MMC 3630 Social Media & Society
Spring 2021

COURSE INFORMATION
MMC 3630
Credits 03
Meeting Time: Distance Asynchronous
Office Hours by Appointment

Canvas Classroom URL:
https://ufl.instructure.com/courses/415189

INSTRUCTOR
Robert (Bob) Hughes MA
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www.linkedin.com/in/rjhughes

Please see my Bio—and a place for you to add your bio—under the Discussions tab in Canvas.

Note—please use my rjhughes@jou.ufl.edu email address for all communication. Email is the quickest way to get a message to me as it hits my phone, which I always have with me!

Please DO NOT use the email option/tab in the Canvas shell. This does not hit my iPhone on a timely basis and I cannot reply using my iPhone. Please only use my *rjhughes@jou.ufl.edu* email address to reach me.

IMPORTANT! Follow this syllabus ONLY for your class information. Print it out and check things off as completed. **THERE MAY BE INFORMATION INCLUDED HERE THAT IS NOT FULLY EXPLAINED/INCLUDED ON CANVAS PAGES!!!**

Announcements tab in Canvas shell
Be sure to check the Announcements tab in the Canvas shell regularly (I recommend daily) for information on class assignments, changes and other class information. In addition, important information (but not all Announcements) will be sent via email when it is posted in this tab. It is YOUR responsibility to keep up with class Announcements.

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.

Please note: the lectures in our class feature Dr. Andy Selepak from the CJC Department of Telecomm. Prof. Hughes will add supplemental lectures as appropriate throughout the semester.

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.

Course Design/Expectations
Your Student Role Includes:
- Completing the assignments by deadline
- Watching the class lectures
- Participating in ALL discussions and exercises
- Being innovative and entrepreneurial
- Communicating often with your professor
- Checking Announcements Tab VERY often

My Instructor Role Includes:
- Facilitating your classroom success in a diplomatic, courteous, and fun environment
- Reviewing, grading, and offering commentary on your assignments
- Evoking discussion and having fun doing it!
- Resolving any issues that arise with assignments and other course materials
- Communicating often with YOU

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%
Discussions (both initial and classmate replies)	30%
Mid-semester proposal	5%
Final Project	30%
Team Member Review	5%

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, discussions 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 lecture videos 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. These lectures will be from both Dr. Andrew Selepak of the UF CJC faculty with additional supplemental videos from your instructor.

Please note: Follow only the syllabus for assignments, due dates and other relevant information. Some may have changed since the lectures were recorded.

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.

Mid-Semester & Final Project THIS IS A TEAM ASSIGNMENT

The Final Project for this course will require student teams 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 <u>mid-semester paper</u> detailing a proposed social change campaign
2. A <u>final paper</u> detailing the effects of that campaign based on creating a real-world social media campaign

Students will be divided into Teams in Week Two by the instructor. *By Week Three, each team 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, each team 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.

Each team 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 on each team will be creating an original social media campaign with real content that will be shared with an outside audience.

Discussion Assignments

During select weeks of the semester you will need to provide a thoughtful analysis of an assigned topic. Each week you will also post a response to two student's post that you either agree or disagree with.

You will find each discussion topic under each respective week in the syllabus
Please keep these guidelines in mind as you create your weekly posts:

1) Your writing should be thoughtful, reflective, and focused. You should also attempt to be persuasive, by which I mean you should try to convince others, especially others who disagree with you, that you have a valid and credible perspective. You may find the following piece helpful as a guide:

http://opinionator.blogs.nytimes.com/2013/04/25/the-shadow-lobbyist/

2) **At a minimum, your discussion posts should average 400 words.** You are strongly encouraged to document any facts you bring to bear in making your arguments. In general, when you provide factual information, it should be referenced.

3) **At a minimum, your comments on the postings of others should run between 200 and 300 words**.

Personal attacks or disrespect towards others is inappropriate and will cost you points on the assignment. I will watch and determine if I feel a discussion is inappropriate if needed. Your goal should be to help the author of the post you are commenting on see another perspective.

Here is an example of a response to the essay in the link above that does a good job of accomplishing this:

The average American, thanks to a substantial educational and social deficit, simply doesn't understand politics or public policy. The interesting question, then, is how does the political class govern in the name of The People when The People are missing in action? For many decades, the political class maintained the self-delusion of running a democracy by creating their own echo chamber--issues and ideas would echo among elites in D.C. or other capitals of the country until enough steam would build up behind a policy that it seemed like there was a consensus on the issue. As a member of the political elite, if you heard the same story from multiple quarters, you could perhaps convince yourself that what you were hearing reflected the true interests of the public, even if that public was rarely involved in such surges of elite opinion. It was perhaps inevitable that as the technology and capacity to micro-target small portions of the real public have advanced that political lobbyists would eventually realize that they could insert themselves into the political elite echo chamber by manufacturing a ground-swell of 'public opinion' by whipping up opinions on particular policies by enlisting some ideological or ignorant fraction of the public. The real question is whether the political class will eventually tire of the absurdity of this situation and actually enlist the public in meaningful deliberation of issues, though this would mean a loss of control.

Here is another:
Back on July 12, 2002, during a Bill Moyers "Now" interview (transcript here:*http://www.pbs.org/now/transcript/transcript_lewis.html*) with Chuck Lewis of the Center for Public Integrity, I heard that in 1968 there were a mere 62 registered lobbyists in D.C. - but that this figure had risen to 20,000 by the date of that program.

Three years later, there was a June 22, 2005 Washington Post article, "The Road To Riches Is Called K Street" (still posted online and easily found with a search of that headline), which told how :

"The number of registered lobbyists in Washington has more than doubled since 2000 to more than 34,750," that hiring was booming, and that fees and retainers had risen substantially.

Yet a Ross Douthat column from September 22, 2012, "Washington Versus America" - an intriguing commentary which noted that in 2011, seven of the ten most affluent counties in the U.S. were in the D.C. area, stated that:

"For Mitt Romney and the Republican Party, what's happened in Washington these last 10 years should be a natural part of the case against Obamanomics" - seemingly implying that a surge in influence- buying in D.C. was the fault of the president, and not the Washington Post-noted boom of the Bush years.

Mr. Edsall's column explains how the number of registered lobbyists could drop, while a corruption-generating industry still thrives at the heart of the federal government.

And one more:
It is the 4th branch of government and it showed its power during the gun debate. This branch is in the shadows and it is controlled by money coming from special interest groups such as the National Rifle Association, Organize For Action, the Koch brothers, Sheldon Adelson, Citizens United, all labor union PACS and approximately 4,600 other political action committees.

In the case of PAC's, they in theory represent a group of voters who are supporting the PAC. This creates a problem that: 1). Not every voter belongs to a PAC and 2) Not all PAC's are created equal. The more money the PAC has, the more influence they have. Further, the more one contributes to a PAC, the more influence that person has over the PAC.

Making things worse, these organizations have control over the other three branches of our, tongue in

cheek, government. Most of these PAC'S are controlled by a small group of individuals making the decisions. In addition to these Political Action Committees, our elected officials spend much of their time soliciting money from very wealthy individuals in the following industries: Wall Street, Banking, Entertainment, Energy, Home Building, Technology and others.

Politics is the only industry I am aware of that allows its employees to take a paid leave of absence from performing their duties to look for another job; their reelection. I am very pessimistic. If we do not end this corruption the country will continue in its slow decline.... *http://lstrn.us/12kXsML*

4) Your initial Discussion posts are due by Thursday at 11pm ET of each week of the class. Comments on the posts of two classmates are due by Saturday at 11pm ET. Late submissions will be penalized.

Rubric for grading Weekly Topic Posts and responses.

	Excellent	Good	Fair	Poor
Thoughtfulness (25%)	Post represents outstanding thinking and logical reasoning. The presentation is opinionated but balanced and fair to opposing ideas.	Post represents good thinking and logical reasoning. The presentation is opinionated with mention of opposing sides.	Post shows some weakness in thinking and logical reasoning. It lacks an informed perspective and/or ignores opposing sides.	Missing significant sections or information.
Documentation (25%)	All facts in the posts are documented with links to relevant sources. Many sources were consulted and easy sources (like Wikipedia) are used sparingly.	All facts in the posts are documented with links to relevant sources. Adequate sources were consulted and easy sources (Wikipedia) are used sparingly.	Most facts in the post are documented but few sources are used.	Unclear where facts have come from or facts or few sources consulted.
Coherent, clear, persuasive (25%)	Writing is clear, compelling, organized, powerful and grammatically correct.	Writing is straightforward, understandable and avoids most grammar or spelling errors.	Writing has significant problems	Writing quality is poor, difficult to read.
Responses to the posts of other (25%)	Responses are engaging, challenge the peer post without	Responses are respectful in challenging the peer's post. Key areas of	Response is opinionated but somewhat lacking in respect.	Response is opinionated but ignores the strengths or weaknesses of

	demeaning it. Responses show key areas in which the original is flawed, limited or short-sighted.	disagreement are identified.	Response fails to clarify the point of difference or the limits of the original post.	the original post.

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 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-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, Team projects, and small Team 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
- (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.**
****NOTE: download the day-by-day semester class calendar and mark off assignments as completed.**

Introduction

Lecture: Syllabus overview and course introduction

Week One –

Lecture: What is Social Media?

Readings:
What Is Social Media?

Week Two –

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 Teams

Week Three –

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

Final Project:
Submit social change topic for approval due by 5:00 PM EST on Thursday

Week Four –

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 –

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

Week Six –

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](#)

Final Project:
Submit mid-semester proposal paper by 5:00 PM EST on Friday

Week Seven –

Lecture: Social Media and Ethics

Readings:
[Social Media Guidelines for Student Journalists](#)
[Is Social Media Ethics an Oxymoron?](#)

Assignment:
Social Media and Ethics Assignment due by 5:00 PM EST on Thursday

Week Eight –

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 –

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 due by 5:00 PM EST on Thursday

Week Ten—

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 Eleven—

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 Twelve—

Lecture: Social Media and Sports

Readings:
How social media changed sport - for better and worse
How Live Soci al Content Is Changing The Future Of Sports Marketing

Supplemental:
Are NFL players addicted to Instagram? Let the Colts explain

Week Thirteen—

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 due by 5:00 PM EST on Thursday

Week Fourteen—

Lecture: Social Media Literacy

Readings:
Are Social Networking Sites Good for Our Society?
Studies show lack of media literacy in students has negative impact

Week Fifteen—

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