MMC 6725
Social Media and News
University of Florida, Online Masters in Social Media
Credit Hours

Please read this syllabus carefully and refer to it regularly. The details are important in order to complete this class successfully

1. Essential Details:

Instructor:	Justin Kings
Office:	N/A Webinars from the UK
Phone:	+44 1434 322169 (UK number. Remember the time difference. The UK is 5 hours ahead of Florida.)
Virtual Office Hours:	Wednesdays at 5:00 pm EST on Skype: newsleader. Please message beforehand to indicate you'd like to connect.
Twitter:	@newsleader
	Use #uf6725 in tweets about class.
Course Website:	http://lss.at.ufl.edu

2. Course Description

The course reflects the ever growing importance of social media to the media industry, both in terms of a method of engaging news and feature audiences and sharing content and also as an essential research tool. The class relies heavily on case studies from around the world and extracts practical learnings for students in areas such as mining for information and the verification of user generated content. The course is assessed through a mix of assignments and reactions to readings, conversations and also by students contributing social media stories to our own website.

3. Course Learning Objectives

- A student will learn sufficient basic journalism skills to be able to create news stories or features relevant to our area of study. This work will be published on a course website.
- A student will be able to create social media content to engage audiences and increase views of their news/stories. He/she will be able to write compelling captions, posts and tweets. Other content could include engaging images, infographics, interactive elements or videos.
- A student will increase their number of followers on social media, as well as levels of engagement including numbers of comments, replies, retweets and shares. The student will use techniques such as hashtags, tagging and reaching out to key influencers. He/she will use metrics to monitor and record relevant information.
- A student will be able to effectively mine social networks for information relevant to the creation of news stories. These techniques include using advanced search, terms relating to Boolean Theory and geolocation.

- A student will be able to successfully verify whether user generated content gained via social media is accurate. The student will select the appropriate methods to use which, with regards to images and videos for example, might include assessing facts such as accents and lighting, using Google Images Reverse Image Search or Google Street View.
- A student will be able to identify the positives and negatives of employing different workflows to bring social media into a media organization. He/she will demonstrate how beat reporters and foreign correspondents can use social media to cover their stories, with or without the need of additional staff support

4. The Goal
To provide students with the insight and expertise to use social media to more deeply engage news and media audiences, as well as to find new content and original stories.

5. Expectations
Complete readings on time and comment, watch pre-recorded class lectures, attend or catch up on live lectures and research and write news stories and features.

6. Attendance Policy
Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

7. Late Work and Make-up policy
Just like in your professional lives, deadlines are regarded as critical to this class. All work is due on or before the due date. Extensions for deadlines will only be given on a case by case basis. 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   50 points off
- Two weeks late or more   Not accepted at all

The new lecture week runs from Monday onwards.

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 catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

8. Coursework
This comes in various forms:
- Your reaction to the weekly readings   On Canvas
- Your comments to other students' reading reactions   On Canvas
- Replying to these students' comments   On Canvas
- Completing assignments   On your blog
- Completing news stories and features   On Canvas (the best will be published to the course website

9. Grading
Your work will be evaluated according to this distribution:

•	Weekly reading reactions	15%
•	Weekly reading reactions comments	10%
•	Assignments	20%
•	Researching and writing news stories and features	30%
•	Final Project	25%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

For the purposes of grading points over point 5 will be rounded up to the next whole number e.g. 92.58 becomes 93. 92.4 is 92.

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

10. Weekly Lecture:
The Instructor will post a lecture video to Canvas for 10 of the 12 weeks and two additional videos – one is a broad introduction and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be 2 live lectures. These give you the chance to ask questions directly to the instructor. If you can't take part in these lectures there will be the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live. The aim is for this interaction is to provide you with more skills and ideas for your assignments and story writing.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

11. Weekly Reading/Additional Video Reactions:
You are expected to write a weekly reaction to the readings (and any additional videos) of between 300-500 words on Canvas. You will clearly see where to post. Reactions will be **due by 5pm EST each Thursday** of the week the readings are assigned.

Your posts should provide a short summary of the readings/videos, but more importantly, your analysis or insight. You should also include at least **two questions** based on the reading/videos. Questions should be included as a means to demonstrate how you believe the topic could have been expanded or where you believe the reading did not fully cover a given issue. These questions will also be used to provide classmates ideas for comments they may post in response to your post.

Your posts should discuss **ALL** the readings/videos assigned to demonstrate you have completed the assigned readings.

Only if no students post reactions to your post are you are not required to make any comments.

You should provide all responses to their comments by **9am EST on the Monday** following the week assigned.

Weekly reading reaction posts are awarded points of 0 -100 according to levels of completion:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
Topic – 20%	Competently describes and contextualizes subject matter of reading	Capably describes subject matter of reading with some context	Fails to fully describe subject matter of reading or fails to contextualize it
Sourcing – 25%	Not only sources course readings and videos but refers to additional outside materials	Demonstrates competence in sourcing course readings and videos	Subject is treated in a haphazard manner and sourcing is insufficient to sustain an argument
Relevance – 25%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	Material is presented without real world relevance.
Insight – 30%	Compelling, focused and persuasive views are offered.	The paper falters at times, but the main point is clear.	Point is unclear, either through misunderstanding or lack of focus.

12. Weekly Reading Reactions Comments:
Each week you will be asked to comment on **at least two** reading reaction posts by fellow students. Each comment should be between 150-400 words. To be counted, a comment must appear on a reading reaction post in Canvas **by Noon EST on the Saturday of the week assigned.** No more than two comments per week will be counted.

Comments must add something of value to the conversation thread, i.e. be thought provoking, and not done simply to fulfill the grade requirement. While you may comment on the original post, you may also feel compelled to react to a comment made by another student which could further the discussion.

The grading is partially subjective on the part of the instructor.

Weekly reading reaction comments are awarded points of 0 -100 according to levels of completion:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
Discussion – 50%	Comments go to enhance the learning experience – maybe challenging the reading reaction or adding new perspectives. New questions may be posed.	Responds to the learning experience fully, demonstrating a good understanding of what has been discussed.	A response that does not enhance learning. It may include a recognition of the reading reaction but little else of value.
Relevance – 25%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	No real world relevance.
Insight – 25%	Compelling, focused and persuasive views are offered.	The main point is clear.	Point is unclear, either through misunderstanding or lack of focus.

If one comment is made instead of the required two, 25 points will be deducted.

13. Assignments:
There are a total of five assignments during the 12 week semester. So, not all weeks will have assignments – it is your responsibility to know which weeks do and do not have a required assignment. Remember, you complete your assignments on your blog.

Specific details about each assignment are listed in the course schedule in this syllabus. But, each assignment blog post should be between 300-500 words excluding any multimedia material you may choose to use.

If you haven't done so for other classes, you should set up a Wordpress blog on which to post your assignments. This will enable you to showcase and share your work to the outside world.

You should also share each assignment post using appropriate social media accounts. You should take into account target audience and attempt to maximize followers, shares and page views across the 12 weeks.

Your assignments and their associated social media posts are due by **5pm EST on the Thursday** of the week assigned. You can post any time before when it is due, but it must be posted by this time.

The assignments are intended to get you to use the material learned from the weekly lectures and readings and apply them to the real-world. It is important to see how they concepts apply to your daily lives. Each assignment relates to the topics discussed that week and may require you to use programs and websites outside of Canvas.

Post a link to your completed blog posts and social media post URLs on Canvas in the designated area for each assignment.

Assignments are awarded points according to levels of completion:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
Topic – 15%	Competently describes and contextualizes subject matter of assignment.	Capably describes subject matter of assignment with some context	Fails to fully describe subject matter of assignment or fails to contextualize it
Sourcing – 15%	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.	Little reference is made to course learnings and there is no evidence of outside materials.
Relevance – 20%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	Material is presented without real world relevance.
Insight – 25%	Compelling, focused and persuasive views are offered.	The paper falters at times, but the main point is clear.	Point is unclear, either through misunderstanding or lack of focus.
Writing – 10%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	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.
Shareable – 15%	Approach is creative and applicable to platforms chosen for sharing. Compelling posts lead to impressive numbers of favorites, shares and/or retweets. There is an increase	Some consideration has been taken to the approach but may not be entirely applicable to platforms chosen. Posts led to some sharing. There may	Limited potential for content to be shared based on lack of understanding of platforms selected or a lack of creative content.

	in numbers of followers	be new followers.	

14. News stories and features:

You will be given a total of four reporting tasks - to research, write and share news stories or features - during the 12 week semester. So, not all weeks will have this work – it is your responsibility to know which weeks do and do not.

Specific details about each reporting task are listed in the course schedule in this syllabus. But, if text based, each news story or feature should be at least 500 words.

Each story/feature should be uploaded to Canvas. The instructor will re-publish the best to the course website. The decision to post to the course website will be at the discretion of the instructor who will select stories not only based on overall quality but also based on timeliness and relevance. So, while you may have written an excellent story, it may not be as timely as a story selected for the site.

Basic reporting skills will be covered by the instructor. It is important that any content you upload is compliant in terms of copyright and legally sound. If in doubt, ask the instructor! He will ultimately act as overall Editor.

IMPORTANT: Make it clear who your article is targeted at. E.g. tech savvy 18-24 year olds. Name the publication.

Also include the social media posts that would promote your story with multimedia as relevant

Both these elements are important to the grading, see the grading criteria.

Your stories are due by **9am EST on the Monday following our lecture**. You can post any time to Canvas before when it is due, but it must be posted by this time.

Post your story/feature directly onto Canvas in the designated area for each story. You should also upload multimedia files to the designated area of Canvas.

News stories and features are awarded points according to levels of completion:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
Creativity – 25%	Compelling and interesting content to attract audience through superior writing and multi-media content.	Interesting content to attract audience through creative writing and multi-media content.	Uncreative content that lacks enough compelling content to interest audience. There may be little or no multi-media content.
Attracts target demo – 10%	Demonstrates a clear understanding of the target audience and rationale for selecting this 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.
Journalism – 25%	Demonstrates advanced journalism skills including providing background, color, impactful writing, impressive storytelling, originality etc. as well as other key skills.	Demonstrates some key journalism skills including accuracy, impartiality, quotes and sourcing.	Lacks key journalism skills. There may be missing information that would lead to this work not being published.
Shareable – 30%	Careful consideration has been given to the sharability of the story, including headlines and images.	Some consideration has been given to what makes the story shareable by the target audience.	Demonstrates a lack of understanding of the types of content that would lead to sharing by target audience
Writing – 10%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	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.

15. Final Paper:

You will prepare a 'super-sized' story using the aspects of social media and journalism you have learned across the 12 weeks.

Research and verify an original news story of your choice relating to journalism, media, social media or new technologies.

It should be at least 1,000 words and contain at least 3 of the following characteristics which do NOT add to the final word count:
- Original journalism gained through social media research.
- Original images which may include infographics, gifs or memes.

- Original video clips.
- Multi-media material curated from social media.
- Curated social media posts.
- Interactive content such as games or quizzes.

By week 8 you should send a <u>summary</u> of your plans for a 'super-sized' story. This should be no longer than 300 words.

IMPORTANT: Again, make it clear who is the target audience for your article!!

The Final 'super-sized' story is to be uploaded to Canvas by Midday on Sat March 26th. Again, the best will be published on the course website.

<u>For your final grade, 50% of your score will be based on the writing and the other 50% of the score will be based on the accompanying multimedia content. You will want to incorporate the skills you have learned over the semester in your stories and in your assignments to create a complete final product. The final project will consist of both text and multimedia to tell a complete story.</u>

Writing:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
Creativity – 20%	Unique subject matter is chosen, with compelling angles taken. Engaging and interesting content to attract audience through superior writing. Creative format selected.	Interesting content to attract audience through creative writing although subject matter and angles may not be unique. Good but standard format.	Uncreative treatment that lacks enough compelling content to interest audience.
Attracts target demo – 10%	Demonstrates a clear understanding of the target audience and rationale for selecting this 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.
Journalism – 30%	Demonstrates advanced journalism skills including providing background, color, impactful writing, impressive storytelling, originality etc. as well as other key skills.	Demonstrates some key journalism skills including accuracy, impartiality, quotes and sourcing.	Lacks key journalism skills. There may be missing information that would lead to this work not being published.
Shareable – 30%	Careful consideration has been given to the sharability of the story, including headlines and images.	Some consideration has been given to what makes the story shareable by the target audience.	Demonstrates a lack of understanding of the types of content that would lead to sharing by target audience
Writing – 10%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	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.

Multi-media content:

	100-90 **Excellent**	89-80 **Good**	Less than 80 **Unsatisfactory**
Creativity – 25%	Compelling and engaging content. There are more than 3 of the characteristics listed in the syllabus used. This work is judged to have multi-media at its core.	Interesting content to attract audience through multi-media content. There are at least 3 of the characteristics listed in the syllabus used.	Uncreative content that lacks enough compelling content to interest audience. There are less than 3 of the characteristics listed in the syllabus used.
Attracts target demo – 10%	Demonstrates a clear understanding of the target audience and rationale for selecting this 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.
Journalism – 20%	Demonstrates advanced journalism skills including providing background, color, impactful writing, originality etc. as well as other key skills.	Demonstrates some key journalism skills including accuracy, impartiality, quotes and sourcing.	Lacks key journalism skills. There may be missing information that would lead to this work not being published.
Shareable – 25%	Careful consideration has been given to the sharability of the multi-media content.	Some consideration has been given to what makes the content shareable by the target audience.	Demonstrates a lack of understanding of the types of content that would lead to sharing by target audience
Professionalism – 20%	Carefully crafted multi-media elements that would be on a par with what's published professionally. Spelling and grammar is perfect.	A good technical attempt at creating multi-media content but there is some room for improvement.	Demonstrates a lack of understanding of how to create multi-media content. Spelling and grammar may be flawed.

16. Deadlines – a reminder:
This class, like others, involves many deadlines. Here is a reminder. The new lecture week starts on a Monday:

Readings Reaction	5pm EST Thursday of the lecture week
Readings Comments	12pm EST Saturday of the lecture week
Responding to Reading Reaction Comments	9am EST Monday of the week following lecture
Assignments and their associated social media posts	5pm EST Thursday of the lecture week
Stories/features	9am EST Monday of the week following lecture

17. **Important:**

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.
University counseling services and mental health services:

**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 to 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 that 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.

Getting Help:
For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:
● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● https://lss.at.ufl.edu/help.shtml

** 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.

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

- Counseling and Wellness resources
    - http://www.counseling.ufl.edu/cwc/Default.aspx
    - 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 visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

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 http://www.dso.ufl.edu/students.php.

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:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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 P**eabody Hall, 352-392-1261.**

Course Schedule

Course Introduction

Course Introduction Video:
- You will learn an overview of social media and news.
- You will begin to consider why this area of concern is important.

Course Syllabus Video:
- Explanation of course requirements and assignments

Week 1: Basic journalism skills (LIVE) WEDNESDAY JANUARY 6TH AT 6PM EST VIA HTTPS://UFLCOJ.ADOBECONNECT.COM/SM_NEWS/

Learning Objectives:
- You will learn what makes an engaging news story or feature.
- You will discover key storytelling techniques to write a story or feature.
- You will learn how to source appropriate images.
- You will discuss copyright, legal and ethical considerations.

Required Readings:

Elements of Journalism, American Press Institute http://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/elements-journalism/

12 Tips For Producing Strong News Stories, Jeff Hodson http://www.mediahelpingmedia.org/training-resources/journalism-basics/751-12-tips-for-producing-strong-news-stories

Assignment:
Use social media to source a news article or piece of social media news content that engages you. Why does it engage you? How has the story been told? Consider the written journalism and any multi-media content. Do you recognize story telling techniques as discussed in our lecture?

Week 2: What Role Does Social Media Play in News?

Learning Objectives:

- You will identify the effects social media has had on news reporting and other media coverage.
- You will be able to assess the risks social media poses to news and media.
- You will be able to give examples of media organizations using social media to engage audiences.

Required Readings:

8 Key Takeaways About Social Media and News, Pew Research Centre http://www.journalism.org/2014/03/26/8-key-takeaways-about-social-media-and-news/

Three charts that explain how U.S. journalists use social media: http://www.washingtonpost.com/blogs/the-switch/wp/2014/05/06/three-charts-that-explain-how-u-s-journalists-use-social-media/

Facebook News Wire – a feed of content posted to Facebook by newsmakers
https://www.facebook.com/FBNewswire

Skidrow – The Stories of Real People, reported.ly
https://medium.com/reportedly/skid-row-the-stories-of-real-people-40a8fca70ea5

What Happens When a Social Media Murder Suspect Wants to go Viral
https://www.washingtonpost.com/news/the-intersect/wp/2015/08/26/in-aftermath-of-virginia-shooting-social-media-takes-a-prominent-role/

Watch:

Engaging Social Media Audiences, BBC Academy
http://www.bbc.co.uk/academy/journalism/skills/social-media/article/art20130912154850462

No Go Britain, Channel 4 News https://www.youtube.com/watch?v=YwBn9Cy4knM

A selection of videos from Now This News on Instagram https://instagram.com/nowthisnews

Story:

Research and write a news story or feature on social media predictions. This should be around 500 words. Think about a compelling headline and using any multi-media you wish, including images.

Plus…

Tweet 3 reporters, ask how has news changed their roles? Send URLs to responses back to me for inclusion in our week 5 lecture!

Week 3: Building and engaging an audience on social media

Learning Objectives:

- You will create social media content to engage audiences.
- You will be able to write compelling captions, posts and tweets.
- You will use techniques such as hashtags, tagging and reaching out to key influencers to build your social media audience and increase engagement.
- You will use metrics to monitor and record relevant information.

Required Readings:

Top Ten Essential Twitter Tips for Students Journalists
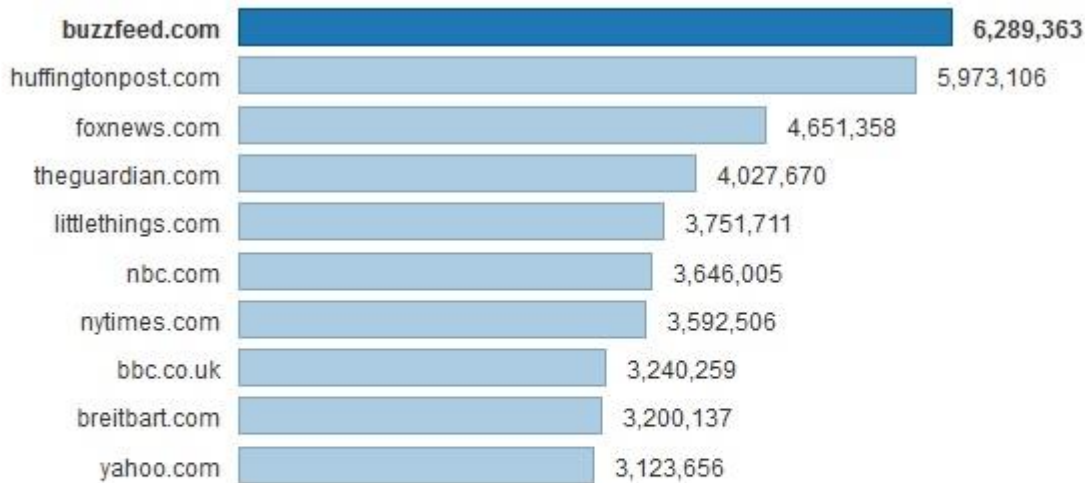http://www.collegemediamatters.com/2012/06/25/top-10-essential-twitter-tips-for-student-journalists/

Don't Try Too Hard To Please Twitter, Nieman Lab http://www.niemanlab.org/2015/01/dont-try-too-hard-to-please-twitter-and-other-lessons-from-the-new-york-times-social-media-desk/

A Scientific Guide to Writing Great Tweets: How to Get More Clicks, Retweets and Reach:
http://www.huffingtonpost.com/courtney-seiter/a-scientific-guide-to-wri_b_5331506.html

Assignment:
These are the most shared news sites on Facebook in October 2015 according to Newswhip:

October's Most-Shared Publishers on Facebook

Publisher	Shares
buzzfeed.com	6,289,363
huffingtonpost.com	5,973,106
foxnews.com	4,651,358
theguardian.com	4,027,670
littlethings.com	3,751,711
nbc.com	3,646,005
nytimes.com	3,592,506
bbc.co.uk	3,240,259
breitbart.com	3,200,137
yahoo.com	3,123,656

Based on content published in October only.

Source: NewsWhip

NEWS WHIP

Look at the relevant Facebook pages. What accounts for the successes in shares? Are there differences or similarities in the ways posts are created? What can you learn from the market leaders which you will put into practice for the rest of this course from today?

Week 4: How Buzzfeed created social news

Learning Objectives:

- You will assess how Buzzfeed has changed the characteristics of news.
- You will discuss the implications of social news.
- You will research and write an article in the style of Buzzfeed.
- You will create a GIF or infographic.

Required Readings:

Things Everybody Does… Buzzfeed https://www.facebook.com/video.php?v=1631492713658271

What State Do You Actually Belong In, Buzzfeed http://www.buzzfeed.com/awesomer/what-state-do-you-actually-belong-in#.akznPnopG

How ISIS Uses Twitter to Recruit Women, Buzzfeed http://www.buzzfeed.com/ellievhall/how-isis-uses-twitter-to-recruit-women#.kaBPmGO2x

NBC's Brian Williams Encants Tale of His Helicopter Being Shot Down in Iraq, Buzzfeed http://www.buzzfeed.com/davidmack/williams-helicopter-story#.ifyz6zwKy

Shani O Hilton on Building a Newsroom at Buzzfeed, Nieman Lab http://niemanreports.org/articles/shani-o-hilton-on-building-a-newsroom-at-buzzfeed/

Lessons in Creating a Buzz on Social Media from Buzzfeed https://www.journalism.co.uk/news/lessons-in-creating-a-buzz-on-social-media-from-buzzfeed/s2/a557549/

The Real Problem with Click Bait, pointer.org http://www.poynter.org/news/mediawire/258985/the-real-problem-with-clickbait/

Useful Guides:

Creating Infographics with MS Powerpoint http://www.slideshare.net/kimberlygauthier/creating-infographics-with-ms-power-point

How To Make a GIF without Photoshop http://www.buzzfeed.com/katienotopoulos/how-to-make-a-gif-without-photoshop#.lqdDgDa7d

GIF Tools http://mashable.com/2013/08/22/make-gifs/

Story:

Create an article in the style of Buzzfeed. It could include curated content or adopt a game or quiz format. It must include a GIF or infographic. Choose your subject matter carefully as you will be asked to write a follow up article, either on a different angle or updated, later in the class.

Week 5: How social media becomes a reporter's own 24 hour news network

Learning Objectives:
- You will be able to assess the ways social media has changed the role of a reporter.
- You will debate how inappropriate use of social media can damage a reporter's reputation.
- You will explain how social media has enhanced news coverage.

Required Readings:

Vine shifts from comedy clips to a Valid Journalistic Tool http://www.theguardian.com/media/2014/nov/23/vine-comedy-clips-journalistic-tool-alex-thomson

JOURNALISM IN THE AGE OF SOCIAL MEDIA:
https://reutersinstitute.politics.ox.ac.uk/sites/default/files/Journalism%20in%20the%20Age%20of%20Social%20Media.pdf

Watch:

Alex Thomson uses Twitter to reunite Philippines family
https://www.youtube.com/watch?v=Z8z3JM3Sr2Y

Assignment:

Find a reporter who is enhancing their journalism through their use of social media. Explain why. Write a 500 word feature, including screen grabs of their social media activity. You may wish to conduct an original interview with your subject.

Week 6: Changing newsroom culture and managing workflows

Learning Objectives:

- You will be able to debate the positives and negatives of employing different workflows to bring social media into a media organization.
- You will dispel common myths regarding social media and news.
- You will use persuasion techniques to help change office culture regarding social media.

Required Readings:

Changing newsroom culture at the FT, La Stampa, Trinity Mirror and Le Soir
http://www.themediabriefing.com/article/the-ft-la-stampa-trinity-mirror-and-le-soir-on-changing-newsroom-culture

15 Steps For Changing Newsroom Culture http://www.adweek.com/fishbowlny/15-steps-for-changing-newsroom-culture/260121

Week 7: The lessons to be drawn from your own stories so far (Live) TUESDAY FEBRUARY 16TH AT 6PM EST VIA via HTTPS://UFLCOJ.ADOBECONNECT.COM/SM_NEWS/

Learning Objectives:

Strengthening learnings from weeks 1 and 3

Required Readings:

Facebook Signal http://media.fb.com/2015/09/17/introducing-signal/

Instant Articles Get Shared More Than Old Fashioned Links
http://www.niemanlab.org/2015/10/instant-articles-get-shared-more-than-old-fashioned-links-plus-more-details-from-facebooks-news-push/

Facebook Opens Up Its Mentions App to Verfiied Users
http://thenextweb.com/apps/2015/09/10/check-out-the-facebook-app-that-famous-people-use/

Assignment:

What contribution do you think Facebook will make to news in the next 5 years? Are traditional news publishers losing control? Does Mark Zuckerberg have too much power? Or, is Facebook the digital age's answer to the printing press or TV transmitter as a means of distribution? Will the "snackable" nature of Facebook content lead to less news consumption or a greater awareness of what is happening in our world?

Week 8: Social media research techniques

Learning Objectives:

- You will be able to use techniques to effectively mine social networks for information in the research of news stories.
- You will use advanced search on Twitter.
- You will understand terms relating to Boolean Theory.
- You will use geolocation to find content.

Required Readings:
More Crowd Checking. Less Fact Checking http://www.ing.com/Newsroom/All-news/NW/2014-Study-impact-of-Social-Media-on-News-more-crowdchecking-less-factchecking.htm

Could we Be Sued? https://medium.com/@emhub/ethics-and-the-law-ba4b65dd2bf1

Story:

Use social media research to prepare a follow up to the article you wrote in week 4. In can be in style of Buzzfeed or written for any other publication. Make this clear.

Week 9: Social media verification techniques

Learning Objectives:

- You will be able to successfully verify whether user generated content gained via social media is accurate.

- You will select the appropriate methods to use which, with regards to images and videos for example, might include assessing facts such as accents and lighting, using Google Images Reverse Image Search or Google Street View.

Required Readings:

A Pocket Guide on Verifying Details of a Video https://storify.com/reportedly/a-pocket-guide-to

Complete the Foto Forensic Challenges http://fotoforensics.com/messages.php?challenge=1
Make references to the tutorials to help you http://fotoforensics.com/tutorial.php

Watch:

Social Media Verification http://www.bbc.co.uk/academy/journalism/skills/social-media/article/art20130702112133524

Story:

Write a news feature about Google's influence on reporting from search to YouTube to Google Plus to Google Maps. How significantly has Google single handedly changed the job of the journalist? Look to use the skills you have acquired over the past few weeks to research and verify content for your article. You may wish to conduct interviews for use. Include multi-media material as appropriate.

Week 10: Reporting case study: Je Suis Charlie

Learning Objectives:

Strengthening learnings in weeks 3 and 5

Required Reading:

Charlie Hebdo – A Week of Horror When Social Media Came Into Its Own
http://www.theguardian.com/media/2015/jan/11/charlie-hebdo-social-media-news-readers

Charlie Hebdo Man Regrets Stupid Decision To Put Video of Police Officers Death Online
http://www.independent.co.uk/news/world/europe/charlie-hebdo-man-regrets-stupid-decision-to-put-video-of-police-officers-death-online-9971750.html

How the Paris Attacks Unfolded on Social Media
http://www.bbc.co.uk/news/blogs-trending-34836214

Social Media Plays Key Role in Paris Attacks Reaction
http://www.ft.com/cms/s/2/13b66b4a-8a87-11e5-90de-f44762bf9896.html#axzz3sUqw0BKo

Week 11: How everyone became a content creator

Learning Objectives:

- You will assess the challenge to traditional media by other individuals and organizations becoming content creators and "broadcasting" using social media.
- You will be able to discuss the opportunities this situation offers to existing media.
- You will curate compelling content and use it to tell a story.

Required Readings:

7 Things Really Great Content Creators Do http://www.impactbnd.com/blog/7-things-that-really-great-content-creators-do

Magpies Versus Owls – How To Curate Great Content http://gleanin.com/blog/2014/magpies-versus-owls-how-to-curate-great-content

Watch:

Select and watch 2 videos from the You Tubers mentioned in the lecture.
https://www.youtube.com/user/PewDiePie/videos
https://www.youtube.com/user/smosh/videos
https://www.youtube.com/user/DisneyCollectorBR/videos

Story:

Use storify.com to curate what you believe to be the best social media coverage of a major news story from the past week. This content should come from at least 6 different sources and be multi-media. Use this content to tell the story.

Week 12: The ways in which social media have shifted news organization ethics

Learning Objectives:
You will understand the ethical risks to news organizations using social media.
You will assess when journalists become too personal in their reporting, using social media.
You will be able to protect yourself from distressing user generated images on social media.

Required Readings:

How are Journalists at Risk of Vicarious Trauma from UGC, journalism.co.uk
https://www.journalism.co.uk/news/how-are-journalists-at-risk-of-vicarious-trauma-from-ugc-/s2/a562758/

Graphic Footage: Fanning the Flames or Bearing Witness, Andy Carvin
https://medium.com/reportedly/graphic-imagery-fanning-the-flames-or-bearing-witness-8b67490383fb

Andrew Goldman Sparks Twitter Controversy https://storify.com/jasonboog/andrew-goldman-sparks-twitter-controversy

Journalists: 5 tweets guaranteed to get you fired: https://ijnet.org/en/blog/journalists-5-tweets-guaranteed-get-you-fired

Watch:

Personal vs Professional, BBC Academy
http://www.bbc.co.uk/academy/journalism/article/art20130702112133517

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.