**Course Instructor**

**Instructor:** Dr. Sujatha Sosale  
**Campus Address:** W329 Adler Journalism Building  
**Phone:** (319) 335-3428  
**Email:** sujatha-sosale@uiowa.edu (contact me here first)  
**Office Hours:** By appointment or via email

**TA:** Tessa Adams  
**Campus Address:** E331 Adler Journalism Building  
**Email:** tessa-adams@uiowa.edu  
**Phone:** (319) 335-3960

**Course Site**

To access the course site, log into Iowa Courses Online (ICON) using your Hawk ID and password.

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**Academic Course Home**

- [College of Liberal Arts and Sciences](#)  
- **DEO:** Dr. David Ryfe  
- **Phone:** (319) 384-3383  
- **Email:** david-ryfe@uiowa.edu

**Prerequisites**

None

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**Course Description and Goal**

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. 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:

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 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.

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

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 your **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.

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](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 Forums</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>3 Online Exams</td>
<td>225</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></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%
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

- 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 identified 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

- 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 60-minute online proctored examinations (ICON) each worth 75 points. Exam 1 will cover materials from weeks 1-5, Exam 2 will cover material from weeks 7-10, and Exam 3 will cover weeks material from weeks 11 and 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.

You can complete your exams at the Iowa City Test Centers (https://distance.uiowa.edu/courses/exams/iowa-city-test-centers) with a face-to-face proctor or you can complete your exams remotely with a virtual proctor (https://distance.uiowa.edu/courses/exams/proctorio-demand-proctoring).

If you choose to complete your exams, face-to-face, you must schedule an exam appointment with the Iowa City Test Centers.

If you choose 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.

For more details about exams in this course, see the Exam Information - Fall 2018 page in ICON (found in the Exams module). 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. You can choose to take exams at the Iowa City Test Centers or through Proctorio. If you choose to take the exam at the Iowa City Test Centers, you should self-schedule an exam appointment (see Exam Information - Fall 2018 for details). You are encouraged to schedule one week before the exam date to avoid scheduling conflicts. If you choose to test through 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.

Information regarding exam windows, technical requirements and Proctorio system requirements are posted on the course ICON site under the Exam Information - Fall 2018 page (found in the Exams module in this course). Each student is responsible for reading all the exam information and ensuring that the identification, location and technical requirements are met for the exams.
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, Emily Shearer. She can be reached at emily-shearer@uiowa.edu. You may also contact me directly via e-mail at sujatha-sosale@uiowa.edu.

Assignment Format: All assignments will be submitted on ICON. Assignments should be submitted and will be accepted as Microsoft Word documents only. I will not accept assignments via e-mail.

Due Dates and Missed Deadlines: 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.

Extra Credit: I cannot guarantee it, but there may be limited extra credit opportunities during the semester. Should such an opportunity come up students will be notified of these opportunities via email. You should not expect extra credit assignments, or anticipate that the amount of extra credit offered will be great enough to make a significant impact on your final grade.

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.

College Policies

As a registered student in a Distance and Online Education course through The University of Iowa, you are responsible for the college policies posted below.

Academic Misconduct: All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported to the departmental DEO and then to the Associate Dean for the Office of Academic Programs and Student Development. All incidents of academic misconduct (plagiarism and cheating) will be subject to the rules and regulations of the College of Liberal Arts and Sciences as defined and stated in section IX of the Academic Policies Handbook (http://clas.uiowa.edu/students/handbook).

Complaint Procedures: If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the Department Chair (contact information provided at the top of page one of this syllabus). If you still do not feel that your concern has been resolved satisfactorily, you may contact the College of Liberal Arts and Sciences Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. All complaints must be made within six months of the incident. The College’s complaint procedures are in section IX of the Academic Policies Handbook (http://clas.uiowa.edu/students/handbook).

Administrative Home of the Course: The administrative home of this course is the College of Liberal Arts and Sciences, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you
have questions about these or other CLAS policies, contact your academic advisor or the Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. The CLAS Academic Policies Handbook also contains important CLAS academic policy: http://clas.uiowa.edu/students/handbook.

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.

Helpful 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 Calendar follows.
**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.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>week 1: Introduction (January 21-26)</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td><strong>This Week:</strong></td>
</tr>
<tr>
<td>□ Compare and contrast the different forms of communication and audiences</td>
<td>▪ Review the information posted under the “Getting Started” module (ICON &gt; Modules page)</td>
</tr>
<tr>
<td>□ Define social media communication</td>
<td>▪ <strong>Introduce Yourself</strong> to your professor and your peers. Post your introduction to the “Introduce Yourself” student discussion forum (ICON).</td>
</tr>
<tr>
<td>□ Identify types of social media</td>
<td>▪ <strong>Watch</strong> Introduction to Module 1 (ICON)</td>
</tr>
<tr>
<td>□ List and define the fundamental characteristics of social media</td>
<td>▪ <strong>Watch</strong> related video clips (ICON)</td>
</tr>
<tr>
<td><strong>Due Dates:</strong></td>
<td>▪ <strong>Read</strong> – Slate article on Power Tweeting Journalists (ICON)</td>
</tr>
<tr>
<td>□ <strong>Student Introductions discussion post (non-graded):</strong> Due 01/26</td>
<td>▪ <strong>Boyd,</strong> Introduction, from <em>It’s Complicated</em></td>
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<table>
<thead>
<tr>
<th>Module 1</th>
<th>Week 2: Introduction (January 27 – February 02)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td><strong>This Week:</strong></td>
</tr>
<tr>
<td>□ Highlight some important historical developments in media technologies</td>
<td>▪ <strong>Read</strong> Baym, chapter 2, Making new media make sense (ICON)</td>
</tr>
<tr>
<td>□ Differentiate among the various viewpoints on the social impact of media technologies</td>
<td>▪ <strong>Read</strong> boyd, chapter 7, Literacy from <em>It’s Complicated</em></td>
</tr>
<tr>
<td>□ Identify and explain highlights of a brief history of social media</td>
<td>▪ <strong>Watch</strong> related video clips (ICON)</td>
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<tr>
<td>□ Define digital literacy and highlight its benefits</td>
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<tr>
<td>□ Discuss the concept of digital natives</td>
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<table>
<thead>
<tr>
<th>Module 2</th>
<th>Week 3: Identity (February 3-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td><strong>This Week:</strong></td>
</tr>
<tr>
<td>□ Apply the concepts of identity and performance to online and social media contexts</td>
<td>▪ <strong>Watch</strong> Introduction to Module 2 (ICON)</td>
</tr>
<tr>
<td>□ Identify factors affecting perceptions of identity</td>
<td>▪ <strong>Read</strong> boyd, chapter 1, Identity</td>
</tr>
<tr>
<td>□ Explain the creation of the “new self” online and illustrate with examples</td>
<td>▪ <strong>Read</strong> Kalman article – Personal Brand Isn’t About Social Media; It’s About Authenticity, Purpose -- from <em>Talent Economy</em> (ICON)</td>
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<tr>
<td></td>
<td>▪ <strong>Read</strong> DesMarais article – Why You Need a Personal Brand and How to Build It on Social Media -- in <em>Inc.com</em> (ICON)</td>
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<td></td>
<td>▪ <strong>Watch</strong> related video clips on ICON</td>
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</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 Feb. 6
- Response #1: Due Feb. 9

Module 3 | Week 4: Foundational Issues and Concepts (February 10-16) – 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)

Due Dates:
- Discussion post #2: Due Feb. 13
- Response #2: Due Feb. 16

Module 3 | Week 5: Foundational Issues and Concepts (February 17-23) – 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)
- Submit Professional Branding Assignment via the ICON Assignments (“Professional Branding Assignment” folder)

Due Dates:
- Professional Branding Assignment: Due Feb. 23
Exam Week | Week 6: EXAM ONE (February 24-March 1)

Due Dates:
- Exam 1: Feb. 27

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 (March 2-8) – 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 Mar. 5
- Response 3: Due Mar. 8

Module 4 | Week 8: Cultures, Practices, Social Uses (March 9-15) – 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:
- 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
- Watch related video clips on ICON

Module 4 | Week 9: Cultures, Practices, Social Uses of Social Media (March 23-29) – Gender

Learning Objectives:

This Week:
- Read – Does Gender Matter on Social Media? (ICON)

Spring Break Week | (March 16-22)
- Understand social media through the lens of gender
- 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 Mar. 22

<table>
<thead>
<tr>
<th>Module 5</th>
<th>Week 10: Problematic Social Media Practices (March 30-April 5) – Addiction, Cyberbullying</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td><strong>This Week:</strong></td>
</tr>
<tr>
<td>□ Define social media addiction</td>
<td>▪ <strong>Watch</strong> Introduction to Module 5 on ICON; 2 parts</td>
</tr>
<tr>
<td>□ List reasons for social media addiction</td>
<td>▪ <strong>Read</strong> boyd, chapter 3, Addiction</td>
</tr>
<tr>
<td>□ Discuss treatment for social media addiction</td>
<td>▪ <strong>Read</strong> boyd, chapter 5, Bullying</td>
</tr>
<tr>
<td>□ Define bullying and cyberbullying</td>
<td>▪ <strong>Watch</strong> related video clips (ICON)</td>
</tr>
<tr>
<td>□ Distinguish bullying from other aggressive online behaviors</td>
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<tr>
<td>□ Explain measures for reducing cyberbullying</td>
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<tr>
<th>Exam Week</th>
<th>Week 11: Social Media in Social and Economic Domains (April 6-12) – Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td><strong>This Week:</strong></td>
</tr>
<tr>
<td>□ Identify trends in social media marketing</td>
<td>▪ <strong>Watch</strong> Introduction to Module 6 on ICON</td>
</tr>
<tr>
<td>□ Define audience engagement</td>
<td>▪ <strong>Read</strong> Knowledge@Wharton -- How brands can engineer social media content (ICON)</td>
</tr>
<tr>
<td>□ Discuss audience engagement through social media</td>
<td>▪ <strong>Read</strong> Social Media Marketing (chapter 26 in <em>Sage Handbook of Social Media</em>)</td>
</tr>
<tr>
<td>□ Explain the new context for marketing and advertising on social media</td>
<td>▪ <strong>Watch</strong> related video clips (ICON)</td>
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<table>
<thead>
<tr>
<th>Module 6</th>
<th>Week 12: EXAM TWO (April 13-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due Dates:</strong></td>
<td></td>
</tr>
<tr>
<td>□ <strong>Exam 2:</strong> April 16</td>
<td></td>
</tr>
</tbody>
</table>

| **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 (April 20-26) -- Journalism

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

**Due Dates:**
- Social Media Campaign Critique Assignment: Due April 26

**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).

### Module 6 | Week 14: Social Media in Social and Economic Domains (April 27-May 03) – 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 (May 04-10)

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

**Due Dates:**
- Discussion post 4: Due May 7
  - Response 4: Due May 10

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

### FINAL EXAM | EXAM THREE on Final Examination Day (May 11-17)

**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).

**HAVE A GOOD SUMMER!**
Teaching Policies & Resources — Syllabus Insert

College of Liberal Arts and Sciences
Information for Undergraduates

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 the UI email address (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.

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. For more information, see 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. Visit https://registrar.uiowa.edu/final-examination-scheduling-policies.

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/.