

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 2/12/2016

1b. Department/Division: Journalism

1c. Contact Person

Name: Zixue Tai

Email: ztai2@uky.edu

Phone: 257-1676

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MAS 540

2c. Full Title: SOCIAL MEDIA THEORY AND PRACTICE

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course examines the contexts and forms of a variety of social media platforms and applications, and interrogates the influence of social media on individuals, organizations, institutions, and society. It explores a variety of important conceptual and practical issues in relation to social media use and applications.

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SENATE COUNCIL

2k. Prerequisites, if any: Media Arts & Studies major or minor status or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BBARNES|Beth Barnes|MAS 540 NEW Dept Review|20150504

SIGNATURE|MSBEAC2|Megan B Sizemore|MAS 540 NEW College Review|20150904

SIGNATURE|JMETT2|Joanie Ett-Mims|MAS 540 NEW Undergrad Council Review|20160310

SIGNATURE|ZNNIKO0|Roshan N Nikou|MAS 540 NEW Graduate Council Review|20160331

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	6420	MAS 540 Social Media Syllabus Updated.docx

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course examines the contexts and forms of a variety of social media platforms and applications, and interrogates the influence of social media on individuals, organizations, institutions, and society. It explores a variety of important conceptual and practical issues in relation to social media use and applications.

k. Prerequisites, if any:

Media Arts & Studies major or minor status or consent of instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

MAS 540-001: SOCIAL MEDIA THEORY AND PRACTICE**Course Syllabus****3 Credit Hours****School of Journalism & Media**

Instructor	Zixue Tai, Ph.D. & Associate Professor
Meeting Time	Tuesday & Thursday 9:30 am – 10:45 am
Meeting Place	TBD
Contact Info	Voice: 257-1676; Email: ztai2@uky.edu ; Office: Grehan Rm 214
Office Hours	Mon 1:00 pm – 3:30 pm; Tue & Thu 11:00 am – noon; & by appointment

COURSE DESCRIPTION & OVERVIEW

This course examines the contexts and forms of a variety of social media platforms and applications, and interrogates the influence of social media on individuals, organizations, institutions, and society. It explores a variety of important conceptual and practical issues in relation to social media use and applications.

By scrutinizing the transformative power social media exerts on the media landscape and the communication environment, students will have the opportunity to explore a variety of important conceptual and practical issues in relation to social media through course readings, class discussions, writing assignments, and research projects. Through these activities, the course will help students build the foundations upon which they can develop the knowledge, critical thinking ability, and practical skills to prepare themselves to rise to their personal, professional, and intellectual challenges posed by social media use and diffusion.

In particular, we will assess and be familiar with the expanding repertoire of analytics and research tools in tapping into and making sense of the ocean of social media data in regard to questions and inquiries of your own interest.

Prerequisites

Media Arts & Studies major or minor status or consent of instructor.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon successful completion of this course, you should be able to:

- Develop a coherent definition on what constitutes social media;
- Demonstrate a comprehensive understanding of the history of social media;
- Show an overall perspective on common threads of, and established approaches to, academic research on social media use and impact;
- Analyze intelligently a wide range of controversial issues in relation to social media;
- Contribute knowledgeably to current debates on social media;
- Formulate the necessary skills to conduct research projects from conceptualization to implementation in exploring specific issues and concerns on social media;

- Turn yourself into a critical user and observer of expanding social media technologies and applications.

READINGS

Required Text

Jeremy Harris Lipschultz (2014). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. New York: Routledge. ISBN-13: 978-1138776456.

Additional Readings

There will be an extensive list of book chapters, academic journal articles, white papers, trade articles, and essays that we will read throughout the semester. All these readings will be made available on the course Canvas site.

You are expected to have completed the assigned readings before appearing at class for the day. Intelligent discussions and meaningful contributions to class can only happen after you have completed the readings.

COURSE POLICY

Attendance

Your participation in the class ultimately defines the success or failure of the course. Class attendance is mandatory. Each student is allowed two (2) unexcused absences. Unexcused absences in excess of that number will affect your course grade negatively. Anticipated absences should be pre-arranged with the instructor as soon as possible in the semester (at least one week ahead of the date of absence); emergencies have to be documented and acceptable form of documentation should be provided as soon as possible thereafter (no more than one week after the absence). See the following guidelines on excused absences and their verifications.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737,

http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students

may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability (boilerplate)

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Participation

Since this is a special-topic course intended for upper-division MAS students, *active* participation in class discussion and other activities is of paramount importance. Being *active* does not simply mean simply showing up or speaking up in class; it entails making intentional efforts to contribute to a positive learning experience for you and other class members. This is a *core* consideration in assigning your participation grade at the end of this semester.

Diversity

Promoting diversity is integral to the core mission of the University of Kentucky. In this course, we respect and value the various personal experiences, values, and worldviews that individuals bring to the class due to differences in race, ethnicity, gender, sexual orientation, religion, socioeconomic status, (dis)abilities, and other circumstances. Any type of behavior or conduct that runs counter to this overall mission will not be tolerated.

Classroom Decorum and Civility

Students are expected to act responsibly, politely, and professionally while class is in session. Be attentive, respectful and courteous when others are speaking. While discussion and debate are essential in making academic discoveries, diversified opinions must be cherished. Reasoned exceptions to opinions voiced by the instructor or other class members are encouraged, and

academic discourse will be conducted with respect and civility as expected of the college classroom.

As a courtesy to all member of this class, you should avoid any type of disruptive or distracting activities, such as text messaging, Web surfing, and conversations unrelated to the course during class time. Coming to class late is a serious interruption to normal class activities, and must be avoided whenever possible.

Late Assignments

It is very important that you meet all deadlines and turn in assignments on the dates that they are due. Late assignments may be accepted with a penalty, with the grade being reduced half a letter grade for each passing day. Decision at accepting or rejecting a late assignment is *totally at the discretion of the instructor, and will be determined on a case-by-case basis*.

Course-related Communication

Lecture notes, readings, and exam grades will be posted on Canvas. In the event that class or the professor's office hours cannot be held, you will be notified through Canvas and/or your UK e-mail account. It is your responsibility to check Canvas and your UK e-mail for the latest information. Also feel free to drop the instructor an email anytime you have questions or concerns about any aspect of the course.

GRADING (Undergraduate)

Your final grade for this course is based on the following percentage breakdown:

Class Participation/Attendance	5%
Short Essay	5%
Individual Reflection Paper	15%
Midterm Exam	30%
Final Exam	30%
Group Research Project	15%

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Grading scale for undergraduates:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

GRADING (Graduate)

Students taking this course for graduate credit will be evaluated on the breakdown of the following activities:

Class Participation/Attendance	5%
Research Paper	30%
Midterm Exam	25%
Final Exam	25%
Reading Report & Presentation	15%

Grading scale for graduate students:

90-100% = A

80 – 89% = B

70 – 79% = C

Below 70%= E

Graduate students must work on a research paper on a topic of their interest, contingent upon approval by the instructor. Additionally, each graduate student must also choose two books from the list provided below, and turn in a five-page book report plus deliver a 30-minute oral presentation in class for each book. Specific format of the presentation needs to be worked out in consultation with the instructor.

Book List for Graduate Students

Bauerlein, M. (2009). *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (Or, Don't Trust Anyone Under 30)*. New York: Tarcher.

Burgess, J. & Green, J. (2009). *YouTube: Online Video and Participatory Culture*. Malden, MA: Polity.

Cukier, K. & Mayer-Schönberger, V. (2013). *Big Data: A Revolution That Will Transform How We Live, Work, and Think*. Boston: Houghton Mifflin Harcourt.

Gainous, J. & Wagner, K. M. (2014). *Tweeting to Power: The Social Media Revolution in American Politics*. New York: Oxford University Press.

Gerbaudo, P. (2012). *Tweets and the Streets: Social Media and Contemporary Activism*. New York: Pluto Press.

Marwick, A. E. (2013). *Status Update: Celebrity, Publicity, and Branding in the Social Media Age*. New Haven, CT: Yale University Press.

Miller, D. (2011). *Tales from Facebook*. Malden, MA: Polity.

Moe, W. W. & Schweidel, D. A. (2014). *Social Media Intelligence*. New York: Cambridge University Press.

Murthy, D. (2013). *Twitter: Social Communication in the Twitter Age*. Malden, MA: Polity.

Twenge, J. M. & Campbell, K. (2010). *The Narcissism Epidemic: Living in the Age of Entitlement*. New York: Free Press.

COURSE ASSIGNMENTS

Individual Reflection Paper

Each member of the class is responsible for an individual paper in the course of this semester. In your individual paper, you will need to reflect upon your personal experience/encounters with social media use within the parameters of the variety of conceptual issues discussed in class. Specific instructions on the paper will be handed out early in the semester.

Alternatively, it is possible for you to find a topic of your personal interest in the broad area of social media use and impact, and to work out a research paper by following any established line of inquiry/approach in the social sciences/communication discipline. This option is *NOT* automatic, and is contingent upon the approval of the instructors. You must seek the permission of the instructors if you are interested in following this route.

The individual reflection paper is due at the start of class on Tuesday, December 2.

Short Essay

This is an exercise to get you into the habit of following industry and media reports on major topics in the area of social media. You will pick a topic covered in the weekly readings, and find 7-10 articles from the mass media, trade publications, and popular sites in relation to that topic. You will need to read these articles, and synthesize the major points and central themes into your own words. You will then discuss briefly how they relate to the topic of the week, and add your own comments and thoughts on these debates. You will also make a five-minute presentation in class based on your essay. The presentation will be delivered in accordance with the course schedule, and the written report is also due in the week for which the topic is scheduled. A detailed guideline for this assignment will be handed out shortly.

Exams

There will be two exams: one mid-term and one final. The format of midterm exam will be a mix of multiple choice, short answer, and short essay questions. The final exam will be a take-home exam. Specifics on these exams will be discussed later in class.

Make-up tests will only be given in situations where you have contacted me before the class period during which the test is scheduled and provided a documented reason for not being able to

take the test at that time. Depending on how much time passes between the scheduled test date and when you are able to take the test, a different test format may be used for the make-up.

Group (Team) Project

You will have the opportunity to team up with fellow classmates in engaging in a group research project. Each group (consisting of four to five students) will need to complete a research project from start to finish. This means your group will need to turn in a finished research paper involving collecting original data through using the metrics and data collection mechanisms demonstrated through this class in the course (esp. the second half) of the semester. Each student is expected to fully participate in each step of the project, and peer-review sheets are provided at the conclusion of the project in order to evaluate individual participation and contribution for team members.

Detailed project guidelines will be distributed early in the semester. There will be an oral presentation in class for each group. A written research report will be the culmination of the research effort. The group research paper is *due on Thursday, December 4*. However, I will accept submissions on December 9 (Tuesday) without penalty should more time be needed.

Groups will be formed early in the semester, and detailed instructions on the group project will be handed out mid-semester. Research topic must be approved by the instructor.

Book Report & Presentation Guidelines (Graduate Students Only)

This assignment is designed to help you gain an in-depth understanding of a particular issue discussed in a book listed in the recommended readings at the end of the syllabus. You are going to sign on a book that interests you, and read the book, and finish a written book report. In addition, you will make a 20-minute presentation in class in relation to the content of the book.

In the book report, you will write about the following aspects:

1. Brief description of the book. What are the major aims and purposes of the book? Are those accomplished successfully? What issues does the book try to tackle? What new ground does the book break? What is your overall evaluation of the book?
2. The main ideas/theoretical perspectives of the book. Summarize the main argument(s) in the book in your own words. Explain the key terms concepts used in the book. Are these ideas/perspectives developed well?
3. Relevance of the book to today's social media environment. How are the issues discussed in the book relevant to the changing communication environment today? How can the book help us understand things better? Also try to relate the book to larger issues under discussion in this course and other readings. If the book was written a long time ago, what persistent themes do you see between ideas in the book and our communication environment today? Are there any points in the book that are not valid anymore?

4. What are the most striking or provocative lessons/points you have learned from the book? It does not have to be in line with the author's main purpose(s) of writing the book. In other words, what impresses you the most about this book?
5. Your critical evaluation of the book. How do you like the book? Do you agree with the points presented in the book? Give your reasons. Are there any deficiencies with any viewpoints, issues or methods in the book?

The report should be about 4-5 typed, double-space pages. Additionally, you will also make a presentation to the class based on the reading of the book. The presentation should focus on a few key issues that you think have high relevance to the topics of this course. Try to relate issues/points to the current media environment. Specific examples that may or may not come from the book are highly desirable. The presentation is about the book you have read, not your book report. Although it is possible for you to look for presentation ideas from the book report, the presentation does not have to be limited by the report's content and format. The audience is your classmates who most likely have not read the book, so try your best to make the points interesting and understandable to them. You should prepare some PPT slides to aid the presentation. Each presentation should last approximately 20 minutes.

Please email your PPT slides to the instructor prior to class, so copies can be made for class members. The book report is due on the day for which your presentation is scheduled. A specific schedule will be handed out early in the semester in order to give you enough time to prepare.

Research (Paper) Project (Graduate Students Only)

As specified in the syllabus, each member of this class will have to complete a research project as part of the overall course requirements, and write up the findings into a research paper. Each class member needs to decide on research topic from a wide range of issues in the broad domain of social media. For possible topics, a useful frame of reference is the list of topical areas covered in the syllabus. Possible choices, however, are not just limited to these issues only. The paper can focus on any existing social media platform, whether it is specifically covered in our classroom discussion (e.g., Facebook, YouTube, Twitter) or not (e.g., Pinterest, Instagram, Google+).

Upon deliberation, *each student should email their topic of choice to the instructor for consultation/approval by November 3*. Once you have decided on what topic to research on, you need to start with an extensive literature review on extant research concerning this issue, and summarize major theoretical perspectives and findings from the available body of published research. Then you will try to make an original contribution to this line of scholarship by presenting its own insight or research findings. The research can be a conceptual piece in organizing related issues under a particular theoretical framework, or it can be an empirical study in raising new research questions and making its own discoveries on the topic. Any established methodological approach is acceptable. Since this is a research project, issues and perspectives must be presented within an appropriate theoretical framework or a set of lenses encased in a well-developed conceptual perspective. In other words, you can do a theory-based study or focus on a practical issue (highly advised for ISC students). *Purely opinionated discussion of issues is not appropriate for this assignment.*

Each research project involves finding an appropriate topic, searching and synthesizing appropriate literature in this field of research, developing its own research question(s), developing the research procedure, completing the research, and then writing up the research report. The final paper to be turned in should be structured based on answers to the following questions:

1. **Introduction:** What is the focus of the research? Why is this significant? What are you trying to accomplish in the research?
2. **Literature review:** What are the major existing theoretical perspectives in relation to this issue? What has been the major focus of academic research on this topic? What are the main findings? Are there significant deficiencies or important unanswered questions in the current body of research?
3. **Research question(s)/the focus of your research:** In the context of the above discussion (#2), what *specific* research question(s) are you trying to address here?
4. **Procedure/Methodology:** What methodological approach are you adopting to address the above question(s)? What kinds of data were collected? How did you collect the data?
5. **Data Analysis/Findings (if applicable):** What are the major discoveries? It is desirable to relate your discussion here to the larger context (e.g., existing theoretical lines and past findings by other people). *This is the "cream-of-the-crop" section of your paper.*
6. **Discussion/Conclusion:** What are the implications of your findings? In what ways can this research promote our understanding of the topic under discussion? What are the limitations of your study? What can other researchers do in future research to carry the field forward?
7. **References:** Provide a complete list of materials that have been cited in the paper.

The above list of sections is a rough guideline, and is not meant to be an unyielding blueprint for all papers. Depending on the particular issue being addressed and the specific methodological approach being used, the actual organization of the materials can be accomplished in an appropriate manner in accordance with the methodological approach and topical matter.

Among the list of references you have consulted, *at least eight* of them have to be *conventional print sources* (i.e., books, journal articles, trade publications, *including class readings*). Feel free to use Web sites and online-only resources, but they are on top of the eight required references.

The finished research paper must be double-spaced and typed, and should be approximately 10 pages in length (including references). The research paper is *due on Thursday, December 3*. Although hard copies are preferred, electronic copies formatted in MS Word or PDF will be submitted via email to the instructor (ztai2@uky.edu). I will, however, accept submissions by the end of class time on December 10 (Thursday) without penalty should more time be needed.

CLASS SCHEDULE & READINGS (TENTATIVE)

(Updated readings will be posted on Blackboard, under the Course Readings section)

Aug. 28, Thursday

Course Overview & Introduction. No readings.

Sept. 2, Tuesday & Sept. 4, Thursday

Topic: Definition, History & Overview

Readings:

Borders, B. (2009). A Brief History of Social Media.

Available <http://copybrighter.com/history-of-social-media>

boyd, d. m. & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1). Available at:

<http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>

Curtis, A. (2013). The Brief History of Social Media.

Available <http://www2.uncp.edu/home/acurtis/NewMedia/SocialMedia/SocialMediaHistory.html>

O'Reilly, T. (2012). What is Web 2.0? In M. Mandiberg (Ed.). *The social media reader* (pp. 32-52).

Rosen, J. (2012). The people formerly known as the audience. *The social media reader* (pp. 13-16).

(Recommended) Thelwall, M. (2009). Social network sites: Users and uses. *Advances in Computers*, 76, 19-73.

Sept. 9, Tuesday & Sept. 11, Thursday

Topic: Facebook, Social Networking & Sharing

Readings:

Miller, D. (2011). Fifteen theses on what Facebook might be: What makes Facebook important. Chapter in D. Miller, *Tales from Facebook* (pp. 164-204). Malden, MA: Polity Press.

Pew Research Center (2014). Six new facts about Facebook.

<http://www.pewresearch.org/fact-tank/2014/02/03/6-new-facts-about-facebook/>

Wilson, R. E., Gosling, S. D., & Graham, L. T. (2012). A review of Facebook research in the social sciences. *Perspectives on Psychological Science*, 7(3), 203-220.

Zephoría (2014). The Top 20 Valuable Facebook Statistics.

<https://zephoría.com/social-media/top-15-valuable-facebook-statistics/>

Sept. 16, Tuesday**Topic: Twitter, Following, & Microblogging****Readings:**

Murthy, D. (2013). What is Twitter? Chapter in *Twitter: Social communication in the Twitter age* (pp. 1-13). Malden, MA: Polity Press.

Murthy, D. (2013). Theorizing Twitter. Chapter in *Twitter: Social communication in the Twitter age* (pp. 24-50). Malden, MA: Polity Press.

Sept. 18, Thursday**Topic: YouTube, Sharing, & Amateurism****Readings:**

Burgess, J. & J. Green (2009). How YouTube matters. Chapter in J. Burgess & J. Green. *YouTube: Online video and participatory culture* (pp.1-14). Malden, MA: Polity Press.

Wesch, M. *An anthropological introduction to YouTube*. Available at:
http://www.youtube.com/watch?v=TPAO-IZ4_hU (Lecture video)

Sept. 23, Tuesday & Sept. 25, Thursday**Topic: Wikipedia, Mass Collaboration & Collective Intelligence****Readings:**

Brabham, D. C. (2008). Crowdsourcing as a model for problem solving: An introduction and cases. *Convergence*, 14(1), 75-90.

Burt, R. (2003). Social origins of good ideas (Excerpts).

Hyde, A. et al. (2012). What is collaboration anyway?

Vaidhyanathan, S. (2012). Open source as culture/culture as a source.

Sept. 30 Tuesday & Oct. 2, Thursday**Topic: Journalism in the Era of Social Media****Readings:**

Lipschultz (2014) Chapters 1-3.

Spangenberg, J. & Heise, N. (2014). News from the crowd: Grassroots and collaborative journalism in the digital age.

Oct. 7, Tuesday & Oct. 9, Thursday**Topic: Social Media in PR, Advertising and Marketing****Readings:**

Lipschultz (2014) Chapters 4, 5 & 7

Oct. 14, Tuesday & Oct. 16, Thursday**Topic: Privacy****Readings:**

Epic.org. *Social networking privacy*. Available at: <https://www.privacyrights.org/social-networking-privacy>

Lipschultz (2014) Chapter 8.

Marwick, A. E. (2012). The public domain: Social surveillance in everyday life. *Surveillance & Society*, 9(4), 378-393.

Oreskovic, A. (June, 2014). Facebook will sell data on its users' online activities outside of Facebook.

Oct. 21, Tuesday**Mid-term****Oct. 23, Thursday****Topic: Social Media Analytics and Research Tools****Readings:**

Lipschultz (2014) Chapter 6.

Oct. 28, Tuesday & Oct. 30, Thursday**Topic: Social Media Analytics and Research Tools****Readings:**

TBD. Hands-on analytics tool demonstrations in class.

Nov. 4, Tuesday & Nov. 6, Thursday**Topic: Legal & Copyright Issues****Readings:**

Lipschultz (2014) Chapter 9.

Chapters from D. R. Stewart (2013). *Social Media and the Law*.

Lessig, L. (2012). Remix: How creativity is being strangled by the law.

Nov. 11, Tuesday & Nov. 13, Thursday**Social Media Ethics & Best Practice****Readings:**

Lipschultz (2014) Chapters 10 & 11.

Nov. 18, Tuesday & Nov. 20, Thursday**Topic: Social Media Activism (Political, Civic Engagement & Collective Action)****Readings:**

Gerbaudo, P. (2012). Chapter 5 in *Tweets and the Streets: Social Media and Contemporary Activism*, pp. 134-157.

Marichal, J. (2013). Political Facebook groups: Micro-activism and the digital front stage. *First Monday*, 18(12). <http://dx.doi.org/10.5210/fm.v18i12.4653>

Obar, J. A., Zube, P. & Lampe, C. (2011). Advocacy 2.0: An Analysis of How Advocacy Groups in the United States Perceive and Use Social Media as Tools for Facilitating Civic Engagement and Collective Action. *Journal of Information Policy*, 2, 1-25.

Nov. 25, Tuesday

Research Day for class members to work on their individual reflection paper and/or team project.
NO class meeting.

Nov. 27, Thursday

Thanksgiving break. No class.

Dec. 2, Tuesday**Topic: Social Media and Young Adults (*Individual Reflection Paper due*)****Readings:**

Etheridge, P. (November 27, 2012). "Young people and social media: Docs examine pitfalls." *CNN*. Available at: <http://www.cnn.com/2012/11/23/health/youth-social-media>

Goodman, B. (March 28, 2011). "Social networking may affect kids' health: Report urges parents to communicate and participate when kids socialize online," *WedMD*. Available at: <http://www.webmd.com/parenting/news/20110328/social-networking-may-affect-kids-health>

June, A. (2011). The effect of social networking sites on adolescents' academic and social development: Current theories and controversies. *Journal of the American Society for Information Sciences & Technology*, 62(8), 1435-1445.

Solis, B. (August 15, 2013). "Broadcast yourself: How teens use social media and why it matters to you." *Social Media Today*. Available at: <http://socialmediatoday.com/node/1666341>

Marwick, A. E., & d. m. boyd (2011). The drama! Teen conflict, gossip, and bullying in networked publics. Presented at *Oxford Internet Institute's a decade in Internet Time: Symposium on the Dynamics of the Internet and Society*. Available at: <http://ssrn.com/abstract=1926349>

Dec. 4, Thursday

Group Project Presentations.

(*Group Research Paper due; Submission accepted until Dec. 9*)

Dec. 9, Tuesday

Topic: Social Media & Big Data

Readings:

boyd, d., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society*, 15(5), 662-679.

Cukier & Mayer-Schoenberger (2013). Rise of Big Data: How It's Changing the Way We Think about the World. *Foreign Affairs*, 92(3), 28-40.

Dec. 11, Thursday

Topic: Looking into the Future

Readings

Lipschultz (2014) Chapter 12.

Final Exam Review & Course Wrap-up

Final Take-Home Exam (due in the Finals Week; specific date TBD)