Social Media Today (SMT) is a survey course with no prerequisites, intended for students of any major and interest. It satisfies the General Education requirement in Values, Society and Diversity. This course offers an overview of our current understanding of a wide range of social media phenomena from the point of view of researchers, professionals, and critics. We will begin with a brief history of communication technologies, including the first instances of social engagement online. Next, we will discuss key conceptual and theoretical developments that ground informed discussions of social media. We then will examine what the rise of social media means for contemporary culture and society, focusing on a range of topics including: journalism, politics, globalization, and marketing. Finally, we will consider future possibilities for digital and social media.

Diversity and Discussion

In this class, we will be discussing current events and contemporary social issues, including potentially sensitive subjects such as sexual harassment, hate speech, and violence. We will also be discussing political and cultural topics from a variety of perspectives. We support the open presentation and discussion of viewpoints, even those we don’t like or disagree with, and we will also be respectful of others’ ideas in discussion posts and responses. We encourage disagreements based on facts and documentation, and not those based on prejudices and personalities. This course is a place to explore new ideas and to think through the complexities of our socially mediated lives.

Course-specific Objectives

By the end of the semester, students should be able to:
• Understand the historical roots and recent antecedents of contemporary social media
• Recognize and apply major theoretical and conceptual issues in social media studies
• Understand how social media affect various aspects of contemporary life
• Navigate the world of social media in a more professional way
• Read critically and analyze information posted on and about social media
• Write analytically about digital and social media

JMC Learning Outcomes:
The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here: (http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment/). We regularly assess the curriculum to determine whether students are achieving these outcomes. Broadly speaking, the following outcomes apply to this course:

Multiculturalism:
• Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.

Media literacy:
• Students will demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to their personal media habits and professional development.
• Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.

Law and ethics:
• Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.
• Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Media history:
• Students will demonstrate an awareness of the historical origins of digital communication and the Internet and describe its effect on print and online media industries with emphasis on their business models and audiences.
• Students will demonstrate an ability to explain the historical origins of recent examples of convergent digital news and entertainment media.

Media/System Requirements
Technical requirements for completing University of Iowa Distance and Online Education classes include:
• Student-provided personal computer.
• Computer with reliable Internet access. A wired Ethernet connection to the internet is very strongly suggested. Wireless and cellphone data connections may experience connection problems. Android and iOS operating systems are not fully supported at this time. See specific requirements on the Distance and Online Education Technical Requirements/Download page.
• While tablets, smartphones and other mobile devices may allow for some completion of coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.
Students who need assistive technologies will have different computer and technology requirements. Please check with Student Disability Services to determine the requirements for the specific technologies needed to support your online classes.

For questions, with virtual classrooms (i.e. Zoom) or UICapture (Panopto), please contact Continuing Education Technical Support (319 335-3925).

Need help with ICON or your Hawkid? Please contact the ITS Helpdesk (319 384-HELP).

**Required readings**

In the main, the readings will come from a textbook titled *It’s Complicated: The Social Life of Networked Teens*, by danah boyd (Yale University Press, 2014). The book is available in PDF form on ICON. We will also read a variety of academic and journalistic accounts of social media in our lives. Sources include book chapters, journal articles, news and magazine articles, and social media content. All required readings are posted on ICON, or as with some cases, the links are posted on ICON. Links will include video and podcast material.

We will also read chapters from the following book:

Burgess, Jean. (2017). *The SAGE Handbook of Social Media*. Sage Publications Ltd. This book is available in electronic format in the UI Main Library. You can link to the book through the doi below. Off-campus, you will have to sign in with your hawkid and password for access for the book:

http://dx.doi.org.proxy.lib.uiowa.edu/10.4135/9781473984066 (Links to an external site.)

You can download chapters as PDF files.

In addition, we will read a variety of academic and journalistic accounts of social media in everyday life. These readings are listed on ICON as PDFs or as links. You are expected to complete readings during the week they are assigned.

**Grading Criteria**

Final course grades will be assessed based on the student’s performance in the following items:

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Written Assignments</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td>Participation in 4 Discussion</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Online Exams</td>
<td>225</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

Final course grades will be assigned as follows:

- A to A- = 100 – 90%
- B+ to B- = 89 – 80%
- C+ to C- = 79 – 70%
D+ to D- = 69 – 60%

F = below 60%

Course Structure
This course is being offered over the World Wide Web as a Distance and Online Education offering. Students will login to the course site on ICON to access the course materials. For details of the course assignments and activities, see the “Course Work” section of this syllabus.

Students are expected to visit the course site regularly to:

• Access assigned course materials (posted on the “Modules” page) such as pre-recorded lectures and journal articles.

• Review the course homepage regularly for any updates related to the course “Announcements” and/or “Calendar.”

• Submit assignments to the course instructor via the ICON “Assignments.”

• Participate in the “Discussion” forums.

Course Work

Online Discussions (4):
Students will participate in four graded online discussion activities. Discussions will be based on prompts from the instructor, relevant to topics covered. Students will answer instructor questions and then discuss the questions with classmates. See the “Course Calendar” for posting deadlines. Points vary for each discussion assignment; they will total to 75 points for all the discussion assignments.

Written Assignments (3):
Students are required to complete and submit three written assignments to the ICON “Assignment” dropbox.

Professional Branding Assignment – 50 points

• Building on the topic of social media and identity in week 3, this assignment is an opportunity to create a personal professional brand for yourself.

• For this assignment, you will assess your online brand and create a brand management strategy for a professional brand that would position you well for your ideal post-graduation job. You will create a professional profile on LinkedIn (or another professional social networking site) and write a 500- to 750-word paper that discusses your brand audit, your ideal post-graduation job, and your brand management strategy.

• Due Week 5: see additional assignment details on ICON

Case Study Paper – 75 points

• For this assignment, you will take a key concept you will have learned during the first five weeks of the semester and apply it to a contemporary issue or event in the news. You will write a 750- to 1000-word paper that demonstrates a clear understanding of the concept and a thoughtful and engaging application of the concept to your case.

• Due Week 9: see additional assignment details on ICON
Social Media Campaign Critique – 75 points

• Using concepts and principles from the topic on social media marketing, you will analyze and critique an online campaign of your choice (barring a few exceptions).
• For this assignment, you will select a social media campaign and analyze it using key principles of social media marketing discussed in class. You will write a 750- to 1000-word paper that includes a description of the campaign and an assessment of its successes and failures.
• Due Week 13: see additional assignment details on ICON

Exams (3):

Another requirement for this course is the completion of three 30--minute online proctored examinations to be taken using Proctorio. Each exam is worth 75 points. Exam 1 will cover materials from weeks 1-5, Exam 2 will cover material from weeks 7-11, and Exam 3 will cover weeks material from weeks 13-15. Exams will have mainly a combination of multiple choice and true/false items.
Exams are closed book - no materials allowed.

Exams in this course are proctored. This means that all activity is monitored during the exam. Any suspicious activity will be flagged immediately and the Instructor notified. Violations of academic misconduct are subject to the policies of the department and could result in an F grade in the course.

To complete your exams with the remote proctoring service, you must do two things (1) use Chrome to access ICON and (2) install the Proctorio extension for Chrome.

NOTE: You are strongly encouraged to take the Proctorio Practice Quiz to ensure system compatibility before taking exams with Proctorio. There are no points for this practice quiz.

All exams are completed online through the ICON Quizzes tool and must be proctored on Proctorio. On Proctorio, you may take exams any time within the approved exam window; there is no fee and nor a need for advance scheduling. Proctorio will provide a few minutes prior to the start of each exam for identification and test set-up purposes. This will not count as part of your testing time. Students will need a computer with a webcam, microphone, a stable internet connection, and Google Chrome to test with Proctorio.

Each student is responsible for reading all the exam information and ensuring that the identification, location and technical requirements are met for the exams.

Helpful Study Resources
  Writing Center: http://www.uiowa.edu/~writingc/
  Tutor Iowa: http://tutor.uiowa.edu/
  Academic Resource Center (ARC): https://uc.uiowa.edu/student-success/arc

Course Policies

As a registered student in a Distance and Online Education course through The University of Iowa, you are responsible for the course policies posted below.
Communications: Per university policy, you are responsible for all official correspondences sent to your @uiowa.edu email. Please check regularly for ICON announcements and keep up to date with course developments. Your first contact will be your TA, Tessa Adams. She can be reached at tessa-adams@uiowa.edu. You may also contact me directly via e-mail at sujatha-sosale@uiowa.edu.

Policy on email communications: In all your email communications to your TA or to me, ensure that you address two requirements: (1) CC the other person, and (2) identify yourself in the subject line as EXW. I have 100 students for this course, and not all are EXW students. In order to keep careful records, and ensure that there is no confusion for you, or us, these requirements have to be met.

Assignment Format: You will need to submit assignments on ICON. Assignments should be submitted and will be accepted as Microsoft Word documents only. We are unable to accept assignments via email or any other format (like pdf) because paper submissions on ICON need to be processed through Turnitin software. The software accepts Word documents only.

Due dates and missed deadlines: In general assignments that are submitted late will face a 10 percent penalty per day late, beginning at the exact due date/time and including weekends and holidays. For example, an assignment that would have received 93% if it were turned in on time will receive 83% if submitted ten minutes late, 73% if submitted two days late, and so on. In case of emergency that prevents you from submitting the assignment on time, let me know at the earliest to enable me to advise you appropriately at that point.

Extra Credit: There is no extra credit for the course.

Netiquette: The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other and the instructor. Follow this link to learn more about The Core Rules of Netiquette.

Academic Misconduct

College work is designed to make us function as independent thinkers and writers. Therefore unless it is a designated group assignment, please note that students are not allowed to collaborate with each other on course assignments. Exams are closed-book and there can be no collaboration while taking them. Do not share your work with others or ask others to see their completed assignments – both are considered academic misconduct. If you need assistance on your work, please meet with your TA or course instructor. Clear evidence of academic misconduct will result in a failing grade for the assignment/exam and possibly the course. Per college policy, we are required to report any academic misconduct the College of Liberal Arts & Sciences.

According to the University of Iowa Academic Policies, academic misconduct includes, but is not limited to:

- Using direct quotations without quotation marks and/or without crediting the source
- Paraphrasing information and ideas from sources without crediting the source
- Failing to provide adequate citations for material obtained through electronic research
- Downloading and submitting work from electronic databases without citation
- Submitting material created/written by someone else as one’s own, including purchased papers, artistic works, photography, and electronic media.

In short, plagiarism occurs whenever someone else’s work or idea is presented as your own. Students are responsible for understanding this policy. If you have questions, please ask your TA or professor for clarification. For further information, see the College policies below.
Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities. Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused. The form is located on ICON within the top banner under "Student Tools.”

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through UI email. Visit this page for information: (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

Classroom Expectations
Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life. This includes the policies and procedures that all students have agreed to regarding the Steps Forward for Fall 2020 in response to the COVID-19 pandemic. Particularly, all students are required to wear a face cover when in a UI building, including a classroom. In addition, the density of seats in classrooms has been reduced. In some instances, this will allow 6 feet or more of distance while other cases, it may be less. Regardless, wearing face coverings and maintaining as much distance as is possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through their failure to comply with the reasonable directive of an instructor or the University, the instructor has the authority to ask that the student immediately leave the space for the remainder of the class period. Additionally, the instructor is asked to report the incident to the Office of Student Accountability for the possibility of additional follow-up. Students who need a temporary alternative learning arrangement related to COVID-19 expectations should contact Student Disability Services (https://sds.studentlife.uiowa.edu/fall-2020/covid-19-temporary-learning-arrangements/; +1 319 335-1462).

Class Recordings: Privacy and Sharing
Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit written consent of the faculty member. Students may not share these sessions with those not in the class; likewise, students may not upload
recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).

**Communication and the Required Use of UI Email**
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

**Complaints**
Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences; see this page for more information: https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

**Final Examination Policies**
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with a few exceptions made for particular types of courses such as labs or off-cycle courses: https://registrar.uiowa.edu/final-examination-scheduling-policies.

**Nondiscrimination in the Classroom**
The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu/eod; +1 319 335-0705 or (diversity.uiowa.edu).

**Sexual Harassment**
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.

**University Policies**
As a registered student in a Distance and Online Education course through The University of Iowa, the following University policies apply to you.

**Special Modifications:** Subsequent to course enrollment, students needing accommodations should register with Student Disability Services, 3100 Burge Hall, (319) 335.1462, and obtain a Student Academic Accommodation Request (SAAR) form. The form will specify what course accommodations are judged reasonable for that student. The Division of Continuing Education is committed to both Section 504 of the Rehabilitation Act of 1973 and Section 508 of the Workforce Investment Act of 1998.

**Understanding Sexual Harassment:** Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site for the Office of the Sexual Misconduct Response Coordinator for definitions, assistance, and the full University policy.
# Course Calendar

This online course is organized within a structure of scheduled course work (see weekly calendar below). Although you are not required to meet in a classroom, we will progress through the course materials as a class. For this reason, you must manage your time effectively in order to complete the assigned course work according to the firm due dates listed in the calendar below. Watch all related video clips along with the readings, even if sometimes they are not mentioned in the right hand column of the calendar.

## Module 1 | week 1: Introduction (August 24-30)

**Learning Objectives:**
- Review the information posted under the “Getting Started” module (ICON > Modules page)
- Introduce Yourself to your professor and your peers. Post your introduction to the “Introduce Yourself” student discussion forum (ICON).
- Watch Introduction to Module 1 (ICON)
- Watch related video clips (ICON)
- Read Is Covid-19 Social Media’s Levelling up Moment (ICON)
- Read Boyd, Introduction, from *It’s Complicated*

<table>
<thead>
<tr>
<th>Due Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductions discussion post (non-graded): Due 08/30</td>
</tr>
</tbody>
</table>

## Module 1 | Week 2: Introduction (August 31 – September 6)

**Learning Objectives:**
- Highlight some important historical developments in media technologies
- Differentiate among the various viewpoints on the social impact of media technologies
- Identify and explain highlights of a brief history of social media
- Define digital literacy and highlight its benefits
- Discuss the concept of digital natives

<table>
<thead>
<tr>
<th>This Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Baym, chapter 2, Making new media make sense (ICON)</td>
</tr>
<tr>
<td>Read boyd, chapter 7, Literacy from <em>It’s Complicated</em></td>
</tr>
<tr>
<td>Watch related video clips (ICON)</td>
</tr>
</tbody>
</table>

## Module 2 | Week 3: Identity (September 7 - 13)

**Learning Objectives:**
- Apply the concepts of identity and performance to online and social media contexts
- Identify factors affecting perceptions of identity
- Explain the creation of the “new self” online and illustrate with examples

<table>
<thead>
<tr>
<th>This Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch Introduction to Module 2 (ICON)</td>
</tr>
<tr>
<td>Read boyd, chapter 1, Identity</td>
</tr>
<tr>
<td>Read Kalman article – Personal Brand Isn’t About Social Media; It’s About Authenticity, Purpose -- from <em>Talent Economy</em> (ICON)</td>
</tr>
<tr>
<td>Read DesMarais article – Why You Need a Personal Brand and How to Build It on Social Media -- in <em>Inc.com</em> (ICON)</td>
</tr>
<tr>
<td>Watch related video clips on ICON</td>
</tr>
</tbody>
</table>
Discuss the strategies to maintain a “clean” online self/profile. Apply the learning to design and develop your own professional brand online.

**Due Dates:**
- **Discussion post # 1:** Due Sept. 10
- **Response # 1:** Due Sept. 13

### Module 3 | Week 4: Foundational Issues and Concepts (September 14 - 20) – Community, Networks

**Learning Objectives:**
- Identify and define features of a community.
- Provide examples of online communities.
- Explain turning points (critical junctures) in community relationships and their effects on online communities.
- Define social networks.
- Identify structural features and their relationships in social networks.
- Apply these features to online social networks.
- Explain how online social networks can be identified.

**This Week:**
- **Watch** Introduction to Module 3 on ICON (3 parts)
- **Read** Baym, Chapter 4 from *Personal Connections in the Digital Age* (ICON)
- **Read** Rainie and Wellman, chapter 1 and excerpts 48-57 from *Networked: The New Social Operating System* (ICON)
- **Read** Stephanie Burns, How to build a Facebook community in 2020 (Link on ICON)

**Due Dates:**
- **Discussion post # 2:** Due Sept. 17
- **Response # 2:** Due Sept. 20

### Module 3 | Week 5: Foundational Issues and Concepts (September 21 - 27) – Privacy, Surveillance

**Learning Objectives:**
- Define online privacy socially, legally.
- Explain methods by which personal data are collected online.
- Explain how surveillance in social media can be understood.
- Identify methods used by people for protecting privacy in online social situations.
- Compare, contrast, and contextualize the concepts of public and private.

**This Week:**
- **Read** boyd, Chapter 2, Privacy
- **Read** Privacy and Surveillance (chapter 25 from *Sage Handbook of Social Media*)
- **Listen** The Daily (2018), “The Business of Selling your Location” (Approx. 20 minutes – Link on ICON)
- **Submit Professional Branding Assignment via the ICON Assignments** (“Professional Branding Assignment” folder)

**Due Dates:**
- **Professional Branding Assignment:** Due Sept. 27
### Exam Week | Week 6: EXAM ONE (September 28 – October 4)

**Due Dates:**
- Exam 1: October 1

**This Week:**
- Exam 1 *(Materials – Weeks 1-5)*
- Exam registration information (applicable to all exams) can be found in the course homepage (ICON).

### Module 3 | Week 7: Foundational Issues and Concepts (October 5 - 11) – Participation, Exploitation

**Learning Objectives:**
- Relate the concept of productive audience to the audience models learned in Module 1
- Describe the features of participatory culture.
- Explain user power in online contexts.
- Compare and contrast the viewpoints on participation and labor online.
- Define digital labor.
- Explain how we can assess value of digital labor.
- Explain the concept of the gift economy and its connection to exploitation

**Due Dates:**
- Discussion Post 3: Due Oct. 8
- Response 3: Due Oct. 11

**This Week:**
- Read Chapter by Melissa Brough, Participatory Culture *(in Johns Hopkins Guide to Digital Media)*
- Read Fish and Srinivasan article, Digital labor is the new killer app, in New Media and Society
- Read Technology has made US labor law obsolete, experts say (link on ICON)
- Watch related video clips on ICON

### Module 4 | Week 8: Cultures, Practices, Social Uses (October 12 - 18) – Globalization, Inequality

**Learning Objectives:**
- Understand history and developments in social media in societies outside the US.
- Identify differences in social media use among different social groups.
- Explain the benefits and disadvantages of social media use for social groups and their causes

**This Week:**
- Watch Introduction to Module 4 on ICON (2 parts)
- Read Alternative histories of social media in Japan and China (chapter 3 from Sage Handbook of Social Media)
- Read boyd, chapter 6, Inequality
- Watch related video clips on ICON

### Module 4 | Week 9: Cultures, Practices, Social Uses of Social Media (October 19 - 25) – Gender, Race

**Learning Objectives:**
- Understand social media through the lens of gender

**This Week:**
- Read – Does Gender Matter on Social Media? (ICON)
- Read Hope in a Hashtag (ICON)
- Identify and explain where and how gender differences are visible on social media
- Illustrate empowering functions of social media to address gender questions

**Due Dates:**
- **Case Study Assignment:** Due Oct. 25

### Module 5 | Week 10: Problematic Social Media Practices (Oct. 16 – Nov. 1) – Addiction, Cyberbullying

**Learning Objectives:**
- Define social media addiction
- List reasons for social media addiction
- Discuss treatment for social media addiction
- Define bullying and cyberbullying
- Distinguish bullying from other aggressive online behaviors
- Explain measures for reducing cyberbullying

**This Week:**
- **Watch** Introduction to Module 5 on ICON; 2 parts
- **Read** boyd, chapter 3, Addiction
- **Read** boyd, chapter 5, Bullying
- **Watch** related video clips (ICON)

### Module 6 | Week 11: Social Media in Social and Economic Domains (November 2 - 8) -- Marketing

**Learning Objectives:**
- Identify trends in social media marketing
- Define audience engagement
- Discuss audience engagement through social media
- Explain the new context for marketing and advertising on social media

**This Week:**
- **Watch** Introduction to Module 6 on ICON
- **Read** Knowledge@Wharton -- How brands can engineer social media content (ICON)
- **Read** Social Media Marketing (chapter 26 in *Sage Handbook of Social Media*)
- **Read** Snap is growing its advertising... (link on ICON)
- **Watch** related video clips (ICON)

### Exam week | Week 12: EXAM TWO (November 9 - 15)

**Due Dates:**
- **Exam 2:** Nov. 12

**This Week:**
- **Exam 2 (Materials – Weeks 6-10)**
- **Exam registration** information (applicable to all exams) can be found in the course homepage (ICON).
# Module 6 | Week 13: Social Media in Social and Economic Domains (November 16 - 22) -- Journalism

## Learning Objectives:
- Discuss news consumption trends in relation to social media
- Identify characteristics of social media and their influence on news production

## This Week:
- **Read** Hermida, Social media and journalism (chapter 27 in *Sage Handbook of Social Media*)
- **Read** Ford and Pundyk – Saving Journalism (knowledge@wharton – link on ICON, Module 6, Week 13)
- **Watch** related video clips (ICON)
- **Submit Campaign Critique Assignment, via the ICON Assignments (“Social Media Campaign Critique” folder).**

## Due Dates:
- **Social Media Campaign Critique Assignment:** Due Nov. 22

## THANKSGIVING WEEK (November 23 – 29)

## Module 6 | Week 14: Social Media in Social and Economic Domains (Nov. 30 – Dec. 6) – Politics and Political Campaigns

## Learning Objectives:
- Understand adaptation of social media communication in politics
- Understand political communication teams’ strategies for audience engagement

## This Week:
- **Read** Politics 2.0 (chapter 29 in *Sage Handbook of Social Media*)
- **Read** Bloomberg article (link in ICON)
- **Watch** related video clips
- **Watch** the PBS Frontline program (link in ICON)

## Module 7 | Week 15: Futures (December 7 - 13)

## Learning Objectives:
- Explain trends in social media and digital technologies
- Comment on selected developments

## This Week:
- **Watch** Introduction to Module 7 (ICON)
- **Read** boyd, last chapter, Searching for publics of their own
- **Watch** related video clips (ICON)

## Due Dates:
- **Discussion post 4:** Due Dec. 10
- **Response 4:** Due Dec. 13

## FINAL EXAM WEEK | EXAM THREE on Final Examination Day (December 14 - 18)

## Due Dates:
- **Exam 3:** **To be announced**

## This Week:
- **Exam 3 (Materials – Weeks 11, 13-15)**
- **Exam registration** information (applicable to all exams) can be found in the course homepage (ICON).

HAPPY CHRISTMAS! STAY SAFE AND HEALTHY!