

# Practicum III - Community Collaboration and Expansion Acceleration

Spring 2018

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**Office Hours:** Tuesday 4-6pm CT/ 5-7pm ET.

**Skype Name:** Kristina Libby

**Course Website:** <http://lss.at.ufl.edu>

**Course Communication:** Please email me with any questions related to the course at the email provided above; additionally, office hours are a good time to reach out with questions or concerns.

## **Course Description:**

Explosive community growth or “virality” is dependent on tastemakers, community and creative executions. This class will continue to explore creative content strategies and add to this a biweekly podcast and a monthly vodcast. Doing so, students will find and engage with influencers, specialists and tastemakers in your community, understand how a community responds to certain content and attempt to create a story and piece of content that goes viral.

This class will focus on how to expand beyond your platforms to create a community. You will focus on meeting and networking with tastemakers, influencers and creatives in your community, learning to engage them and grow your network by building theirs. Explore your skills at vlogging and podcasting as well, to develop a new and interesting form of reaching your audience.

## **Course Objectives:**

By the end of this course, students will:

- Create a podcast and a vlog/vodcast
- Understand how influencers accelerate content adoption
- Understand how to create and grow an influencer network.

**Course Goal:**

This course will position students to strategically achieve the overall goals of the practicum course to build a brand around and develop an online following.

**Expectations:**

Students are expected to engage fully in the course and use their creative and intellectual sides to bridge academic concepts with practical applications. Students are expected to complete work in a timely manner, participate in class discussion and engage in the Canvas shell. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

**Recommended Reading Text:**

- [“Oreo Dunk in the Dark.”](#)
- Alloca, Kevin. [“Why Videos Go Viral.”](#)
- Bullas, Jeff. [“How to Launch A Podcast and Capture #1 Ranking.”](#)
- Clarke, Dory. [“How to Launch A Successful Podcast – Fast.”](#)
- Ghonim, Wael. [“Let’s Design Social Media that Drives Real Change.”](#)
- GroupHigh. [“Social Media Influencers.”](#)
- Holliday, Lauren. [“Growth Hacking.”](#)
- Income School. [“Tips to Launch A Podcast.”](#)
- Kagan, Noah. [“Why Content Goes Viral.”](#)
- Lehrer, Jonah. [“Why Do Viral Videos Go Viral.”](#)
- Libby, Kristina. [“How to Use Social Media To Create Moments.”](#)
- Libby, Kristina. [“Social Media Doesn’t Connect Us, It Isolates Us.”](#)
- Libby, Kristina. [You Don’t Need Social Media, Unless You Are Doing It Right.](#)
- Libert, Kelsey. [“Viral Content Lessons from BuzzFeed and Upworthy.”](#)
- NPR. [“Company’s Secret Weapon to Make Videos Go Viral.”](#)
- Opam, Kwame. [“@MichelleObama – An Exclusive Look at How the First Lady Conquered Social Media.”](#)
- Smith, Andy. [“3 Quick Wins For Kickstarting an Influencer Video Marketing Campaign.”](#)
- Smitha, Nate. [“How to Define and Engage Social Media Influencers for Your Brand.”](#)
- Vlog Nation. [“How to Start a Vlog.”](#)

**Additional Readings:**

Listed in the course schedule and in weekly modules on Canvas

**Prerequisite knowledge and skills:**

Students are required to take the first two semesters of their MA program before registering for practicum classes.

**Teaching Philosophy:**

In this class, students will engage in hands-on education of learned social media practices and in doing so, practice the rigors of social media. This class will require creativity, diligence and a willingness to try new and diverse activities to generate and secure followers. While much of the class will be self-directed, I will happily be here to provide guidance, brainstorm and discuss new and notable trends.

**Instructional Methods:**

The course will include office hour live video consultations and online group working forums. The consultation sessions will be recorded and available for playback on the website.

**Course Policies:****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.

**Late Work and Make-up Policy:**

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved 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:

- 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

The new lecture week runs begins on Mondays.

Requirements for 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>

### **Grading:**

Your work will be evaluated according to this distribution:

- Project Planning (community topic and basic plan) - 10%
- Mid-term evaluation - 25%
- Final Presentation - 65%

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%

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

### **Weekly Consultation Lectures:**

The Instructor will hold office hours each week for two hours at the prescribed time. This is an open window for consultation on your projects. She will answer questions, brainstorm solutions and share the most recent learnings on the topic. This will be held in an open webinar format to allow all students to listen to and learn from each other.

These live sessions will be recorded and made available on the class website.

### **Project Planning:**

1. You will be building an interest community from the ground up and a community demands content and participation. You will need to launch your vlog or podcast by WEEK FOUR.
2. You will then need to create a strategic viral plan for developing and promoting content around your new community. Your strategic plan is due as your midterm in WEEK SIX. However, you will be asked to submit a rough plan or plan outline in WEEK FOUR. This will be part of your assignment grade.
3. The rest of the semester will require you to create original content for your community on multiple platforms and the semester will end with a final presentation and your results on driving a viral piece.

### **Guided Learning Assignments:**

Throughout the semester there will be various additional assignments to complete. These assignments will not be for a grade as they are intended to help you build your overall branded community. Creating an interest community from the ground up requires a tremendous amount of planning, due diligence, and reflection. These assignments are to help inspire you to think deeply about your brand and act as signposts to help keep you on track during the semester. Your instructor will provide feedback on these assignments as a way to help you think about how to strategically build your community while also keeping pace with the volume of content that will need to be created. Although these assignments will not be graded, you will receive feedback on them and this feedback should be used to critically evaluate and create your brand across multiple platforms.

### **Midterm Assignment: Strategic Plan**

A midterm evaluation of your first semester practicum program will occur during WEEK SIX. This evaluation will require you to present the materials worked on to date, including your content strategy grid, your personality brand documents and your data analyzation plan. Student can choose the best means to present the work but a basic template will be provided. This will be a written presentation.

Rubric

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>79-70 Satisfactory</b>	<b>Less than 70 Unsatisfactory</b>
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Approach – 50%	Competently describes and contextualizes strategic viral approach and plan	Capably describes strategic viral approach and plan	Struggles to describe strategic viral approach and plan	Fails to fully describe strategic viral approach and plan
Viral Content Creation – 25%	Competently showcases examples of viral strategy in action	Capably builds social media examples of viral strategy in action	Struggles to build social media examples of viral strategy in action	Fails to fully actualize social media examples of viral strategy in action
Technology– 20%	Competently shows understanding of how to launch a vlog or podcast.	Capably shows understanding of how to launch a vlog or podcast.	Struggles to show understanding of how to launch a vlog or podcast.	Fails to fully show understanding of how to launch a vlog or podcast..
Gamification – 10%	Ranks in highest 10% of those in the class for their vision, plan and execution	Ranks in the middle of the class for their vision, plan and execution	Ranks in the bottom third of the class for their vision, plan and execution	Ranks in the bottom quarter of the class in explaining or portraying vision to the class

### Final Presentation

For the final presentation, students will need to demonstrate the creation and growth of a personal brand, and how content is the cornerstone of that brand over the next two semesters. They must present their revised content marketing plan, social media channels, and data analysis strategy. This will be a video presentation lasting less than 5 minutes. Your classmates will watch and review videos.

### Rubric

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>79-70 Satisfactory</b>	<b>Less than 70 Unsatisfactory</b>
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Virality – 20%	Competently creates a piece of content that goes “viral” based on pre-setn metrics for area focus.	Capably creates a piece of content that goes “viral” based on pre-setn metrics for area focus.	Struggles to create a piece of content that goes “viral” based on pre-setn metrics for area focus.	Fails to create a piece of content that goes “viral” based on pre-setn metrics for area focus.
Followers – 35%	200%+ increase in aggregate followers across platforms since mid-semester	100% increase in aggregate followers across platforms since mid-semester	50-75% increase in aggregate followers across platforms since mid-semester	50% or less increase in aggregate followers across platforms since mid-semester
Engagement – 35%	100%+ increase in organic views from unique visitors to website since preveious semester	99-50% increase in organic views since preveious semester	49-25%+ increase in organic views since preveious semester	24% or less increase in organic views since preveious semester
Gamification – 10%	Ranks in upper 25% of those in the class for overall approach, execution and virality of chosen content.	Ranks between 75 and 50% of those in the class for overall approach, execution and virality of chosen content.	Ranks between 50 and 25% of those in the class for overall approach, execution and virality of chosen content.	Ranks in the bottom 25% of those in the class for overall approach, execution and virality of chosen content.

## 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. University counseling services and mental health services:

Counseling and Wellness resources

<http://www.counseling.ufl.edu/cwc/Default.aspx>

352-392-1575

**\*\*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](mailto: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 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 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/sccr/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.

## Schedule

### Course Introduction:

Course Introduction Video:

- Understand what is expected in the practicum program and this class in particular.
- Explanation of course requirements and assignments

### Week One: Overview

Learning Objectives:

- Understand what a tastemaker or an influencer is
- Understand why a tastemaker matters in helping to make content viral
- Understand what a piece of viral content is.

Required Reading:

- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right. (Part 3)

Recommended Readings:

- GroupHigh. "[Social Media Influencers.](#)"

- Smitha, Nate. “[How to Define and Engage Social Media Influencers for Your Brand.](#)”
- Libby, Kristina. “[Social Media Doesn’t Connect Us It Isolates Us.](#)”
- Libby, Kristina. “[How to Use Social Media To Create Moments.](#)”

Assignments:

- Continue to post to your social media channels.

## **Week Two: Networking**

Learning Objectives:

- Understand how networking grows your online presence and creates new opportunities, in the same way offline networking does.
- Understand why networks are essential for viral content spread and growth.

Recommended Readings:

- Libby, Kristina. [You Don’t Need Social Media, Unless You Are Doing It Right.](#) (Part 3)

Assignments:

- **Guided learning assignment:** Identify the top twenty influencers in your field or genre. Determine an action plan to reach out and engage them.
- Continue to post to your social media channels.

## **Week Three: Guests- Influencers Get Influencing Others**

Learning Objectives:

- Understand how to engage influencers
- Understand what influencers are looking for
- Understand how they think of viral content.

Recommended Readings:

- Libert, Kelsey. “[Viral Content Lessons from BuzzFeed and Upworthy.](#)”

Assignments:

- Continue to post to your social media channels.

## **Week Four: Podcasts/Vlogcasts**

### Learning Objectives:

- Understand what makes a good podcast, vlogcast or vlog
- Understand how to conceive of a vlog or podcast strategy for implementation

### Recommended Readings:

- Clarke, Dory. "[How to Launch A Successful Podcast – Fast.](#)"
- Income School. "[Tips to Launch A Podcast.](#)"
- Bullas, Jeff. "[How to Launch A Podcast and Capture #1 Ranking.](#)"
- Vlog Nation. "[How to Start a Vlog.](#)"

### Assignments:

- **Guided learning assignment:** Determine if you are going to start a podcast or a Vlog. Start your first episode.
- **Guided learning assignment:** Submit a DRAFT of your viral plan.
- Continue to post to social media

## **Week Five: Guest: Podcasters/Vloggers**

### Learning Objectives:

- Understand how podcasters and vloggers grow their audiences.
- Understand how these tricks can be applied to your goals and ambitions.

### Required Readings:

- Worksheet Old School Mediums, New School Means
- Kagan, Noah. "[Why Content Goes Viral.](#)"

### Assignments:

- **Guided learning assignment:** Begin recording content for your vlog or podcast.
- Continue to post to social media

## **Week Six: Midterm Evaluation – Viral Plan**

Learning Objectives:

- Deliver a strategic viral plan for review.

Required Readings:

- None

Assignments:

- Deliver a strategic viral plan for review. This plan should include the piece of content you are better on to “go viral” and the path you will initiate to make sure that it does.

### **Week Seven: Leverage Moments**

Learning Objectives:

- Understand how a viral moment can occur because of a trending topic.
- Understand how to leverage trending conversations to create a viral moment.

Recommended Readings:

- Alloca, Kevin. “[Why Videos Go Viral.](#)”
- NPR. “[Company’s Secret Weapon to Make Videos Go Viral.](#)”
- Lehrer, Jonah. “[Why Do Viral Videos Go Viral.](#)”
- “[Oreo Dunk in the Dark.](#)”

Assignments:

- **Guided learning assignment:** Apply concepts from these readings to your projects.
- Continue to post to social media

### **Week Eight: Leverage Influencers**

Learning Objectives:

- Learn why leveraging influencers helps to enhance your video’s or podcasts chances of success

Recommended Readings:

- Libby, Kristina. [You Don’t Need Social Media, Unless You Are Doing It Right.](#) (Part 3)

- Smith, Andy. “[3 Quick Wins For Kickstarting an Influencer Video Marketing Campaign.](#)”

Assignments:

- **Guided learning assignment:** Develop a map for those influencers who can help you create awareness of your content. Plan how to execute against these influencers.
- Continue to post to social media.

### **Week Nine: Leverage Other Communities**

Learning Objectives:

- Learn how niche communities can help to propel your content into new audiences and encourage it to become viral.

Recommended Readings:

- Ghonim, Wael. “[Let’s Design Social Media that Drives Real Change.](#)”
- Holliday, Lauren. “[Growth Hacking.](#)”
- Opam, Kwame. “[@MichelleObama – An Exclusive Look at How the First Lady Conquered Social Media.](#)”

Assignments:

- **Guided learning assignment:** Growth hack your strategy. What is or isn’t working?
- Continue to post to social media.

### **Week Ten: Addressing Problems to Virality**

Learning Objectives:

- Understands what impedes the ability of a piece of content to become viral.

Required Readings:

- Libby, Kristina. [You Don’t Need Social Media, Unless You Are Doing It Right.](#) (Part 3)
- Berger, Jonah. “[What Makes Online Content Viral.](#)”
- NYTs. “[The Psychology of Sharing.](#)”

Assignments:

- **Guided learning assignment:** What's standing in the way of your viral content? Address those concerns.
- Continue to post to social media.

### **Week Eleven: FINAL**

#### Learning Objectives:

- Student will present and share their top performing vlog or podcast or content piece and explain their process in attempting to make this content viral.

#### Watch:

- Final project presentation videos.

#### Required Readings:

- None

#### Assignments:

- **FINAL Projects due**

### **Week Twelve: Class Voting and Review**

#### Learning Objectives:

- Students will review the final presentation of others and assign a numeric value/review of their coursework.

#### Required Readings:

- Review the final presentations of other students. Your presentation in reviewing will be part of your gamification score.

#### Assignments:

- **Rate the final presentations of other students. Survey and rating card will be sent during this week for you to review.**

#### **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.