How to Use Them - https://www.visioncritical.com/blog/types-of-online-communities-best-practices

Assignments
- Reading reaction due 11:59pm Thursday
- Article 3 due 11:59pm Saturday

Week 4 – Case Studies of Successful Facebook and Messaging App Groups

Learning Objectives
- Learn new ways of using Facebook and Messaging App (Closed) Groups
- Identify best practice

Watch:
- Recording of the lecture (Zoom link)

Required Readings
- Milnes, Hilary – For Retailers, Facebook Groups Can be Data Goldmines - https://digiday.com/retail/retailers-facebook-groups-can-data-goldmines/
- Ordoñez, Silvana - Spotlight on Local News – The Boston Globe Uses Groups To Build Meaningful Dialogue About Race in Boston - https://facebookjournalismproject.com/article/spotlight-on-local-news-the-boston-globe-uses-groups-to-build-meaningful-dialogue-about-race-in-boston/
- Verma, Jagruti – 5 Times What'sApp Groups Re-defined Public Service Aid - http://www.socialsamosa.com/2018/07/whatsapp-groups-public-service-aid/
- Chua, Celestine – How To Give Constructive Criticism, 6 Helpful Tips - https://personalexcellence.co/blog/constructive-criticism/ (to support your discussion at our next live lecture in week 5).

Assignments
- Reading reaction due 11:59pm Thursday
- Article 4 due 11:59pm Saturday

Week 5 – Discussion on Strategy Project, Facebook Group Strategies

Learning Objectives

- Assess Facebook Group strategies from classmates
- Give and receive constructive feedback

Watch:

- LIVE LECTURE - Course classroom (Zoom link) Mon Sept 16 @ 6pm EST
- Recording of the lecture will be found here, if you miss live lecture

Explore:

- Vox, The Weeds Facebook Group - https://www.facebook.com/groups/TheWeeds/
- Vox, Facebook page - https://www.facebook.com/Vox/
  PLEASE NOTE THIS FACEBOOK GROUP IS CLOSED AND SO YOU WILL NEED TO APPLY TO JOIN

Required Readings

Zappone, Chris – China's Propaganda Spreads Beyond Its Borders Via Facebook Groups - https://www.smh.com.au/world/asia/facebook-groups-used-to-promote-china-s-belt-and-road-in-the-west-20190530-p51slm.html

Zhang, Sarah – Facebook Groups as Therapy - https://www.theatlantic.com/technology/archive/2018/10/facebook-emotional-support-groups/572941/

Assignments

- Reading reaction due 11:59pm Thursday
- Strategy Project due 11:59pm Saturday

Week 6 – Facebook and Messaging App Groups Best Practice

Learning Objectives

- Understand how to build a strategy for using Facebook and Messaging App Groups
- Create guidelines for Group members

Watch:

- Recording of the lecture (Zoom link)

Required Readings

- Nurminen, Essi – Three Facebook Group Strategies for 2019 - https://bornsocial.co.uk/blog/facebook-group-strategies-2019
- Goold, Eleanor, 6 Things I Wish I Knew Before I Started a Facebook Group - https://kreativcopywriting.com/6-things-i-wish-i-knew-before-i-started-a-facebook-group/
- Unknown (from theschoolrun,com), 17 Things You Know If You're a Member of a School WhatsApp Group - https://www.theschoolrun.com/school-whatsapp-group-truths

Assignments

- Reading reaction due 11:59pm Thursday
- Article 5 due 11:59pm Saturday

Week 7 – Techniques to Encourage Social Media Users to Interact

Learning Objectives
- Learn how to encourage high levels of interaction from users
- Assess the effect of personality and tone of voice on…

Watch:
- Recording of the lecture (Zoom link)

Required Readings
- Barnhart, Brett – Find Your Brand's Voice and Tone on Social Media - http://blog.hellosocial.com.au/blog/find-your-brand-voice-tone-social-media
- Clarke, Todd - How To Establish Your Brand Voice on Social Media - https://blog.hootsuite.com/how-to-build-an-authentic-voice-on-social/
- Gallucci, Nicole, Behold: The Sass Master Behind Wendy's Twitter - https://mashable.com/2017/01/05/sassy-wendys-social-media-manager/?europe=true

Assignments
- Reading reaction due 11:59pm Thursday

Week 8 – Reaching Generation Z using Instagram Stories / IGTV

Learning Objectives
- Understand how Generation Z uses content
- Create Instagram Stories with interaction at their heart

Watch:
- Recording of the lecture (Zoom link)

Required Readings
- Dredge, Stuart – Why Are You Tube Stars so Popular - https://www.theguardian.com/technology/2016/feb/03/why-youtube-stars-popular-zoella
- Metzler, Mike - 22 Insanely Creative Instagram Stories - https://delmondo.co/22-insanely-creative-ig-stories-from-brands/
- Yu, Heidi, How To Plan A Generation Z Focused Marketing Campaign - https://www.socialmediatoday.com/news/how-to-plan-a-gen-z-focused-influencer-marketing-campaign/552492/
- Ward, Tom, How To Make Your IGTV Channel Look Great - https://www.forbes.com/sites/tomward/2018/06/29/how-to-make-your-igtv-channel-look-great/#7d44e0fd3b21
- Broderick, Ryan – Forget The Trade War, Tik Tok is China's Most Important Export Right Now - https://www.buzzfeednews.com/article/ryanhatesthis/forget-the-trade-war-tiktok-is-chinas-most-important-export

Assignments
- Reading reaction due 11:59pm Thursday

- Instagram Stories Assignment due 11:59pm Saturday

Week 9 – Hashtags and Other Techniques to Increase the Visibility of Content

Learning Objectives
- Learn techniques to give your social content maximum visibility
- Practice using these methods using Instagram and/or Twitter

Watch:
- Recording of the lecture (Zoom link)

Required Readings
- Aynsley, Michael, The 2019 Instagram Hashtags Guide – How To Use Them and Get Results - https://blog.hootsuite.com/instagram-hashtags/
- Chidlow, Will, Tips For Uploading Video To You Tube - https://www.liquidlight.co.uk/blog/tips-for-uploading-videos-to-youtube/
- S. Pyle, Andrew and Boatwright, Brandon, Coming Together Around Hashtags: Exploring the Formation of Digital Emergent Citizen Groups - http://journals.fcla.edu/jpic/article/view/104

Assignments
- Reading reaction due 11:59pm Thursday
- IG/Twitter Assignment due 11:59pm Saturday

Week 10 – Moderation Best Practice

Learning Objectives
- Understand how to effectively moderate an active on-line community
- Apply moderation techniques

Watch:
- LIVE LECTURE - Course classroom (Zoom link) Mon Oct 21 @ 6pm EST
- Recording of the lecture will be found here, if you miss live lecture

Required Readings
- Dwoskin, Elizabeth and Jan, Tracy, Facebook Finally Explains Why It Bans Some Content, in 27 Pages - https://www.washingtonpost.com/news/the-switch/wp/2018/04/24/facebook-finally-explains-why-it-bans-some-content-in-27-pages/?utm_term=.2d561da5643a
- Klonick, Kate - Inside The Team at Facebook That Dealt With The Christchurch Shooting -https://www.newyorker.com/news/news-desk/inside-the-team-at-facebook-that-dealt-with-the-christchurch-shooting
- Wakefield, Jane, An Online Decency Moderator's Advice: Blur Your Eyes - https://www.bbc.co.uk/news/technology-45664643

Assignments
- Reading reaction due 11:59pm Thursday

Week 11 – Moderating Live Streams Best Practice / Accessing IGTV, podcast and YouTube Communities

Learning Objectives
- Assess the pros and cons of live interaction using tools like Facebook and IG Live and how to manage it
- Learn how to create "interactive loops" with IGTV, podcast and You Tube communities

Watch:
- Recording of the lecture (Zoom link)

Required Readings
- Albeanu, Caroline - The Spectre of Live Streaming: 7 Issues to Consider Before Going Live From Your Phone - https://www.journalism.co.uk/news/the-spectre-of-streaming-7-issues-to-consider-before-going-live-from-your-phone/s2/a633195/
- Jones, Wedy – The Rise of VTubers in Japan…And The World? - https://onionsoupinteractive.com/blog/2019/1/25/riseofvtubers
- Unknown (SocialReport) - 11 Ways To Promote Your Podcast in 2019 - https://www.socialreport.com/insights/article/360018909772-11-Ways-To-Promote-Your-Podcast-on-Social-Media-in-2019

Assignments
- Reading reaction due 11:59pm Thursday
- Article 6 due 11:59pm Saturday
- Final Project Update report 11.59pm Saturday

Week 12 – How To Find User Generated Content

Learning Objectives
- Understand how to search for and find relevant user generated content
- Practice using these techniques

Watch:
- Recording of the lecture (Zoom link)
- Channel 4 News (UK), No Go Britain - https://www.youtube.com/watch?v=YwBn9Cy4knM

Required Readings
- Gilliland, Nikki, Six New And Creative Examples of User-Generated Content - https://econsultancy.com/creative-examples-user-generated-content-marketing/
- Dearden, Lizzie, Charlie Hebdo Man Regrets "Stupid" Decision to Put Video of Police Officer's Death On-Line - https://www.independent.co.uk/news/world/europe/charlie-hebdo-man-regrets-stupid-decision-to-put-video-of-police-officers-death-online-9971750.html
- Carvin, Andy - Graphic Footage: Fanning The Flames Or Bearing Witness? - https://medium.com/reportedly/graphic-imagery-fanning-the-flames-or-bearing-witness-8b67490383fb

- Smith, Jessica – Blackhawks' #WhatsYourGoal Embraces Emotional Content, Community and Wins - http://socialnsport.com/blackhawks-whatsyourgoal/

- Reading reaction due 11:59pm Thursday

Week 13 – How to Verify User Generated Content

Learning Objectives
- Learn how to verify user generated content
- Use free tools to help verify content

Watch:
- Recording of the lecture (Zoom link)

Required Readings
- Browne, Malachy, Verifying a Key Boston Bombing Video - Verification Handbook p. 53-58 Download as PDF here http://verificationhandbook.com/
- Phartiyal, Sankalp and Katra, Aditya - Despite Being Exposed, Fake News Thrives on Social Media Ahead of India Polls https://uk.reuters.com/article/india-election-socialmedia-fakenews/despite-being-exposed-fake-news-thrives-on-social-media-ahead-of-india-polls-idUKKCN1RE08Z
- Waterson, Jim, Esposito, Brad and Sanusi, Victoria – Here is All The Fake News About The Manchester Terror Attack: https://www.buzzfeed.com/jimwaterson/manchester-arena-fake-news

Assignments
- Reading reaction due 11:59pm Thursday
- Article 7 due 11:59pm Saturday
- Post a link to your Facebook Group to Canvas due 11.59pm Saturday

Week 14 – Peer to Peer Feedback on Final Project Facebook Groups

Learning Objectives
- Assess classmates' Facebook Groups
- Give and receive constructive feedback

Watch:
- LIVE LECTURE - Course classroom (Zoom link) Mon Nov 18 @ 6pm EST
- Recording of the lecture will be found here, if you miss live lecture

Explore:
- NBC Days of Our Lives Official Facebook Group - https://www.facebook.com/groups/1422932277808161/
- Find and join unofficial Days of Our Lives Facebook Groups!

Required Readings:

- Kristian, Bonnie – The Weird and Wonderful World of Neighborhood Facebook Groups - https://theweek.com/articles/833922/weird-wonderful-world-neighborhood-facebook-groups
- Petersen, Helen Anne – These Women Are Only on Facebook For The Groups - https://www.buzzfeednews.com/article/annehelenpetersen/facebook-private-groups-online-abuse

Assignments
- Reading reaction due 11:59pm Thursday

Week 15 – How Social Communities Can Be Empowered To Bring Societal Change

Learning Objectives
- Understand how communities and politicians can use social media for societal change
- Assess the risks of on-line communities being exploited by extremists

Watch:
- Recording of the lecture (Zoom link)
- Build It Up, DR (Danish Broadcasting) https://www.youtube.com/watch?v=1Ppdzo4Ij0Q4

Required Readings

- Candice LaShara Edrington, Nicole Lee, Tweeting a Social Movement: Black Lives Matter and its use of Twitter to Share Information, Build Community and Promote Action - http://journals.fcla.edu/jpic/article/view/106120
- Hall, Ellie - How ISIS Uses Twitter to Recruit Women - https://www.buzzfeednews.com/article/ellievhall/how-isis-uses-twitter-to-recruit-women
- Machado, Caio C. V. - *WhatsApp's Influence in the Brazilian Election and How It Helped Jair Bolsonaro Win* - https://www.cfr.org/blog/whatsapps-influence-brazilian-election-and-how-it-helped-jair-bolsonaro-win

Assignments
- Reading reaction due 11:59pm Thursday
- Article 8 due 11:59pm Saturday

Week 16 – How To Create Constructive Conversation on Polarizing Issues

Learning Objectives
- Learn how media organizations and politicians are experimenting to lead more constructive social dialogue
- Create a best practice guide for Social Media Community Managers on creating more constructive and respectful conversations on-line

Watch:
- Course classroom (Zoom link)

- Recording of the lecture will be found here, if you miss live lecture
- Pearlman, Eve - How To Lead a Conversation Between People Who Disagree
  https://www.youtube.com/watch?v=3BDF7cD2M6g

Required Readings

- Robson, David – The Myth of The Online Echo Chamber -
  http://www.bbc.com/future/story/20180416-the-myth-of-the-online-echo-chamber
- Lavin, Enrique - I Moderated A Conversation About Guns with 150 Americans. How We Found Common Ground -
  https://www.nj.com/opinion/2018/06/i_moderated_a_conversation_about_guns_with_150_ame.html

Assignments

- Reading reaction due 11:59pm Thursday
- Final Project due 11:59pm Saturday