



## MMC 3630 Social Media & Society Spring 2019 – 23260 (421C)

Instructor: Andrew Selepak, PhD  
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Course Website: <http://elearning.ufl.edu/>

### **What to expect from MMC 3630**

This course is designed to explore the impact of social media in our lives from a personal and professional perspective. Social media is impacting how we engage with family, friends, co-workers, and businesses. It impacts how and which media we consume. It turns casual fans into fanatics. It helps keep us better informed. And it provides us with information on what is going on in politics, sports, business, news, entertainment, and weather. But social media is also dividing us and creating vast echo chambers of ideology used to spread dissent, hatred, and propaganda. In this course, we will look to see how we can take the positive of social media and use them for the social good.

By the end of the semester, students will develop a greater understanding of the prevalence of social media in all aspects of our lives.

### **Course Objectives**

1. Explain the fundamentals of social media
2. Compare and contrast social media and traditional media
3. Discuss how to use social media to enhance traditional media strategies
4. Understand different types of social media channels
5. Discuss ways companies use social media for marketing and audience engagement
6. Understand site traffic on social media
7. Describe professional social media etiquette
8. Debate ethical decision making for social media
9. Understand how social media has impacted every industry in profound ways

### **Required Texts**

Social media is rapidly changing area and the skills students needed just a few years ago are already outdated. For this reason, few textbooks are as up-to-date as needed to cover the skills you will need for a job when you graduate. Therefore, all the material you will need for this course comes in lectures and online readings.

### **Course Philosophy and Expectations**

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 should be completed as directed. Full participation in online discussions and activities is required.

My role as instructor is to identify critical issues related to the course, direct students to and teach relevant information, assign appropriate learning activities, create opportunities for assessing student performance and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for students to have confidence that they have mastered the material and for the instructor to determine that students are meeting all course requirements.

At all times, it is expected that students will welcome and respond professionally to assessment feedback, that students will treat fellow students, instructors and assistants with respect, and that students will contribute to the success of the class to the best of their abilities.

**Netiquette**

All members of the class are expected to follow rules of common courtesy along with applicable university policies in all online activities, as these are extensions of the course. The University’s Netiquette guide can be found at: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Failure to follow these guidelines will result in disciplinary measures, ranging from grade reduction to course expulsion.

**Ownership Education**

You are not passive participants in this course. This class allows you to take ownership of your educational experience and provide your expertise and knowledge in helping 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 related to an assignment or an issue that has come up in social media related to our discussions. Your classmates along with your instructor and teaching assistants 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.

**Course Measurement Breakdown**

Students’ progress in this course will be evaluated according to the following distribution:

Assessments	
Writing Assignments (4 total)	20%
Google Analytics Course	10%
Exams (2 total)	30%
Mid-semester proposal	10%
Final Project	30%

Your grades will be posted to Canvas at <http://elearning.ufl.edu/>

**Grading Scale**

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

The university policies concerning this grading scale can be found at:

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

**Late Work Policy**

Students are expected to complete assignments by the day they are scheduled. The following penalties will be applied to all work that is late for any reason other than those identified by the university policies, which can be found online at:

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

Point Deduction	Duration of Lateness
5 Points	Less than an hour
10 Points	Greater than one (1) hour but less than 24 hours
15 Points	Greater than 24 hour but less than 48 hours
25 Points	Greater than 48 hours but less than one (1) week
Not Accepted	Greater than one (1) week

**Course work**

This course is comprised of readings, lectures, class assignments, exams, and a final project. Students are expected to watch all lectures and contribute to any class discussions by citing examples drawn from professional experience, personal experience and course readings. Additionally, students are expected to complete course assignments including. Lastly, a final project, due at the end of the semester, will measure students' understanding of the impact of social media.

**Lectures**

The instructor will post a lecture video to Canvas for each of the 16 weeks as well as one supplementary video. The supplementary video will cover the syllabus and course expectations. These videos will vary in length depending on the material but are targeted to take between 1 hour and 1.5 hours to complete.

It is the responsibility of the student to watch each of the lecture videos during the week identified in the course schedule. Although it is possible to watch the videos at any time and at any pace, keeping up with the videos week to week according to the schedule is vital. The videos are designed to build off each other as well as correspond with the weekly readings and

assignments. Lastly, students should be aware that it will be extremely difficult to complete the Assignments without having first viewed the lecture videos.

### **Assignments**

There are a total of FOUR Assignments during the 16-week semester. These assignments provide students with theoretical and real-world contexts for applying the material learned from the lectures. Specific details about each assignment are provided within the "Assignments Tab" of Canvas. The Assignments are due by 5 p.m. EST Thursday of the week assigned. Additionally, students may be required to use programs and websites outside of Canvas to complete the activity. Specifics on the individual assignments will be available in Canvas.

### **Google Analytics Course**

You must complete a Google Analytics training course. The course will provide instruction using Google Analytics. Upon completion of course, you should share a screenshot of the completed certification with your instructor.

### **Exams**

Twice during the semester, students must complete exams intended to measure the student's ability to retain key concepts from the course material. These exams will be made available to students for a 24-hour period. The exams can be completed at any time during the 24-hour period. See the course schedule for dates. Exams must be completed in Canvas.

### **Mid-Semester & Final Project**

The Final Project for this course will require students to create a social media campaign aimed at influencing the public to make a change, or to influence the government or a business/industry to make a change for the social good. In effect, this is a Public Interest campaign using social media to change behavior.

The project will be divided into TWO parts:

1. A mid-semester paper detailing a proposed social change campaign
2. A final paper detailing the effects of that campaign based on creating a real-world social media campaign

Students will be divided into groups in Week Two by the instructor. By Week Three, students will need to decide on a social change campaign they wish to work on for the rest of the semester as part of their Final Project, and have that topic approved by the instructor.

In the mid-semester paper, students will provide background on the issue they wish to address and how they will use social media to bring about positive change in the real-world through a social media campaign.

Students will then need to implement their social change campaign in the real world using online and social media.

The final paper will discuss the success and failures of that campaign and the effects it had on the real-world. This means students will be creating an original social media campaign with real content that will be shared with an outside audience.

## **Course Policies**

### **Incompletes**

A course grade of incomplete will be permitted only for serious illness documented by a physician. A timetable for completing the course work must be set before the incomplete is given.

### **Flexibility**

We believe the semester plan outlined in the calendar is realistic. Nonetheless, we reserve the right to adjust the course content, exercises, exams, etc., based on the class's collective ability to maintain pace.

### **Attendance**

Requirements for class attendance, exams, assignments and other work in this course are consistent with university policies unless specifically stated within this syllabus. These university policies can be found in the online catalog at:

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

### **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>

### **U Matter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.

The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

In case of emergency, call 9-1-1.

### **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>

### **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, teaching assistants 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 Canvas, 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.

### **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/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf>

The University of Florida 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.”

### **ACADEMIC HONESTY**

All 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.

**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.

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

## Course Calendar

\*\*\*\*NOTE: schedule subject to change based on availabilities and other factors.

### Introduction

Lecture: Syllabus overview and course introduction

### Week One – 1/7

Lecture: What is Social Media?

Readings:

[What Is Social Media?](#)

### Week Two – 1/14

Lecture: Social Media and Theory

Readings:

[Alphabetic List of Theories](#) (not all communication theories. Go through a few)

Final Project:

Your instructor will split the class into groups

### Week Three – 1/22

Lecture: Social Media Best Practices

Readings:

[5 Social Media Marketing Best Practices](#)

[5 Proven Social Media Engagement Strategies for 2018](#)

Assignment:

Social Media Channel Assignment due by 5:00 PM EST on Thursday, 1/24

Final Project:

Submit social change topic for approval due by 5:00 PM EST on Thursday, 1/24

### Week Four – 1/28

Lecture: Social Media and Privacy

Readings:

[Americans' complicated feelings about social media in an era of privacy concerns](#)

[Top Five Social Media Privacy Concerns](#)



Supplemental

[How a Social-Media Professor Protects His Privacy Online...and You Can, Too](#)

**Week Five – 2/4**

Lecture: Social Media Metrics

Readings:

[All of the Social Media Metrics That Matter](#)

Assignment:

Complete Google Analytics Course by 5:00 PM EST on Thursday, 2/7

<https://analytics.google.com/analytics/academy/course/6>

**Week Six – 2/11**

Lecture: Social Media and Social Change

Readings:

[Social Change: Wielding the Power of Social Media](#)

[How #MeToo could move from social campaign to social change](#)

Supplemental:

[Social Good from Social Media](#)

Exam:

**Exam One by 11:59 PM EST on Thursday, 2/14**

Final Project:

Submit mid-semester proposal paper by 5:00 PM EST on Friday, 2/15

**Week Seven – 2/18**

Lecture: Social Media and Ethics

Readings:

[Social Media Guidelines for Student Journalists](#)

[Is Social Media Ethics an Oxymoron?](#)

Assignment:

Social Media and Ethics Assignment by 5:00 PM EST on Thursday, 2/21

**Week Eight – 2/25**

Lecture: Social Media and Public Relations

Readings:

[Why Public Relations Should Play a Role in Your Social Media Marketing](#)  
[How social media changed public relations](#)

Supplemental:

[What to Do When You Can't Resolve a Consumer Complaint](#)

**Week Nine – 3/4**

**NO CLASS THIS WEEK – SPRING BREAK**

**Week Ten – 3/11**

Lecture: Social Media and Journalism

Readings:

[Distrust of social media is dragging traditional journalism down](#)  
[Understanding the Role of a Social Media Reporter](#)

Supplemental:

[5 Ways Aspiring \(and Veteran\) Journalists Can Win Back Trust, from a PhD Professor of Media Writing](#)

Assignment:

Social Media and Journalism Assignment by 5:00 PM EST on Thursday, 3/14

**Week Eleven – 3/18**

Lecture: Social Media and Politics

Readings:

[3 ways Facebook and other social media companies could clean up their acts – if they wanted to](#)  
[How politicians' use of social media is reinforcing a partisan media divide](#)

Supplemental:

[McCain backs bill to regulate political ads](#)

**Week Twelve – 3/25**

Lecture: Social Media and Entertainment

Readings:

[Social Media Marketing in the entertainment industry \[5 awesome examples\]](#)  
[Social media and celebrity culture 'harming young people'](#)

Supplemental:

[When it comes to vaccines, celebrities often call the shots](#)

**Week Thirteen – 4/1**

Lecture: Social Media and Sports

Readings:

[How social media changed sport - for better and worse](#)  
[How Live Social Content Is Changing The Future Of Sports Marketing](#)

Supplemental:

[Are NFL players addicted to Instagram? Let the Colts explain](#)

**Week Fourteen – 4/8**

Lecture: Social Media and Marketing

Readings:

[Is Your Social Media Marketing Strategy Effective? Here's How You'll Know](#)  
[After Facebook and Snapchat, What's Next for Social Media Marketing?](#)

Supplemental:

[The Marketing Evolution of Three Iconic Brands](#)

Assignment:

Monitoring Social Media Feedback Assignment by 5:00 PM EST on Thursday, 4/11

**Week Fifteen – 4/15**

Lecture: Social Media Literacy

Readings:

[Are Social Networking Sites Good for Our Society?](#)  
[Studies show lack of media literacy in students has negative impact](#)

Exam:

**Exam Two by 11:59 PM EST on Thursday, 4/18**

**Week Sixteen – 4/22**

Lecture: Social Media Predictions

Readings:

[New Financial Year: Social Media Predictions](#)

[17+ Social Media Marketing Predictions for 2018 From the Pros](#)

Supplemental:

[25 Crazy Predictions About the Next 25 Years](#)

Assignment:

**Final Project Due by 5:00 PM EST on Tuesday, 4/23**