Social Media
Comm 663 M04

INSTRUCTOR'S INFORMATION
Name: William Scheckel
Telephone: 201-755-5932
E-mail: wschecke@nyit.edu
Website: www.scheckel.us
Office hours: By appointment

COURSE INFORMATION
Term and date: Spring 2019
Course number and section: Comm 663 M04
Credits: 3
Meeting times: Tuesdays 5:45 pm – 8;25 pm
Building and room number: MC 61, room 924
Prerequisites and co-requisites: none

REQUIRED TEXTS
Inbound Marketing, Revised and Updated: Attract, Engage, and Delight Customers Online by Brian Halligan and Dharmesh Shah, ISBN-13: 978-1118896655

Groundswell, Expanded and Revised Edition: Winning in a World Transformed by Social Technologies by Charlene Li and Josh Bernoff, ISBN-13: 978-1422161982

RECOMMENDED READINGS
- **SmartBrief on Social Media**: https://twitter.com/sbosm
- **Hubspot Blog:** http://blog.hubspot.com/
- **Neuromarketing by Roger Dooley**: http://www.neurosciencemarketing.com/blog/
- **The Logic of Collective Action: Public Goods and the Theory of Groups** by Mancur Olson, ISBN 978-0674537514
- **From Counterculture to Cyberculture: Stewart Brand, the Whole Earth Network, and the Rise of Digital Utopianism** by Fred Turner, ISBN 978-0226817415
- **Smart Mobs: The Next Social Revolution** by Howard Rheingold, ISBN 978-0738206080
- Ferdinand Tonnies, excerpts On Gemeinschaft and Gesellschaft
- Barry Wellman, The Network Community
- Marshall Berman, All That is Solid Melts Into Air: The Experience of Modernity, 1988 (New York, Penguin), pp 41-60.
- Ray Oldenberg, The Great Good Place , Chapters One and Two (Page numbers TK)
- Ronald E. Rice, James E. Katz, Sophia Acord, Kiku Dasgupta, Kalpana David,92004) "Personal Mediated Communication and the Concept of Community in Theory and Practice," in P. Kalbfleisch (ed), Communication and Community, Communication Yearbook 28, Mahwah NJ: Lawrence Erlbaum, pp 1-20 attached (Instructor's excerpts of Rice et.al.) (class discussion of Rice et. al.)
- Amy Bruckman, (2006), "A New Perspective on "Community" and its Implications for Computer-Mediated Communication Systems," In Proceedings of the 2006 ACM SIGCHI Conference on Human Factors in Computing Systems, Extended Abstracts (pp. 616-621). Montréal, Québec, 22-27 April, 2006.
- Barry Wellman and Milena Julia, (1999), "Netsurfers Don't Ride Alone: Virtual Communities As Communities," in Communities in Cyberspace, Kollock and Smith, eds., Routledge

- Licklider, J. C. R., & R. W. Taylor. (1968). "The computer as a communication device," Science and Technology, April. Republished in SRC Research Report 61, Digital Equipment Corporation, 1990.
- Howard Rheingold, (1992) "A Slice of Life in My Virtual Community," available online.
- Fred Turner, "Where the counterculture met the new economy: the WELL and the origins of virtual community," Technology and Culture, Volume 46, Number 3, July 2005, pp. 485-512.
- Howard Rheingold, (1993) "The Heart of The Well," from The Virtual Community, available online.
- Randy Farmer and Chip Morningstar, (1990) The Lessons of Lucasfilms Habitat, available online
- Trebor Scholz, (2007) "A History of the Social Web" available online
- Manuel Castells, "Why Networks Matter," Network Logic: Who Governs in an Interconnected World?, Helen McCarthy, Paul Miller, Paul Skidmore, eds,
- London: Demos, 2004, pp 221-224; available online
- Albert-László Barabási, Linked: The New Science of Networks, Cambridge, MA: Perseus, 2002, pp 41-63. (READER ONLY)
- Mark Granovetter, "The Strength of Weak Ties, A Network Theory Revisited," Sociological Theory, Volume 1(1983), 201-233 available online
- Danah boyd,Friends, Friendsters, and Top 8: Writing community into being on social network sites
- Danah boyd, "Identity Production in a Networked Culture: Why Youth Heart MySpace"
- Barry Wellman, "Physical Place and Cyber Place: The Rise of Personalized Networking," International Journal of Urban and Regional Research 25 (2001),
- Special Issue on "Networks, Class and Place," edited by Talja Blokland and Mike Savage.
- Garrett Hardin, (1968) "The Tragedy of the Commons," Science, 162(1968):1243-1248.
- Peter Kollock, "Social Dilemmas: The Anatomy of Cooperation," available online.
- Elinor Ostrom, (1990) Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press, 1990, pp 1-28. (READER ONLY)
- Summary of Governing the Commons: http://www.cooperationcommons.com/node/361 (if link doesn't work, Google the title and it's the first hit)Summary of Governing the Commons.

COURSE DESCRIPTION

Successful companies have learned to harness the power of social media platforms such as Facebook, Twitter, LinkedIn and other social media. Businesses are discovering how to add value to the customer experience through the new social media communications technology to keep their clients informed, in touch and engaged through daily and weekly interaction.

However, many companies do not understand the enormous impact social media and social engagement will have on their brands, their images, their issues and their bottom line. It is imperative that future employees know how to apply metrics to study the effects of social media campaigns, have the ability to successfully analyze the results and make the appropriate decisions in response to those analyses, thereby improving a company's relationship with its customers.

This graduate course focuses on advanced techniques for building a social media structure, tracking and analyzing results in order to support a positive return on investment from social media engagement, expanding the business's current marketing and customer relations programs, setting and executing the social media business strategy and addressing criticism while encouraging transparency.

COURSE GOALS

This course is designed to provide a conceptual background of the basics of social media today and prepare you for social media implications in the future. The course will contain numerous case studies and hands-on projects to build a set of skills. The hands-on portion will be guided by regarding the nature of social media in the context of a changing world, and how society and culture are affected by the ever-expanding use of social media technologies.

Students learn how to develop a social media plan for a company, use the most popular business networking platforms and measure the success of the media plan. Ultimately, by the end of the course, you should be able to apply what you have learned to become a more effective communicator. Specifically, you should: a) know what social media are, where to find them, and how to use them; b) understand the processes involved in human communication that influence behaviors in social media and because of social media; c) understand social media technologies in the context of traditional media types

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:
1. Leverage social media for businesses in order to increase awareness, develop your brand and influence customer trust
2. Develop effective social media plans for businesses of all types
3. Analyze the effectiveness and quality of social marketing campaigns and activities using cross-industry best practices
4. Discern trends in social media and evaluate new platforms as they emerge.
5. Determine which social media are best for different types of businesses and audiences based on their utility, current use and demographics/psychographics of the average user profile
6. Choose appropriate research techniques, analyze and interpret data and recommend an appropriate course of action for a variety of audiences.
7. Demonstrate professional level production skills, incorporating emerging technologies as appropriate.
8. Collaborate effectively, assuming a variety of job responsibilities, in a professional environment.
9. Integrate the principles of social responsibility and media ethics into their work.

NYIT GLOBAL COMPETENCE

Students can identify interdependencies among cultures and are able to collaborate effectively, participating in social and business settings globally.

Upon graduation, students will be able to:
- Recognize the impact of the global interconnectedness of issues, processes, trends, and systems on their academic specializations and worldviews.
- Practice well-researched oral, written, visual, and digital communication in its diverse cross-cultural forms.
- Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue.
- Employ effective and appropriate interaction and teamwork with people of different nationalities and cultures, demonstrating respect for social, cultural, and linguistic diversity.

METHODS OF ASSESSMENT (have to link back to learning outcomes, use numbers)
1. Class participation (should not be at top, bottom)
2. Student blog
3. Twitter, Facebook, LinkedIn, wiki and other social media platform activity
4. Peer review
5. Final project

Grading formula and details of assignments

Assessment Method	Percentage
Blogging Assignments	**10%**
Wiki	**10%**
Twitter/LinkedIn/Instagram	**15%**
Class Participation (NB: this is an interactive class that relies on input from everyone when discussing new platforms)	**15%**
Peer Review – Written & Oral	**20%**
Final Project	**30%**
TOTAL	**100%**

DESCRIPTION OF ASSIGNMENTS

Reading the assigned texts is pivotal to each class. Having that background knowledge will enable students to **engage in conversation** during the class by asking and answering questions and sharing insights and experiences.

Each week, students will be required to **Blog** on a topic of their choosing and to comment on at least one other student's blog post. Blog activity will be graded based on best practices, including use of categories, tags, intra-text links, regularity and consistency as well as on comments to other student's blog posts.

Students will set up **Instagram, Twitter and LinkedIn profiles** and will keep the class wiki updated on their activities – how long they were on each site, what they did there, whose blog they commented on and so on, in order to establish their own personal ROI for the class.

Twitter activity will be graded based on implementation of best practices, including topicality, consistency, Twitter handle, profile customization and URL shortening.

Learning Outcome: Students will experience Twitter as an online promotional and communication tool while building and interacting with their Twitter followers.

LinkedIn activity will be based on engagement with the platform through groups and questions, as well as profile best practices, as will be taught in class.

Learning Outcome: LinkedIn will demonstrate the effectiveness of a digital platform for establishing and expanding their work-related network.

Instagram activity will be graded on the ability to portray a cohesive identity through images.

Learning Outcome: As Instagram is gaining in popularity in the under 30 demographic, businesses are putting more effort into it. Students will explore engagement through images and cultivating a visual identity akin to what brands today are striving for.

Students will keep a log of all their social media activity on their personal pages on **the class Wiki.** Wiki logs will include details of the use of each platform as each one is introduced. The wiki will also include optional discussions about class topics and assignments to allow the influence and conversations typical of social media to be reflected in the class.

The **Peer Review** is the equivalent of a mid-term exam. Each student in the class will review one other person's entire social media activity within the class, including their Facebook, blog, Twitter and commenting activity with an eye towards all the best practices discussed throughout the class, including frequency, follow-up, engagement and thoroughness. The review will be written (5 – 6 pages) and handed in to the professor and the student. The following week, the two students, reviewer and reviewee, will discuss the review for 7 – 10 minutes in class, with the reviewee leading the conversation after the reviewee provides a brief summary. Students will be graded on the review they write and the conversation they lead about the review they receive.

Learning Outcome: The Peer Review will give students a first taste of analyzing a third party's social media activities while discovering the difficulties in applying the best practices learned in class. Students will also learn how to craft and accept criticism of and from their peers.

The **Final Project** for the class will be a 5 minute presentation and 7 – 8 page written review of a company's current social media activity across all platforms – Twitter, Facebook, LinkedIn, Instagram, YouTube and other video platforms, reviews, forums, blogs, etc. Students will use the lessons from the entire semester and the reading to evaluate how the company attempts to build a sense of community, review and critique what it does currently and make recommendations for how it can improve. The section on "how to improve" should be of significant length – at least one full page. Details will be discussed at length in class.

Learning Outcome: Students will employ their knowledge of all best practices and analyses of case studies as presented throughout the semester through their study of one particular companies social media activities.

POLICY FOR MAKE-UP EXAMS AND MISSED OR LATE ASSIGNMENTS
Under extenuating circumstances and in consult with a student's advisor, extensions may be given.

ATTENDANCE POLICY
Be on time and do not miss more than three classes without a valid written excuse. Being late three times is equivalent to one absence. Being absent more than three times without a valid written excuse is grounds for dismissal from the course.

WITHDRAWAL POLICY
A student may withdraw from a course without penalty through the end of the 8th week of class during a 14- or 15-week semester and through the 8th meeting during an 8week course cycle. After this, the student must be doing passing work in order to receive a W grade. Students who are not passing after the 8th week or equivalent will be assigned the grade of WF.

It is the student's responsibility to inform the instructor of his/her intention to withdraw from a course. If a student has stopped attending class without completing all assignments and/or examinations, failing grades for the missing work may be factored into the final grade calculation and the instructor for the course may assign the grade of WF. The grade of F is used for students who have completed the course but whose quality of work is below the standard for passing.

Withdrawal forms are available in departmental offices and once completed must be filed with the registrar. Students should be reminded that a W notation could negatively impact their eligibility for financial aid and/or V.A. benefits, as it may change the student's

enrollment status (full-time, part-time, less than part-time). International students may also jeopardize their visa status if they fail to maintain full-time status.

ACADEMIC INTEGRITY AND PLAGIARISM POLICIES
All social media activity, especially blogs, will be closely monitored for any unoriginal text and images. Content theft in any form will not be tolerated in this class and will be immediately escalated to the chair of the department and the dean of students.

From the student handbook:
Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.

Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct.

LIBRARY RESOURCES
All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.

SUPPORT FOR STUDENTS WITH DISABILITIES
NYIT adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. The Office of Disability Services actively supports students in the pursuit of their academic and career goals. Identification of oneself as an individual with disability is voluntary and confidential. Students wishing to receive accommodations, referrals and other services are encouraged to contact the Office of Disability Services as early in the semester as possible although requests can be made throughout the academic year.

Schedule of Dates

Week	Topic	Assignments
Week 1 **Jan. 22**	**Introductions** We'll be addressing the following questions: What is this class about? What's required? What's marketing? What's a brand? How do brands engage their audience and keep them interested? What was new media, what is social media and how did it come to be? Why is social media important?	
Week 2 **Jan. 29**	**Blogs & Wikis** We'll be discussing: What a blog is, why we're talking about it first, why It matters and how to do it well. Wikis are platforms for collaborating on work. How can businesses use wikis to improve efficiency and enhance creativity across teams and between employees and vendors?	**Read** chapters 1 - 4 in Inbound Marketing, pages 9 – 38 in Groundswell
Week 3 **Feb. 5**	**Blogs & Wikis Part 2 PLUS Social Networks: LinkedIn, Facebook & Why No One Cared about Google+** From Friendster to MySpace to Facebook, LinkedIn and Google+: the evolution of friending and what it all means to businesses trying to engage their audiences.	**Read** Chapters 5 & 7 in Inbound Marketing, Chapter 6 in Groundswell
Week 4 **Feb. 12**	**More Social Networking and Twitter** Why is Twitter important? Why does it have the ability to create or destroy a brand's reputation? How can you compress your products, services, business, opinions and life into 140 (or 280) keystrokes and have it make a difference?	**Read** Chapter 6 in Inbound Marketing, Chapter 3 & 10 in Groundswell
Week 5 **Feb. 26!** **(Note – we do not meet on Feb 19th for some reason)**	**Picture Your Brand – from Instagram to Not Getting Sued** This week, we look into how they can make your brand more visual without getting sued. Did you know taking an image from Google Image Search might end up costing you $1200? Find out how to use visuals in a strong, engaging and legal way on your blog, Instagram and Snapchat to drive traffic to your site and interact with your audience.	**Read** Chapter 8 in Inbound Marketing
Week 6 **March 5**	**Capturing Your Brand in Video** This week, we look into how they can make your brand more transparent, drive traffic to your site and interact with your audience through video. And what's a podcast? Let's talk about how audio and video enhance blogs and encourage interaction.	**Read** Chapters 10 - 12 in Inbound Marketing

Week 7 **March 12**	**Mid-Semester Check-in PLUS Peer Review Prep** We'll be discussing the story so far, review best practices as well as how to structure the peer reviews due next week and to be presented on March 26.	**Read** Chapter 5 in Groundswell
Week 8 **March 19**	**SPRING BREAK!**	
Week 9 **March 26**	**Peer Review – Note: Attendance Tonight is MANDATORY!** Discuss the paper you just wrote with the person you wrote about! Earn 20% of your grade! Find out how – three weeks ago.	
Week 10 **April 2**	**Promote Yourself & Social Media Tools in Action** There are a ton of ways to promote yourself using social media and a ton of tools to make your social media life more efficient. What are they? What do they do? We'll discuss these questions and why you need to be fluent in several of them if you ever want to work in social media.	
Week 11 **April 9**	**The Future of the Corporate Website and Social Media Policies** How is all of this technology changing how more traditional business assets, like Web sites, and events and conferences take shape? And how do companies try to control how employees use social media sites both at work and home? This is a huge issue and we will take a close look at some of the radically different approaches companies are taking to preserve their brand and influence the attitudes of their customers.	**Read** Chapter 14 in Inbound Marketing, Chapter 7 & 8 in Groundswell
Week 12 **April 16**	**This is prep for your final project.** **DO NOT MISS THIS CLASS!** **Constructing a Social Media Plan** All these different moving parts are interesting, but a business needs to put them all together to make a cohesive plan. What do those plans look like and what makes one good?	**Read** Chapters 16 & 17 in Inbound Marketing, Chapter 4 & 11 in Groundswell
Week 13 **April 23**	**Social Media Disasters & Final Paper Prep** Even professionals blow it now and then. Learn from their (highly public) mistakes so you know what not to do!	**Read** Chapters 12 & 13 in Groundswell and Chapters 16 & 17 in Inbound Marketing.

Week 14 April 30	Social Objects	
Week 15 May 7	Final Project Presentations	
Week 16 May 14	**Final Papers Due Today!**	