MMC 6936
Ethics and Social Media
University of Florida, Online Masters in Social Media
3 Credit Hours

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What You Will Learn
Social media is redefining the relationships between media organizations and their audiences but with this opportunity comes a host of ethical issues to be considered. This course introduces students to these critical issues, including accuracy, privacy and trust. Social media ethics is an ever evolving area of study and issues will be explored using real life case studies, readily updated. Issues will be discussed in relation to how they impact social media content and the relationships between communications organizations and their audiences.

The Goal
To provide students with the insight and expertise to make informed ethical decisions in using social media professionally.

Expectations
Complete assignments on time, watch and comment on class lectures, participate in online class discussions and write a final paper.

Assignments
Students will produce blog posts based on course assignments and comment on assignments by other students. In addition to the assignments, students will be responsible for weekly readings and reactions. There will be a final paper. Students will be required to watch lectures and write reactions to the lectures. Late work will not be accepted.

Requirements
You must be prepared to create a WordPress blog for this course. Your blog will serve as a personal introspective on the assignments. There is no cost associated with creating a WordPress page. If you already have a blog from a previous course, you may create a new tab for this course on the blog. If you do not already have a WordPress account, you can create one by going to http://wordpress.com. Step-by-step instructions on how to create your blog are provided on their site. These should be set up by week TWO and you should inform the instructor of your WordPress site name. Be sure to allow comments when you create your blog.

Readings will be assigned weekly. The posted readings should be read for the week listed on the syllabus and not as homework for the following class. Students will be responsible to check the course website (Sakai) weekly for assigned readings which will be included on the syllabus. A total of 11 of our 12 weeks of class have assigned readings. As much as 35% of your grade will be based on

your readings to discussions comments about on Sakai and to comment on the posts by other members of the class.

Grading
Your work will be evaluated according to this distribution:

- Watching class lectures and providing a reaction: 10%
- Weekly reading posts: 20%
- Weekly reading reactions comments: 15%
- Assignments and Final Paper: 40%
- Commenting on assignments: 15%

Weekly Lecture and Reaction Post:
The Instructor will post a lecture video to Sakai for each of the 12 weeks and two additional videos – one will cover the syllabus and the other will provide a broad overview of ethics and social media on the course. These videos will vary in length depending on the material but will include questions posed to the class throughout the videos. It is your responsibility to watch each of the videos and provide a reaction to the 12 course videos on Sakai. 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 will be easier as many build off the other along with the weekly readings. Posts will be due by 9am EST each Monday throughout the term.

Your reactions are not just summaries of the material presented, but actual reactions to the lectures. You may discuss areas not mentioned during the lecture that relate to the material, or discuss topics not included in the lecture. The most important part is to respond and react to any questions posed in the lecture by the instructor.

You are expected to provide a 300-500 word response to each lecture video. The response should not just be to the material included in the video, but also to any and all questions posed during the lecture by the professor.

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

- 100 points: Completed task fully and on time according to the schedule. Reaction meets word requirement and provides an actual reaction to the lecture and not a summary. Additionally, answers all the questions posed by the instructor during the lecture.
- 90 points: Reaction post MISSES the Monday 9am deadline. Reaction DOES NOT meet word requirement, but provides an actual reaction to the lecture and not a summary, and answers all the questions posed by the instructor during the lecture.
- 75 points: Reaction DOES NOT meet word requirement and DOES NOT provide an actual reaction to the lecture and instead is a summary, but answers all the questions posed by the instructor during the lecture.
- 50 points: Reaction DOES NOT meet word requirement, DOES NOT provide an actual reaction to the lecture and instead is a summary, and DOES NOT answer the questions posed by the instructor during the lecture.
- 0 points: No reaction post made.

Weekly Reading Discussion Post:
You are expected to write a weekly Sakai discussion post or "thought paper" (approx. 250-500 words based on the readings or topics assigned each week). Posts will be due by 5pm EST each Thursday

throughout the term of the week the readings are assigned. These reactions will be posted to the Sakai Discussion page.

Discussion posts should provide a short summary of the readings, but more importantly, your analysis or insight on the readings, as well as an example of the technology or method discussed. You should also include at least **two questions** based on the reading. 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. Please follow appropriate netiquette rules. Your posts should discuss **ALL** the readings 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 discussion reading posts are awarded points of 0 -100 according to levels of completion:

- 100 points: Completed task fully and on time and demonstrates an understanding of the reading and not simply a summary of what was read. It is your job to take the information and apply it to a real-world situation. Should cover all the readings assigned and pose at least two questions to classmates, and respond to their posts in reaction to what you have written.
- 90 points: No questions were posed to your classmates, but otherwise satisfied the objectives of the assignment OR questions were posed, but your responses to your classmates' posts were not made.
- 85 points: Not all the readings were covered in your post, but otherwise satisfied the objectives of the assignment.
- 75 points: Post did not fulfill word requirements (250-500 words) or merely summarized the readings but did not advance the material.
- 50 points: Post was posted late and did not demonstrate any evaluation of the readings OR post did not include at least two questions AND did not cover all the readings.
- 0 points: No post listed.

Weekly Reading Reactions Comments:
Each week you will be asked to comment on **two** reading discussion posts by fellow students. Each comment of substance is valued as a completed response. To be counted, a comment must appear on the other student's reading discussion post in Sakai by Midday EST on the Saturday of the week assigned. No more than three comments will be counted in any single week.

Students will be required to read and comment on at least 2 posts of their classmates. Comments must add something of value to the conversation thread (be thought provoking). You have the week to read and comment on the posts of the other members of the class. The instructor will evaluate the degree to which your posts add to the conversation and not done simply to fulfill the grade requirement. Remember, reading discussion posts are due on Mondays and you have until Friday to comment on these posts.

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

- 100 points: Completed task fully and on time of two posts on other student's discussion post that add substance to the discussion.
- 66 points: Two completed comments on other student's discussion post that add substance to the discussion but task NOT completed on time.
- 33 points: One completed comment on other student's discussion post that adds substance to the discussion.
- 0 points: No comments posted or the comments posted do not add to the discussion.

The grading is partially subjective on the part of the instructor. In addition, while you may comment on the original post made by one of the students in the class, you may also feel compelled to react to a comment made by another student which could further the discussion.

Assignments:
There are a total of SIX assignments during the 12 week semester, not including an introductory assignment. So, not all weeks will have assignments – it is your responsibility to know which weeks do and do not have a required assignment.

Specific details about each assignment are listed in the course schedule. But, each Assignment blog post should be at least 400 words.

The assignments are intended to get you to use the material learned from the weekly readings and lectures 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 Sakai.

Complete each assigned assignment, and then post your reaction/results to your blog.

Blog posts seem pointless if no one is reading them, and blog comments show a blogger that someone is paying attention. Your classmates will provide reaction to your assignments on your blog. You will have until **9am EST on Monday** of the week following its assignment to respond to the comments made on your blog.

Your Assignment blog 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.

Grading For Assignments:
Assignments are awarded points according to levels of completion:

- 100 points: Briefly covered assignment for the week, majority of writing is your reaction to the assignment, and responded to reactions from classmates to your assignment.
- 90 points: Briefly covered assignment for the week but delivered after deadline, majority of writing is your reaction to the assignment, but DID NOT respond to reactions from classmates to your assignment.
- 85 points: Briefly covered assignment for the week but delivered after deadline, majority of writing is your reaction to the assignment, responded to reactions from classmates to your assignment, but DID NOT meet word length.
- 75 points: Briefly covered assignment for the week, majority of writing is your reaction to the assignment, but DID NOT respond to reactions from classmates to your assignment and DID NOT meet word length.

- 65 points: Majority of post does not provide analysis of assignment, did respond to reactions from classmates to your assignment, but DID NOT meet word length.
- 50 points: Majority of post does not provide analysis of assignment, DID NOT respond to reactions from classmates to your assignment, and DID NOT meet word length.
- 0 points: Did not complete assignment.

Commenting on Assignments:
Each student will be required to comment on at least two assignments made by a classmate similar to the Reading Reaction Posts on Sakai. This means you have to be aware which weeks there will be assignments. Assignments will be posted to your classmates'' blogs and you will be required to provide two reactions to their assignments.

Reactions should be between 150 – 400 words and provide a reaction to their assignment and not just a summary of the material presented.

Reactions should be posted to Sakai by <u>Midday EST on the Saturday</u> of the week they are due.

<u>Assignment Reactions are awarded points of 0 -100 according to levels of completion:</u>

- 100 points: Completed task fully and on time of two posts on other student's blog assignment post that add substance to the discussion.
- 66 points: Two completed comments on other student's blog assignment post that add substance to the discussion but NOT on time.
- 33 points: One completed comment on other student's blog assignment post that adds substance to the discussion.
- 0 points: No comments posted or the comments posted do not add to the discussion.

Final Paper:
Each student will prepare a final paper outlining their own suggestions for ethical guidelines targeted at staff working at a communications organization of their choice. This could be a broadcast, digital or print company, a marketing or public relations outfit. The paper should include a background to the organization to help put their guidelines in context. Following the guidelines themselves, students should clearly explain their decisions, making reference to learnings from the course.

Final papers should be a maximum of 10 pages without a title page and references. An easy rule of thumb breakdown is one-two pages for your Intro and background, four-six pages for your guidelines, and three-four pages for your reasoning.

By week 8 you should email a <u>summary</u> of your paper (your choice of organization and key guidelines) to the instructor to demonstrate you have begun working on the paper and that you are on the right path toward completion. The summary should be at least one page and include some additional background.

Grading For Final Paper:
<u>Assignments are awarded points according to levels of completion:</u>

- 100 points: Met deadline and length specification. Followed all other instructions and notably explained the decisions made. This is a paper provides new insight, not yet shared on the course.

- 90 points: Did NOT meet deadline but meets length specification. Followed all other instructions and notably explained the decisions made.
- 80 points: Meets length specification. Outlined guidelines but did not give sufficient explanations for the decisions made.
- 70 points: Meets length specification. Outlined guidelines but without explanations for the decisions made.
- 60 points: Did NOT meet length specification. Outlined guidelines but without explanations for the decisions made.
- 50 points: Did NOT meet length specification. Guidelines are limited and without explanations for the decisions made.
- 0 points: Did not complete final paper.

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

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

Netiquette:
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/docs/NetiquetteGuideforOnlineCourses.pdf

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 Peabody Hall, (352) 392-1261.

Course Schedule

Course Introduction

Course Introduction Video:
- You will learn an overview of the ethical issues surrounding social media.
- You will begin to consider why this area of concern is important.

Course Syllabus Video:
- Explanation of course requirements and assignments

Introductory Assignment:
Please set up your WordPress blog. Write a short post, no more than 500 words, introducing yourself to your fellow students. Explain why social media and social media ethics is of interest or relevance to you. Please send me a link to your blog.

Week 1: Ethical Theories and Social Media

Learning Objectives:
- You will be able to define ethics.
- You will be able to summarise key classical and modern ethical theories.
- You will evaluate which of these theories are relevant to social media.

Required Readings:
- A Snapshot of Key Ethical Theories
  http://www.dummies.com/how-to/content/a-snapshot-of-key-ethical-theories.html
- Ethical Egoism http://caae.phil.cmu.edu/cavalier/80130/part2/sect7.html
- Ethics of Care http://caae.phil.cmu.edu/Cavalier/80130/part2/II_7.html
- Unavoidable Ethical Questions About Social Networking
  http://www.scu.edu/ethics/publications/submitted/social-networking.html

Optional Readings:
- The Schizophrenia of Modern Ethical Theories, Michael Stocker
  http://www.tc.umn.edu/~ston0235/3311/stocker.pdf

Week 2: Terms and Conditions

Learning Objectives:
- You will be able to explain key elements in social media sites' terms and conditions.
- You will consider their ethical implications.
- You will evaluate whether terms and conditions take ethical issues into account.

Required Readings:
- Facebook Terms and Conditions https://www.facebook.com/legal/terms
- Facebook Privacy Policy https://en-gb.facebook.com/about/privacy/
- Twitter terms and Conditions https://twitter.com/tos

- Twitter Privacy Policy https://twitter.com/privacy
- The Twitter Rules https://support.twitter.com/articles/18311-the-twitter-rules#

Optional Readings:
- YouTube Terms of Service http://www.youtube.com/static?Gl=GB&template=terms
- YouTube Community Guidelines http://www.youtube.com/t/community_guidelines

Assignment:
Select a social media platform not discussed in the readings, and describe any ethical implications of its terms of service. Consider the safeguards the company has put in place and any risks you can perceive. Do the terms and conditions go far enough to consider potential ethical problems?

Week 3: Trust

Learning Objectives:
- You will be able to demonstrate how to earn trust on social media and lose it.
- You will explore issues such as honesty, openness and transparency.
- You will consider what organizations you trust, their behaviors and what they gain from this trust.

Required Readings:
- CIPR Social Media Best Practice Guide http://www.cipr.co.uk/content/social-media-guidance
- NPR Ethics Handbook – Social Media http://ethics.npr.org/tag/social-media/
- The New Formula For Social Media Trust, Steve Rayson http://socialmediatoday.com/steve-rayson/1870091/new-formula-social-media-trust

Optional Readings:
- Washington Post Digital Publishing Guidelines – Social Media http://www.washingtonpost.com/wp-srv/guidelines/social-media.html
- Social Media Guidelines for Student Journallists, Walter Cronkite School of Journalism and Mass Communications http://cronkite.asu.edu/node/735

Assignment:
Who do you trust on social media? Focus on individuals rather than corporations. Why do you trust them? What behaviours do they display in their social spaces? What do they benefit from gaining your trust?

Week 4: Relationships and the Human Voice

Learning Objectives:
- You will be able to outline how marketers build and manage virtual relationships with customers.
- You will discuss the opportunities and risks of companies having closer relationships with consumers via social media.
- You will analyze how brands find a human voice on social media without eroding accountability.

Required Readings:
- The Future of Social Customer Relationship Management
  http://mashable.com/2011/07/29/social-crm-future/
- KLM's Social Media Strategy
  https://blog.klm.com/klm%E2%80%99s-social-media-strategy-part-1/4670/
- How To Find Your Authentic Voice on Social Media, Steve McCammon
  http://www.entrepreneur.com/article/222779

Optional Reading:
- Finding Your Voice on the Social Web, David Amerland
  http://www.forbes.com/sites/netapp/2013/12/03/finding-your-voice-social-web/

Assignment:
Using a company of your choice, discuss how they manage relationships with their customers in their social spaces. What lessons can be drawn from what they do? Describe and analyze the company's voice. What does it achieve and how is it done?

Week 5: Reputations

Learning Objectives:
- You will be able to explain how to protect (or lose) reputations, organizational and personal.
- You will evaluate technics to help mend a damaged reputation.
- You will develop an action plan based on a real life case study.

Required Readings:
- Social Media? Get Serious. Understanding the Functional Building Blocks of Social Media, Kelly School of Business, Indiana University
  http://busandadmin.uwinnipeg.ca/silvestrepdfs/PDF06.pdf
- Social Media Can Dent Reputations http://www.ft.com/cms/s/0/becbc8b8-3723-11e3-9603-00144feab7de.html#axzz2r1xih97b

Watch Video:
- United Breaks Guitars http://www.youtube.com/watch?V=5ygc4zoqozo

Assignment:
If you were Online Reputation Manager at United Airlines, what would you have done on watching United Breaks Guitars? Outline your action plan.

Week 6: Moderation

Learning Objectives:
- You will be able to define the norms of behavior in social media spaces.
- You will learn key advice in moderating.
- You will propose how to moderate troublesome Facebook posts.

Required Reading:
- The IOC's Moderation Guidelines

Assignment:
How would you moderate the following audience/customer comments if left on your organisation's Facebook page? Please copy and paste the comments into your blog to 'reply'.

To a fast food chain: "I am disgusted about the state of your store on 1467 Justin Kings Way. The counter was smeared in what looked like grease and the tables were full of trash and remains of meals. It makes me wonder what the state of your kitchen is?!!! Gross."

To a mainstream news network: "Your reporting on the Middle East is biased in the extreme. You gave almost all your air time to spokespeople for the Israelis last night and there was no right to reply for the Palestinians. The conflict upsets me so much and your reporting of it, saddens me even more and makes me f**king furious." *(Let us assume the reporting was balanced, with equal time to both sides.)*

Week 7: Accuracy

Learning Objectives:
- You will be able to discuss key issues surrounding the trust worthiness of content from social media.
- You will explore how journalists attempt to fact check content.
- You will consider the value of social media content, given the need to verify its authenticity.

Required Readings:
- Verifying Tweets When News Breaks https://blog.twitter.com/2013/verifying-tweets-when-news-breaks-qa-with-the-nyts-jennifer-preston-0
- Digital Media Ethics, Center for Journalism Ethics http://ethics.journalism.wisc.edu/resources/digital-media-ethics/

Week 8: Data Mining

Learning Objectives:
- You will be able to outline the ethical implications of data mining in social media.
- You will consider the extent to which governments are accessing our social media data.
- You will debate whether or not more needs to be done to protect social media users.

Required Readings:
- Think Before You Dig - Privacy Implications of Data Mining & Aggregation http://www.nascio.org/publications/documents/NASCIO-datamining.pdf
- Angry Birds and 'leaky' phone apps targeted by NSA and GCHQ for user data http://www.theguardian.com/world/2014/jan/27/nsa-gchq-smartphone-app-angry-birds-personal-data

Optional Reading:
- Everything You Wanted To Ask About Data Mining

Watch:
- Snowden docs reveal British spies snooped on YouTube and Facebook
  http://investigations.nbcnews.com/_news/2014/01/27/22469304-snowden-docs-reveal-british-spies-snooped-on-youtube-and-facebook

Week 9: Privacy

Learning Objectives:
- You will be able to summarize key privacy issues relating to social media.
- You will consider the privacy risks to users.
- You will evaluate how social media firms and other professionals balance social media use with privacy issues.

Required Readings:
- Vallor, Shannon, "Social Networking and Ethics", *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), Edward N. Zalta (ed.)
  http://plato.stanford.edu/archives/win2012/entries/ethics-social-networking
- General Medical Council Doctors' Use of Social Media
  http://www.gmc-uk.org/guidance/ethical_guidance/21186.asp

Watch:
- MyCJC Speakers Series - Social Media and Ethics (watch from 25 mins in)
  http://www.youtube.com/watch?v=-A6bjrYfmpY&t=25m04s

Week 10: Workplace Ethics

Learning Objectives:
- You will be able to explain how social media has changed workplace behavior.
- You will evaluate the effects of social media use at work.
- You will consider whether employers need to do more to manage social media use at work.

Required Reading:
- National Business Ethics Survey of Social Networkers, Ethics Resource Center
  http://www.ethics.org/resource/national-business-ethics-survey%C2%AE-social-networkers-nbes-sn-risks-and-opportunities-work

Week 11: The Boston Bombings

Learning Objectives:
- You will be able to explain why certain journalists and marketers were criticized for their use of social media at the time of the Boston Bombings.
- You will debate how far journalists should go in reporting a tragedy, ethically.
- You will consider how to make ethical communications decisions at a sensitive time.

Required Readings:
- Ethics in Social Media Marketing: Responding to the Boston Tragedy
  http://socialmediatoday.com/augieray1/1407041/three-steps-increase-ethics-social-media-marketing
- After Bombings, Social Media Informs and Misinforms
  http://www.usatoday.com/story/news/2013/04/23/social-media-boston-marathon-bombings/2106701/
- Social Media Lessons from the Boston Bombings http://www.theguardian.com/public-leaders-network/2013/nov/11/social-media-boston-bombings-bush-fires

Assignment:
There were many graphic photographs of the aftermath of the bombing. One showed a victim who had lost his leg in the blast. You can see his face. Explain the ethical implications of using graphic photos.

Week 12: Broadcasters Behaving Badly

Learning Objectives:
- You will be able to summarize the risks posed to a public figure by using social media.
- You will discuss the negative effect to a public figure by social media and those associated with him/her.
- You will propose how to safeguard celebrities from their own posts and tweets!

Required Readings:
- Huey Morgan sours 6 Music Sony award with Twitter rant
  http://www.theguardian.com/media/2012/may/15/huey-morgan-twitter-rant
- Kanye West Went On An All-Caps Twitter Rampage Against Jimmy Kimmel And This Is Why
  http://www.buzzfeed.com/hunterschwarz/kanye-west-went-on-an-all-caps-twitter-rampage-against-jimmy

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.